

## 2025/2026 Course offer

Pending national accreditation, the 2025/2026 Course offer of the University of Trieste includes:

| <b>Course title</b>                    | <b>Module</b>                              | <b>Teacher</b>                                   |
|--|--|--|
| Strategic Studies                      | International Relations                    | Federico Donelli                                 |
| Conflict resolution and peace building | International relations / Applied politics | Fabio Fossati                                    |
| Project cycle management               | Methodology/Advanced methodology           | Elisabetta De Giorgi + one external practitioner |
| Democracy and Legitimacy               | Political Theory                           | Giuliana Parotto                                 |
| European Identity and Nation building  | Political theory, European integration     | Giuliana Parotto                                 |

## Joint MA in Political Science: Integration and Governance

### Module: International relations

#### Course: Strategic studies

|                                 |   |                   |  |
|---------------------------------|---|-------------------|--|
| <b>Course Title</b>             | Strategic Studies   |                   |  |
| <b>Course Number</b>            |   |                   |  |
| <b>Module</b>                   | International Relations   |                   |  |
| <b>Type of Courses</b>          | Seminar   |                   |  |
| <b>ECTS credits</b>             | 6   |                   |  |
| <b>Number of teaching hours</b> | 30 h  |                   |  |
| <b>Lecturers</b>                | Dr. Federico Donelli  |                   |  |
| <b>Assistant lecturers</b>      |   |                   |  |
| <b>Department</b>               | Department of Political and Social Sciences   |                   |  |
| <b>Curricula</b>                | PoSIG   | Political Science |  |
| <b>mandatory/elective</b>       | elective  | elective          |  |
| <b>Entry level criteria</b>     | None  |                   |  |
| <b>Recommended for semester</b> | 2nd semester  |                   |  |
| <b>Course description</b>       | <p>The Strategic Studies course introduces students to the role of military force in international affairs, both in its political and operational dimensions. The course covers an interdisciplinary field of study focused on war's causes, conduct, and consequences as a permanent phenomenon of international political reality. The course examines strategic studies' main concepts and issues. It highlights their relevance for the understanding of the contemporary global arena.</p> |                   |  |

|  |  |                                  |     |              |     |                    |     |                |     |              |             |
|--|--|----------------------------------|-----|--------------|-----|--------------------|-----|----------------|-----|--------------|-------------|
| <b>Intended learning outcomes</b>  | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>- specialized empirical knowledge about strategic studies, for example, with regard to the evolution of conflict patterns and threats to global security;</li> <li>- detailed knowledge of relevant theories in the field of strategic studies, and how to distinguish and critically evaluate them;</li> <li>- comprehensive knowledge of major modern challenges to international security such as climate change, transnational crime, migrations, intrastate wars.</li> </ul> <p><b>Competence:</b></p> <ul style="list-style-type: none"> <li>- an ability to infer explanations from relevant theories to explain current conflicts, crisis scenario, and/or new threats (real and perceive);</li> <li>- an understanding of research design and methods in current research on strategic studies and an ability to challenge methodological approaches critically;</li> <li>- an ability to assess the strengths and weaknesses of these methods;</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- the ability to develop interesting and innovative research questions in the field of Strategic Studies, and capacity to answer these questions using the appropriate research design;</li> <li>- the ability to communicate their knowledge of international politics by formulating their own ideas clearly and convincingly, and to write scientific papers;</li> <li>- the ability to evaluate analytically contemporary conflicts and security's challenges.</li> </ul> |                                  |     |              |     |                    |     |                |     |              |             |
| <b>Contribution of this course to the learning outcomes of the module (or program)</b> | The course is focused on the role of military force in international affairs, both in its political and operational dimensions.  |                                  |     |              |     |                    |     |                |     |              |             |
| <b>Expected prerequisite knowledge</b>   | Basic texts in IR (recommended)  |                                  |     |              |     |                    |     |                |     |              |             |
| <b>Assessment methods</b>  | <p>Student grades will be calculated using the following criteria:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 70%;">Attendance and Class Performance</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>Midterm exam</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Short Policy Paper</td> <td style="text-align: right;">25%</td> </tr> <tr> <td>Group Research</td> <td style="text-align: right;">40%</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: right;"><b>100%</b></td> </tr> </table>   | Attendance and Class Performance | 10% | Midterm exam | 25% | Short Policy Paper | 25% | Group Research | 40% | <b>Total</b> | <b>100%</b> |
| Attendance and Class Performance   | 10%  |                                  |     |              |     |                    |     |                |     |              |             |
| Midterm exam   | 25%  |                                  |     |              |     |                    |     |                |     |              |             |
| Short Policy Paper   | 25%  |                                  |     |              |     |                    |     |                |     |              |             |
| Group Research   | 40%  |                                  |     |              |     |                    |     |                |     |              |             |
| <b>Total</b>   | <b>100%</b>  |                                  |     |              |     |                    |     |                |     |              |             |

| <p><b>Specific requirements</b></p>          | <p>Students will be required to attend all lectures and to keep up with the texts shared before classes. The course will also regularly incorporate discussion of contemporary events (and exams may reference them), so the students should keep up on what is happening in the world by periodically reading current events news. The students are also advised to familiarize themselves with mainstream national, regional, and global daily newspapers, news agencies, political magazines, journals and periodic publications, and websites of states' political and bureaucratic institutions.</p>  |          |            |                       |      |                  |      |                |      |                  |      |              |              |
|--|--|----------|------------|-----------------------|------|------------------|------|----------------|------|------------------|------|--------------|--------------|
| <p><b>Pre-Conditions for examination</b></p> | <p>At least 75% attendance and the involvement in a research group.</p>  |          |            |                       |      |                  |      |                |      |                  |      |              |              |
| <p><b>Teaching methods</b></p>               | <p><b>Attendance and Class performance:</b> this is a lecture-based course. That, however, does not absolve students of their obligations to prepare for class. Therefore, the students should come ready to participate, challenge, and debate issues.</p> <p><b>Midterm exam:</b> Students will answer multiple choice questions about the topics covered during classes.</p> <p><b>Short Policy Paper (750words):</b> Students will apply concepts and theories from class to address a contemporary policy problem indicated by the instructor. Format should generally be the following: Short introduction to the problem (what, where, why, when, and who). Brief discussion of current policy. Their proposed solution, written in such a way as to clearly flag how you are incorporating class concepts, ideas, and theories.</p> <p><b>Group Research:</b> Each group of students will choose a contemporary policy problem and develop a longer policy paper (3000 words), providing greater detail than the short papers on the problem (specifically, greater effort at explaining why it is a problem), the current measures addressing it, and their proposed solution. Each group will present the provisional findings of their research during one of the latest classes.</p> <table border="1" data-bbox="785 1211 1145 1570"> <thead> <tr> <th>Activity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1. <i>Ex cathedra</i></td> <td>30 %</td> </tr> <tr> <td>2. Presentations</td> <td>30 %</td> </tr> <tr> <td>3. Assignments</td> <td>10 %</td> </tr> <tr> <td>4. Class debates</td> <td>30 %</td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> </tr> </tbody> </table> | Activity | Percentage | 1. <i>Ex cathedra</i> | 30 % | 2. Presentations | 30 % | 3. Assignments | 10 % | 4. Class debates | 30 % | <b>Total</b> | <b>100 %</b> |
| Activity                                     | Percentage   |          |            |                       |      |                  |      |                |      |                  |      |              |              |
| 1. <i>Ex cathedra</i>                        | 30 %   |          |            |                       |      |                  |      |                |      |                  |      |              |              |
| 2. Presentations                             | 30 %   |          |            |                       |      |                  |      |                |      |                  |      |              |              |
| 3. Assignments                               | 10 %   |          |            |                       |      |                  |      |                |      |                  |      |              |              |
| 4. Class debates                             | 30 %   |          |            |                       |      |                  |      |                |      |                  |      |              |              |
| <b>Total</b>                                 | <b>100 %</b>   |          |            |                       |      |                  |      |                |      |                  |      |              |              |
| <p><b>Course content</b></p>                 | <p>The course examines the choices and constraints that policymakers and the military face in times of crisis (Part I), drawing on the study of the underpinnings of modern strategic thinking and warfare in the contemporary age. The interplay between military practice and strategic theory, in particular, is to be analyzed. Next, the course provides insight into the dynamics of modern conflicts, focusing on the new challenges presented by the complexity and uncertainty of the post-Cold War world. Particular attention is devoted to the resurgence of competition among great and middle powers in multiple contexts: Eastern Europe, Africa, Indo-Pacific, and the Middle East (Part II). Finally, the course analyzes the uses and limits of military power to manage the "new" security challenges, focusing on irregular forms of strategy and asymmetric conflicts (Part III).</p>   |          |            |                       |      |                  |      |                |      |                  |      |              |              |

|                                | <i>Topic</i>  | <i>Required reading</i>   |
|--------------------------------|---|---|
| <b>List of contents/topics</b> | <p>Topic 1: Introduction to strategic studies</p> <ul style="list-style-type: none"> <li>- Realism &amp; strategic studies,</li> <li>- Security and strategic studies,</li> <li>- Concepts and definitions.</li> </ul>  | <p>Bull, Hedley. 'Strategic Studies and Its Critics'. <i>World Politics</i> 20, no. 4 (1968): 593–605.</p> <p>Alan Forrest (2014) The insurgency of the Vendée, <i>Small Wars &amp; Insurgencies</i>, 25:4, 800-813.</p>  |
|                                | <p>Topic 2: The strategy between theory and practice</p> <ul style="list-style-type: none"> <li>- The conflict's evolution,</li> <li>- Toward total war: Napoleonic paradigm, revolutions, Clausewitz,</li> <li>- The conflict dimensions: land, water, and sea.</li> </ul> | <p>J. J. Widen (2007) Sir Julian Corbett and the Theoretical Study of War, <i>Journal of Strategic Studies</i>, 30:1, 109-127.</p> <p>Paul B. Rich (2017) People's war antithesis: Che Guevara and the mythology of Focismo, <i>Small Wars &amp; Insurgencies</i>, 28:3, 451-487.</p>   |
|                                | <p>Topic 3: Modern warfare</p> <ul style="list-style-type: none"> <li>- Technology and conflict;</li> <li>- Intelligence e conflict,</li> <li>- Irregular warfare: insurgency, counterinsurgency, hybrid, terrorism.</li> </ul>   | <p>Edward C. O'Dowd (2014) 'What Kind of War is This?', <i>Journal of Strategic Studies</i>, 37:6-7, 1027-1049.</p> <p>Arif Dirlik (2014) Mao Zedong Thought and the Third World/Global South, <i>Interventions</i>, 16:2, 233-256.</p> <p>Bala, Bashir, and Usman A. Tara. 'Regional Cooperation in West Africa: Counter-Terrorism and Counter-Insurgency'. <i>African Security</i> 14, no. 2 (2021): 186–207.</p> |
|                                | <p>Topic 4: Strategic Studies and International Order</p> <ul style="list-style-type: none"> <li>- challenges to the sovereign state,</li> <li>- regional orders and balances.</li> </ul>   | <p>Ghimire, Safal. 'Rising Powers and Security: A False Dawn of the pro-South World Order?' <i>Global Change, Peace &amp; Security</i> 30, no. 1 (2018): 37–55.</p> <p>Donelli, Federico, and Brendon J. Cannon. 'Power Projection of Middle East States in the Horn of Africa: Linking Security Burdens with Capabilities'. <i>Small Wars &amp; Insurgencies</i> 34, no. 4 (19 May 2023): 759–79.</p>              |
| <b>Mandatory literature</b>    | See above   |   |

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| <b>Optional literature</b>  | <ul style="list-style-type: none"><li>- J. J. Mearsheimer, <i>The Great Delusion: Liberal Dreams and International Realities</i>, New Heaven: Yale University Press, 2018.</li><li>- Lobell, Ripsman and Taliaferro, <i>Neoclassical Realism, the State, and Foreign Policy</i>, Cambridge: Cambridge University Press, 2009.</li><li>- C. Sylvester, <i>Feminist Theory and International Relations in a Postmodern Era</i>, Cambridge: Cambridge University Press, 2009.</li><li>-</li></ul> |
| <b>Scheduled dates</b>  | TBA  |
| <b>Additional Information</b><br>(supplementary issues, related topics, additional learning opportunities associated with the course) |  |

## Joint MA in Political Science: Integration and Governance

### Module: International Relations

#### Course: Conflict resolution and peace building

|                                 |   |  |  |
|---------------------------------|---|--|--|
| <b>Course Title</b>             | Conflict resolution and peace building  |  |  |
| <b>Course Number</b>            |   |  |  |
| <b>Module</b>                   | International relations / Applied politics                                    |  |  |
| <b>Type of Courses</b>          | Lessons and Seminars  |  |  |
| <b>ECTS credits</b>             | 6   |  |  |
| <b>Number of teaching hours</b> | 30  |  |  |
| <b>Lecturers</b>                | Fabio Fossati   |  |  |
| <b>Assistant lecturers</b>      |   |  |  |
| <b>Department</b>               | DiSPeS  |  |  |
| <b>Curricula</b>                | Joint MA in<br>Political Science:<br>Integration and<br>Governance<br>(PoSIG) |  |  |
| <b>mandatory/elective</b>       | elective  |  |  |
| <b>Entry level criteria</b>     | None  |  |  |
| <b>Recommended for semester</b> | 2nd   |  |  |

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| <p><b>Course description</b></p>         | <p>The course will be mainly empirical and will focus on nearly 90 contemporary armed conflicts, after a theoretical introduction (first week of lessons). In the introduction, some selected parts of the course of IRs will be presented by the teacher. The main concepts of political science will be defined: power, politics, governance, anarchy, order, nation, civilization, conflict, crisis, war... Then, the four contemporary political cultures (conservatism, liberalism, leftist constructivism and Manicheanism) will be presented. Finally, twelve models of conflict resolution will be presented, together with some sub-categories for each of them.</p> <p>The empirical section of the course (9 weeks of seminars), each student will present a paper on a conflict, to be chosen among the nearly 90 contemporary (post-1989) armed conflicts. If some hours remain, the rest of conflicts will be presented by the teacher. First, social groups (with religious, ethnic and linguistic differences) will be mapped; second, the chronology will be built, with the emphasis on the main organized (local and international: governments or institutions) political actors; third, different models of conflict resolution will be selected according to the historical evolution of events; fourth, alternative conflict resolution scenarios will be identified. Peace building processes (with the organization of free elections and referenda on national self-determination), implemented also by foreign governments, global institutions, regional alliances and non-governmental organizations, will be analyzed too. Some suggestions for a fruitful mediation process will be presented.</p>  |
| <p><b>Intended learning outcomes</b></p> | <p>Give to the students the theoretical and empirical basics of Int'l Relations, according to the Dublin descriptors. The objective of the course is to give to the students the capability to analyze conflicts in their historical, sociological and political dimensions, and to elaborate proposals on different scenarios of resolution.</p> <p>The diagnosis of the conflicts should follow the most relevant postulate of Galtung's teachings, holism, that is to say one has to study all the contemporary armed conflicts, in order to better understand each of them. In the formulation of the so-called therapies, two kinds of collective conformism have to be avoided: on one hand the "rightist" obsession with (especially economic) interests and power relations; on the other hand the "leftist" bias against nationalisms and the absolute faith on politically correct multi-cultural (and pluri-national) conflict resolution processes.</p> <p>According to Dublin descriptors, the educational aims of the course are:</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding: students should acquire the basic analytical instruments (concepts and models) of conflict theory.</li> <li>• Applying knowledge and understanding: students should be able to build the historical chronology of events in conflict analysis.</li> <li>• Making judgments: students should develop an autonomous interpretation of conflicts, taking the distances from the intellectual biases of both (realist, liberal, Marxist.) scholars of International Relations, and of rightist or leftist ideologies of political actors.</li> <li>• Communication skills: students should be able to communicate the outcomes of their research.</li> <li>• Learning skills: students should conceive politics as an unpredictable governance process, involving interests, power, ideologies and institutions.</li> <li>• Problem solving: students should be able to focus on (feasible and not utopian) alternative scenarios of conflict resolution, according to the tradition of (moderate and not radical) peace research.</li> </ul> <p>The result of Learning should be SMART (specific, measurable, acquirable, relevant time-bound).</p> |



| <b>Contribution of this course to the learning outcomes of the module (or program)</b> | Give to the students the theoretical and empirical basics of Int'l Relations. The objective of the course is to give to the students the capability to analyze conflicts in their historical, sociological and political dimensions, and to elaborate proposals on different scenarios of resolution.  |          |            |                                 |    |         |     |            |      |                    |      |            |   |              |              |
|--|--|----------|------------|---------------------------------|----|---------|-----|------------|------|--------------------|------|------------|---|--------------|--------------|
| <b>Expected prerequisite knowledge</b>   | It is recommended that students have passed International Relations at the triennale.  |          |            |                                 |    |         |     |            |      |                    |      |            |   |              |              |
| <b>Assessment methods</b>  | <table border="1" data-bbox="746 499 1187 887"> <thead> <tr> <th>Activity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Participation in working groups</td> <td>0%</td> </tr> <tr> <td>Midterm</td> <td>0 %</td> </tr> <tr> <td>Final Exam</td> <td>70 %</td> </tr> <tr> <td>Final presentation</td> <td>30 %</td> </tr> <tr> <td>Attendance</td> <td>%</td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> </tr> </tbody> </table>  | Activity | Percentage | Participation in working groups | 0% | Midterm | 0 % | Final Exam | 70 % | Final presentation | 30 % | Attendance | % | <b>Total</b> | <b>100 %</b> |
| Activity   | Percentage   |          |            |                                 |    |         |     |            |      |                    |      |            |   |              |              |
| Participation in working groups  | 0%   |          |            |                                 |    |         |     |            |      |                    |      |            |   |              |              |
| Midterm  | 0 %  |          |            |                                 |    |         |     |            |      |                    |      |            |   |              |              |
| Final Exam   | 70 %   |          |            |                                 |    |         |     |            |      |                    |      |            |   |              |              |
| Final presentation   | 30 %   |          |            |                                 |    |         |     |            |      |                    |      |            |   |              |              |
| Attendance   | %  |          |            |                                 |    |         |     |            |      |                    |      |            |   |              |              |
| <b>Total</b>   | <b>100 %</b>   |          |            |                                 |    |         |     |            |      |                    |      |            |   |              |              |
| <b>Specific requirements</b>   | -  |          |            |                                 |    |         |     |            |      |                    |      |            |   |              |              |
| <b>Pre-Conditions for examination</b>  | Presenting a paper on a single conflict (10/30) of the vote. Then the final exam will be on two questions on the other conflicts (20/30) of the vote.  |          |            |                                 |    |         |     |            |      |                    |      |            |   |              |              |
| <b>Teaching methods</b>  | <p>A first part of the course (6 hours) will be organized with cathedrathical lessons. In fact, many students of the magistrale coming from other universities could not have followed my course at the triennale.</p> <p>The second part (24 hours) will be organized with seminars, in which students will present a paper on a conflict.</p> <p>Each student will select a case study that will be presented with an oral lesson (and a written paper), that will be prepared on conflicts databanks.</p> <p>The remaining conflicts will be presented by the teacher through interactive lessons.</p>  |          |            |                                 |    |         |     |            |      |                    |      |            |   |              |              |
| <b>Course content</b>  | <p>The case studies will be the following ones:</p> <p>West (5 hours): Ulster, Falkland Isles, Cyprus, Euskadi, Chiapas, Dominican Republic, Haiti, Nicaragua, El Salvador, Guatemala, Peru, Colombia.</p> <p>Eastern Europe (10 hours): Croatia, Bosnia, Kosovo, Montenegro, Macedonia, Ukraine, Crimea Transnistria, Georgia (Abkhazia, South Ossetia), North Ossetia-Ingushetia, Nagorno-Karabakh, Dagestan, Chechnya.</p> <p>Middle East (10 hours): Israel-Palestinians, Lebanon, Syria, Iraq, Kurdistan (Iran, Iraq, Turkey), Yemen, Afghanistan, Tajikistan, Iran, Al Qaeda, Isis.</p> <p>Africa (10 hours): Western Sahara, Algeria, Mali, Niger, Libya, Chad, Sudan, South Sudan, Darfur, Senegal, Liberia, Sierra Leone, Ivory Coast, Guinea, Nigeria, Nigeria-Cameroon, Zimbabwe, Namibia, South Africa, Mozambique, Angola, Rwanda, Burundi, Belgian Congo, Uganda, Central-African Republic, French Congo, Kenya, Somalia, Ethiopia-Eritrea, Ethiopia, Eritrea.</p> <p>Asia (10 hours): Pakistan, Kashmir, India, Punjab, North-East India (Assam), Sri Lanka, Nepal, Bangladesh, Myanmar, China (Tibet, Inner Mongolia, Xinniang), Thailand, Laos, Cambodia, Philippines, Indonesia (Aceh and New Guinea), East Timor, Fiji Isles.</p> |          |            |                                 |    |         |     |            |      |                    |      |            |   |              |              |
| <b>List of contents/topics</b>   |  |          |            |                                 |    |         |     |            |      |                    |      |            |   |              |              |

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|   |   |  |
| <b>Mandatory literature</b>   | Fabio Fossati I conflitti armati contemporanei. Quali soluzioni, Gorizia, Isig 2008. Updated version: 31-12-2023):<br><a href="http://isig.it/ricerche/dbase-conflitti-armati/">http://isig.it/ricerche/dbase-conflitti-armati/</a> . |  |
| <b>Optional literature</b>  | Fabio Fossati Interests and stability or ideologies and order in contemporary world politics, Cambridge Scholars Publishing, Newcastle, 2017.   |  |
| <b>Scheduled dates</b>  | TBA   |  |
| <b>Additional Information</b><br>(supplementary issues, related topics, additional learning opportunities associated with the course) | None  |  |

## Joint MA in Political Science: Integration and Governance

### Module: Methodology

### Course: Project cycle management

|                                 |  |                   |  |
|---------------------------------|--|-------------------|--|
| <b>Course Title</b>             | Project cycle management   |                   |  |
| <b>Course Number</b>            |  |                   |  |
| <b>Module</b>                   | Methodology/Advanced methodology   |                   |  |
| <b>Type of Courses</b>          | Seminar  |                   |  |
| <b>ECTS credits</b>             | 6  |                   |  |
| <b>Number of teaching hours</b> | 30   |                   |  |
| <b>Lecturers</b>                | Prof. Elisabetta De Giorgi + one external practitioner   |                   |  |
| <b>Assistant lecturers</b>      |  |                   |  |
| <b>Department</b>               | Department of Political and Social Sciences  |                   |  |
| <b>Curricula</b>                | PoSIG  | Political Science |  |
| <b>mandatory/elective</b>       | Elective   | elective          |  |
| <b>Entry level criteria</b>     | None   |                   |  |
| <b>Recommended for semester</b> | 2  |                   |  |
| <b>Course description</b>       | <p>The course offers an introduction to project management skills related to the scope, time, risk, communication and quality of a project, which are useful for planning and controlling the projects that people or organisations develop.</p> <p>During this course students will increase their knowledge about the critical areas of project management, methodologies and management tools, technical and behavioural skills that the project manager must develop to reach the end of a project successfully.</p> <p>Based on a case study, students will develop a project proposal, a useful planning tool at any stage of a project. In parallel, a space will be created to discuss various issues related to the success of a project with experts in the field.</p> |                   |  |

| <b>Intended learning outcomes</b>  | <ul style="list-style-type: none"> <li>● <b>KNOWLEDGE AND UNDERSTANDING</b> - To provide students with the background and analytical skills necessary to understand the structure and functioning of project management.</li> <li>● <b>APPLYING KNOWLEDGE AND UNDERSTANDING</b> – To make the student able to develop advanced skills to develop his/her ability to plan, develop and manage a project.</li> <li>● <b>MAKING JUDGMENTS</b> - To promote the student's ability to evaluate critically the possible problems that managing a project could generate.</li> <li>● <b>COMMUNICATION SKILLS</b> – To teach the student to express the concepts learned during the course with accuracy and precision. Communication skills are very important for a career in the project management sector.</li> <li>● <b>LEARNING SKILLS</b> - To make students able to orient themselves in the context of project planning and management and to increase their ability to find the best sources for their goals.</li> </ul> |          |            |                              |      |                  |      |                                |      |              |              |              |              |
|--|--|----------|------------|------------------------------|------|------------------|------|--------------------------------|------|--------------|--------------|--------------|--------------|
| <b>Contribution of this course to the learning outcomes of the module (or program)</b> | The course will contribute to broadening students' knowledge of the topic of project design and management (especially within the framework of the European funding programmes) in the field of scientific research and beyond.  |          |            |                              |      |                  |      |                                |      |              |              |              |              |
| <b>Expected prerequisite knowledge</b>   | None   |          |            |                              |      |                  |      |                                |      |              |              |              |              |
| <b>Assessment methods</b>  | <table border="1" data-bbox="746 1070 1185 1373"> <thead> <tr> <th>Activity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Active Participation</td> <td>5%</td> </tr> <tr> <td>Final Exam</td> <td>50 %</td> </tr> <tr> <td>Paper (Essay, Research)</td> <td>40 %</td> </tr> <tr> <td>Attendance</td> <td>5 %</td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> </tr> </tbody> </table>   | Activity | Percentage | Active Participation         | 5%   | Final Exam       | 50 % | Paper (Essay, Research)        | 40 % | Attendance   | 5 %          | <b>Total</b> | <b>100 %</b> |
| Activity   | Percentage   |          |            |                              |      |                  |      |                                |      |              |              |              |              |
| Active Participation   | 5%   |          |            |                              |      |                  |      |                                |      |              |              |              |              |
| Final Exam   | 50 %   |          |            |                              |      |                  |      |                                |      |              |              |              |              |
| Paper (Essay, Research)  | 40 %   |          |            |                              |      |                  |      |                                |      |              |              |              |              |
| Attendance   | 5 %  |          |            |                              |      |                  |      |                                |      |              |              |              |              |
| <b>Total</b>   | <b>100 %</b>   |          |            |                              |      |                  |      |                                |      |              |              |              |              |
| <b>Specific requirements</b>   | Project proposal to be drafted in group  |          |            |                              |      |                  |      |                                |      |              |              |              |              |
| <b>Pre-Conditions for examination</b>  | For attending students, having presented and submitted their own project proposal, prepared during the semester  |          |            |                              |      |                  |      |                                |      |              |              |              |              |
| <b>Teaching methods</b>  | The workload for 6 ECTS credits are allocated to both teaching and learning activities, as follows: <table border="1" data-bbox="770 1653 1161 1977"> <thead> <tr> <th>Activity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1. <i>Ex cathedra (exam)</i></td> <td>50 %</td> </tr> <tr> <td>2. Presentations</td> <td>10 %</td> </tr> <tr> <td>3. Groupwork/ project proposal</td> <td>40 %</td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> </tr> </tbody> </table>  | Activity | Percentage | 1. <i>Ex cathedra (exam)</i> | 50 % | 2. Presentations | 10 % | 3. Groupwork/ project proposal | 40 % | <b>Total</b> | <b>100 %</b> |              |              |
| Activity   | Percentage   |          |            |                              |      |                  |      |                                |      |              |              |              |              |
| 1. <i>Ex cathedra (exam)</i>   | 50 %   |          |            |                              |      |                  |      |                                |      |              |              |              |              |
| 2. Presentations   | 10 %   |          |            |                              |      |                  |      |                                |      |              |              |              |              |
| 3. Groupwork/ project proposal   | 40 %   |          |            |                              |      |                  |      |                                |      |              |              |              |              |
| <b>Total</b>   | <b>100 %</b>   |          |            |                              |      |                  |      |                                |      |              |              |              |              |

|   |   |  |
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| <b>Course content</b>   | The course offers an introduction to project management skills and is divided into four parts, some of which will run in parallel, during the semester.   |  |
| <b>List of contents/topics</b>  | <i>Topic</i>  | <i>Required reading</i>  |
|   | Topic 1: Project management overview. Project planning: defining and planning a project; developing the project schedule; team-building; determining the project budget.  | Heagney J. (2016) chapter 1-7<br>Horine G. M. (2017) Chapter 9   |
|   | Topic 2: Project execution: managing project changes, deliverables, issues, risks and quality.  | Heagney J. (2016) chapter 8-16<br>Horine G. M. (2017) Chapter 17 |
|   | Topic 3: Essential elements for any successful project: issues related to the success of a project to be discussed with various experts in the field.   |  |
|   | Topic 4: Actual development of a (written) project proposal, which should be scientifically relevant and feasible in any of its parts, by the attending students divided into small groups.                                 |  |
| <b>Mandatory literature</b>   | Heagney J. (2016) Fundamentals of project management, AMACOM<br>Horine G. M. (2017) Project management absolute beginner's guide, QUE: Chapter 9, Determining the Project Budget and Ch.17, Managing Project Communications |  |
| <b>Optional literature</b>  | European Commission (2004) Project cycle management guidelines  |  |
| <b>Scheduled dates</b>  | TBA   |  |
| <b>Additional Information</b><br>(supplementary issues, related topics, additional learning opportunities associated with the course) |   |  |

## Joint MA in Political Science: Integration and Governance

### Module: Political Theory

#### Course: Democracy and Legitimacy (Basic Texts)

|                                 |  |  |
|---------------------------------|--|--|
| <b>Course Title</b>             | Democracy and Legitimacy                                     |  |
| <b>Course Number</b>            |  |  |
| <b>Module</b>                   | Political Theory   |  |
| <b>Type of Courses</b>          | Seminar  |  |
| <b>ECTS credits</b>             | 6  |  |
| <b>Number of teaching hours</b> | 30/2 hours per week (14-15 times per semester)               |  |
| <b>Lecturers</b>                | Giuliana Parotto   |  |
| <b>Assistant lecturers</b>      |  |  |
| <b>Department</b>               | Political Science and Sociology, Units                       |  |
| <b>Curricula</b>                | Joint MA in Political Science:<br>Integration and Governance |  |
| <b>Compulsory/elective</b>      | Compulsory for module<br>Political Theory                    |  |
| <b>Entry level criteria</b>     | None.  |  |
| <b>Recommended for semester</b> | 2  |  |
|                                 |  |  |

|   |  |
|---|--|
| <p><b>Course description</b></p>  | <p>The course on “Democracy and Legitimacy” introduces students to the literature on two basic principles of modern democratic states. Whereas legitimacy applies to all political systems, democracies are confronted with specific requirements to ensure legitimacy. General, direct, equal, free and secret ballot and the majority rule constitute one side of the coin, the other being representation, participation and procedure of accountability and control. Moreover, we have to distinguish between the general support for the system as a whole on the one hand and the support for single concrete decisions produced by specific institutions on the other. Legitimacy is a complex concept that does not only imply diffuse support but also openly articulated consent in regard to institutions and their decisions. At the same time these general principles vary across different democracies in terms of formal rules (e.g. constitutions, electoral and party systems etc.) as well as of informal practices (e.g. political culture, access and influence of interest groups, media and public opinion etc.).</p> <p>Digitalization has transformed democracy. The crisis of political representation and the public sphere are a consequence. The anthropological transformation due to the crisis has effects on democracy and democratic legitimacy.</p> <p>The course aims at a general consensus of the most important theoretical and empirical literature of the 20th and 21th century. It will thus allow for an understanding of general principles and of variance among and change of democracies in the wake of political and socio-economic transformation. Hence the literature analysing democratic change due to globalisation and digitalization will also be discussed.</p> |
| <p><b>Intended learning outcomes</b></p>  | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● to know the functions of theoretical approaches;</li> <li>● to gain a detailed understanding of theories in the thematic area of democracy and legitimacy;</li> <li>● to be familiar with different theories on democracy and legitimacy and the variation among democracies;</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>● to interpret reality in the light of theories;</li> <li>● to analyse theoretical approaches;</li> <li>● to assess highly specialized literature in the thematic area;</li> </ul> <p><b>Competence</b></p> <ul style="list-style-type: none"> <li>● to develop independently innovative research questions in the field</li> </ul>  |
| <p><b>Contribution of this course to the learning outcomes of the module (or program)</b></p> | <p>The course offers an introduction to two core topics in Political Theory, Democracy and Legitimacy, and lays the foundations for students’ specialization in the field. By getting insight, understanding of and the ability to apply theories in the field, students are equipped to continue their specialization in the field.</p>   |
| <p><b>Expected prerequisite knowledge</b></p>   | <p>None.</p>   |

| <b>Assessment methods</b>             | <p>Students will be able to receive a maximum of 10 points that will be granted as follows:</p> <ul style="list-style-type: none"> <li>(1) Active participation in class (2 points)</li> <li>(2) Presentation and discussion of texts (2 points)</li> <li>(3) Mid-term exam (2 points)</li> <li>(4) Final exam (4 points)</li> </ul>  |  |                     |                          |                           |                     |                     |                           |             |             |    |                  |                          |                   |          |  |    |  |  |      |                                      |  |    |  |  |      |                               |  |    |      |  |      |            |  |    |      |  |      |              |  |                          |  |  |              |
|---------------------------------------|---|--|---------------------|--------------------------|---------------------------|---------------------|---------------------|---------------------------|-------------|-------------|----|------------------|--------------------------|-------------------|----------|--|----|--|--|------|--------------------------------------|--|----|--|--|------|-------------------------------|--|----|------|--|------|------------|--|----|------|--|------|--------------|--|--------------------------|--|--|--------------|
| <b>Specific requirements</b>          |   |  |                     |                          |                           |                     |                     |                           |             |             |    |                  |                          |                   |          |  |    |  |  |      |                                      |  |    |  |  |      |                               |  |    |      |  |      |            |  |    |      |  |      |              |  |                          |  |  |              |
| <b>Pre-Conditions for examination</b> | Students shall not miss more than two sessions.   |  |                     |                          |                           |                     |                     |                           |             |             |    |                  |                          |                   |          |  |    |  |  |      |                                      |  |    |  |  |      |                               |  |    |      |  |      |            |  |    |      |  |      |              |  |                          |  |  |              |
| <b>Teaching methods</b>               | <p>Texts will be presented and discussed by students. There will be mid-term and final exams.</p> <table border="1"> <thead> <tr> <th>Assignment/Activity</th> <th>Teaching activity</th> <th>Workload</th> <th>Assessment activity</th> <th>Assessment criteria</th> <th>Percentage of final grade</th> </tr> </thead> <tbody> <tr> <td>Ex cathedra</td> <td>Ex cathedra</td> <td>30</td> <td>Class attendance</td> <td>List of class attendance</td> <td>Basic requirement</td> </tr> <tr> <td>Readings</td> <td></td> <td>30</td> <td></td> <td></td> <td>20 %</td> </tr> <tr> <td>Presentation and discussion of texts</td> <td></td> <td>20</td> <td></td> <td></td> <td>20 %</td> </tr> <tr> <td>Preparation for mid-term exam</td> <td></td> <td>15</td> <td>Exam</td> <td></td> <td>20 %</td> </tr> <tr> <td>Final exam</td> <td></td> <td>55</td> <td>Exam</td> <td></td> <td>40 %</td> </tr> <tr> <td><b>Total</b></td> <td></td> <td><b>150 h<sup>1</sup></b></td> <td></td> <td></td> <td><b>100 %</b></td> </tr> </tbody> </table> |  | Assignment/Activity | Teaching activity        | Workload                  | Assessment activity | Assessment criteria | Percentage of final grade | Ex cathedra | Ex cathedra | 30 | Class attendance | List of class attendance | Basic requirement | Readings |  | 30 |  |  | 20 % | Presentation and discussion of texts |  | 20 |  |  | 20 % | Preparation for mid-term exam |  | 15 | Exam |  | 20 % | Final exam |  | 55 | Exam |  | 40 % | <b>Total</b> |  | <b>150 h<sup>1</sup></b> |  |  | <b>100 %</b> |
| Assignment/Activity                   | Teaching activity   | Workload   | Assessment activity | Assessment criteria      | Percentage of final grade |                     |                     |                           |             |             |    |                  |                          |                   |          |  |    |  |  |      |                                      |  |    |  |  |      |                               |  |    |      |  |      |            |  |    |      |  |      |              |  |                          |  |  |              |
| Ex cathedra                           | Ex cathedra   | 30   | Class attendance    | List of class attendance | Basic requirement         |                     |                     |                           |             |             |    |                  |                          |                   |          |  |    |  |  |      |                                      |  |    |  |  |      |                               |  |    |      |  |      |            |  |    |      |  |      |              |  |                          |  |  |              |
| Readings                              |   | 30   |                     |                          | 20 %                      |                     |                     |                           |             |             |    |                  |                          |                   |          |  |    |  |  |      |                                      |  |    |  |  |      |                               |  |    |      |  |      |            |  |    |      |  |      |              |  |                          |  |  |              |
| Presentation and discussion of texts  |   | 20   |                     |                          | 20 %                      |                     |                     |                           |             |             |    |                  |                          |                   |          |  |    |  |  |      |                                      |  |    |  |  |      |                               |  |    |      |  |      |            |  |    |      |  |      |              |  |                          |  |  |              |
| Preparation for mid-term exam         |   | 15   | Exam                |                          | 20 %                      |                     |                     |                           |             |             |    |                  |                          |                   |          |  |    |  |  |      |                                      |  |    |  |  |      |                               |  |    |      |  |      |            |  |    |      |  |      |              |  |                          |  |  |              |
| Final exam                            |   | 55   | Exam                |                          | 40 %                      |                     |                     |                           |             |             |    |                  |                          |                   |          |  |    |  |  |      |                                      |  |    |  |  |      |                               |  |    |      |  |      |            |  |    |      |  |      |              |  |                          |  |  |              |
| <b>Total</b>                          |   | <b>150 h<sup>1</sup></b>                                 |                     |                          | <b>100 %</b>              |                     |                     |                           |             |             |    |                  |                          |                   |          |  |    |  |  |      |                                      |  |    |  |  |      |                               |  |    |      |  |      |            |  |    |      |  |      |              |  |                          |  |  |              |
| <b>Course content</b>                 | Cf. course description above!   |  |                     |                          |                           |                     |                     |                           |             |             |    |                  |                          |                   |          |  |    |  |  |      |                                      |  |    |  |  |      |                               |  |    |      |  |      |            |  |    |      |  |      |              |  |                          |  |  |              |
| <b>List of contents/topics</b>        | <i>Topic</i>  | <i>Required reading (selections; English literature)</i> |                     |                          |                           |                     |                     |                           |             |             |    |                  |                          |                   |          |  |    |  |  |      |                                      |  |    |  |  |      |                               |  |    |      |  |      |            |  |    |      |  |      |              |  |                          |  |  |              |

<sup>1</sup> based on [EXCT-CP \* 25], here 6 are assumed



|  |   |   |
|--|---|---|
|  | <p>1. Normative and Analytical Definitions</p> <p>2. Democracy and Legitimacy in the EU</p> <p>3. Representation: Theory</p> <p>4. Contemporary issues gender and race</p> <p>5. Digitalization and democracy</p> | <p>Mark E. Warren, Democracy and Trust, Cambridge University Press; Canovan, The People, Polity Press Cambridge, 2005; Sartori, Giovanni Democratic Theory, Wayne University press; C.B. MacPherson, The real World of democracy, Oxford, 1966.</p> <p>R. Bellamy, D. Castiglione and J. Shaw, Making European Citizens: Civic Inclusion in a Transnational Context, Houndmills: Palgrave, 2006 Mair Peter, Thomassen, Jacques, Political Representation and EU Governance, London/New York, Routledge, 2010;</p> <p>Hanna F. Pitkin, 'Representation and Democracy: Uneasy Alliance" Scandinavian Political Studies, 2004; Hans Kelsen, The essence and value of democracy, Rowman &amp; Littlefield, 2013; F. A. Hermens, Representative Democracy, 1964</p> <p>Young, Iris, Inclusion and Democracy, Oxford New York: Oxford University Press.</p> |
|--|---|---|

|   |  |  |
|---|--|--|
|   | 6. Political participation and civic engagement    | Mouk Yasha, The people vs. democracy 2018; A. Przeworski, Crises of democracy, Cambridge University Press, 2019; Nadia Urbinati, Democracy Disfigured. Opinion Truth and the People, Harvard University Press, 2011; J. Habermas, A New Structural Transformation of the Public Sphere and Deliberative Politics, 2022 |
|   | 7. Deliberative democracy: An alternative Approach | Livingston, John C. The consent of the governed. 1971. Teorell 2006; Blais 2006  |
|   | 8. Dissatisfied democrats                          | J. Elster, Deliberative democracy, Cambridge University Press, 1998  |
|   | 9. Democracy and its critics                       | Ronald M. Glassman, The future of democracy, 2019<br><br>Robert A. Democracy and its critics, 1989.  |
|   |  |  |
|   |  |  |
| <b>Mandatory literature</b>   | Cf. the list of course readings (appendix).        |  |
| <b>Optional literature</b>  |  |  |
|   |  |  |
| <b>Scheduled dates</b>  | TBA  |  |
| <b>Additional Information</b><br>(supplementary issues, related topics, additional learning opportunities associated with the course) | None.  |  |

## Joint MA in Political Science: Integration and Governance

### Module: Political Theory

#### Course: European Identity and Nation building

|                                 |   |                               |  |
|---------------------------------|---|-------------------------------|--|
| <b>Course Title</b>             | European Identity and Nation building   |                               |  |
| <b>Course Number</b>            |   |                               |  |
| <b>Module</b>                   | Political theory, European integration  |                               |  |
| <b>Type of Courses</b>          | Seminar   |                               |  |
| <b>ECTS credits</b>             | 6   |                               |  |
| <b>Number of teaching hours</b> | 30  |                               |  |
| <b>Lecturers</b>                | Giuliana Parotto  |                               |  |
| <b>Assistant lecturers</b>      |   |                               |  |
| <b>Department</b>               | DiSPeS  |                               |  |
| <b>Curricula</b>                | Joint MA in Political Science: Integration and Governance.  | Political Philosophy (DiSPeS) |  |
| <b>mandatory/elective</b>       | elective  | elective                      |  |
| <b>Entry level criteria</b>     | None  |                               |  |
| <b>Recommended for semester</b> | 2nd   |                               |  |
| <b>Course description</b>       | <p>The course aims to acquaint students with classical and contemporary debate regarding European identity, in the context of the rebirth of nationalism. It is designed to cover different conceptualizations of Europe in historical and political and social developments perspective, from a theoretical and philosophical point of view. The focus is the relation between the idea of Europe and the processes of nation building in European environment. It begins with discussions over the process of nation building addressed to the French Revolution, which summarize the idea of nation – state, sovereignty of the people. The analysis of other processes of nation building (German, Italian, French) in relation to the idea of Europe is a further step. The examination of the politicization of identity and the new form of sovranism are focused in different European political contexts. Various experiences in different nations and regions will be brought forward to develop a comparative approach of Europe idea and nation building relationship in various socio-political and historical settings.</p> |                               |  |

| <b>Intended learning outcomes</b>  | <p>After the completion of the course students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the relation between nation building processes and the idea of Europe</li> <li>• Ability to analyse the interrelationship between the nation and Europe from an historical and philosophical perspective</li> <li>• Assess the impact of the politicization of collective identities</li> <li>• Undertake a research on the issue of nation building Europe</li> <li>• Distinguish the different identitarian movements</li> </ul>   |                      |  |   |                           |                      |                           |             |             |            |                  |   |      |              |   |    |  |  |       |                  |  |    |   |   |     |
|--|--|----------------------|--|---|---------------------------|----------------------|---------------------------|-------------|-------------|------------|------------------|---|------|--------------|---|----|--|--|-------|------------------|--|----|---|---|-----|
| <b>Contribution of this course to the learning outcomes of the module (or program)</b> | <p>This course provides knowledge about the idea of Europe and the process of nation building in European setting. Students will be able to critically assess approaches on these topics and therefore to conduct independent research in political theory. They will gain the competence to analyse the politicization of identity in recent political movements and in scientific setting as well. The course enables them and to critically examine recent political developments in their various contexts.</p>  |                      |  |   |                           |                      |                           |             |             |            |                  |   |      |              |   |    |  |  |       |                  |  |    |   |   |     |
| <b>Expected prerequisite knowledge</b>   | -  |                      |  |   |                           |                      |                           |             |             |            |                  |   |      |              |   |    |  |  |       |                  |  |    |   |   |     |
| <b>Assessment methods</b>  | <table border="1" data-bbox="746 875 1187 1227"> <thead> <tr> <th>Activity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Ex cathedra (exam)</td> <td>30%</td> </tr> <tr> <td>In-class discussions</td> <td>20 %</td> </tr> <tr> <td>Final Exam</td> <td>20 %</td> </tr> <tr> <td>Group work</td> <td>20 %</td> </tr> <tr> <td>Reflection papers</td> <td>10 %</td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> </tr> </tbody> </table>   | Activity             | Percentage   | Ex cathedra (exam)  | 30%                       | In-class discussions | 20 %                      | Final Exam  | 20 %        | Group work | 20 %             | Reflection papers                       | 10 % | <b>Total</b> | <b>100 %</b>  |    |  |  |       |                  |  |    |   |   |     |
| Activity   | Percentage   |                      |  |   |                           |                      |                           |             |             |            |                  |   |      |              |   |    |  |  |       |                  |  |    |   |   |     |
| Ex cathedra (exam)   | 30%  |                      |  |   |                           |                      |                           |             |             |            |                  |   |      |              |   |    |  |  |       |                  |  |    |   |   |     |
| In-class discussions   | 20 %   |                      |  |   |                           |                      |                           |             |             |            |                  |   |      |              |   |    |  |  |       |                  |  |    |   |   |     |
| Final Exam   | 20 %   |                      |  |   |                           |                      |                           |             |             |            |                  |   |      |              |   |    |  |  |       |                  |  |    |   |   |     |
| Group work   | 20 %   |                      |  |   |                           |                      |                           |             |             |            |                  |   |      |              |   |    |  |  |       |                  |  |    |   |   |     |
| Reflection papers  | 10 %   |                      |  |   |                           |                      |                           |             |             |            |                  |   |      |              |   |    |  |  |       |                  |  |    |   |   |     |
| <b>Total</b>   | <b>100 %</b>   |                      |  |   |                           |                      |                           |             |             |            |                  |   |      |              |   |    |  |  |       |                  |  |    |   |   |     |
| <b>Specific requirements</b>   | -  |                      |  |   |                           |                      |                           |             |             |            |                  |   |      |              |   |    |  |  |       |                  |  |    |   |   |     |
| <b>Pre-Conditions for examination</b>  | 70 % class attendance and having participated in presentation and reflection papers.   |                      |  |   |                           |                      |                           |             |             |            |                  |   |      |              |   |    |  |  |       |                  |  |    |   |   |     |
| <b>Teaching methods</b>  | <table border="1" data-bbox="544 1451 1385 1989"> <thead> <tr> <th>Assignment/ Activity</th> <th>Teaching activity</th> <th>Workload</th> <th>Assessment activity</th> <th>Assessment criteria</th> <th>Percentage of final grade</th> </tr> </thead> <tbody> <tr> <td>Ex cathedra</td> <td>Ex cathedra</td> <td>30</td> <td>Class attendance</td> <td>List of class attendance (at least 80%)</td> <td>20%</td> </tr> <tr> <td>Groupwork</td> <td>General guidance; presentation of criteria for successful groupwork; literature in Moodle</td> <td>40</td> <td>Group work, continuous presentation of group work status</td> <td>Clearness of presentation; sufficient summary; ...</td> <td>26,7%</td> </tr> <tr> <td>reflection paper</td> <td>Discuss topic of paper; review of ongoing work</td> <td>30</td> <td>Continuous writing, presentation (Moodle) and</td> <td>Completeness, consistency, accurateness, ... of the text.</td> <td>20%</td> </tr> </tbody> </table> | Assignment/ Activity | Teaching activity  | Workload  | Assessment activity       | Assessment criteria  | Percentage of final grade | Ex cathedra | Ex cathedra | 30         | Class attendance | List of class attendance (at least 80%) | 20%  | Groupwork    | General guidance; presentation of criteria for successful groupwork; literature in Moodle | 40 | Group work, continuous presentation of group work status | Clearness of presentation; sufficient summary; ... | 26,7% | reflection paper | Discuss topic of paper; review of ongoing work | 30 | Continuous writing, presentation (Moodle) and | Completeness, consistency, accurateness, ... of the text. | 20% |
| Assignment/ Activity   | Teaching activity  | Workload             | Assessment activity                                      | Assessment criteria                                       | Percentage of final grade |                      |                           |             |             |            |                  |   |      |              |   |    |  |  |       |                  |  |    |   |   |     |
| Ex cathedra  | Ex cathedra  | 30                   | Class attendance   | List of class attendance (at least 80%)                   | 20%                       |                      |                           |             |             |            |                  |   |      |              |   |    |  |  |       |                  |  |    |   |   |     |
| Groupwork  | General guidance; presentation of criteria for successful groupwork; literature in Moodle  | 40                   | Group work, continuous presentation of group work status | Clearness of presentation; sufficient summary; ...        | 26,7%                     |                      |                           |             |             |            |                  |   |      |              |   |    |  |  |       |                  |  |    |   |   |     |
| reflection paper   | Discuss topic of paper; review of ongoing work   | 30                   | Continuous writing, presentation (Moodle) and            | Completeness, consistency, accurateness, ... of the text. | 20%                       |                      |                           |             |             |            |                  |   |      |              |   |    |  |  |       |                  |  |    |   |   |     |

|                                |  |                                 |                          |   |   |              |
|--------------------------------|--|---------------------------------|--------------------------|---|---|--------------|
|                                |  | (when posted to Moodle), ..     |                          | final finishing of paper.   |   |              |
|                                | Review of other's papers and in-class discussion   | Provide criteria for the review | 25                       | Continuous review of two colleagues' papers (whenever posted to Moodle) following given criteria.   | Completeness, usefulness, ... of review | 16,7%        |
|                                | Final Exam   |                                 | 25                       |   |   | 16,7%        |
|                                | <b>Total</b>   |                                 | <b>150 h<sup>1</sup></b> |   |   | <b>100 %</b> |
| <b>Course content</b>          | This course provides knowledge about the idea of Europe and the process of nation building in European setting. Students will be able to critically assess approaches on these topics and therefore to conduct independent research in political theory. They will gain the competence to analyse the politicization of identity in recent political movements and in scientific setting as well. The course enables them and to critically examine recent political developments in their various contexts. |                                 |                          |   |   |              |
| <b>List of contents/topics</b> | <i>How different nation building Processes influence the idea of Europe</i>  |                                 |                          | <i>The excerpts of the texts will be made available on the teams platform</i>   |   |              |
|                                | Topic 1. French Nation Building and Europe:  |                                 |                          | Selection of texts by the following authors: JJ. Rousseau, E. Siéyes, J. Michelet, F. Guizot, Proudhon, Saint Simon                                   |   |              |
|                                | Topic 2. German Nation Building, Central Europe and Europe:  |                                 |                          | Selection of text by the following authors: Novalis, Hegel, Nietzsche, C. Frantz, Coudenhove- Kalergi, F. Naumann, M. Kundera, J. Fischer, A. Assmann |   |              |
|                                | Topic 3 Italian Nation building and Europe:  |                                 |                          | Selection of text by Mazzini, Cattaneo, Spinelli  |   |              |
| <b>Mandatory literature</b>    | Benedikt Anderson, Imagined communities. Reflection on the Origin and spread of Nationalism, (selections)<br>Keith Michael Baker, Inventing the French Revolution, (Cambridge 1990) (selections), Jyrki Livonen, The future of the nation State in Europe, Aldershot, Edward Elgar, 1993   |                                 |                          |   |   |              |
| <b>Optional literature</b>     |  |                                 |                          |   |   |              |
| <b>Scheduled dates</b>         | TBA  |                                 |                          |   |   |              |

<sup>1</sup> based on [EXCT-CP \* 25], here 6 are assumed

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

The program of the course can be enriched by the active intervention of students who can present papers on the nation building of their country of origin in relation to the idea of Europe. Papers must be discussed and agreed in advance with the teacher.