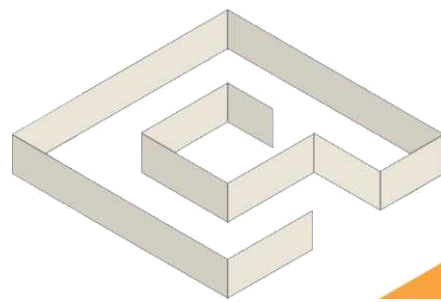


COURSE CATALOGUE
Bratislava International School of Liberal Arts

Academic Year 2023/2024



B I S L A
Liberal Arts College

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1 st YEAR –			
FALL SEMESTER		SPRING SEMESTER	
Introduction to Political Science	Abrahám	Theories of Political Parties and Party Systems in Central Europe	Kusá
Introduction to Social Science Research Methods	Kusá	Europe since the French Revolution	Thomson
Introduction to Philosophy	Novosád	Introduction to Sociology	
Academic Writing		History of Political Thought I: From Plato to Marx	A. B. Balazs
English Grammar	Ingram		
ELECTIVES (see below)	J-TERM		ELECTIVES (see below)
Statistics		Hudcovský	
Thucydides: History of the Peloponnesian War		Novosád	
2 nd YEAR			
FALL SEMESTER		SPRING SEMESTER	
Comparative Politics	Kusá	International Conflict & Cooperation: Transitions in Central Europe	Kusá
History of Political Thought II: From Plato to Marx	A. B. Balazs	Modern Political Philosophy	A.B. Balazs
Introduction to International Relations	Tabosa	The European Union	Tiryaki
Western Civilization, Part One: The Ancient World	K. N. Stewart	Central Europe in Modern European History***	Sprouse
ELECTIVES (see below)	J-TERM		ELECTIVES (see below)
	Plato's Republic	Adam Bence Balázs	
	Bachelor Thesis Seminar	Kusá	
3 rd YEAR			
FALL SEMESTER		SPRING SEMESTER	
Bachelor Thesis Seminar	Siegel	Understanding Weber, Schumpeter, Hayek and Popper	Novosád
Social Policy	Radičová	Core Text (konkrétnejší názov)	Abrahám
Kreatívne písanie (SK)	Schulcz	Modern Ideologies and Political Dilemmas	Radičová
Contemporary Political Thought	A. B. Balazs	<i>ASK FOR NOVOSADs TOPICS FOR STATE EXAMS – STARE SYLABY</i>	
ELECTIVES (see below)	J-TERM		ELECTIVES (see below)
Bachelor Thesis			

WINTER SEMESTER

First Year

Introduction to Political Science I

Code:	P-111
Term:	Winter
Year:	First
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Samuel Abrahám, PhD
Form of study:	lecture + seminar

Course Objectives

The course introduces political science: the background and emergence of the discipline, its most characteristic dilemmas, as well as its present status. The course also differentiates between the focuses of political *science*, *theory* and *philosophy*. Students learn about the basic structures of the democratic state as well as its individual institutions and administrative units.

Contents

Historically, political science has been plagued by disagreements over the purposes it serves, the basic questions it should be addressing, and the methods of analysis by which we gain knowledge of politics. Introduction to Political Science should begin to teach students to organize and connect factual information by using their analytical abilities to think critically about politics. In this course, students should learn about the basic nature of political science and the connections between the sub-divisions in the field. The course will introduce students to the basic concepts, institutions, and processes of politics. It will also provide the conceptual meanings and concrete information needed in order to understand and cope with the political events and governmental actions that affect every individual.

Each week there will be 3 (academic) contact hours of teaching divided into one-hour and a half lecture and one-hour and a half seminar. The lecture will cover and review the reading material. During the seminar the focus will be on the topics from assigned material and the topics covered during the lectures as well as student presentations. Student must read all the required texts before classes.

Required Readings

The basic textbook is Michael G. Roskin: Political Science: An Introduction (2006). It can be found on the "Share on BISLA server": ROSKINPolSci100

Leo Strauss: "What is Liberal Education?" (In: Liberalism Ancient and Modern, 1968) Isaiah Berlin: "On the Pursuit of the Ideal" New York Review of Books 1988 (In Slovak: [K&K2/1999](#))

Introduction to Social Science Research Methods

Code:	P-112
Term:	Winter
Year:	First
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Dagmar Kusá
Form of study:	lecture + seminar

Contents

This course will walk students through the initial stages of an academic research project—from pondering a suitable topic, through deciding on a suitable methodology and techniques of data acquisition and interpretation, towards a completion of a thorough research proposal. Along the way, we will go through the basic approaches in scientific inquiry, learn to evaluate and search for academic sources in libraries and online, format and reference papers using automated functions in MS Word, and of testing the waters of practical research by designing and carrying out a simple survey or interviews. We will also consider the ethical principles that ought to underlie social science research and consider the role of us as social scientists in contributing towards democratic values and practice.

The course is practically oriented. Through short assignments, you will gradually build up a full research proposal, which will be the final product of this course. The course has a workshop format, content will get created, analyzed, and edited during the classes, utilizing peer review, brainstorming, mind mapping, free writing, structured writing, and much more.

Required Readings

READER which includes excerpts from:

Baglione, L. (2020). *Writing a research paper in political science. A practical guide to inquiry, structure, and methods. 4th*, London, UK : CQ Press, an imprint of SAGE.

Cooper, S. and Patton, R. (2020). *Writing Logically, Thinking Critically. 8th Ed.* New York: Pearson/Longman.

Johnson, J. B., Reynolds, H. T., & Mycoff, J. T. (2020) *Political Science Research Methods, 9th ed.* SAGE Publishing.

Introduction to Philosophy

Code:	F-113
Term:	Winter
Year:	First
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	František Novosád
Form of study:	lecture + seminar

Course Objectives

The students are introduced to basic problems of philosophy and they are made familiar with principal philosophical disciplines and different types of philosophical inquiry. With the help of primary sources the students acquire the skill of critical reading of philosophical texts.

Contents

1. Different approaches to philosophy. Philosophy in comparison to other branches of science, art and religion. The origin and motives of philosophical inquiry. Philosophy and everyday experience. The place of philosophy in culture.
2. Principal philosophical disciplines, their terminology and issues: metaphysics, epistemology, ethics, political philosophy, philosophy of history. Currently debated issues within the disciplines.
3. Classical philosophical problems and the modes of their solution: determinism v. free will etc.
4. Critical reading of primary philosophical texts from different epochs of the history of philosophy. Analysis of philosophical methods and arguments.

Required Readings

Platón, „Kriton,” in *Dialógy*, Bratislava: Tatran 1990, vol. 1, pp. 369-382.

Platón, „Menon,” in *Dialógy*, Bratislava: Tatran 1990, vol. 1, pp. 488-509.

René Descartes, *Rozprava o metóde*, Bratislava: Vydavateľstvo SAV, 1954, pp. 23-69.

Immanuel Kant, *K večnému míru*, Praha: OIKYMENH, 1999, pp. 9-35.

Jean-Paul Sartre, „Existencialismus je humanismus,” in Jindřich Zelený (ed.), *Úvod do filosofie*, Praha: Svoboda 1969, pp. 280-300.

Bertrand Russell, *Problémy filozofie*, Bratislava: P and K, 1992.

Academic Writing

Code:	W-114
Term:	Winter
Year:	First
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	
Form of study:	seminar

Course Objectives

The course is intended to improve the student's ability to read academic English, particularly in the areas of politics and philosophy.

Contents

Students will be introduced to skills and techniques which they can use to read, understand and analyze academic English. Among these will be:

1. Understanding the meaning of words according to their context and implied meaning, rather than their dictionary definition.
2. Learning to guess accurately the meaning of unfamiliar words in a text, based on the context. Special attention will be paid to new words and phrases which may not yet be included in dictionaries or whose meaning may still be evolving; and to archaic words and phrases that students may come across in their exploration of original texts but whose meaning may subsequently have changed.
3. Interpreting the intention(s) of the author (e.g. by their use of irony or sarcasm, or their use of critical, neutral or positive vocabulary, etc.). This part of the course should also improve students' writing skills.
4. Identifying bias or assumed knowledge in texts, and ways to compensate for this and for gaps in students' knowledge. This should be useful when analyzing and critiquing opinion articles, commentaries, online material, etc.

Course Structure

The course will consist of analysis of selected texts in class. This analysis will take the form of seminar discussion in which reading techniques, key terms, authors' intentions, etc. are considered. The course will also involve workshops where students, individually or in groups, will work on the course material in order to produce written studies of texts and specific vocabulary.

All students will be expected to participate and contribute comments during each class. The texts employed will challenge students, helping them to improve their comprehension and build their vocabulary. While they will not be required to read texts far beyond their ability, students will be expected to show progress in English comprehension during the course. The course will not include regular essays, but will include an extensive series of assignments tailored to students' abilities and designed to foster the skills listed above.

Second Year

Comparative Politics

Code:	P-231
Term:	Winter
Year:	Second
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Mgr. Dagmar Kusá, PhD
Form of study:	lecture + seminar

Course Objectives

- Introduce the subject of comparative politics; key concepts, principles, theories, thinkers;
- Introduce the methods of comparative politics;
- Apply learned theories and methods to case studies of individual countries and regions;
- Apply learned theories and methods in a term paper.

Contents

What makes regimes fall? What is the recipe for progress? What makes for a democracy? Why have some states evolved towards democracy while others towards authoritarianism and totalitarianism? Can democracy be exported? How to compare governance? What is the role of the state in a globalizing world? What are the important elements of a successful transition after a regime change? What role do elites play in such political process? What shapes political culture of a country?

This course is an introductory look at the field of comparative politics. This is a field of systematic approaches towards studying the institutions, processes, actors, structures and cultures of the countries of the world. It is a selective course and does not intend to cover all of the themes in comparative politics. The focus of this semester is on the development and the state of democracy through the prism of the main approaches in comparative politics since 1950s to the present day.

During the first weeks, we will look briefly at the history of comparative politics as a political science field, at the paradigms and influential thinkers within, and the methods of comparison widely used. The next sections of the course will be devoted to the widespread explanatory approaches within CP including institutional, cultural, pluralist schools of thought, study of political processes and change and the new challenges facing the field of comparative politics.

Required Readings

Comparative Politics Reader

SELECTED TEXTS:

- Wiarda, H. 2007. Comparative Politics: Approaches and Issues. Lanham, Maryland: Rowman & Littlefield.
Stepan, A. Arguing Comparative Politics
Easton, D. A Framework for Political Analysis
Deutsch, K. The Nerves of the Government
Putnam, R. 1996 Making Democracy Work
Almond, G. and Verba, S. Civic Culture

Inglehart, R. Modernization and Postmodernization
Moore, B. Social Origins of Dictatorship and Democracy
Skocpol, T. States and Social Revolutions
Sen, A.K. Development as Freedom
Dahl, R. A Preface to Democratic Theory
Huntington, S. The Third Wave.
Diamond, L. The Coming Wave and Why Are There No Arab Democracies?
Almond, Powell, Dalton, Strom. 2010. Comparative Politics Today

History of Political Thought II: from Plato to Marx

Code:	P-232
Term:	Winter
Year:	Second
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Adam Bence Balazs
Form of study:	lecture + seminar

Prerequisites

English language proficiency.

Contents

Plato's *Euthyphro* will introduce the themes of the pious, the just, the noble and the good— the grounds of Plato's account of the best ethical and political conduct. The *Symposium* recounts a lively and profound discussion on the character of love, including some of Athens' most brilliant and controversial figures, conducted during the high point of Athens' cultural and military supremacy. We will examine these discussions in great detail (sometimes line by line) in order to understand not only the exhilaration and the melancholy, the sincerity and the deception, associated with *erōs*, but also its political significance, whereby it can draw us to a passionate pursuit of excellence or to the worst acts of tyranny.

We will then consider Aristotle's ethical and political philosophy, examining selections from Aristotle's *Nicomachean Ethics* and *Politics*. In the *Ethics*, Aristotle begins with an account of how to become virtuous or excellent, before shifting to an analysis of how we discover the meaning of virtue based on a re-evaluation of the nature of pleasure. The latter is of crucial importance today, when the focus on pleasure over virtue has led to ethical relativism and nihilism. Aristotle's alternative is not that we need to deny pleasure to be virtuous and excellent; we need only to understand it. In the *Politics*, Aristotle offers an account of the political that does not deny our modern contractarian notions so much as it expands and deepens the meaning of those notions by not only considering the institutional aspects of political life, but also how those institutional aspects can be grounded and guided by a philosophical understanding of nature and of human nature. Political life finds its meaning and its fulfillment in the life of excellence as described in the *Ethics*.

Introduction to International Relations

Code:	P-233
Term:	Winter
Year:	Second
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Clarissa Tabosa
Form of study:	lecture + seminar

Contents

The course aims at introducing the students to the study of International Relations (IR) and its main theories. The students will be presented with the discipline's historical origins, its purpose, its debates, as well as the main theoretical approaches developed within the discipline. Upon completion of the course students should be able to analytically apply the main theoretical approaches of IR to current affairs in world politics, to critically assess international relations' issues, and to independently conduct basic research in IR.

Required Readings

Mandatory readings

- Angell, N. (1911). *The Great Illusion: A Study of the Relation of Military Power in Nations to their Economic and Social Advantage* (3 ed.), New York and London: G.P. Putnam's & Sons. Pp. vii – ix; 29 – 48.
- Bull, H. (1977). *The anarchical society: A study of order in world politics*. New York: Columbia University: pp. xxxii- xxxv, 3-21
- Carr, E. (1946). *The twenty years' crisis, 1919-1939: An introduction to the study of international relations*. London: Macmillan : pp. ix-x (Preface to the first edition), 1-10
- Calkivik, A. (2017) *Poststructuralism and Postmodernism in International Relations*. Oxford University Press <online>
- Drzner, D. (2014). *Theories of International Politics and Zombies*. Princeton University Press. Chapter: THE SOCIAL CONSTRUCTION OF ZOMBIES.
- Drzner, D. (2014). *Theories of International Politics and Zombies*. Princeton University Press. Chapter: THE SUPERGENDERED POLITICS OF THE POSTHUMAN WORLD
- Keohane, R., & Nye, J. (1977). Realism and complex interdependence. In *Power and interdependence: World politics in transition*. Boston: Little, Brown. Pp. 20 – 31.
- Morgenthau, H. (1978). Six principles of political realism. In *Politics among nations; the struggle for power and peace* (5th ed., pp. 4-15). New York: Knopf.
- Nye, J. (2004). *Soft power: The means to success in world politics*. New York: Public Affairs. pp. xx-xii (Preface), 1-32
- Viotti, P., & Kauppi, M. (2012). *International Relations Theory (Fifth Edition ed.)*. Longman: pp 1-12
- Viotti, P., & Kauppi, M. (2012) *International Relations Theory (Fifth Edition ed.)*. Longman pp. 189-193, 199-209
- Waltz, K. (1979). *Theory of international politics*. Reading, Mass.: Addison-Wesley Pub.: pp. 161-183
- Wendt, A. Anarchy is what States Make of it: The Social Construction of Power Politics. *International Organization*, Vol. 46, No. 2

Woodrow, Wilson. The Fourteen Points. Available at

<https://www.ourdocuments.gov/doc.php?flash=false&doc=62&page=transcript>

Zalewski, M. (2010) Feminist International Relations: Making Sense. In: Shepherd, L. (eds) Gender Matters in Global Politics: A feminist introduction to International Relations. Routledge pp. 28-43

Western Civilization, Part One: The Ancient World

Code:	W-234
Term:	Winter
Year:	Second
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Katalin Nun Stewart
Form of study:	lecture + seminar

Prerequisite:

English language proficiency.

Course Description:

This course will provide an overview of Western culture in antiquity. Through an examination of key texts, it will examine the cultures of Mesopotamia, Israel, Greece, Rome, and the rise of Christianity. We will explore some of the fundamental questions that have confronted human beings since the beginning of time: What is the good life? What is it to be human? What is the value of knowledge? What is the meaning of life? What happens after death? What is justice? What is the best form of government? What is the meaning of love? We will explore how the different cultures had different answers to these questions and how these answers developed over time. We will have an eye towards how the ancient ideas about these issues are still relevant for our modern intuitions.

The class will help to develop important skills such as reading primary source texts, formulating and defending one's opinion both in writing and orally, and critical thinking and reasoning. There will be a strong focus on developing the skills involved in academic writing. In addition, our goal is to learn the relevant factual information about Western Civilization in antiquity, especially as it is related to the texts that we will be reading. This course is interdisciplinary, and the readings come from history, religion, philosophy, drama, poetry, and literature. This course can be seen as complementing and supplementing the BISLA core course, Introduction to Political Philosophy: From Plato to Marx.

Required Readings

1. *The Epic of Gilgamesh*, trans. by N.K. Sanders, Harmondsworth: Penguin 1960.
2. The Old Testament, in *The Bible*, New Revised Standard Version, Oxford: Oxford University Press 2003 (excerpts from Genesis).
3. Homer: *The Iliad*, trans. by Richmond Lattimore, Chicago and London: The University of Chicago Press 1961 (excerpts from Book 1, 6, 22).
4. Homer: *The Odyssey*, trans. by Richmond Lattimore, New York: Harper Collins 1965 (excerpts from Book 5, 9, 11).
5. Herodotus: *The Histories*, trans. by Andrea L. Purvis, New York: Pantheon Books 2007 (excerpts from Book I, III, VII).
6. Plutarch: "Sayings of Spartan Women," in *Plutarch on Sparta*, trans. by Richard J. A. Talbert, London: Penguin 1988, pp. 157-163.
7. Plato: *Symposium*, trans. by Alexander Nehamas and Paul Woodruff, in *Complete Works*, ed. by John M. Cooper, Indianapolis and Cambridge: Hackett 1997, pp. 458-504.
8. Thucydides: *The Complete Writings of Thucydides: The Peloponnesian War*, trans. by John H. Finley Jr., New York: Random House 1951 (excerpts from Book I, II, V).

9. Euripides: *The Trojan Women*, trans. by Alan Shapiro, Oxford: Oxford University Press 2009, pp. 30-103.
10. The New Testament, in *The Bible*, New Revised Standard Version, Oxford: Oxford University Press 2003 (excerpts from Matthew).
11. Virgil: *The Aeneid*, trans. by David West, London: Penguin 1990 (excerpts from Book II, IV).
12. Ovid: *The Metamorphoses*, trans. by Horace Gregory, New York: Viking Press 1958 (excerpts from Book I, X).

Third Year

Bachelor Thesis Seminar

Code:	P-351
Term:	Winter
Year:	Third
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Lukáš Siegel
Form of Study:	seminar

Course Objectives

By the end of the semester, students should be able to:

- Write clearly, concisely and pertinently on a given topic;
- Evaluate and analyze relationships between concepts in the text;
- Place studied topics within the broader social, cultural, political, historical context;
- Critically analyze issues and formulate hypotheses;
- Interpret and evaluate primary and secondary sources;
- Analyze, evaluate and interpret texts in a comparative framework;
- Plan, organize and conduct research and translate it into writing a thesis;
- Properly format and present written work, use sources and cite them correctly.

Content

This course, set in a workshop format, presents an opportunity to try out the process of researching and writing a larger academic paper. Besides the technical aspects of writing, formatting and style, the course will focus on the development of analytical thinking, comparative analysis and independent research.

We will also tackle the prospects of academic life after BISLA – addressing elements of a successful application for a graduate school and transition into a professional life.

Students work continuously on individual steps of research and writing, from identification of the research topic, to developing a Bachelor Thesis Proposal and writing a draft of one chapter of the thesis.

Required Readings

Baglione, L. 2012. Writing a Research Paper in Political Science. A Practical Guide to Inquiry, Structure, and Methods. 2nd ed. Los Angeles, London, New Delhi, Singapore, Washington DC: CQ Press.

Johnson, J.B. & Reynolds, H.T. 2012. Political Science Research Methods. 7th ed. Los Angeles, London, New Delhi, Singapore, Washington DC: CQ Press.

Silverman, D. 2009. Ako robiť kvalitatívny výskum. [Doing Qualitative Research.]. Bratislava: Pegas.

BISLA guidelines for bachelor thesis writing

APA formatting and style guide:<http://owl.english.purdue.edu/owl/printable/560/>

Contemporary Political Thought

Code:	P-352
Term:	Winter
Year:	Third
ECTS credits:	6
Lessons per week:	90 + 90 min
Language:	English
Instructor:	Adam Bence Balazs
Form of study:	lecture + seminar

Prerequisites

English language proficiency.

Course Objectives

1. To introduce students to the seminal work of 18th- and 19th-century philosophers.
2. To familiarize students with some of the debates surrounding human nature that are still at the core of contemporary political thought.

Contents

We have just completed a course in early modern political thought, culminating in an examination of Lockean rationalism and utilitarianism. Rousseau's *Second Discourse* is, in many respects, founded upon a profound critique of that rationalism and utilitarianism. His work is sometimes characterized as a "romantic" counter-reaction, which identifies the potential abuses of rationalism and, as an alternative, seeks the sentimental foundations of morality. Importantly, however, this romantic counter-reaction led to the worst kind of tyranny and terror, exemplified by the French Revolution. It is our task to examine why. We will discuss two kinds of responses to Rousseau's critique: first, the attempt to combine the rational and the romantic movements in the work of G. W. F. Hegel and Alexis de Tocqueville; and, second, the rejection of these reconciliations (in particular Hegel's) in the work of Karl Marx and Friedrich Engels. In the 20th century, National Socialism and Soviet Communism are only two examples of the regimes that emerged from this debate. The fall of both regimes has delayed, but in no way settled, the pressing questions raised by these thinkers.

Social Policy

Code:	IR-353
Term:	Winter
Year:	Third
ECTS credits:	6
Lessons per week:	120 min
Language:	English
Instructor:	Iveta Radičová
Form of study:	lecture + seminar

Contents

Introduction to social policy - its history, basic models, forms, theoretical concepts, and the ability to apply theoretical knowledge to selected cases and to Slovakia. Students will understand and be able to evaluate the "European" model of social policy, international documents and standards in the field of social rights, and the necessary areas for dynamic changes.

Course objectives: • Definition of the concept of social policy • Theoretical concepts of social policy • Basic models of social policy • Basic principles of the welfare state and public services • Case studies of social policies: • Social policy in Slovakia • Development of the concept of human rights with emphasis on social rights • Identification of the relationship between human rights and social justice • Development of understanding of social rights • Modifications and types of social rights • Currently applicable international regulations in the field of social rights

Required Readings

Radičová, Iveta - Woleková, Helena - Nemeč, Juraj : Zdravie, práca, dôchodok : zdravotná politika, ne/zamestnanosť a dôchodkové zabezpečenie v SR. - Bratislava : SPACE, 1999. - 212 s.

ISBN 80-967403-9-3

Radičová, Iveta : Hic Sunt Romales. - Bratislava : Centrum pre analýzu sociálnej politiky, 2001. - 318 s.

ISBN 80-88991-13-7

Radičová, Iveta : S.O.S. : sociálna ochrana na Slovensku. - 1. vyd. - Bratislava : SPACE, 2003. - 197 s.

Lit. 76 záz.

ISBN 80-88991-17-X

Radičová, Iveta - Potůček, Martin : Porovnanie vývoja českej a slovenskej sociálnej politiky po roku 1989

Lit. 62 záz.

In: Sociální politika v Čechách a na Slovensku po roce 1989. - Praha : Karolinum, 1998. - S. 9-87. - ISBN 80-7184-622-8

Radičová, Iveta : Sociálne náklady ekonomickej transformácie

In: Sociológia. - Roč. 27, č. 1-2 (1995), s. 5-10

Radičová, Iveta : Postoje podnikateľov, živnostníkov a nezamestnaných k sociálnej politike

Lit. 3 záz.

In: Sociológia. - Roč. 27, č. 1-2 (1995), s. 68-73

Radičová, Iveta : Sumár rizikových faktorov sociálnej politiky na Slovensku

In: Sociológia. - Roč. 28, č. 6 (1996), s. 519-538

Woleková, Helena. - Radičová, Iveta : Sociálna politika

In: Slovensko 2000 : Súhrnná správa o stave spoločnosti. - Bratislava : IVO, 2000. - S. 607-624. - ISBN 80-88935-17-2

Radičová, Iveta : Sociálna politika

Lit. 33 záz. In: Slovensko 2001 : Súhrnná správa o stave spoločnosti. - Bratislava : IVO, 2001. - S. 525-539. - ISBN 80-88935-26-1

Radičová, Iveta : Sociálna politika

Lit. 19 záz. In: Slovensko 2002 : Súhrnná správa o stave spoločnosti 2. - Bratislava : IVO, 2002. - S. 197-216. - ISBN 80-88935-40-7-1

Radičová, Iveta : Rómovia na prahu transformácie = The Roma on the verge of transformation

Lit. 29 záz.

In: Čačipen pal o Roma. - Bratislava : IVO, 2002. - S. 79-92. - ISBN 80-88935-41-5

ELECTIVES – WINTER SEMESTER

News and Information in the digital Age

Code:	U-403
Term:	Winter
ECTS credits:	5
Lessons per week:	90+90 min
Language:	English
Instructor:	James Thomson
Form of study:	lecture+seminar

Content

- > To achieve a basic understanding of the processes by which news is gathered, edited and published.
- > To examine the ways in which journalism contributes to the acquisition of knowledge.
- > To explore the role and value of accurate news and information in society and in rational policy- and decision-making.
- > To consider the ways in which news and information are manipulated, the reasons why this happens, and strategies for identifying and counteracting it.

Contents

Introduction – what is news?

Facts, “alternative facts”, lying in public office

The history and future of the news media

The mechanics of newsgathering and reporting

Trust, narrative and perspective

Editorial judgement, the public interest, bias and influence

Conspiracy theories in the news media

Disinformation, in theory and practice

Propaganda

Free speech

Media ownership and influence

Politicisation of the media

These subjects will be illustrated with reference to three case studies:

1. Freedom of speech in Hong Kong and China
2. Recent US presidential elections, the Trump presidency, and their effects on the news media
3. The effect of social media, especially Facebook, on news consumption and perceptions

Required Readings

Primary Sources

Rauch, J. (2021). *The Constitution of Knowledge: A Defense of Truth*. Brookings Institution Press.

News stories and columns, as assigned by the tutor.

Secondary Sources

ABC Media Watch, weekly episode (approximately 15 minutes).

Other audio and video sources, as assigned.

Global Clashes: 20th Century History

Code:	U-404
Term:	Winter
Year:	All
ECTS credits:	5
Lessons per week:	90+90 min
Language:	English
Instructor:	Lucias Sprouse
Form of study:	lecture+seminar

Contents

Modern European History will focus mainly on mid-twentieth century European history (1945-1989). As no event occurs in a microcosm, this course will also cover wider developments during this time period. In addition, students will study the effects of these events on developments up to the present day. Students will also examine primary and secondary historical sources, explore key themes, and be expected to master the chronology of events.

While this course will deal with Europe as a whole, central and eastern European history will be emphasized. Students will be asked to consider the perspective and motivations of various actors (individuals, groups, nations, or alliances) and to assess the value of different historical sources and approaches to writing history.

The aim of this course is to give students a deeper understanding of this region's history and provide some historical context for the contemporary political and philosophical writings that they may be asked to study in other courses at BISLA.

In addition to lectures, seminars, and discussions, students' written and oral communication skills will be developed through essays and presentations. Along with increased historical understanding, students will cultivate better critical thinking and analytical skills that can be applied in a range of academic and practical settings.

A history of Women from Antiquity until Modernity: Literature, Culture Politics

Code:	U-406
Term:	Winter
Year:	All
ECTS credits:	5
Lessons per week:	90+90 min
Language:	English
Instructor:	Lucas Sprouse
Form of study:	lecture+seminar

Course Objectives

The 19th century was the key period in history when women in larger numbers became dissatisfied with the limited possibilities for education and self-development. This dissatisfaction led to conflict and social-political change. Although the French Revolution ostensibly declared equality and human rights, in reality these things were only reserved for men. Women remained consigned to the narrow and closed private sphere of the family, and their subordination to men was codified by the law and countless customs in mainstream bourgeois society. However, gradually the number of social spheres where women gained the opportunity to become active increased: Women from wealthy families could afford to devote themselves, for example, to writing and publishing literary works, even if for a long time, they could only publish these under a male pseudonym or anonymously. Many of these literary personalities had salons that influenced politics and society significantly, though indirectly. The Industrial Revolution allowed many women from the less privileged classes to take up employment. They usually had to work long hours often under horrible conditions, but the women who became organized in the labor movement were also crucial in the suffrage movement.

Our focus in this class will be on how women step-by-step became conscious of their situation in society, and in what ways they demanded opportunities for development for themselves and others in the Western World. We will examine the historical and social context of these radical changes, including the point of view of men, the lived experience of women, the traditional and the new roles that women could have, and the domains available to women for self-realization.

The class will be divided into three main units, each with its own focus. In the first unit, the focus will be on questions regarding education, society, politics, and family. The second unit is concerned with philosophy, feminism, and emancipation. In the last unit we will examine the perception of women in literature and the literary production of women. Throughout the course the goal will be to create a critical debate: on the one hand, a debate between the different authors that we will be reading and, on the other, a debate in the class itself. We will also try to attain a rich and diverse overview of the status of women in several different countries: France, England, USA, Norway, Denmark, and Russia.

This class is of course not just for female students. On the contrary, male students with their opinions and perspectives are more than welcome!