

MUNDUS MAPP STUDY PROGRAM (2009-2011)

Year 1 2009-10	ISS – MA in Development, Governance and Democracy specialisation	York – MA in Public Policy and Public Administration
A/Y	7 Sept 2009 – 12 September 2010	12 October 2009 – 2 July 2010
Core Courses	<ul style="list-style-type: none"> • Introductory Program (orientation) 0.5 EC • General Courses (10.5 EC) comprising: <ol style="list-style-type: none"> a) ‘Development Histories, Theories and Practices’ b) General course on Academic Skills. c) General Course on Information Literacy. • 3 Foundational Courses (one in Political Science, one in Economics and one in Sociology)-3.5 EC each, total 10.5. • Research Techniques Courses (7 EC) <p>Courses required for the major (total 17.5):</p> <ul style="list-style-type: none"> • Continuity, Change and the Politics of Institutional Reforms: Key Debates in Governance and Democracy (3.5 EC). • The Neo liberal Agenda and Beyond: Concepts, Policies, Crisis and Legitimacy (7 EC). • A Choice between ‘Politics of Local Governance’ OR ‘Global Governance and Development’ (7 EC each). 	<ul style="list-style-type: none"> • Understanding Governance (20) • Policy Analysis and Policy Process (20) • Dissertation Workshop (10) • Graduate Study and Professional Skills Workshop (0)
ECTS	46	50 York credits = 23 ECTS
Elective Courses (subject to change annually)	Waived for Mundus MAPP students on the basis of courses taken at CEU or IBEI in the second year	Two of the following option modules: <ul style="list-style-type: none"> • Public Management and Delivery • Strategic Planning • Public Finance • Leading and Managing Change • Theories and Policies of Development Governance • Law, Public Policy and Human Rights • Social and Political Issues in Development • Conflict and Recovery • Environment and Human Rights • Health and Human Rights • Development and Human Rights • Conflict and Human Rights • Political Research and Analysis • State, Space and Globalization • Issues in International Political Economy • Theories of International Political Economy
ECTS	n/a	40 York credits = 7 ECTS
Thesis	15,000 words (max 17,500)	20,000 words
ECTS	28 (including a course entitled ‘Research Methodology Workshop’ with a weight of 3.5 EC).	90 York credits = 30 ECTS
Total ECTS	74	180 York credits = 60 ECTS

Summer school, July 2010 TBC (obligatory for all Mundus MAPP students)	4 ECTS; counting towards year 2
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Year 2 2010-11	CEU - MA in Public Policy	IBEI – MA in International Relations
A/Y	7 September 2010 to 17 June 2010 (+ internship up to 30 Nov)	27 September 2010 - 30 September 11 (+ internship)
Core courses	<ul style="list-style-type: none"> • <i>The policy process and policy analysis</i> (4)* • Public sector management (2) • Comparative political institutions (4) • Ethics and public policy (2) • Microeconomics for public policy (3) • Macroeconomics for public policy (3 CEU credits) • Quantitative and Qualitative methods (2+2) • Academic writing (0) 	<ul style="list-style-type: none"> • Comparative Political Analysis (6) • International Economics (6) • International Relations (8 ECTS) • Research Methods (4) + one of the following (required specialisations; each course 6): <ul style="list-style-type: none"> • Globalisation and International Governance • Peace and International Security • Political Economy of Development
ECTS	18 CEU credits = 27 ECTS (less 4 CEU credits for students not taking Policy Process; to be made up from electives)	30 ECTS
Elective courses (subject to change annually)	Full list available from CEU website, all 2 or 4 CEU credits; eg. <ul style="list-style-type: none"> • Comparative public budgeting • Corruption and corruption control • Electronic governance • Enabling policies to freedom of the media • Energy policy • Equality policy • European socio-economic governance • Fundamentals of media and communications policy • Global broadcasting and telecommunications law • Global Perspectives in Higher Education Policy • Higher education change in Central and Eastern Europe • Higher education policy in the age of knowledge society • Inter-governmental fiscal relations and local financial management • International Policy Practice • Jean Monnet module on European integration • Macroeconomics and public finance • Policy networks and private regimes • Political lobbying • Politics and Policies of International Trade Relations • Public International Law • Public Policies for Development • Rural development policy • Social network analysis • Special topics in communications and media policy + summer school recognised as elective course (2 CEU credits/4 ECTS)	<ul style="list-style-type: none"> • African Studies (4) • Competitiveness and Growth (2) • Culture and Politics in the Middle East (4) • East Asian Studies (4) • Economy of Development: Poverty, Inequality and Growth (4)* • European Foreign Policy (4) • European Institutions and Policies (4) • Foreign Policy Analysis (4) • Globalization and Societies (4) • International 20th Century History (4) • International Economic Organizations (2) • International Order and Security (4) • International Political Economy (4) • International Protection of Human Rights (4) • International Public Law (4) • International Relations in Latin America (4) • International Relations in Asia (4) • Islam and the Middle East (2) • Latin America Studies (4) • Mediterranean studies & the Arab World (4) • Methods of Statistical Analysis (2) • National Security and the Armed Forces (4) • Peace Processes and Conflict Resolution (4) • Terrorism and Counter-Terrorism (4) • The Comparative Political Economy of Regionalism: Europe and beyond (4) • The European Union and its Immediate Neighbours: Enlargement and European Neighbourhood Policy (4) • The Politics of the United Nations Polity (4) + summer school recognised as optional course (4)
ECTS	16 CEU credits = 24 ECTS (incl. summer school credits)	20 ECTS (including summer school credits)
paper	12,000 words	12,000 words
ECTS	6 CEU credits = 9 ECTS	10 ECTS
Total	40 CEU credits = 60 ECTS	60 ECTS
Notes	* not required for students from York	

Internship (May be waived upon request for students with significant work experience)	0 ECTS
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COURSE DESCRIPTIONS

INSTITUTE OF SOCIAL STUDIES
Development Studies, Governance and Democracy specialisation

Program duration: 12 months

Program start and end date: 7 September 2009- 12 September 2009

Deadline for submitting the thesis: 12 September 2010

Program structure:

<i>Term 1A</i>	<i>Term 1B</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>
<i>7 Sept 2009 – 3 Nov 2009</i>	<i>4 Nov 2009 – 15 Jan 2010</i>	<i>18 Jan 2010 – April 2010</i>	<i>8 12 Apr 2010 – 6 July 2010</i>	<i>12 July 2010 – 17 Dec 2010</i>
Introductory Programme 3 Foundation Courses				
General course 'Development Histories, Theories and Practices' Remedial courses (if applicable)				
General courses on Academic Skills and Information Literacy				
	Core course Introduction to			
	Specialisation			
	Research Methodology Workshop			
		2 Specialisation courses 1 Optional course Research Techniques course(s)		
				Research Paper
13.5 EC	15 EC	16.5 EC	18.5 EC	24.5 EC

Introductory courses:

Students will select three courses, each from a different category.

	Sociology	Politics	Economics
Intermediate level	1101 Analysis of Social Structure and Change OR 1112 Classical Sociological Theory	1102 State, Government and Society OR 1111 Global Politics of Development: Democracy, Conflict and Rights	1106 Introduction to Economics OR 1103 An Overview of Modern Economic Thought
Advanced level	1110 Contemporary Social Theory	1104 Politics, Power and Development	1103 An Overview of Modern Economic Thought 1107 Development Economics

Research Techniques Courses

Students should Either pick one course weighting 7 EC OR two courses weighting 3.5 EC each

Code	Course	EC
3103	Regression and Data Analysis	3.5
3201	Methods for Social Development Research	7.0
3203	Topics in Regression Analysis	3.5
3205	Doing Your Own Survey	7.0
3207	Qualitative Interviewing	3.5
3208	Figuratively Speaking: Thinking with Numbers	3.5
3302	Group Data Collection and Analysis Techniques	3.5
3303	Ethnographic Techniques and Cross-Cultural Reflexivity in Case Studies	3.5
3304	Discourse Analysis	7.0

General courses

All students are required to take the following courses.

- Development Theories and Strategies (2101): The course provides an introduction to key substantive problems, concepts, theories and strategies relating to development, as well as an identification of central actors in the reflection on and the practice of development. The main issues in the contemporary development discussion are placed in a historical perspective and due attention is paid to social, economic, political and cultural dimensions of the development discourse.
- Academic Skills (2102): For most people, post-graduate education requires new strategies for reading, analysing and storing information and to come to grips with research-based academic writing. Strategies that are successful for undergraduate and non-academic work need to be rethought, deepened and supplemented. The Academic Skills 2102 track offers information and guidance on skills like planning one's studies, raising questions during lectures and contributing in discussion; taking effective notes, structuring academic papers; quoting, summarising and using sources; etc. Other topics will be added during the year, partly according to identified needs.
- Information Literacy (2106)

Major courses

For the Governance and Democracy specialisation students are required to take:

- 4133 Continuity, Change and the Politics of Institutional Reform: Key Debates in Governance and Democracy. This course introduces students to an understanding of how such factors as governance and democracy are located in larger global contexts and how we can understand the forces and currents at work in the global arena that shape developments on the ground in specific countries and regions. Students are introduced to the concepts of governance and democracy and to the different explanations of how these institutions are formed and reformed. They will examine views of reform as a process of cultural or political conflict involving colliding social interests and those that view it as a problem of technocratic institution building. Students will focus on a range of issues such as corruption and political change, and will use a range of case studies to illustrate the dynamics at work. It is intended that students will understand the forces and interests driving the reform process as well as those resisting it and provide a basis for more practical treatment of the reform problem in later courses.
- 4212 The Neo Liberal Agenda: Concepts, Policies, Crisis and Legitimacy. In this course, students will also have the opportunity to examine how neo-liberalism has become the dominant policy agenda of the past three decades, examining how strategies of market reform that dominated the structural adjustment processes in the 1980s has been supplemented with an emphasis on governance and democracy and the role of technocrats in the reform process and the targeting of corruption and political centralization. Much emphasis will be given to the ideas and forces that underpin neo-liberal ideas and to the importance of conservatism and neo-conservatism in the US in changing US foreign policy towards unilateralism, regime change and state-building.

And a Choice between

- 4301 Politics of Local Governance This course focuses on a critical understanding of theories and principles of improving governance and democracy across a spectrum of issues, often captured under the (normative) heading of 'good governance' including accountability, inclusive democracy, combating corruption and enforcing the rule of law at the local level. These are linked to more immediate and concrete concerns relating to participatory approaches, the potential of civil society and grassroots action and organisational change. The course starts from the awareness that governance and democratic institutions and processes may mean only little for marginalized and

socially excluded groups, and considers the nature and implications of such institutions by starting from concrete ground realities and by highlighting their fundamentally political nature.

- 4307 Global Governance and Development. This course focuses on the multiple ways in which global governance mechanisms operate in various issue areas. The course does not take the traditional approach of many courses in global governance, which relate to institutions and their characteristics (membership, decision-making, main organs, etc.). Rather, the course has more of a *capita selecta* character, and aims at familiarising students with the logic of global governance in some sectors that are perceived to have analytical and theoretical relevance. The course focuses on examples of multi-level policy arrangements involving actors operating at national, regional and international levels and representing various backgrounds (state, private sector and civil society).

Thesis

15,000 words (max. 17,500), worth 28 ECTS.

UNIVERSITY OF YORK
Public Policy and Public Administration

Program duration: 12 months

12 October 2009 – 12 September 2010

Deadline for submitting the thesis: 12 September

Program structure:

AUTUMN TERM: 12 October 2009 - 18 December 2009

Core module (compulsory)	Understanding Governance	20 York credits
Option module	One option module from list (see below)	20 York credits
	Graduate Study and Professional Skills Workshops	0 York credits
Total York credits		40 credits

SPRING TERM: 11 January 2010 - 19 March 2010

Core module (compulsory)	Policy analysis and Policy Process	20 York credits
Option module	One option module from list (see below)	20 York credits
Total York credits		40 credits

SUMMER TERM: 26 April 2010 - 2 July 2010

Core module (compulsory)	Dissertation workshop	10 York credits
	Dissertation (20,000 words)	90 York credits
	Due: 12 September 2010	

GENERAL MODULES (not-for-credit):

Graduate Study and Professional Skills Workshops (autumn term, 0 credits):

The purpose of this set of workshops in your first term is to introduce you to the main skills that you will need if you are to perform to the best of your ability during your time at York. Workshops include reading and note-taking for seminars; how to write good essays, including an essay evaluation exercise; using the JB Morrell library; coping with language difficulties (overseas students only); and how to avoid plagiarism.

CORE MODULES (compulsory):

Understanding governance (autumn term, 20 York credits):

This module aims to introduce students to the main issues involved in the study of governance. It begins by examining different definitions and approaches to the concept of governance. The module then goes on to look at a number of contemporary trends in, and challenges to, the practice of governance, including:

globalisation and global governance; the state and global governance; the institutions of global governance, and questions of legitimacy and accountability; Europeanisation and multi-level governance; policy networks; and 'good' and 'bad' forms of governance. The module concludes by reviewing the contribution that the governance literature has made to the study of public administration and public policy.

Policy Analysis and Policy Process (spring term, 20 York credits):

This module provides an introduction to the specialist sub-field of policy analysis. It covers contemporary issues and problems and aims to deepen participants' knowledge of the theory and practice of public policy-making. The module therefore has two key aims: to (1) introduce students to the concepts, techniques and methods employed in policy analysis; and (2) to apply this knowledge to specific policy issues. Policy analysis includes knowledge of the broad macro-level forces which constrain policy processes such as the economic context or processes of globalisation; understanding the meso-level processes which shape policy agendas and the solutions we apply to them (e.g. policy networks, policy transfer analysis); the application of knowledge at the micro-level (e.g. problem definition, agenda-setting; policy formulation, implementation, evaluation); and the technical tools of analysis (e.g. forecasting, cost-benefit analysis, programme evaluation). The module provides students with a broad view of the nature of the policy process through its focus on the meso and micro-levels of policy analysis.

Dissertation Workshop (summer term, 10 York credits)

The dissertation workshop is designed to guide students through the process of writing a dissertation: including writing a dissertation proposal, choosing appropriate research methods, and formulating a clear research design. Participants will present their dissertation proposals in a series of workshops where they will receive feedback from the module convenor and their colleagues.

Dissertation (90 York credits)

Over the summer period all course participants will be required to complete a 20,000 word dissertation which is supported through personal supervision. Dissertations are due 12 September 2010.

OPTION MODULES (elective courses)

Students will take **two** of the following option modules, one in the autumn term and one in the spring term.

Public Management and Delivery (20 York credits)

This module seeks to provide an opportunity for participants of a practical orientation to enhance their personal growth by stimulating new ideas and developing new skills in public policy, administration and management. The module aims to: explore current developments in public management and delivery; consider how policy problems and programmes are managed in the public sector; evaluate the actions and processes that shape the management of change; and, assess how policies are implemented, monitored and evaluated. In sum, this module provides participants with an insight into practical problems of public sector management and practice building upon themes discussed in other core modules.

Strategic Planning (20 York credits)

This module covers considers differences between strategic planning and management in the public and private sectors, and introduces students to situational analysis. The module also examines mission statements and goal-setting techniques; strategic decisions and evaluation; and strategic leadership. The module considers the coordination and networks, crisis management, and transformational strategic management.

Public Finance (20 York credits)

The module examines sources of public and private finance; the role of public, private and non-governmental bodies in the national economy and the provision of public services; budgeting, and financial management and control; and contemporary public finance issues, including the Public Finance Initiative.

Leading and Managing Change (20 York credits)

In this module participants consider how to lead and manage change at the societal, organisational and individual level. It also considers skills and behaviours of change leaders and change agents. The course will examine organisational structure and culture and their impact on change processes, as well as tools and techniques for successful change management.

Theories and Policies of Development Governance (20 York credits)

The course seeks to develop a critical understanding of the relationship between governance and development. How should we define, understand and measure these concepts in theory and practice? Students will be familiarised with different theories of resource distribution and its political nature which can be situated broadly in the traditions of historical institutionalism and liberal economics, and will be encouraged to engage with the contested governance roles of the institutions of the market, the state, and of work and welfare. In particular, students will be encouraged to understand the contested nature and political context of discourses about governance, including in the context of structural adjustment, democratisation, 'good governance', and poverty reduction, and national and international responsibility for these. The course looks at such questions in the context of specific themes and case studies, including diverse understandings of patterns of development and 'late' development, the role of planning and institutions in development, the political economy of neo-liberalism, globalization and ways of thinking about and measuring inequality.

Law, Public Policy and Human Rights (20 York credits)

The aim of this module is to identify strategies and tools for the application of international human rights law. It seeks to answer the question: How can law make a difference? Invariably this implies intersections between international and domestic jurisdictions, and between human rights law, public policy and the delivery of public services. The module commences with an introduction to the framework and mechanisms of international human rights law on the one hand and contemporary theory and practice in public policy on the other. Thereafter the module will focus on concrete strategies which have the potential to realise the promise of human rights law. How can rights be claimed and delivered, and how can obstacles be removed? The module will analyse a range of contemporary strategies such as accession to regional/international organisations, constitutionalism, state capacity building, generating political will and legal activism (public interest litigation etc). Based on this framework the module will examine the interplay between human rights law and public policy in a variety of contexts including failed states and states in transition (both economically and politically), as well as democracies in order to identify and critically analyse the problems and controversies around how human rights conventions are implemented in national jurisdictions.

Social and Political Issues in Development: Conflict, Identities & Citizenship (20 York credits)

The module examines the intersections of social conflicts, identities and citizenship in contemporary development. How do development policies impact differently on distinct social groups; in what ways can they aggravate or alleviate social conflicts? How should we understand and analyse conflicts over power and resources? What impact does development have on the lives of the poor? How might the poor gain more effective citizenship and participation in development and politics? Political science has numerous theories about how states mediate and regulate conflicts over power and resources. However, these theories often presuppose the existence of effective institutions, citizenship rights and forms of civil society organisation that may not be present in many developing and transitional states. The module therefore examines how we can understand conflicts over power and resources in such states, and the relevance of concepts such as clientelism, patronage, networks and corruption for analysing the actual functioning of power in Africa,

Latin America, and Asia. The module also assesses strategies for promoting effective citizenship and active participation in the development process.

Conflict and Recovery (20 York credits)

This module is a theoretical and empirical examination of the salient aspects of contemporary conflict and post-conflict recovery. With reference to contemporary examples and seminal literature, the module will interrogate and evaluate competing claims on the causes of ethno-national conflict and strategies for conflict management. A strong emphasis will be placed on comparison and the utility of culturally appropriate approaches for each conflict society. The module also examines the humanitarian impact of conflict and key issues and principles underpinning post-war recovery. Contemporary case-studies (Afghanistan, Bosnia, Kosovo) illustrate the tensions associated with post-war reconstruction such as the problems of the reintegration of former combatants and the short-termism often found in relief operations. The module prioritises long-term development strategies, local participation and human security as the core principles of post-war recovery.

Environment and Human Rights (20 York credits)

The aim of this module is to explore the relationship between environmental protection and human rights, using a problem solving and skills-based approach. An introduction to key foundations and debates will include: (1) legal and institutional frameworks, and the challenge of implementation; (2) conceptual and theoretical issues, such as whether to privilege a human right to the environment (anthropocentrism) or rights inherent in the environment and natural objects (as of moral worth themselves); (3) core principles, notably sustainability, quality of life, the precautionary principle, and inter-generationalism; and (4) the debate about procedural rights (participation, the right to information, access to environmental justice) versus substantive rights (a right to a healthy environment). Seminars will relate abstract ideas, such as participation, to policy processes and activism affecting major contemporary issues (biotechnology, climate change, indigenous rights, environmental justice). The second half of the module will consist of case studies - an oil and gas pipeline scenario, for example - designed to develop core skills: legal drafting, mediation, written and oral advocacy, campaigning, negotiation.

Health and Human Rights (20 York credits)

This innovative new module will bring together health and human rights specialists both in its delivery and its student intake. Understanding the reciprocal relationship between health and human rights is increasingly important to policy-makers, health care professionals, public health practitioners and human rights defenders. The aim of this course is to introduce students to the application of a human-rights framework in the field of public health and gain insight into the structures and processes by which human rights can influence public health objectives. The module initially sets out the relationship between health and human rights - What is the right to health? What is the role of state and non-state actors? How do human rights inform priorities and decision-making in resource allocation? What light do human rights shed on poverty and inequalities in health? The remainder of the module explores rights based case studies, including sexual and reproductive health and HIV/AIDs. Following a general introduction, each seminar will focus on a different topic in family and community health in developing and developed countries (including the UK), and incorporate case-based learning and group discussion. Over-arching themes will run throughout the course: (1) addressing poverty and inequalities in health; (2) the interface between a population approach in public health and a focus on the individual; (3) the importance of both physical and mental health.

Development and Human Rights (20 York credits)

This module will provide insights into contemporary development discourse, parallel and converging histories of development and human rights, and the conceptual frameworks and strategies that are emerging from processes of convergence. The key question addressed by the module is whether human rights can help tackle poverty and inequality, and if so how. Introductory sessions will detail how and why development and

human rights have converged in recent years, and some of the resulting formulations (the rising profile of economic and social rights; human development; the Right to Development; rights-based approaches to development). Such formulations will be situated within the context of current development paradigms (Poverty Reduction Strategy Papers; Millennium Development Goals; the focus on governance). Although still subject to significant resistance and critique, recent policy innovations have propelled rights into terrain which they have previously struggled to reach. In the remainder of the module the challenge of closing the gap between the theory or ideal of rights, and reality, will be explored through case studies, analysing the potential contribution of rights to core principles (participation, accountability), practical tools (UNICEF's pattern analysis), and enhancing provision for marginalised groups (women).

Conflict and Human Rights (20 York credits)

The aim of this module is to examine and analyse the role of human rights standards, mechanisms and activism in the context of conflicts. Structured around the 'phases of conflict', it will look at human rights and the causes of conflict (e.g. self-determination and minority protection), the conduct of conflict (e.g. the laws of armed conflict), responses to conflict (e.g. humanitarian interventions), and post-conflict policies (e.g. transitional justice mechanisms). In each, the roles played by human rights defenders will be explored (monitoring abuses, supporting victims, advocating for the inclusion of human rights provisions in peace agreements, lobbying for justice). The module will critically explore the inter-relations between human rights and other relevant frameworks, such as conflict-resolution or refugee law, and will also identify 'blind spots', such as the fact that criminal violence often continues, or gets worse, when political violence ends. Throughout the course, particular attention will be paid to the practical dilemmas and choices of human rights defenders.

Political Research and Analysis (20 York credits)

This module considers the nature, practice and philosophical underpinnings of political research and analysis. It aims to provide students who are just beginning their dissertation projects with many of the conceptual tools necessary to develop a general idea or topic into an effective research design. The first section of the module examines some key issues in the philosophy of social and political explanation, particularly focusing on the nature of explanation, interpretation, structure and agency, and questions of value and objectivity. The second section of the module focuses on topics such as question formation, conceptualization, and comparative and mixed methods.

State, Space and Globalization (20 York credits)

The aim of this core course is to provide a critical and comprehensive understanding of the various forms and functions that the state has assumed over the last 200 years. In the process you should also become familiar with some of the most important classical and contemporary state theories. Although the focus is primarily on Europe and North America, we shall also compare and contrast western states with less industrialised and non-western examples in order to develop a fuller appreciation of the variety of historic and contemporary state forms.

Issues in International Political Economy (20 York credits)

The module introduces students to contemporary issues in the field of International Political Economy, including the trans-nationalisation of the state, class, production, trade and finance, to regionalism, development and global governance. The module examines the contested nature of the relationships of class, state, and economy, both analytically and in practice.

Theories of International Political Economy (20 York credits)

The module introduces students to different approaches and theories of international political economy, ranging from classical political economy to Marx's critique of political economy, and from neo-liberal

economics to contemporary critical theories of international political economy. Students will be made familiar with the critical ideas and arguments in political economy, their evolution, and contemporary significance and application. The module develops an Open Marxist critique of economic categories, focusing on the social processes that inform state economy relationships, market organisation, and economic developments.

Program duration: 10 months + internship

Program start and end date:

Pre-session: 8 September; academic year starts 22 September 2010 [exact date to be confirmed] – 1 July 2011 (plus internship)

Deadline for submitting the thesis/policy paper: 2 June 2011 TBC

Program structure:

Fall and Winter terms: course work (36 CEU credits)

Spring term: thesis/policy paper (6 CEU credit)

Summer: 2-month internship (0 credits)

Streams (stream specialisation is optional)

- decentralized governance
- international public policy
- media, information and communication policy
- higher education policy and management
- cultural policy

CORE COURSES (REQUIRED):

Academic writing 0 credit

The aim of this course is to help students develop as a writer within the English speaking academic community by raising awareness of, practicing, and reflecting upon the conventions of written texts. In addition to addressing issues related to academic writing, the course will also focus on the other language skills students will need to complete their graduate level work in English.

Note: this course is optional for Mundus MAPP students.

Comparative political institutions 4 credits

Political institutions vary across countries and change over time. Moreover, systems of regional and global governance increasingly establish political authority beyond the nation state level. In order to highlight the impact of different forms of legal and political systems on the policy process the course takes an essentially comparative perspective. It introduces the core legal and political concepts and embarks on a tour of "constitutional engineering" reflecting upon the repercussions of different institutional options on policy-making at the national, the European Union and global level.

Ethics and public policy 2 credits

This course is designed to provoke critical thinking on value judgements underlying contemporary public policy practices, decision making and policy objectives within democratic polities and in international relations. Rather than moral philosophy per se, its focus is on the practical responsibilities of policy makers and public servants in the context of competing obligations that guide actors inside and outside government, particularly when notions of what is good, just, and legitimate policy are contested. Political leaders and public managers encounter ethical problems arising from conflicts between professional duty and individual conviction, private interest and public good, and contradictory pressures and interpretations of individual, organisational and democratic norms and values. The course will help students identify these ethical aspects in policy making and review some of the measures available for promoting integrity in public institutions.

Macroeconomics for public policy 3 credits

This course deals with the study of the economy as a whole. Since the state of the economy affects everyone within the economy, macroeconomics plays a key role in political debates and has particular relevance to

public policy. The course will introduce the basic tools of macroeconomics and how to apply them to real world policy. The course is designed to provide students with a framework that can be used to analyze aggregate (economy-wide) issues such as unemployment, growth rate, inflation, and monetary and fiscal policy. Hence, the goal of the course is for students to understand how to evaluate macroeconomic conditions and how policy can influence these conditions.

Microeconomics for public policy 3 credits

This course is designed to give a thorough introduction to microeconomic relevant for practical problems in the policy world. The first part of the class will use traditional neoclassical economic tools to analyze problems of social welfare, tax policy, government transfers, etc. The second part explores more recent developments in microeconomic theory, including information economics, choice under uncertainty, and game theory. In addition, it presents applied microeconomic topics such as international trade and public economics.

The policy process and policy analysis 4 credits

The aim of this course is to introduce students to theories of the policy process and ideas about decision-making, problem-solving, bureaucracy and public management. It will discuss rationales for public policies (such as market failures) and limits to governmental intervention (government failures). It will address conceptual work on the policy process (agenda-setting, decision-making, implementation and evaluation) and will discuss the role of institutions, power configurations and actors' strategies.

Note: this course is not required for students coming from York.

Public sector management 2 credits

Following up the Policy process and policy analysis course, this course will be dedicated to a review of government reform and modernization efforts. In this part, the focus is on issues and practices related to old and new public management.

Qualitative methods 2 credits

The course will familiarize students with core qualitative research techniques. Particular attention will be paid to the tasks of developing an appropriate research design, selecting the relevant case studies, collecting data and presenting the results. In addition, students will be able to deepen their knowledge of specific research techniques, which will be of particular relevance to their current and future academic and professional research. Here, the course will focus on the preparation and conduct of elite interviews and the analysis of documents and media reports as core sources of research. Finally, students will have the opportunity to apply and critically assess core methodological approaches in relation to their own research. Here, the course will help students in preparing and finalizing their dissertation projects.

Quantitative methods 2 credits

This course deals with the basics of non-experimental statistical inference with focus on questions that are pertinent to public policy analysts. Although this is an applied course, an emphasis will be placed on establishing the tools necessary to evaluate existing research, which necessarily entails some familiarity and use of mathematics.

ELECTIVE COURSES

Full course descriptions are available at www.ceu.hu/dpp (the range of electives changes slightly from year to year depending on the instructors' availability)

INSTITUT BARCELONA D'ESTUDIS INTERNACIONALS (IBEI)

International Relations

Program duration: 12 months

Program start and end date: 27 September 2010- 30 September 2011 (plus internship)

Deadline for submitting the final research paper: 30 September 2011

Program structure (tentative dates, to be confirmed):

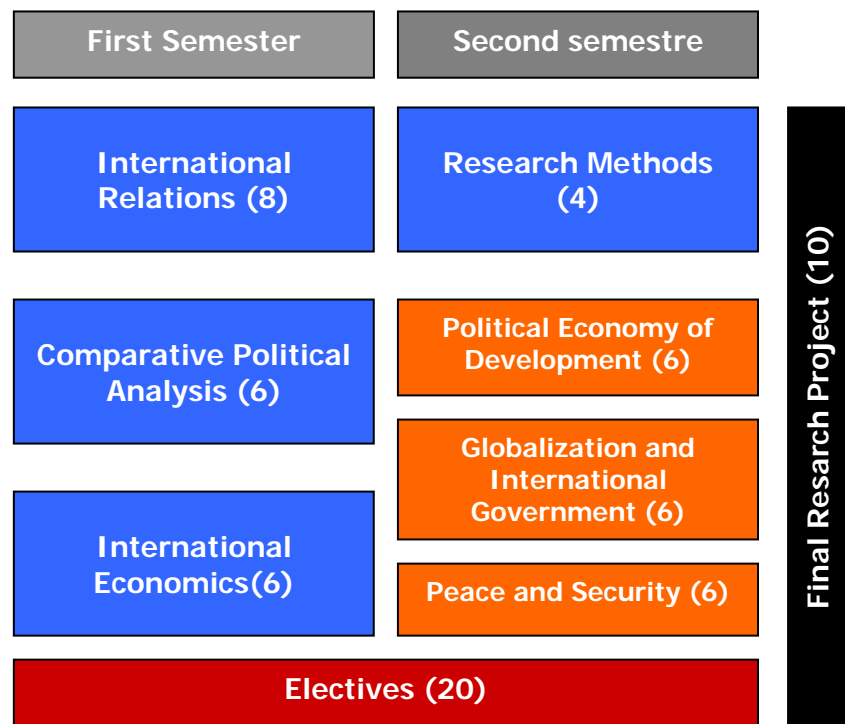
First semester: 27 Sept 2010 - 4 Feb 2011 (Exams, research projects and essays hand-in period: From 31 January to 4 February 2011).

Second semester: 14 Feb 2011 - 17 June 2011. (Exams, research projects and essays hand-in period: From 13 to 17 June 2011).

Summer period (July-September): preparation of final research project

The Master programme in International Relations comprises three different types of courses and a dissertation:

- **Compulsory courses:** 24 ECTS credits (according to their previous studies, students may substitute some compulsory courses by an equivalent or greater number of elective credits)
- **Pathway core courses:** 6 ECTS credits (students are required to select a course according to the chosen pathway)
- **Electives:** 20 ECTS credits
- **Final Research Project:** 10 ECTS credits



COMPULSORY COURSES

Comparative Political Analysis (E/S) (6 credits)

Comparative political analysis consists of both theoretical approaches and analytical concepts used in the study of politics and comparative public policies. Commonly considered issues include the comparative analysis of political institutions, the comparative study of political behaviour and collective action as well as the design and implementation of public policies. The use of the comparative method – looking at countries, sectors, organisations or groups – forms the prime methodological perspective of this module. The course will also place special emphasis on a discussion of various models and interpretations orientated towards explaining the reasons for the diversity of political situations and contexts. Course Content: The scope and methodology of political science and of the analysis of comparative public policies; democracy; political and administrative institutions; public policies, institutions, actors and citizens.

International Economics (E/S) (6 credits)

This course is addressed to non economists and its goal is to get the student acquainted with the basic economic principles and methods as well as with some of the most important economics problems. The syllabus contemplates the study of the main aspects of market operations in general and also the study of special properties of some markets in particular, like labor or financial markets. Special attention is devoted to the role of the state and to public policy, in both its microeconomic (regulation, antitrust, redistribution) and its macroeconomic (monetary, fiscal). An important part of the course deals with international economic relations: patterns of trade and their impact on welfare, the role of trade policy, the determinants of balance of payments and exchange rates, the international dimension of microeconomic policy, and the role of the international capital market. Besides the ordinary classes, there will be practical sessions where cases and exercises will be discussed.

International Relations (E/S) (6 credits)

The course provides an introduction to the current theoretical perspectives on international relations. The study of these contemporary theories will be grounded on the classical theoretical approaches and will be linked to the different interpretations each of these approaches yields regarding current international political events and their underlying political formulations. The course combines theoretical study and its application to the analysis of contemporary international reality, as well as study of the mechanisms of political decision-making and the dynamics of international negotiation. Course Content: International relations theory, international society, power, order, globalisation, actors and private authorities, international institutions, security, conflict and cooperation.

Research Methods (E/S) (4 credits)

The objective of the course is to familiarize students with the process of research design and to help them appreciate the strengths and weaknesses of the principal research methods used in the study of International Relations. The first part examines the nature of knowledge claims in political science: how we know what we know and how certain we are. Students will be introduced to the concepts of epistemology, ontology and methodology and will be invited to relate these concepts to concrete examples whenever possible. The second part of the course evolves around the question of scientific inference and what it implies for research design: how to formulate of the research questions, select case studies, apply the comparative method. The third part introduces the main qualitative and quantitative tools that students can draw on to design their research projects.

PATHWAY CORE COURSES

Governance and International Globalisation (S) (6 credits)

This course combines the study of globalization with the analysis of global governance. The course is divided into three parts. The first part traces a conceptualization of globalization, its main processes, with special regard to the technological factor and the IT and communication revolution. In the second part, the course explores the theoretical perspectives of global governance and seeks to analyze the transformations undergone by some of the main international institutions (i.e. the UN, Bretton Woods) over the past decades. The third part outlines some of the major challenges of global governance: environmental degradation,

poverty and global economic inequalities, migration and massive population flows, new wars and proliferation of weapons and human rights violation in any political form.

Peace and International Security (S) (4 credits)

The main aim of the course is to familiarise students with the evolution, concepts and theoretical and practical instruments in several sub-areas of international relations in its widest sense, sub-areas which have witnessed increasingly convergent developments in recent decades. I refer specifically to studies in security and strategic studies, peace research and the analysis and resolution of conflicts, international negotiations, the interdisciplinary analysis of the causes of conflict and the interrelation between peace research and studies on development in areas such as peace processes, and reconstruction and rehabilitation following armed conflict. In short, the course will offer a general survey of the main theories, concepts, methods and debates in the field of approaches and studies into peace and security. Particular emphasis will be given to the causes of wars and armed conflicts, to the conditions and requirements for positive and negative peace and to the new dimensions and threats to national, international and global security.

Political Economy of Development (E/S) (4 credits)

This class is designed to show that the road to development is quite varied, and that a country's level of development is not predetermined, as key variables can be modified by means of public policies, especially national ones. The course content reviews the evolution of the most important models of development since the Second World War, giving special attention to the most prevailing ones and to what their impact has been in the different countries where they have been applied. In this context, development policies in emblematic countries in Latin America, sub-Saharan Africa and Southeast Asia will be studied, offering the possibility of a comparative approach and allowing students to actively participate in searching for information and sources, organising information, and clarifying different interpretations and presentations. The course will conclude with a discussion on the contribution of cooperation to development and its conditionality.

ELECTIVES

Electives will most likely include the following courses, although the range of courses is subject to slight changes.

Competitiveness and Growth (S) (2 credits)

"Competitiveness" has become an omnipresent term. The course will present, among others, the traditional forms and moderns of competitiveness, the progressive development of the concept of competitiveness, the behaviour indicators and determining factors, the international comparisons of competitiveness.

African Studies (S) (4 credits)

During the last two decades of the last century, black Africa lost its political and economic relevance. Press coverage was only due to famines, wars and more or less massive diasporas. It became the continent of miseries, of the forgotten and the media show of both public and private humanitarian effort. But with the start of the new millennium, the African situation took a spectacular turn, at least compared to what the press had outlined as a massive catastrophe. Africa is showing economic growth and there is demand from China and other medium-sized powers, multi-party parliamentarism processes were consolidated, the outbreak of war has become limited to determined regions, and governments embarked on a notable change in their relations with traditional authorities which were only a short while ago described as "feudal" or "obscurant". The aim of the course is to explore the historic, cultural and political reality of this group of countries.

East Asian Studies (S) (4 credits)

The course seeks to provide students with a basic knowledge of the social, economic and political structures, and of the cultures and ideologies in the geopolitical region of Southeast Asia with special reference to China as well as to provide sufficient capacity for empirical and theoretical analysis to address the politics of Asian countries, their current problems and their relationships in the social and economic context of the region. The course also aims to identify the key processes which shape the Asian regional space and to train competent professionals in an advisory capacity to public institutions and private companies with interests in Asia. Course Content: Colonialism and post-colonialism; nationalism and regionalism; security, conflict and conflict resolution; demography, migratory movements and environmental problems; economic structures;

economic modernisation, planning and liberalisation; foreign trade, investment and tourism; cultural anthropology; cultural and social psychology; “Asian values”.

European Institutions and Policies (S) (4 credits)

The course aims at broadening students’ theoretical and practical knowledge of European integration and of Europe in general. The speed and complexity of change at a European and world level and the increasing interdependence between the EU and its member states require constant efforts in terms of information, observation, and adaptation from those actors most directly involved. The available data indicates a relatively vague perception of the need for training in European issues for one or more of the following reasons: the constant evolution of the construction of Europe; the specificity and complexity of the issues; the increasing influence of European policies; the need to improve the implementation of policies and programmes; the desire to maximise the resources stemming from the programmes; the restraints on European policies; insufficient experience in European issues; the need to better defend territorial, economic and social interests. Course Content: Governance and European integration; the EMU and the market; social cohesion; the European Area of Freedom, Security and Justice and citizenship; the foreign and security policy dimension; European policy management.

Information and Communication Technology for Development (E) (2 credits)

ICTs are a potentially revolutionary means of fostering growth and empowering the poor. Realizing this potential will require investments to increase access to ICTs in remote low productivity areas and the development of innovative applications that cater to the needs of the poor and small firms. Effective public sector action is required in developing country contexts where public institutions are often ineffective, corrupt and unaccountable. In such settings, establishing sustainable high-impact e-Government initiatives is a major challenge.

International 20th Century History (S) (4 credits)

International 20th Century History aims to analyze some of the most important historical events of the 20th century in the economic, political and social sphere in order to detect the important international socio-political dynamics from 1900 to today.

International Economic Organisations (S) (4 credits)

This class seeks to reflect on the role of the IMF, the GATT/WTO and the Worldbank since the end of the Second World War. The focus will be rather non-regulatory, looking at the strategic character of the decisions taken by these organizations. The three parts of the course evaluate the successes and failures since their beginnings, with a special focus on the most recent problems. The main focus of the course will be on the IMF, given its predominant role within the framework of world economics.

Latin American Studies (S) (4 credits)

This course focuses on the how Latin American democratic governments function exploring the major changes undergone by the region in the past decades. The course is divided into two parts. The first part will analyze the decision-making process in democracy, whereas the second part will focus on the region’s political actors and social dynamics.

Culture and Politics in the Middle East (E) (2 credits)

The question of Islam and international politics has, since the Iranian revolution of 1979, the war in Afghanistan of the 1980s, and the subsequent rise of fundamentalist groups in other Muslim countries, become one of great international and academic significance. Whether in regard to the role of Islamic political parties in constitutional political contexts (Turkey, Jordan, Egypt, Lebanon, Palestine) or in regard to the adoption by Islamist groups of military means (most evidently in regard to Al Qaida, post-2003 Iraq, Algeria), these forces now play an important part in the politics of many Islamic, Middle Eastern and Mediterranean countries. The purpose of this course will be to provide background to the history and contemporary activities and ideas of these parties and movements, and to locate these within a comparative and historical social science understanding of religion and international relations. It will examine the history of modern Islamic parties and ideas, the relation of these to the modern state, economy and international system, and the reasons why religious forces have apparently displaced hitherto dominant secular parties, be they socialist or nationalist. The course will analyse Islamist forces in their contemporary context, as entities explicable less by resort to religion or culture, and more as one particular response to general issues of

political power, social change and economic processes, and to an international system that is perceived by many as unequal and oppressive.

Mediterranean Studies and the Arab World (S) (4 credits)

The course aims to study the main characteristics of the political and economic systems in the countries linked to the Mediterranean – in the regions of the Middle East and the Maghreb – their regional and sub-regional interactions and their insertion into the international context. The course also aims to establish common denominators and at the same time analyse the role of these countries in the international system. Course Content: Interactions within the limits of each country based on an analysis of the nature and structure of the state, the characteristics of their political elites and their main ideological formulations; characteristics of their economies and their strategies for development, their role in the international economy and prospects for the creation of regional blocs, with a special emphasis on Euro-Mediterranean cooperation, regional subsystems, intra- and interregional relations and alliances and international roles and relations, especially with the major powers.

Islam and Politics (E) (4 credits)

The issue of Islam and politics has acquired great importance from an international and academic point of view, especially since the Iranian revolution in 1979 and the Afghanistan war in 1980 and the subsequent arrival and rise of fundamentalist groups in other Muslim states. Both from the role that Islamic political parties play in constitutional political contexts (Turkey, Jordan, Egypt, Lebanon) and the resorting to military means on the part of Islamic groups (the most obvious cases in this respect are Al Qaeda, Iraq), these forces play an important role in the policies of many Islamic countries in the Middle East and the Mediterranean. The aim of this course will be to establish elements for the discussion of these parties and movements, and of their ideologies, within the framework of comparative and socio-historical science. We will review the history of modern Islamic parties and their ideas, their relationship to the modern state, economy and international system together with the reasons why religious forces have apparently displaced the until now dominant secular parties, be these socialist or nationalist. The aim of the course will be to analyse Islamic forces in their modern context - less explicable in terms of a resort to religion and culture and more explicable as a specific answer to issues of political power, to social and economic change, and to an international system which is perceived as unequal and oppressive.

Economy of Development: Poverty, Inequality and Growth (E) (4 credits)

This course is intended to form a bridge between the obligatory courses of International Economics and International Relations, and the optional courses on area specialisations (Asia and Latin America), with specific attention to 'development', and is complementary to the course Political Economy and Development. Although the course is entitled 'Development Economics', it is intended to be also accessible for non-economists, as it will be taught in a non-technical manner. Furthermore, the attention will be on three main issues within 'development' mentioned in the sub-title, namely Poverty, Inequality and Growth. It will introduce the participant into 'development theory' and principle debates in the field of development economics (classic economic growth models, 'basic needs approach, 'growth and equity', and 'macroeconomic growth with poverty reduction'); the role of the state in development (from a 'developmental' towards an 'enabling' state); different development strategies (such as the Import Substitution Industrialisation, Export Orientation under Structural Adjustment, the East-Asian model, and 'transition' strategies); and crucial issues such as poverty, inequality and access to assets and services (such as land, water, and sanitation) in developing countries and transition economies, in the context of a rapidly globalisation world economy, and in relation to the Millennium Development Goals (MDGs) for the year 2015.

European Foreign Policy (S) (4 credits)

This course seeks to approach European foreign policy understood as the European Union's impact on the international system (national foreign policies and the Union's foreign policy). The course revolves around three main ideas. Firstly the nature of the EU as an international actor, which requires an analysis of principles, objectives, capacities and instruments for action. Underlying this main idea is the debate which opposes those who defend the European Union as a civil power (commercial, ethical and normative) against those who defend its normalisation in the arena of the major powers (the military dimension). Secondly its foreign policy's nature of a common (not sole) policy. This leads the debate towards the differences (interests) between the 25 members and to the "differential" role of the large members. Two examples prove

useful: the Poland effect on the Ukrainian crisis and the France-Germany-United Kingdom leadership in the handling of the Iranian nuclearisation. Thirdly the breach created between Europe and the United States over the Iraqi crisis, a breach which the course deals with in its triple dimension (structural, values, the Bush administration) and as a generator of new strategies (the European Security Strategy, the EU strategy for the Middle East and the Mediterranean).

Foreign Policy Analysis: Theory and Case Studies (E) (4 credits)

The aim of this course is to analyze Foreign Policy as the main instrument through which the state organizes and channels its relation within an international environment, with other states and with other actors of the international system. The world today and the international empirical system will be evaluated through the actors and how they related to each other. The course will also analyze the principal tendencies of a structural change of the system. All these issues set out the framework conditioning the state agenda.

Globalization and Society (E) (4 credits)

This course analyzes how globalization and the transportation and telecommunications revolutions that underlie it are transforming society. The changing scales of economic and political activity and organization have had dramatic consequences on the experiences and opportunities of both corporate and individual actors. Networks (Castells) and Re-scaling (Brenner) are probably the two concepts that best synthesize these on-going transformations. The concept of “networks” captures the transformations in the organization of production and distribution of goods and services in capitalist economies and the emergence of new networks of solidarity between capitalists, workers, and other groups of citizens (expressed both as organization, mobilization, and inter-personal interaction) which transcend old nation-state boundaries. Global networks are also the highways on which flows of persons (old and new migrants ago) increasingly move between countries in search of new opportunities for economic advancement and personal self-fulfillment. The concept of “Re-scaling” encompasses the changing geographic scope of economic and social activity and the subsequent changes in the economic roles of cities, regions, and nation-states. The course not only provides an overview of the social transformations captured by the terms “Networks” and “Re-scaling” but also of their impact on the citizens’ experiences, patterns of consumption, and identity, and, consequently, on the reception that these changes have among the population.

International Relations in Latin America (E) (4 credits)

A diverse range of global transformations – such as economic change, neoliberalism, technological innovation, migration, changes in how global rules are negotiated and implemented, the reconfiguration of sovereignty and the state, the emergence of what has been termed ‘global civil society’, the rise of China, the new geography of Europe and a host of post-Cold War security challenges – have dramatically altered the international relations of Latin America since the 1980s. As a consequence, Latin American and Caribbean states have had to make considerable adjustments in their foreign policies in order to fit into an increasingly uncertain global order. At the same time, transformations internal to the region – the impact of democratization, the challenges of new modes of integration, the rise of a new Latin American left – have created a series of opportunities (and constraints) in this process of reconfiguration. Taking these changes as its context, this module explores: the changing foreign policies of some regional leaders (Brazil and Mexico) and some middle-sized countries (Chile, Argentina and Venezuela); the rise of new regionalism and the proliferation of region-building initiatives; the role of the inter-American system; the significance and meaning of human rights discourses in the region’s foreign policies; the relationship with Europe; the changing relationship with the US, politically and economically; and the place of Latin America in emerging forms of South-South cooperation and the so-called BRICs. Finally, we consider the extent to which Latin America’s new foreign policies and its adaption to global change are both successful and sustainable.

International Environmental Politics (E) (2 credits)

The environment has emerged as a major topic in international relations. Given the fact that environmental problems are typically of a cross-border nature, they are prone to be dealt with in international settings. Thus, interests, ideas and institutions have come into play that shape who gets what in this domain. This has been particularly so for the last four decades, the 1972 UN Conference on the Human Environment (Stockholm) being usually perceived as the first significant instance of global environmental diplomacy. Since then, states, intergovernmental organizations, businesses, NGOs and scientists all deploy considerable resources in order to foster, influence or derail the negotiation of international agreements on the environment. Obviously, climate change is the best-known component of international environmental politics, but there is a dense web

of conventions, norms, and negotiations addressing a myriad of other environmental problems, including biodiversity, bio-safety, acid rain, stratospheric ozone, desertification, trade of endangered species, hazardous wastes, whales, the Antarctica, and marine pollution, among others.

International Order and Security (S) (4 credits)

The aim of this course is to analyze the evolution of the systems of international order and war by looking at the most relevant political thinkers. The course is divided into three blocks. First, a presentation of a chronological evolution of the concepts of war and peace from the times of the Roman Empire until now. The second block is focused on the analysis and comparison of the current security policies of the European Union and the United States. Finally, the last block takes an insight into the most recent theories on security and development. On the one hand the emphasis will be on the human security doctrine. On the other hand, the main current debates on the binomial economic development – security will be considered.

International Political Economy (E) (4 credits)

By almost any measure, we live today in the most economically internationalized era of world history. Products from previously isolated places are now transported and consumed worldwide, firms in traditionally sheltered sectors face unprecedented levels of international competition, and capital freely flows in massive quantities across the globe. How has this process come about? To study the economic and political underpinnings of the global economic order is precisely the main purpose of the discipline of International Political Economy.

International Protection of Human Rights (S) (4 credits)

The process of internationalization of human rights, starting after the Second World War, provided not only the progressive introduction of the concern for the promotion and protection of human rights in the agenda of the international society but also the creation of an international legal framework – the so-called International Law of Human Rights – related to the recognition of peoples' rights and liberties, characterized by institutionalized international guarantee mechanisms.

International Public Law (S) (6 credits)

The course is designed to further students' knowledge of the international legal norms and institutions which outline and regulate certain areas of international relations and of the international economy, as both disciplines form the two poles of reference in the Master's program. To this end, it will be necessary to offer a preliminary introduction to the general theory of International Public Law, together with the methodology of its study and research. Course Content: Concept, sources and subjects of international public law - the system of the United Nations and specialised organisations of an economic nature -, multilateral regulation of international trade and regional organisations for economic integration.

International Relations in Asia (S) (4 credits)

This course has two main objectives: on the one hand, it intends to offer a general and comprehensive vision of international relations of and in Asia; on the other hand, it will provide the required analytical tools to understand its evolution and transformation. The course will also complement the course contents of the pathway core courses.

Methods of Statistical Analysis (E/S) (2 credits)

This course aims at teaching students the basic tools of data analysis. This module is offered at the end of the master programme in order to prepare students for the final research project, although the course content could and should also provide students with tools with regard to their professional future.

National Security and Armed Forces (S/E) (4 credits)

The current transformation of threats has unbalanced the binomial freedom-security. Many politicians and citizens have currently a perception of danger and insecurity. However, the concept of national security and the mechanisms which the state has designed in order to guarantee this concept is already starting to change. The main security actors are the Armed Forces and the military policy. Based on this framework, the course will focus on the case of the Spanish Armed Forces and explore the differences to other European Armies.

Peace Processes and Conflict Resolution (E) (4 credits)

The course *Peace Processes and Conflict Resolution* will study the contemporary practice of international peacebuilding in war-torn territories. The focus will be on the main conceptual and operational challenges facing the international community, and the solutions so far developed. This exercise will also entail analysing the phenomenon of 'failed states'. The aim is to provide students with the conceptual background to deal efficiently with the more specific themes developed in the remaining sessions of the course. The latter cover the main post-conflict peacebuilding strategies, which together fulfil three goals: (1) a security transition from war to peace; (2) a political transition from authoritarianism or totalitarianism to democracy; and (3) a socio-economic transition usually from a controlled to a market economy.

Terrorism and counter-Terrorism (E) (4 credits)

Throughout the 1990s and into the twenty first century, the world has witnessed several cases of terrorism. The attack on 9/11 in the U.S. represents a defining terrorist attack to Americans, but terrorism is not a new phenomenon in most parts of the world. In Europe, India, Africa, and the Middle East, terrorism has long been part of politics. As a class, we will seek to understand the causes of terrorist behaviour. The structure of the course is as follows. We will begin by examining what motivates individuals to hate each other. We will then discuss how individuals organize to protect their political interests and eventually move to violent tactics, such as terrorism. We will discuss the types of tactics used by violent groups as well as the response of the state. Finally, we will discuss the international implications of political violence as well as possibilities for conflict resolution.

The Comparative Political Economy of Regionalism: Europe and beyond (E) (4 credits)

Within the general context of globalization, the phenomenon of regionalism has burgeoned in the past couple of decades to unprecedented levels across the globe. Its indisputable impact on the nature and content of policy-making makes it all the more necessary to hone our understanding of its evolution and structure. Drawing from the broad and far-reaching field of international cooperation studies, the focus of this seminar course is on the comparative study of international unions or else regional blocs, such as the EU, MERCOSUR, ASEAN, NAFTA, etc., as cornerstones of regional integration. The ensuing shift in the locus of domestic and foreign policy formation to the supranational arena makes it all the more necessary to study the origins and evolutionary dynamics of these supranational structures from both an empirical and theoretical standpoint. We first introduce some general theoretical frameworks of the 'political geometry' of regional integration. Making use of existing theories in international political economy, we proceed to explain the systemic variation across regions and over time with respect to the shape and form of regionalism. What explains disparate degrees of supranational institutionalization in Europe, Asia, and the Americas? How does the logic of enlargement apply in each case? We devote at least one session to each region and seek to draw some generally applicable results from our comparative analysis

The European Union and its immediate Surrounding: Enlargement and European Neighbourhood Policy (E) (4 credits)

This course provides the students with the knowledge and analytical concepts necessary to understand the main political and organisational logics behind the European Union enlargement and neighbourhood policies. At the same time, it contextualises these policies in a wider International Relations framework, studying the way in which the European Union deals with its adjacent areas and identifying the ways in which the EU strategies are influencing the neighbour countries. The course takes into account contemporary debates such as those around the Turkish candidature to EU membership or the dilemmas of the EU migration policy in its relations with the neighbours, but its main objective is to outline the defining institutional and political features of the EU enlargement and the European Neighbourhood Policy and their practical effects. The course examines the official concepts and instruments as well as analytical concepts and interpretations that have been developed by International Relations scholars in order to characterise the relations between the EU and its near abroad. While it deals with institutional and European Foreign Policy matters at an advanced level, the course is open to students who are not necessarily specialists in EU affairs. Once a general theoretical, historical and institutional framework has been established in bloc 1, blocs 2 and 3 adopt a geographical approach, making a distinction between the Mediterranean and Eastern Europe. Bloc 4 adopts a thematic approach, delving deeper into the key policy areas of democracy promotion, Justice and Home Affairs and energy. Bloc 4 also includes a general theoretical discussion and a reference to the debate about the limits of Europe.

The Politics of the United Nations Polity (E) (4 credits)

What are the key political issues facing the United Nations System today, and how do states and non state actors work together to deal with them? How is the UN able to address the various concerns of its diverse constituency of 192 states? Will the USA re-engage with the UN system after the prolonged period of unilateral foreign policy during the Bush Presidency, and what difference will it make?