

## MODULE OUTLINE PSA60

### 1. GENERAL INFORMATION

<b>SCHOOL</b>	OF SOCIAL SCIENCES		
<b>PROGRAM COURSE</b>	GLOBAL RISKS AND ANALYTICS (PSA)		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>MODULE CODE</b>	PSA60	<b>SEMESTER OF STUDY</b>	3rd
<b>MODULE TITLE</b>	Case studies and applications in International Politics		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits</i>		<b>HOURS</b>	<b>CREDITS</b>
Weekly teaching hours 22,3 hours x 13 weeks		<b>290</b>	<b>15 ECTS</b>
<b>COURSE TYPE</b> Compulsory, Optional, Optional mandatory	Compulsory		
<b>PREREQUISITE MODULES:</b>	None		
<b>LANGUAGE OF INSTRUCTION AND EXAMS</b>	Greek		
<b>THE MODULE IS OFFERED TO ERASMUS STUDENTS</b>	No		
<b>MODULE WEBSITE (URL)</b>	<a href="https://www.eap.gr/en/psa/">https://www.eap.gr/en/psa/</a> Each module has its own space in the Learning Management System of HOU ( <a href="https://courses.eap.gr/login/index.php">https://courses.eap.gr/login/index.php</a> ), with controlled access (use of code) for students and teaching staff.		

### 2. LEARNING OUTCOMES

<p><b>Learning Outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult:</i></p>
<p><b>Knowledge:</b></p> <p>This Module focuses on case studies that are standardly indicative of the dynamics of international politics. The central aim is to use the knowledge acquired in the two previous international politics Modules to discuss in detail, through the analysis of specific cases, the various forms of violence and conflict, as well as the implications of competition and cooperation for international order and security.</p>
<p><b>Skills:</b></p> <p>The Module deepens the analytical-critical thinking of each trainee in order to</p> <ul style="list-style-type: none"> <li>- evaluate the 'explanatory power' of the knowledge already acquired about the International,</li> <li>- use the main concepts and theories taught as research tools,</li> <li>- synthesise the theoretical debates with the systematic case study of events in international politics for the purposes of analysis and problem-solving and,</li> <li>- (re)reflect and (re)construct the International with more research acumen and reliable empirical evidence.</li> </ul>
<p><b>Competences:</b></p>

The successful completion of the Module will enable students to acquire sufficient academic familiarity with

- the basic analytical categories and methodological approaches of international politics,
- research and the empirical documentation by using reliable primary and secondary references and data, both print and electronic,
- dialogue and the reflection, de-construction and re-construction of knowledge and, in general,
- the critical study of the facts that make up the International and the various global challenges.

**General Competences**

*Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?*

<p><i>Search for, analysis and synthesis of data and information by the use of appropriate technologies,</i></p> <p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> <p><i>Individual/Independent work</i></p> <p><i>Group/Team work</i></p> <p><i>Working in an international environment</i></p> <p><i>Working in an interdisciplinary environment (Other.....citizenship, spiritual freedom, social awareness, altruism etc.) .....</i></p>	<p><i>Project planning and management</i></p> <p><i>Respect for diversity and multiculturalism</i></p> <p><i>Environmental awareness</i></p> <p><i>Social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Critical thinking</i></p> <p><i>Development of free, creative and inductive thinking</i></p> <p>.....</p> <p><i>Introduction of innovative research</i></p>
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- Search for, analysis and synthesis of data and information by the use of appropriate technologies
- Individual/Independent work
- Working in a interdisciplinary environment
- Producing new research ideas
- Respect for diversity and multiculturalism
- Critical thinking
- Development of free, creative and deductive thinking

**3. MODULE CONTENT**

Purpose – Description of the Module

The "Case Studies and Applications in International Politics" pursues to familiarize trainees with case study analysis using the theoretical tools and analytical categories of International Politics. The aim is for the trainees to delve, through the analysis of case studies, into the knowledge of international conflicts and crises, and develop the skills and competences they have acquired during the two previous international politics modules.

**Module Subjects:**

- Classic cases (5 ECTS)
- Updated cases (5 ECTS)
- Idiomatic cases (5 ECTS)

**4. TEACHING METHODS--ASSESSMENT**

<p><b>MODES OF DELIVERY</b></p> <p><i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i></p>	<p>Distance education with:</p> <ul style="list-style-type: none"> <li>- distance teaching; three Group Counseling Meetings (OSS) during the academic semester on weekends</li> <li>- face to face consultation: personal communication and feedback where necessary</li> </ul>
<p><b>USE OF INFORMATION AND</b></p>	<p>We use :</p>

<p align="center"><b>COMMUNICATION TECHNOLOGY</b></p> <p align="center"><i>Use of ICT in teaching, Laboratory Education, Communication with students</i></p>	<p>Remote meetings tools (cisco webex), Presentation software (e.g. power point),</p> <p>Additionally, the students use office automation tools, web browsers and e-reader for digital books.</p>	
<p align="center"><b>MODULE DESIGN</b></p> <p><i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc</i></p> <p><i>The study hours for each learning activity as well as the hours of selfdirected study are given following the principles of the ECTS.</i></p>	<b>Activity</b>	<b>Annual Workload</b>
	3 OSS (x 4 hours)	12
	2 tutorial exercises (2 x 30 hours)	60
	1 semester assignment	55
	Examination	4
	Individual study (12.2hours x 13 weeks)	158.6
	<b>Total module workload (hours)</b>	<b>290</b>
<p align="center"><b>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</b></p> <p><i>Detailed description of the evaluation procedures.</i></p> <p><i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i></p> <p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students</i></p>	<p>Completion of written assignments during the academic semester which constitute a 40 percent of each student's grade, if a pass is obtained in the final or repetitive examination. Final exam grades constitute a 60 percent of the students' final course grade. For further information go to the <a href="#">HOU Study Guide</a>.</p>	

## 5. SUGGESTED BIBLIOGRAPHY

<ul style="list-style-type: none"> <li>• Μαρίνα Ελευθεριάδου, <i>Ριζοσπαστικοποίηση</i> (Αθήνα: Ευρασία, 2022)</li> <li>• Εκάβη Αθανασοπούλου, Χαράλαμπος Τσαρδανίδης &amp; Ευστάθιος Τ. Φακιολάς (επιμ.), <i>Εξωτερική Πολιτική της Ελλάδας: Επιλογές &amp; Προσδοκίες στον 21<sup>ο</sup> Αιώνα</i> (Αθήνα: Παπαζήσης, 2020)</li> <li>• Erica Resende, Dovile Budryte &amp; Didem Buhari-Gulmez (eds.), <i>Crisis &amp; Change in Post-Cold War Global Politics. Ukraine in a Comparative Perspective</i> (Cham: Palgrave Macmillan, 2018).</li> <li>• Graham Allison, <i>Destined for War. Can America and China Escape Thucydides's Trap?</i> (Boston &amp; New York: Mariner Books, 2017).</li> <li>• Ανδρέας Γκόφας &amp; Νικόλαος Τζιφάκης, <i>Θεωρητικές Προβολές στη Διεθνή Πολιτική. Η Σινο-Αμερικανική Πρόκληση</i> (Αθήνα: Πεδίο, 2017).</li> <li>• Alan Collins, <i>Contemporary Security Studies</i> (Oxford: Oxford University Press, 2016).</li> <li>• Thomas G. Manhken &amp; Joseph A. Maiolo (eds.), <i>Strategic Studies: A Reader</i> (Abingdon: Routledge, 2014).</li> <li>• Alexis Heraclides, <i>The Greek-Turkish Conflict in the Aegean. Imagined Enemies</i> (Houndmills: Palgrave Macmillan, 2010).</li> <li>• Charles Weber &amp; Johan Galtung (eds.), <i>Handbook of Peace and Conflict Studies</i> (London and New York: Routledge, 2007).</li> <li>• Morton Deutsch, Peter T. Coleman &amp; Eric C. Marcus (eds), <i>The Handbook of Conflict Resolution. Theory and Practice</i>, 2<sup>nd</sup> ed. (San Francisco: Jossey-Bass, 2006).</li> </ul>
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- Ian Oliver, *War & Peace in the Balkans. The Diplomacy of Conflict in the Former Yugoslavia* (London & New York: I.B. Tauris Publishers, 2005).
- Mustafa Aydin & Kostas Ifantis (eds), *Turkish-Greek Relations. The Security Dilemma in the Aegean* (London and New York: Routledge, 2004).
- Graham T. Allison, *Essence of Decision. Explaining the Cuban Missile Crisis* (Boston: Little, Brown and Company, 1971).
- Taras Kuzio, Sergei I. Zhuk & Paul D' Anieri (eds.), (2022) *Ukraine's Outpost: Dnipropetrovsk and the Russian-Ukrainian War*. E-international relations publishing. Διαθέσιμο στη δ/ση: <https://www.e-ir.info/publication/ukraines-outpost-dnipropetrovsk-and-the-russian-ukrainian-war/>