



BA (Hons) in Political Science & International Relations

In partnership with:



WELCOME AND INTRODUCTION

WELCOME!

Dear Student,

This Handbook is intended to provide a concise reference and guide for all Anatolia American University ULE (AAU) students. Included herein are brief statements of the university's policies applicable to and of interest to all university constituencies.

This guide is intended to address some of the common academic and student life questions and concerns that are likely to arise during your years at AAU. Its purpose is not merely to lay out the policies of academic life, but also to point out ways of thinking about your education. Planning carefully and looking ahead will enable you to maximize your opportunities at the university. Knowing when and where to find guidance and counsel is important in ensuring that your educational choices are well considered and make sense in the context of your larger academic goals.

We do assume, however, that you will seek out the help you need. This guide has been designed to help you do just that. Please read it, keep it, and use it as a reference throughout your academic career.

With best regards,
Dr. Stamos Karamouzis
AAU Provost

LIST OF PROGRAMME DIRECTOR AND ACADEMIC STAFF

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- **Dr. Georgios Giannakopoulos**, City St. George's, University of London

INTRODUCTION TO THE PROGRAMME

The BA Hons Political Science and International Relations is a degree programme within the School of Humanities and Social Sciences. The programme of studies in Political Science and International Relations is characterized by a firm grounding in the disciplinary foundations to the PS&IR degree, with courses in IR theory, international law, European integration, foreign policy, and political economy. Simultaneously, students also receive solid training in the social sciences, with a particular emphasis on culture, gender, human geography and economic relations. These two core programme foci are complemented by the PS&IR electives students take in their final four semesters in residence, which in turns have a theoretical, practical, and pre-professional character (e.g., diplomacy).

The AAU BA in PS&IR features a series of inquiries into more fundamental questions: what people believe, where they live, how they interact. Several junior and senior PS&IR requirements and electives echo these preoccupations, focusing on such themes as intercultural relations, globalization, democracy, equality, rights and justice, and citizenship.

PS&IR faculty are particularly strong in American and EU politics, international law and human rights, gender and citizenship, globalization, and contemporary Balkan and Aegean affairs. Additional teaching and research strengths within the School of Humanities and Social Sciences include communication practice and language teaching methodology; cultural studies; and geography. PS&IR staff have further professional experience in the

Hellenic Ministries of Foreign Affairs and of Macedonia-Thrace, the European Union, the Council of Europe, the World Bank, the Stability Pact for Southeast Europe, SECI, the Smithsonian Institution, and so on. Additional teaching and research strengths within the School of Humanities and Social Sciences include modern literature; communication practice and language teaching methodology; applied, social, organizational, and counseling psychology; cultural studies; and ethnography and cultural anthropology.

The Political Science and International Relations curriculum consists of four course levels: Enhancement, Level 4, Level 5 and Level 6. To obtain the degree, students are required to complete 40 courses, including enhancement courses and free electives. During the final three (3) academic terms, students may participate in the Internship Course (PRAC 300). The undergraduate thesis is completed during the final year of study.

Students majoring in PS&IR have ample opportunities to interact directly with senior practitioners in public affairs under the auspices of the Michael and Kitty Dukakis Center for Public and Humanitarian Service and the Lucy Center for Balkan Studies. *The Michael and Kitty Dukakis Center for Public and Humanitarian Service* offers opportunities for students to undertake formal and informal internships on and off campus, and allows students to interact directly with senior practitioners in public affairs. The Center hosts many extracurricular activities, including guest lectures, MUN simulations, study trips, and so on.

PROGRAMME OF STUDIES AND INTENDED LEARNING OUTCOMES

Enhancement modules

These modules ensure that students receive a well-rounded, skills-based education and may also include modules that enhance knowledge and skills in their subject area. Employers look for candidates who can analyze information, collaborate and adapt. The Enhancement modules equip students with highly desirable skills that maximize their learning experience and enhance both personal and professional growth, preparing them to navigate an ever-changing world. As part of their co-curricular studies, students are expected to master foundational skills that:

- **Develop Critical Skills**

The Enhancement module build essential skills like critical thinking, communication, problem-solving, and analytical reasoning.

- **Encourage Interdisciplinary Thinking**

By taking modules in sciences, humanities, and social sciences, students learn how different fields connect, making them more adaptable and innovative thinkers.

- **Boost Career Readiness**

Employers look for well-rounded candidates who can analyze information, collaborate, and adapt—skills reinforced through general education modules.

- **Promote Lifelong Learning**

These modules expose students to new subjects they might not have explored otherwise, helping them become more curious and engaged learners.

Indicative list (not limited to) of the Enhancement modules, including free electives:

- English 101 Composition I
- Nutrition 130 Fundamentals of Human Nutrition
- Music 120 Traditional and Contemporary Greek Music
- Art 120 Art Appreciation: Principles of Design
- Philosophy 203 Ethics
- Sociology 101 Contemporary Society
- Ecology 110 Ecological Principles
- Art 130 Introduction to Photography, from the analog to digital era
- Economics 102 Introduction to Microeconomics
- Computer Science 108 Digital Tools for the Humanities

INTENDED LEARNING OUTCOMES

<u>Enhancement Modules</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods

Upon completion of the level, students will demonstrate: A1 an awareness of foundational concepts, key theories, and terminology in relevant subject areas (including mathematics, digital technologies, humanities, and social sciences). A2 an understanding of how people think, learn and behave, and how societies organize and govern themselves.	<u>Learning and teaching strategy</u> Engage students in close reading, class discussions and group work; utilise a variety of audiovisual resources (videos, films, new media, websites). <u>Assessment methods</u> • Written exams and quizzes on core subject matter. • Short-answer or essay assignments evaluating conceptual understanding. • Reading comprehension tests.
3B. Cognitive Skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the level, students will be able to: B1 Interpret information, data and arguments critically, drawing on both quantitative and qualitative reasoning. B2 Evaluate different perspectives, theories, or solutions and make informed judgements.	<u>Learning and teaching strategy</u> Lectures, student led activities and group work, workshops, discussion groups <u>Assessment methods</u> • Analytical essays and case study write-ups. • Comparative reviews of scholarly texts. • Structured debates or panel discussions.
3C. Practical and professional skills	

Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the level, students will demonstrate: C1 skills to assess and use a basic set of digital tools (e.g., word processing, spreadsheets, research databases) for academic, research, or professional projects. C2 skills to follow discipline-specific procedures (e.g., mathematical modeling, experimental methods, information retrieval) and apply them in practical contexts. C3 an ability to produce well-organized, professional-quality communications (written, oral, visual).	<u>Learning and teaching strategy</u> Individual and group projects, class discussions, class presentations, participation in events organised by the School. <u>Assessment methods</u> • Computer-based assignments, simulations, or projects. • Oral presentations and role-play scenarios. • Business communications such as memos, reports, or emails.
<u>3D. Key/transferable skills</u>	
Learning outcomes:	Learning and teaching strategy/ assessment methods

Upon completion of the level, students will be able to: D1. Plan and review study plans while collaborating effectively in diverse teams, showing adaptability and interpersonal communication. D2. Comprehend and communicate ideas clearly in both writing and speaking, tailoring language for academic, professional, and interdisciplinary audiences. D3. Demonstrate an understanding of the role of professional bodies and lifelong learning strategies, self-reflection, and adaptability to new challenges.	<u>Learning and teaching strategy</u> Systematic use of information literacy, group discussions, research tasks, oral presentations, workshops. <u>Assessment methods</u> • Group projects and/or peer evaluations. • Reflective journals and portfolios documenting skill development. • Presentations targeting diverse audiences. • Feedback from team-based activities or collaborative assignments.
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Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the level, students will demonstrate: A1 awareness of the main concepts, theories and methodology in the basic disciplines of politics, IR and the Social Sciences A2 understanding of the intellectual and historical foundations of politics and International Relations as fields of academic inquiry with its debates and reformulation A3 awareness of contemporary and historical cultures and societies	<u>Learning and teaching strategy</u>

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

A4 understading of contemporary political systems and application of a comparative approach to these

Engage students in close reading, class discussions and group work; place societies and institutions in their social and cultural contexts; utilise a variety of audiovisual resources (videos, films, new media, websites). At this level, familiarity of the students with the appropriate research methods and analytical tools is embedded in the core requirement of Research 210 – Research methods and analysis but also in other modules such as the social science 210 and politics 230.

Assessment methods

Use of a variety of summative and formative types of assessment aiming to enhance reading, writing, and studying skills. The types of formative assessment (short responses, presentations, quizzes, tests, short essays, annotated bibliographies) are designed to better prepare students to have a more effective and satisfactory performance in the types of summative assessments (tests, quizzes, exams, projects, term papers, blogs, posters).

3B. Cognitive skills

Learning outcomes:

Upon completion of the level, students will demonstrate:

B1 skills for the gathering and evaluation of data on the social world (social relations; gender; multiculturalism); research skills and methodological abilities

Learning and teaching strategy/ assessment methods

Learning and teaching strategy

Lectures, student led activities and group work, workshops, discussion groups

Assessment methods

3B. Cognitive skills

B2 ability to systematically identify underlying theoretical frameworks in terms of globalism (social and historical events and movements in space and time) including the nature of conflict in society B3 familiarity with some of the routine material in the subject matter (IR, politics, culture) and the ability to build an argument with such material B4 ability to conceptualize contemporary globalisation B5 skills for interpretation of key issues in contemporary politics and international affairs (e.g., environment, democratization, gender relations, human rights)	Short definition responses, presentations, quizzes, tests, short essays, book reviews, exams, projects, research/term papers, long essays, ethics scenarios, research proposals.
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3C. Practical and professional skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the level, students will demonstrate: C1 understanding of tasks relating to public entities, intergovernmental organizations, NGOs and civil society C2 systematic awareness of ethical issues C3 an ability to identify their own practical aptitudes and demonstrate self management skills	<u>Learning and teaching strategy</u> Individual and group projects, class discussions, class presentations, participation in events organised by the University. <u>Assessment methods</u> Multimedia presentations, web based research and projects, case studies, lab exercises, questionnaire, report writing, ethics scenarios.

3C. Practical and professional skills

C4 an ability to identify personal and professional goals and reflect on skills and experience in politics and IR – related fields

3D. Key/transferable skills

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

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the level, students will demonstrate: A1 Broad knowledge and understanding of the scope and features of politics and international relations (e.g. International law, international organizations, global political economy)	<u>Learning and teaching strategy</u>

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

A2 Extensive knowledge of current affairs in focused world areas and a special interest for Greece politics in the broader context of SE Europe (where most students come from)

A3 familiarity with and understanding of political theories, of the contemporary world system including the Global South as well as political structures

The junior seminars and lectures are meant to engage students in the knowledge process; class discussions and group work; use of audiovisual aid; promotion of individual research in library and web-based databases. At this level, familiarity of the students with the appropriate research methods and analytical tools is embedded in the core requirements for all modules with an emphasis on those of Pol 233 International Law and International Institutions and Politics 202 Political Theory. This is a middle level in which, students' understanding of methodologies and research strategies is grounded as they move from the Research 210 module in level 4 to the thesis modules in level 6.

Assessment methods

As students move from level 4 to level 5 they are asked to do more critical and persuasive writing with research components phased in progressively. Use of a variety of summative and formative types of assessment aiming to enhance students' writing and critical thinking skills. Formative assessments are designed to better prepare students to have a more effective and satisfactory performance in the types of summative assessments (exams, projects, research papers, position papers, comparative policy essays). An example of such include a case-law commentary in Pol 233, where students will be asked to critically present and comment on an important topic of general international law elaborated in the judgment under review.

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the level, students will demonstrate: B1 skills for gathering, evaluation and critically analyze information about the contemporary global system and its operation B2 competence in the appropriate choice, synthesis and use of material according to theories and concepts B3 ability to apply a conceptual understanding of the fields of politics and International Relations and the world systems to create and sustain arguments and to solve problems	<u>Learning and teaching strategy</u> Lectures, student led activities and group work, workshops, discussion groups, individual research <u>Assessment methods</u> Short responses, presentations, tests, long essays, book reviews, examinations, projects, research papers, take – home exams, position papers, tests. Assessment exercises in level 5 frequently focus on policy responses to social and political problems in addition to the theoretical and empirical dimensions of social science research.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the level, students will demonstrate: C1 ability to engage with practical and professional skills, including problem solving and team work skills C2 ability to identify appropriate criteria for evaluation and synthesize information	<u>Learning and teaching strategy</u> Individual and group projects, participation in events organised by the university and the School (career week, seminars on CV writing and interview techniques etc)

3C. Practical and professional skills	
C3 skills to undertake complex tasks and personal plans, reflect on the relevant experience in the area of politics and IR and learn from feedback C4 awareness of professional ethics and codes of conduct (e.g. through modules such as the one on International Law and International Organizations)	<u>Assessment methods</u> Multimedia presentations, web based research and projects, case studies, lab exercises, research and report writing. Professional skill attainment can be also derived from advanced seminars and guest lectures as well as extracurricular placement in internships and volunteerships (see below the distinctive features of the programme structure).

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

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the level, students will demonstrate: A1 a systematic and comparative knowledge of the contemporary, globalized world as well as of focused areas A2 a detailed and extensive understanding of the developments in the field of politics including international security issues, the nature of conflict and migration studies A3 an ability to recognize the potential limits of knowledge in the area of the social sciences.	<u>Learning and teaching strategy</u> The senior seminars and lectures are meant to engage students in class discussions, debates and group work; use of audiovisual aid; promotion of extensive research in library and web-based databases. <u>Assessment methods</u> As students move from level 5 to level 6 they are asked to be able to thoroughly assess social, historical and political phenomena, and critically review concepts and theories through their writing assessment. Use of a variety of summative and formative types of assessment aiming to enhance students' critical thinking abilities. The senior thesis aims to allow students to demonstrate mastery of knowledge and critical understanding of the fields of inquiry covered by the BA Hons in Pol Sc and IR. The thesis also introduces students to the possibility of limited knowledge in certain fields in Politics and IR. Individual modules explain in detail the array of assessment methods used.

3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the level, students will demonstrate: B1 skills in the systematic gathering, evaluation, critical analysis and interpretation of concepts and data from a wide range of sources (academic, policy etc)	<u>Learning and teaching strategy</u> Lectures, group work, workshops, invited guest lectures, discussion groups, individual research <u>Assessment methods</u>

3B. Cognitive skills

B2 competence in the choice and use of complex and specialized material for advanced writing culminating in the writing of a major project such as the senior thesis

B3 ability to apply underlying concepts in different world contexts

Examinations, research projects, senior thesis, long essays. Assessment exercises in level 6 frequently focus on policy analysis and practical answers to political concerns in addition to the theoretical and empirical dimensions of social science research.

3C. Practical and professional skills

Learning outcomes:

Upon completion of the level, students will demonstrate:

C1 an ability to develop strategies for current development and future prospects

C2 an ability to set up a major project (e.g. long essays, senior thesis)

C3 ability to negotiate in a professional context and seek ways to improve performance and resolve conflict

Learning and teaching strategy/ assessment methods

Learning and teaching strategy

Extensive engagement with individual and group projects, continuous engagement in events organised by the University (development of career plan, career week, workshops on problem solving in real-life situations, meetings with NGO representatives etc). Instrumental in this direction is the introduction of the Practicum placement module that allows the students to do an internship and gain academic credit along with professional experience.

Assessment methods Multimedia presentations, web based research and projects, case studies, lab exercises, research and report writing. At this level as well, practical skills formation can be attained through advanced seminars and guest lectures as well as with placement in internships and volunteerships.

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the level, students will demonstrate: D1 skills to critically evaluate arguments, abstract concepts and data D2 ability to select and apply more advanced research methods and quantitative techniques D3 ability to use communication and planning processes in context and identify alternative strategies D4 skills to undertake further academic and professional study and training D5 ability to participate in a multicultural environment and appreciate how others perceive concepts and ideas different from their own	<u>Learning and teaching strategy</u> Lectures, group discussions, research tasks, oral presentations, workshops. <u>Assessment methods</u> Group projects and presentations, research paper and senior thesis research and writing, examinations

Programme Structure

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Politics 101: Contemporary Politics	15			N/A for all	Fall
History 120: The Modern World	15				Spring
English 102: Composition II	15				Fall

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Computer Science 101: Digital Literacy	15				Spring
English 204: Business/Professional Communication	15				Spring
Mathematics 100: Mathematics for Decision Making	15				Fall
Philosophy 101: Introduction to Philosophy and Critical Reasoning	15				Spring
Psychology 101: Introduction to Psychology	15				Fall

Programme Structure - LEVEL 4

Compulsory modules	Creditpoints	Optional modules	Creditpoints	Is module compensatable?	Semester runs in
Politics 201 Introduction to International Relations: Theories and Issues	15			N/A for all	Spring
Social Science 210 Introduction to Global Studies and Human Geographies	15				Fall
History 201 Women in Modern Times	15				Spring
European Studies 210 Foundations of European Integration	15				Fall
Research 210 Research methods and analysis	15				Spring
					Fall

Programme Structure - LEVEL 4

Compulsory modules	Creditpoints	Optionalmodules	Creditpoints	Is module compensatable?	Semesters runs in
English 250 Advanced Writing and Professional Communication	15				Spring
Politics 230 Comparative Politics	15				Spring
Economics 101 Introductory Macroeconomics	15				Fall

Programme Structure - LEVEL 5

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semesters runs in
History 221 Modern World History	15	3 pre-designated 200-level IR Electives (Level 5)	45 total (for three modules)	N/A	Fall
Politics 207 Modern Greek Politics and issues in Greek Foreign Policy	15	NB See accompanying Annex 1			

Programme Structure - LEVEL 4

Compulsory modules	Creditpoints	Optional modules	Creditpoints	Is module compensatable?	Semester runs in
Politics 306 Contemporary Development Issues	15				Spring
Politics 233 International Law and Organisations	15				Spring
					Fall
Politics 202 Political Theory	15				Spring
					(Politics and IR Electives both in the fall and spring)

Programme Structure - LEVEL 6

Compulsory modules	Creditpoints	Optional modules	Credit points	Is module compensatable?	Semester runs in
Politics 301 War and Human Security in the Modern World	15	5 pre-designated 300-level IR Electives (Level 6) NB see accompanying Annex 1	45 total (for three modules)	N/A	Spring
					Fall
Politics 350 Thesis I	15				Spring
					Fall
Politics 351 Thesis II	15				Spring
Social Science 349 Contemporary Globalization	15				(Pol sc and IR Electives both in the fall and spring)
History 331 Modern Greek History	15				

Optional modules

Level 5

Humanities 221 History on Film/Film on History

Politics 229 US Federal Government

Social Science 215 Studies in Media and Contemporary Society

Politics 240 International Migration

Politics 250 Politics and New Technologies

Comm 315: Intercultural Understanding and Communication

English 350: Advanced Writing for Social Change

English/Hum 246: American Literature and Culture

Management 307: Negotiation and Conflict Resolution

Level 6

Politics 304 Women, Power, and Politics

Politics 332 Human Rights

Politics 333 Diplomacy

Politics 334 Global Security Challenges

Social Science 323 Race and racisms

Practicum 300 - Practicum

Psychology 330 - Psychology of immigration

ENG 320- The Other in Literature and Media

Annex 1 - Curriculum map

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

Level	Study module/unit	A 1	A2					B 1	B 2							C 1	C 2	C 3					D 1	D 2	D 3		
Enhancement	Politics 101	x	x					x	x							x	x	x					x	x	x		
	CS 101	x														x	x	x					x	x	x		
	History 120	x	x					x	x							x	x	x					x	x	x		
	English 102	x							x								x	x					x	x	x		
	English 204	x	x						x								x	x					x	x			
	Math 100	x	x													x	x	x					x	x	x		
	Philosophy 101	x	x					x	x								x	x					x	x	x		
	Psychology 101	x	x						x								x	x					x	x	x		

Level	Study module/unit	A1	A2	A3	A4			B1	B2	B3	B4	B5				C1	C2	C3	C4				D1	D2	D3		
4	Politics 201	x	x	x	x				x	x		x				x			x				x		x		
	Research 210	x	x					x	x							x	x						x	x	x		

	History 201	x		x	x				x	x			x				x		x				x	x	x		
	European Studies 210	x	x	x	x				x	x	x	x					x		x	x				x	x	x	
	Economics 101	x			x				x		x	x						x	x	x				x	x		
	Politics 230	x	x	x	x				x	x	x	x						x	x	x				x	x	x	
	Social Science 210	x		x					x		x	x	x							x	x				x	x	x
	English 250	x		x					x	x									x	x					x	x	x

Level	Study module/unit	A1	A2	A3					B1	B2	B3			C1	C2	C3	C4			D1	D2	D3	D4			
	Required modules																									
5	Politics 207	x	x	x					x	x				x	x					x		x	x			
	Politics 306	x		x					x	x	x			x	x		x			x		x	x			
	History 221	x	x						x	x				x						x	x	x	x			
	Politics 202	x		x					x	x	x			x	x	x				x	x	x	x			
	Politics 233	x	x	x					x	x	x			x		x	x			x		x	x			
	Major elective modules																									
	Humanities 221	x	x	x					x	x	x			x		x				x		x	x			
	English/Humanities 246	x	x						x	x				x	x						x	x	x			
	Politics 240	x	x	x					x	x	x				x		x			x			x			
	Social Science 215	x	x	x					x	x	x			x		x				x	x	x	x			
	Politics 250	x	x	x					x	x				x	x					x		x	x			

	Politics 229	x	x	x				x	x				x	x			x		x			
	English 350	x		x				x	x				x	x	x	x		x	x	x	x	
	Communication 315	x	x	x				x	x	x			x		x			x	x	x	x	
	Management 307	X		x				x	x	x			x		x	x		x		x	x	

Level	Study module/unit	A1	A2	A3				B1	B2	B3				C1	C2	C3				D1	D2	D3	D4	D5		
	Required modules																									
6	Politcs 301	x	x	x				x	x					x	x					x	x	x				
	Soc Sc 349	x	x	x				x	x	x				x	x	x				x	x	x	x			
	Politics 350	x	x	x				x	x	x				x	x					x	x	x				
	Politics 351	x	x	x				x	x	x				x	x	x				x	x	x	x	x		
	History 331	x	x					x	x	x				x	x					x	x	x				
	Major elective modules																									
	EUST 351	x	x	x				x	x	x				x		x				x		x	x	x		
	Politics 304	x	x	x				x	x	x					x	x					x	x	x	x		
	Politics 332	x	x	x				x	x						x	x				x	x	x		x		
	Politics 333	x						x		x				x	x	x				x			x			
	Politics 334	x	x	x				x	x						x	x					x	x	x	x		
	Practicum 300	x		x				x		x				x	x	x				x	x	x	x	x		
	Social Science 323	x	x	x				x	x	x				x	x					x	x			x		
	Psychology 330		x	x				x	x	x				x	x	x				x		x		x		
	English 320		x	x				x	x					x	x						x	x	x	x		

	Management 308	x		x				x	x	x			x		x				x		x	x			
	Management 460	x	x					x	x	x			x	x	x				x	x		x	x		

MODULE SPECIFICATIONS

1. Factual information				
Module title	COMPUTER SCIENCE 101 – Digital Literacy	Level		Enhancement
Module tutor	Dr. Victoratos	Credit value		15
Module type	Required. Face to face Lecture/guided discussion	Notional learning hours		150

The module serves as an introductory course to digital literacy, both on a theoretical and a practical level. The course focuses on general purpose computing and collaborative office productivity, networks and the Internet, data / information management and social media. The module reflects the liberal arts focus of ACT, one that intends to produce capable, skilled and informed graduates who will be successful both professionally and also as citizens of the society. Under the umbrella of Computer Science, students are exposed to: • computer architecture and security basics • networking and communication • fundamental principles of operating systems architecture, organization and human-computer interaction, • office automation and productivity tools • cloud computing and collaboration • information management, social media and professional practices, Of key importance is concurrently learning to identify and exploit utilize them for everyday business tasks. On a practical level, students learn how to use: • Operating Systems (proprietary and FOSS) and collaborative cloud-based office productivity software; • how to publish and present their work using computing and mobile / smart devices and the internet; • how to use web 2.0 tools for content creation and delivery (collaborative wikis, blogs, newsgroups, social media platforms); • how to create and manage their personal digital identity; • how to organize and process data; • how to search for and critically evaluate information which is available on the world wide web and scientific literature databases; • how to plan collaborative projects using modern web-based tools. Students are also exposed to technical writing, collaborative information- and communication-supported projects, as well as effective public speaking skills and methodologies.
3. Aims of the module
The CS101 module aims to build the competencies required for active participation in an information-driven society and workforce. This includes knowledge, skills and behaviors involving the effective use of digital devices such as smartphones, tablets, laptops, and desktop PCs for communication, expression, collaboration and advocacy. Both theoretical and practical skills will be developed, including analytical skills, critical judgment of quality, availability and reliability of information, reading and understanding charts, task planning and time organization, data processing and presentation, as well as facilitation of telecommunication. Ultimately, the module aims at instructing students to become autonomous, sophisticated computer users, advancing beyond basic computing skills.
4. Pre-requisite modules or specified entry requirements
It is expected that participating students are already familiar in using digital devices such as personal computers, smartphones, tablets, laptops, etc, have already had some exposure to either the Android / iOS, or MS Windows operating systems, as well as some experience with the basics of office productivity software.
Indicative content

– Introduction to computer science, Computer architecture and security basics, Networks and the Internet (week 1, 2)
– The Microsoft Windows / and GNU Linux operating systems, file management and organization (week 2, 3)
– Word processing and collaborative reviewing of large documents: Microsoft Word (weeks 3, 4)
– Technical writing, scientific literature databases, publication impact metrics (week 4)
– Review and midterm examination (week 5)
– Final Projects Assignment (week 5)
– Spreadsheet data management and visualization: Microsoft Excel (weeks 6, 7)
– Optimizing public presentation impact: Microsoft PowerPoint (week 7, 8)
– Collaborative cloud-based office automation, online cloud docs, spreadsheets, calendars, forms and file sharing (week 9, 10)
– Cloud Computing, collaborative cloud-based tools, wikis, blogs, web content creation and delivery (week 10, 11)
– Review for final examination, project presentations (week 11)
Final examination (week 12)

1. Factual information					
Module title	English 102		Level		Enhancement
	Composition Writing II				
Module tutor	Dr. Filio Chasioti		Credit value		15
Module type	Required. Face to face Lecture/guided discussion		Notional learning hours		150
Type of learning activity	Comprises	Hours			

Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

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

English 102 is designed to further critical reading and writing whilst emphasizing critical inquiry and research. In the first part of the course, students engage in reflective writing, conduct primary research and learn how to produce research based writing in formats appropriate to content, purpose, genre and audience. Working as researchers, class members will locate, read, evaluate, analyse, and synthesise appropriate sources as they develop and refine their research projects. To this end, research is emphasized as the path of inquiry not just information that comes from the library but also through observations, interviews and personal experience. In the second half of the course, students will be introduced to the mode of argumentation and argumentative strategies whilst demonstrating critical thinking and logical reasoning. In this part of the course, students are encouraged to take a stance on issues of public concern, so as to begin to view themselves as engaged citizens.

3. Aims of the module

Students in English 102 will develop writing and critical thinking abilities requisite to planning, elaborating and completing research papers. By the end of the course, students will be able to identify valid issues for research purposes and employ research methods to locate and record accurate, valid information relevant to an academic research project. In addition to developing common academic writing practices such as summarizing and paraphrasing, students will be able to judge the value of information including distinguishing between primary and secondary sources.

4. Pre-requisite modules or specified entry requirements

NA

Indicative content

English 102 is designed to improve academic writing and extend critical thinking skills developed in English 101. Students are requested to work as researchers and learn how to create logical arguments and write persuasively about an issue not only for their class members, but also for audiences beyond the classroom setting. It is assumed that all students will invest substantial time on self-study and language improvement. Course readings/sample research projects are provided to generate topics and to study as models for structure and style in composition.

1. Factual information				
Module title	ENGLISH 204 Business/Professional Communication		Level	Enhancement
Module tutor	Dr. Ian Kehoe		Credit value	15
Module type	Required. Face to face Lecture/guided discussion		Notional learning hours	150
Type of learning activity	Comprises	Hours	Weeks	
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11	
Timetabled contact	Tutorials and office hours	11	11	
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12	
Total:		150	12	
2. Rationale for the module and its links with other modules				
This is a required module for all students. Students are given the opportunity to acquire essential professional communication skills, both oral and written in order for them to communicate effectively in their major field of study as well as preparing them for communication in the business world.				
3. Aims of the module				
This module aims to help students with professional writing and oral communication skills, guiding them through the principles of business and professional communication. Basic principles of email writing in various forms (e.g. to persuade, to complain, to instruct) as well as focus on business reports and proposals are covered. Students are encouraged to participate in class activities in order which further their spoken language abilities as well as to present an individual oral presentation on a subject of their choice.				
4. Pre-requisite modules or specified entry requirements				
English 102				

Indicative content

The module focuses on professional reading writing and speaking skills and provides instruction in drafting and revising various forms of business and professional communication such as emails, proposals and reports. Through class discussions and other oral activities, students will have the opportunity to enhance their public speaking skills. The course covers all fundamental principles of professional writing, including a focus on appropriate grammar, mechanics and usage. Module readings/samples of professional writing are provided to generate topics and to study as models for structure and style in professional writing.

1. Factual information

Module title	History 120: The Modern World	Level	Enhancement
Module tutor	Dr. Christos Aliprantis	Credit value	15
Module type	Required. Face to face Lecture/guided discussion	Notional learning hours	150
Type of learning activity	Comprises	Hours	Weeks
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

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

This Module is part of the Humanities and Fine Arts Enhancement Requirements required for all students. It introduces students to major global historical developments from the 16th century to the present, allowing them to acquire a broad understanding of the shaping of the modern world.

3. Aims of the module

This course sets out to explore and investigate a wide range of developments relating to modern global history. The course begins in the 1500s with the growing interaction among the world's peoples, and concludes in the early twenty-first century with today's highly integrated, but also uneven and divided world. In the main, we

will consider the contributions of various individuals, societies, cultures, and communities to what is a seemingly endless flow of 'stories' and narratives. We will focus on an array of topics and themes such as: social change and revolution; patterns of cultural development and cross-cultural exchange; intellectual thought and systems of knowledge; forms of political organization and the politics of power; aspects of economic relations and technological advances; as well as issues related to war, justice, and peace. In order to constructively engage with such material this course will embrace a cross-disciplinary approach, embracing a range of domains from the social sciences and humanities. Alongside analyses of written texts, we will also consider various visual forms and media including photography, film, documentary, painting/sculpture, and architecture in order to locate different perspectives and responses to what constitutes the global historical experience.

4. Pre-requisite modules or specified entry requirements

No

Indicative content

8. Indicative content.

week 1

Change in history: how is the contemporary world different from the one 500 years ago?
Columbus and the "discovery" of the Americas. Slavery in the New World.

week 2

The fall of the Byzantine Empire, and the rise of the Ottoman Empire. Muslims, Christians, and Jews in the Ottoman Empire
The Reformation and Counter-Reformation in Europe. The Thirty Years War (1618-48) and the birth of the modern states system

week 3

The Age of Absolutism. The Scientific Revolution and the Enlightenment. 18th century Europe and the French Revolution (I)
The French revolution (II). Napoleon; and the Napoleonic wars. The Congress of Vienna (1815) (I)

week 4

The Industrial Revolution. Europe and the World in the Age of Revolutions (1815-1848)
The Congress of Vienna (1815) (II); Europe and the World in the Age of Revolutions and Empires (1815-1914)
(deadline to submit writing assignment; by Sunday, 23:59)

week 5

"New Imperialism" and colonialism in Africa and Asia
Interstate rivalries in Europe, 1870-1914; the First World War (1914-18)

week 6

The "Greater War" (1918-23); peace at the end of WWI (1918-19); **1st short in-class test**

week 7

The Russian Revolution of 1917; the rise of communism; and the Russian civil war
Europe and the world in the interwar era: the "roaring '20s"; and the rise of totalitarianism: Fascism; Nazism; Stalinism

Week 8

The Second World War and its origins; genocide; and the Holocaust
The postwar world: The origins of the Cold War in Europe and the world

Week 9

Decolonization and the Cold War in the Third World
Postwar culture in the West: Sex, drugs and rock'n'roll; socialist societies (1950s-1980s)

Week 10

The late phase and end of the Cold War; global (dis)order in the 1990s and after 9/11
Class presentations

Week 11

Class presentations
Course overview and revision; **2nd short in-class test**

1. Factual information				
Module title	EUROPEAN STUDIES 210 FOUNDATIONS OF EUROPEAN INTEGRATION			Level4
Module tutor	Dr. Tina Mavrikos			Credit value15
Module type	Required. Face to face Lecture/guided discussion			Notional learning hours150
Type of learning activity	Comprises	Hours	Weeks	
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11	
Timetabled contact	Tutorials and office hours	11	11	
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12	
Total:		150	12	
2. Rationale for the module and its links with other modules				
This is a level 4 module that enhances student knowledge and understanding of the European Union by exposing students to its historical, political and institutional evolution. The module introduces key developments, institutions and policies, examines the theoretical framework of European integration, and studies the European Union as a global actor, its enlargement process and external relations. As a part of the Pol sc and International Relations program, the module blends in with other level 4 courses in other humanities and social sciences fields, such as political science, philosophy, history and economics (ex. POL 101, POL 201, ECON 101, PHIL 101, HIST 221), with a view to helping students progress onto more challenging levels of study. By focusing on the regional integration experience, students gain a better understanding of the European socio-economic and political environment they live in, and at the same time build knowledge and skills to transition onto the more complex and demanding levels (5 and 6) of the Pol sc and IR program, such as diplomacy and negotiation, political theory, foreign policy analysis, war and security in the modern world, or international law and organizations.				
3. Aims of the module				

This module aims to introduce students to the major developments leading to the creation of the European Union. The historical evolution of the European Union, relevant treaties, EU institutions, and major EU policy-making processes will be examined. Finally, theories of European integration will be analysed, and the future of the EU will be discussed. Apart from knowledge and understanding of the European Union, students will be challenged to build cognitive skills, esp. regarding the use of theoretical concepts for analyzing and explaining the EU experience, as well as past or upcoming challenges. The module serves as an integral part of the pol sc and IR program, and aims to support its comprehensive learning objectives and intended outcomes.

In accordance with the Subject Benchmark Statement on Politics and International Relations, the module aims to

1. Create a learning environment that is receptive to the needs and views of students and encourages them to achieve their full potential
2. Ensure that students acquire effective knowledge and understanding of what the European Union is and how it came to be, how it works, and how it relates to its member states and the rest of the world
3. Relate academic study to questions of public concern and current affairs (ex. migration crisis, Euroscepticism, populism)
4. Enable students to relate and apply theoretical knowledge and concepts - IR paradigms, integration theories, intergovernmentalism and supranationalism - as well as decision making processes (ex. unanimity, qualified majority voting, consensus) on the EU project
5. Pose (and invite students to pose) questions of European policy making, and of regional order and (in)stability, at the centre of analysis
6. Assist students in developing cognitive skills, esp. regarding integrating theoretical concepts with logical analysis, and demonstrating a coherent and independent thought process in discussing events, challenges and opportunities facing the EU

4. Pre-requisite modules or specified entry requirements

Politics 101

6. Indicative content

The timetabled components of the course comprise an 11-week teaching schedule of 4-hour classes per week. The weekly content below is tentative. The instructor reserves the right to make changes if necessary. It is the responsibility of each student to stay abreast of what happens in the classroom and of changes in the dates of assignments, tests, etc.

Week 1: Introduction to the course: Map of the EU

Week 2: What is integration and how did the vision for a united Europe evolve?

Week 3: What is the EU? A federal system? A Confederal System? A supranational organization?

Week 4: First Steps of Integration: 1944-58

Week 5: Building the EU: From Community to Union

Week 6: The EU Institutions: The European Commission

Week 7: The EU Institutions: The Council of Ministers and The European Council

Week 8: The EU Institutions: The EP and the CJEU

Week 9: Introducing some key EU policies: CAP and Fisheries

Week 10: Some additional key EU policies: Environmental Policy and the Cohesion Policy

Week 11: Student Class Presentations

1. Factual information

Module title	EUROPEAN STUDIES 351 EUROPEAN ENVIRONMENTAL GOVERNANCE	Level	6
Module tutor	TBA	Credit value	15
Module type	Taught	Notional learning hours	150

Type of learning activity	Comprises	Hours	Weeks
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

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

This course has been specifically designed to address the needs and interests of students of international studies and, in particular, those engaged in the study of contemporary EU environmental policy and governance.

3. Aims of the module

The aim of this module is to introduce students to this new system of environmental governance both at the European level and at the level of the member state. Case studies will highlight the extent of convergence and divergence in environmental policy among Germany, Spain, Greece, Italy, the Netherlands and the United Kingdom. Further, students will consider the potential roles and responsibilities of civil society, sovereign states, and intergovernmental organizations in the ongoing quest to shape responses to the potential of environmental crisis.

4. Pre-requisite modules or specified entry requirements

N/A

6. Indicative content.	
Week 1	Environment, Population, and the Developing World (Vig - 13); Climate Change, Domestic Politics, and the Challenge of Global Policymaking (Rosenbaum – 10)
Week 2	Global Climate Change: Kyoto and Beyond (Vig – 12); Making Environmental Policy (Grant – 1)
Week 3	Implementation and Enforcement (Grant – 3); Programs, Principles and Policies (Weale – 2)
Week 4	National Policies on the Environment (Weale – 5)
Week 5	Domestic Politics and Society-Related Variables (Weale – 7)
Week 6	National Systems and Multi-Level Governance (Weale – 8)
Week 7	Mid-Term
Week 8	Convergent and Divergent Trends in EU Environmental Policy (Weale – 9)
Week 9	Climate Change Policy of the EU (Grant – 5)
Week 10	Water Quality and European Environmental Governance (Weale – 10); Water Policy (Grant – 6)
Week 11	Pollution Control and Multilevel Governance (Weale – 11); Air Pollution (Grant – 7)
Week 12	Packaging and Packaging Waste (Weale – 12)
Week 13	Understanding European Environmental Governance (Weale 13)
Week 14	Competing Models of European Environmental Governance (Weale – 15)
Week 15	Review for Final Exam

1. Factual information				
Module title	HISTORY 201 WOMEN IN MODERN TIMES			Level4
Module tutor	Maria Kyriakidou			Credit value15
Module type	Taught-Lecture/guided discussion			Notional learning hours150
Type of learning activity	Comprises	Hours	Weeks	

Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

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

This a level 4 course required for all Political Science and International Relations majors in which students are given the opportunity to develop their knowledge and understanding in the field of Women's Modern and Contemporary History. This course relates specifically to courses taught in the foundation year (e.g. History 120) as well as to courses taught in later semesters such as Politics 304.

3. Aims of the module

This present course will describe and analyze the experience of women during the later modern times from the end of the eighteenth century to the contemporary period emphasizing various aspects of women's private and public life primarily in the Western world.

4. Pre-requisite modules or specified entry requirements

N/A

6. Indicative content

The study of women's history (which was later developed into 'gender history') was born out of the 1970s international discussion on the role of women in the historical process. In this analysis, women in professional opportunities and female political rights will be examined together with the rise of gender consciousness, feminist theory and the feminists' strive for female emancipation. Women's participation in the public sphere would be also discussed in association to certain aspects of international social and political movements.

Module outline

Week 1: What is gender? Stereotypes

Week 2: Women and the Enlightenment - Women and the French Revolution

Week 3: The First World War/The Inter-War Years – equal rights and the first wave

Week 4: Women in the authoritarian states

Week 5: The Second World War

Week 6: Western Europe in the post-war era – The welfare state

Week 7: Gender and Politics

Week 8: Women liberation movement – the second wave

Week 9: Women in Eastern Europe/post-communist tradition - Gender mainstreaming in the EU

Week 10: Female emancipation: Myths and realities

Week 11: Trajectories for the 21st century – the third wave

1. Factual information

Module title	HISTORY 221 Modern World History	Level	5
Module tutor	Joseph Michael Gratale	Credit value	15
Module type	Lecture/guided discussion	Notional learning hours	150

Type of learning activity	Comprises	Hours	Weeks
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

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

This is a third year (level 5) required module for students of Political Science and International Relations. It is a module which provides students with a strong historical foundation for understanding key aspects of contemporary global history, particularly developments since the late 19th century up through to the early twenty-first century.

3. Aims of the module

This module examines aspects of global history by addressing key themes and trends in the political, cultural, social, and intellectual landscapes of the era. While emphasis will be on

interpreting the century's political / historical trajectories, the course will also expose students to a range of texts which represent aspects of the intellectual/cultural developments and tensions of the century.

4. Pre-requisite modules or specified entry requirements

History 120

6. Indicative content

The courses will examine aspects of historiography, revolt and the masses, mass culture, technology, war, genocide, ideology, decolonization and empire, development and injustice as outlined in the course schedule below.

1. Factual information

Module title	HISTORY 331 MODERN GREEK HISTORY	Level	6
Module tutor	Christos Aliprantis	Credit value	15
Module type	Taught-Lecture/guided discussion	Notional learning hours	150

Type of learning activity	Comprises	Hours	Weeks
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

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

This a level 6 History requirement module in which students are given the opportunity to expand their knowledge of selected topics of Modern Greek history and society. This module

relates specifically to modules taught in the foundation year (e.g. Politics 101, Politics 201) as well as to modules taught in later semesters (such as Politics 207).

3. Aims of the module

The purpose of the module is an in-depth study of modern Greek history and an understanding of contemporary Greek society and politics. This module is organized primarily thematically and the socio-political processes in Greece are investigated in analytical depth.

4. Pre-requisite modules or specified entry requirements

History 120, Politics 101

6. Indicative content

This module is organized primarily thematically and the socio-political processes in Greece are investigated in analytical depth.

Topic 1: The origins of modern Greece: the 18th c. Ottoman Empire and early modern notions of "Greekness"

Topic 2: The Greek revolution of 1821-30; modern Greek nation building; the 2021 anniversary

Topic 3: The new Greek state; the Great Idea; and the Eastern Question (1830-1912)

Topic 4: Early 20th c. Greece: Balkan wars; WWI; Asia Minor Catastrophe (1912-22)

Topic 5: Greece in the Interwar period (1922-40)

Topic 6: Greece in the 1940s: WWII; triple occupation; civil war (1940-49)

Topic 7: Greek-Turkish relations in the 1950s-60s; the Cyprus Question; Greece and the Balkans

Topic 8: Postwar Greece, 1949-74: society and politics

Topic 9: The Third Hellenic Republic: Democratization; EEC entry; the Euro (1974-2010)

Topic 10: Greece during the Crisis (2010-)

1. Factual information

Module title	HUMANITIES 221 HISTORY ON FILM/FILM ON HISTORY			Level	5
Module tutor	Joseph Gratale			Credit value	15
Module type	Taught			Notional learning hours	150
Type of learning activity	Comprises	Hours	Weeks		
Timetabled contact	Face to face delivery to include lectures,	44	11		

	guided discussions and guest speakers			
Timetabled contact	Tutorials and office hours	11	11	
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12	
Total:		150	12	

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

This module may be taken as a level 5 elective for Political Science and International Relations students and as an elective for English students.

3. Aims of the module

This module explores manners in which film has represented historical narrative. Just as historical texts depict a particular event or personality from the past, historically oriented films likewise provide interpretations of and insights into the past. With this in mind, students will engage in critical analyses of specific films. Developing an awareness *of* the given historical context of a film, and the context *in which it was made*, consideration of issues of subjectivities and historical sensitivities, and debates of historical accuracy, will form the areas of study for the course.

4. Pre-requisite modules or specified entry requirements

History 120

6. Indicative content

Theoretical views on history; historiographical issues; why history on film?; history in images, history in words; historical background for selected films/excerpts; historians as film-makers; is there a place for historical narrative in film?

1. Factual information			
Module title	Math 100 Mathematics For Decision Making	Level	Enhancement
Module tutor	Dr. Kanakoglou	Credit value	15
Module type	Required. Face to face Lecture/guided discussion	Notional learning hours	150

Type of learning activity	Comprises	Hours	Weeks
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

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

The rationale of this module is to introduce students to selected areas of mathematics in familiar settings, with the goal of developing conceptual and problem-solving skills. The course includes a study of mathematical concepts selected from statistics, graph theory, planning and scheduling techniques, probability, and other.

The main objective of this course is to demonstrate that good decision-making techniques can be based on mathematical concepts. This course will develop the capacity to engage in logical thinking and to read critically the technical information with which our contemporary society abounds.

3. Aims of the module

The course aims to equip students with the quantitative reasoning, analytical thinking, and problem-solving skills necessary to make decisions in real-world contexts. By applying mathematical concepts such as probability, statistics and optimization, students will learn how to analyze data and develop strategic solutions to complex problems.

4. Pre-requisite modules or specified entry requirements

It is expected that participating students are already familiar with university math. The course requires basic math techniques. No prerequisite modules are needed.

Indicative content

- **Part I: Descriptive Statistics**
 - Exploring Data Distributions
 - Exploring Data Relationships
- **Part II: Graph Theory**
 - Urban Services
 - Business Efficiency
 - Planning and Scheduling
- **Part III: Probability – The Mathematics of Chance**
 - Set Theory

- Counting principles Probability

1. Factual information

Module title	PHILOSOPHY 101- Introduction To Philosophy And Critical Thinking	Level	Enhancement
Module tutor	Dr. Ian Kehoe	Credit value	15
Module type	Required. Face to face Lecture/guided discussion	Notional learning hours	150

Type of learning activity	Comprises	Hours	Weeks
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

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

The rationale of this module is to equip the students with the ability to see the fundamental questions that motivate the different disciplines in both social and positive sciences.

3. Aims of the module

The purpose of this module is to introduce students to the essential questions of philosophy and the varied ways in which philosophers have posed and answered these questions. They will be familiarized with asking questions about the fundamental dimensions of being and reality; questioning aspects of existence that we take for granted, While the course focused on the Western philosophical traditions, the class also introduces the ideas from the non-Western traditions such as Hinduism and Buddhism.

4. Pre-requisite modules or specified entry requirements

N/A

Indicative content

- 1. Introduction: What is philosophy? Subfields of philosophy. Open and closed questions.
- 2. Epistemology: How is knowledge possible? Belief, science and truth. The Skeptic's challenge.
- 3. Mind and Body: How are they related? Can computers think?
- 4. Self: What is the self? Consciousness and the subconscious. The question of personal identity.
- 5. Freedom and determinism: To what extent are we free? Reasons and causes.
- 6. God: Arguments for and against God's existence.
- 7. Essence and existence. Objective values and relativism.
- 8. The meaning of life.

1. Factual information

Module title	POLITICS 101 Contemporary politics	Level	
Module tutor	Dr. Pavlos Koktsidis	Credit value	15
Module type	Required. Face to face Lecture/guided discussion	Notional learning hours	150

Type of learning activity	Comprises	Hours	Weeks
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

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

The purpose of this module is to help students discard the negative baggage they carry with them instinctively about politics in order to examine somewhat more objectively the main issues and branches of the academic discipline commonly called political science.

3. Aims of the module

Politics is one of the richest fields of human inquiry, made all the more essential in that just about everything we do in this life can be interpreted to have a political sense. This course is

concerned with contemporary politics on two distinct levels. First, it deals with those activities and issues of importance to anyone who is a member of a modern liberal democratic polity -- rights and responsibilities, voting and political participation, power, authority, and legitimacy, ideology and culture -- in short, political socialization and citizenship. Second, it examines how polities govern themselves and relate with other polities, through a study of the branches of government, of political parties and interest groups, and of different actors in international relations.

4. Pre-requisite modules or specified entry requirements

No

Indicative content

The course begins by recapitulating the work, methods and subfields of political science, major political ideologies, the concept of political culture, political communication and the processes of political socialization. The Course then moves on to consider the parameters of political participation, the individual and the citizen in the political process, to the understanding of political groups (interest groups, political parties) as well as international politics and conflict resolution. It then considers lawmaking and the division of power, government at work, executives and bureaucrats, public policy and policy formation and the notion of justice and legal cultures. It finally discusses different types of local, regional, provincial and federal governments, international government, the contemporary international system as well as political and economic globalisation and the prospects for global democracy.

Indicative readings from the textbook (see below):

Chapter 1 Politics, Setting the stage, pages 7-21

Chapter 3 The modern State, pages 65-77

Chapter 8 Political Culture and Political Socialization, pages 198-209

Chapter 11 Political Parties, pages 263-273

Chapter 12 Interest groups, pages 295-303

Chapter 14 Parliamentary government pages 327-339

Chapter 15 Presidential government pages 350-363

And readings uploaded on Moodle.

1. Factual information				
Module title	POLITICS 201 Introduction to International Relations: Theories and Issues			Level 4
Module tutor	Koktsidis			Credit value 15
Module type	Lecture/guided discussion			Notional learning hours 150
Type of learning activity	Comprises	Hours	Weeks	

Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

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

This is an essential course for all International Relations students introducing them to the basic theoretical perspectives in the field, and their applications in selected topics.

3. Aims of the module

- Critically present and evaluate the sources and the consequences of the major contending perspectives on international relations;
- Understand historically the shaping of the international system over the past century;
- Provide an analytical understanding of the complexity of the global relations;
- Identify and appreciate the significance of the principal issues, actors and institutions in international relations;
- Improve the analytical skills of the students by studying selected global issues.

4. Pre-requisite modules or specified entry requirements

Indicative content

Part I: The Historical Context

Week 1: Introduction – What is International Relations?

Week 2: Historical Context of International Relations as a discipline – From Post-World War II to the 21st century

Part II: Theories of World Politics

Week 2-3: Realism: reason of state; power; self-help; balance-of-power

Week 4: Realism continued: Realism in the texts of Thucydides, Machiavelli and Hobbes

Week 5: Liberalism: free-market capitalism; individualism; political democracy

Week 6: Liberalism continued: Liberalism and its historical roots: Cobden, Smith, Bentham and M. Friedman

Week 7: Neo-Realism: Defensive Realism; Offensive Realism; absolute and relative power

Week 8: Neo-Liberalism: Sociological, Institutional, Commercial Liberalism; liberal critiques of neoliberalism; globalization

Week 9: Social Constructivism: social construction of reality; of political agency; the re-definition of politics; legitimization

Week 10: Marxist Theories: World-Systems theory; Gramsci: the idea of political hegemony
Week 11: Presentations

Factual Information					
Module title	POL 202 POLITICAL THEORY			Level	5
Module tutor	Dr Mavrikos			Credit value	15
Module type	Lecture + guided discussion			Notional learning hours	150
Type of learning activity	Comprises	Hours	Weeks		
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11		
Timetabled contact	Tutorials and office hours	11	11		
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12		
Total:		150	12		
2. Rationale for the module and its links with other modules					
This a level 5 Political Science and International Relations required module in which students are given the opportunity to further their knowledge of key aspects of political theory. The course builds on topics introduced in Politics 101, an ACT General Education Requirement, and, to a lesser extent, Politics 201, a PS&IR Foundation course.					
3. Aims of the module					
The purpose of this course is to introduce students to political ideas and their different interpretations in modern times. The course will also focus on various key themes and concepts, such as freedom, justice,					

rights, and sovereignty, and on classic modern schools of political thought. Emphasis will be given to expositions of theory in its historical, social, economic and political context.

4. Pre-requisite modules or specified entry requirements

Politics 101

The thematic areas chosen for discussion are:

Week 1: Themes in Political Theory

Week 2: The Greeks: Plato: Historical context; justice; city-in-speech

Week 3: Plato continued: justice in the city; justice in the soul; education; philosopher-king

Week 4: The Greeks: Aristoteles: Historical context; theoretical and practical sciences; politics as a practical science

Week 5: Aristoteles continued: political systems: democracy, tyranny, oligarchy; polity; aristocracy; monarchy; purpose of political life; eudemonia

Week 6: Social Contract Theory: Thomas Hobbes: Historical context; scientific nature of politics; state of nature; state of war; the covenant

Week 7: Classical Republicanism, Political Ethics: Niccolo Machiavelli; Historical context; virtu vs fortuna; nature of political rule; the good rule; political morality

Week 8: Foundations of Classical Liberalism: John Locke: Historical context; state of nature; natural law; natural right; property; government

Week 9: The French Enlightenment: Jean-Jacques Rousseau: Historical context; state of nature; modern society; social contract; common will

Week 10: Critiques of Liberalism: Karl Marx: Historical context; capitalism; class relations; exploitation; communism

Week 11: Presentations

1. Factual information

Module title	POLITICS 207 THE MODERN GREEK NATION-STATE AND ISSUES IN GREEK FOREIGN POLICY			Level	5
Module tutor	Maria Kyriakidou			Credit value	15
Module type	Taught-Lecture/guided discussion			Notional learning hours	150
Type of learning activity	Comprises	Hours	Weeks		
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11		
Timetabled contact	Tutorials and office hours	11	11		

Independent study	Completion of regular homework	95	12	
	Preparation for submitting assessments			
	Study for Exams			
Total:		150	12	

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

This a level 5Pol sc and International Relations requiredmodule in which students are given the opportunity to further their knowledge of the creation and development of the modern Greek nation state. This module relates specifically to modules taught in the foundation year (e.g. Politics 101, Politics 201) as well as to modules taught in later semesters (such as History 331)

3. Aims of the module

This module aims to analyze and explore the intricacies of the contemporary Greek nation-state by focusing on some of its political institutions and structures as well as its socio-political practices.

4. Pre-requisite modules or specified entry requirements

History 120, Politics 101

6. Indicative content

State structure

The modern Greek nation-state
Background, historical development
Political parties, civil society
Public administration, clientelism, populism.
The post-war economy

Institutions, Greece as plural society

The Orthodox Church
Family, Community and values
The changing status of women
Immigration, minority groups.

Images of Europe

Greece and the Europeanization process
Issues of identity, Greeks and the euro.

Greece and its neighbors

Greece and the Balkan peninsula
The role of Greece in the post-cold war era, new challenges and opportunities
Greece and Turkey

1. Factual information					
Module title	POLITICS 229 US FEDERAL GOVERNMENT			Level	5
Module tutor	TBA			Credit value	15
Module type	Taught			Notional learning hours	150
Type of learning activity	Comprises	Hours	Weeks		
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11		
Timetabled contact	Tutorials and office hours	11	11		
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12		
Total:		150	12		
2. Rationale for the module and its links with other modules					
This course is an upper level (Level 5) elective module and may be taken as of the student's fifth semester in residence at ACT. The course builds on material initially covered in the General Education Requirement module Politics 101 (Contemporary Politics), taken in the student's first semester at ACT. As a course in government the module is complementary to Politics 207, another Level 5 PS&IR elective. While not a prerequisite of History 245 (US Foreign Policy), anPS&IR requirement, it does provide a useful complement to the study of US policy at shore's end.					
3. Aims of the module					
The aim of this course is to introduce students to the basic workings of the American federal government, through a study of the Constitution, of political institutions, and of core values (rights, freedoms, property, etc.).					
4. Pre-requisite modules or specified entry requirements					
Politics 101					
6. Indicative content					

The course will provide a general overview of the evolving character of American political life from the colonial period to the present day. Such phenomena and issues as lobbies, the role of the media, and the changing face of the American population (districting) will also be considered; so too will a rudimentary explanation of state and local government be offered. Finally, the course will introduce students to the overlapping methodologies of political theory, political science, political sociology, and political culture inherent in the formal study of government.

The course will consist primarily of lectures on the main themes of the American political system, interspersed with workshops and practical exercises based on readings of the Constitution and other key documents. Students will also be expected to review the US press regularly and to comment on current issues relevant to the course.

1. Factual information					
Module title	Politics 230 Comparative Politics			Level	4
Module tutor	Tina Mavrikos			Credit value	15
Module type	Lecture/guided discussion			Notional learning hours	150
Type of learning activity	Comprises	Hours	Weeks		
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11		
Timetabled contact	Tutorials and office hours	11	11		
Independent study	Completion of regular homework	95	12		

	Preparation for submitting assessments		
	Study for Exams		
Total:		150	12

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

This level 4 required module studies and compares politics across states, by exploring several questions through research on similarities and differences among countries and within and between political systems. In the process, students will discover various ways in which institutional and non-institutional variables determine the answers to complicated questions like why nations thrive or fail, how culture affects governance quality, or what drives change within states and across borders. Country cases will be drawn from different regions of the world to ground students in the set of tools of comparative analysis, so that they may use these tools to further examine and link facts to the larger questions of international relations. The module will thus enhance student capacities to explain and compare political phenomena and give them a foundation for level 5 and 6 modules. As a part of the International Relations program, the module blends in with and complements knowledge and capacities built at level 4 (ex. POL 201, EUST 210, Econ 101, Social Science 210, and History 201).

3. Aims of the module

By introducing students to the comparative method and by examining distinct socio-economic and political structures, the module aims to a) add to student knowledge about the world, b) build their skills and capacities to identify and investigate the similarities and differences amongst various socio-economic and political systems, and c) use facts in effective deduction and induction processes, so as to build and test hypotheses. The module aims to enhance student understanding of important political trends and concepts, expose them to politics in a number of countries, and foster a desire to dig more deeply into the fascinating field of comparative politics. Apart from knowledge and understanding of international affairs, students will become acquainted with comparative research and analysis methods, and will develop a series of cognitive, transferable and professional skills in the process. As a required module within the IR program, this course aims to lay a foundation for level 5 & 6 modules by assisting students to develop the tools to think critically, make comparisons between political systems, and understand the nature of political power and its distribution within diverse political systems.

Objectives of the module include the following:

1. Create a learning environment that is receptive to the needs and views of students and encourages them to achieve their full potential
2. Place (and invite students to place) questions of national and international order and (in)stability at the center of analysis
3. Ensure that students acquire effective knowledge and understanding of internal and external dynamics affecting political, economic and social developments in the world
4. Enable students to identify, examine and analyze differences and similarities in socio-economic and political developments within and across state borders
5. Assist students in developing cognitive skills, esp. with regard to integrating theoretical concepts into logical analysis, and demonstrating a coherent and independent thought process in discussing about events, challenges and opportunities facing the future

6. Assist students in developing practical and transferable skills, esp. with regard to integrating the comparative approach to their overall analysis skills
4. Pre-requisite modules or specified entry requirements
Politics 101
6. Indicative content
Week 1: Introduction to Comparative Politics Week 2: Ways to compare political systems Week 3: History and Political Culture Week 4: Regime types (democratic, authoritarian, monarchy, theocracy) Week 5: Political institutions (executives, legislatures, judiciaries) Week 6: Political institutions cont'd Week 7: The economy in a globalized world Week 8: Political actors and processes (political parties, the media, electoral systems, interest groups) Week 9: Political actors and processes cont'd Week 10: Making sense of turbulent times Week 11: Conclusions and summation

1. Factual information					
Module title	POLITICS 233 INTERNATIONAL LAW AND ORGANIZATIONS			Level	5
Module tutor	Koktsidis			Credit value	15
Module type	Lecture/guided discussion			Notional learning hours	150
Type of learning activity	Comprises	Hours	Weeks		
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11		
Timetabled contact	Tutorials and office hours	11	11		
Independent study	Completion of regular homework	95	12		
	Preparation for submitting assessments				
	Study for Exams				

Total:	150	12
2. Rationale for the module and its links with other modules		
This is a level 5 required module that has been specifically designed to address the needs and interests of students of international studies and, in particular, those engaged in the study of peace and conflict resolution, international law, international politics, international development, and international relations. It prepares students for study in globalization.		
3. Aims of the module		
The aim of this module is to introduce students to the complex, yet interesting system of international law and to the basic concepts and theories of international organizations and how they have changed the mechanisms of reasoning behind the making, implementation and enforcement of international law. A large portion of the module will focus on the fundamental principles of international law, the law of treaties, the relationship between international and domestic law, the imperative of human rights and the impact that international organizations have in the field of international relations, such as peacekeeping operations, human security and terrorism.		
4. Pre-requisite modules or specified entry requirements		
POL 101; recommended POL 201		
6. Indicative content		
<u>Module schedule</u>		
Week 1 Introduction – Scope and Main Features, Terminology, Sources / Theories, Method and Technique		
Week 2 General International Law: custom, principles, and other sources		
Week 3 Law of Treaties		
Week 4 International law and national laws		
Week 5 States – Statehood, Recognition of states and governments		
Week 6 Role of States		
Week 7 Jurisdiction of States		
Week 8 State Responsibility and State Claims		
Week 9 UN / Regional Organizations		
Week 10 International Courts and Tribunals		
Week 11 Peace and Security		
Week 12 Diplomatic law and state immunity		
Week 13 International Spaces: sea, air, outer space and the environment		
Week 14 Review – Final Exam		

Factual information			
Module title	Pol 240 International Migration		
Module tutor	Dr. Tina Mavrikos	Level	5
Module type	Taught- lecture/guided discussion	Credit value	15

Type of learning activity	Comprises	Hours	Weeks	
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11	
Timetabled contact	Tutorials and office hours	11	11	
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12	
Total:		150	12	
2. Rationale for the module and its links with other modules				
This level 5 elective module links with the other modules of level 5 by complementing the existing courses, such as that of Pol 306, Pol 233, Pol 202 as well as Social Science 323 and many other elective courses offered at this level. The issue of international migration is one of particular significance and importance to Greece, as the country is a point of first entry for irregular migrants hoping to enter an EU member state.				

3. Aims of the module
The aim of the module is to introduce students to the issues and concerns of international migration, particularly as these have been brought about by globalization. The module will systematically examine the processes of international migration, push and pull factors, economic factors, as well as how international migration is innately connected with conflict and war, climate change, economic inequalities, and other factors. Theories and conceptual frameworks will be utilized, as will several case studies from around the world. Debates about borders and sovereignty will be addressed, as well as the recent securitization of migration, as countries take actions to stop migratory flows and adopt policies to discourage migrants wanting to enter.
3. Indicative content.
Week 1: Introduction to international migration: patterns of migration, key theories and paradigms Week 2: Migration governance: questions of state sovereignty; immigration & nationalization policies; various explanations of migration (social, political, economic) Week 3: Human smuggling and human trafficking Week 4: Forced migration, voluntary migration, and the gender dimensions of migration

3. Aims of the module

Week 5: Forced migration, voluntary migration, and the gender dimensions of migration, cont'd

Week 6: Immigrants in a new host country: integration and assimilation

Week 7: Immigrants and citizenship: legal rights, human rights

Week 8: Migration and sustainable development

Week 9: Migration and issues of security: How did migration get securitized in the 21st century?

Week 10: Migration and Climate Change and other environment factors

Week 11: Summing up: The Challenges of Irregular Migration – The view of the state vs. the view of the migrant

1. Factual information

Module title	Politics 250: Politics and New Technologies
Module tutor	Dr. Christos Aliprantis
Module type	taught

Level 5

Credit value 15

Type of learning activity	Comprises	Hours	Weeks
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

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

This is a level 5 elective module for students majoring in Political Science and International Relations. Students are given the opportunity to develop their understanding of the relationship of politics with technology and focus on new technologies and key aspects of this interplay.

3. Aims of the module

The module is aiming at providing students insights into the following: The rapid development of technology over the past two centuries: first, second, third industrial revolution; the upcoming/current fourth industrial revolution. How technological progress is affecting politics: the limits of human activity and machine work. "Technophobia" and conservative restrains vis-à-vis technological advancement. Politics and new technologies in warfare. How technology affects gender. Artificial intelligence and the limits of human mind.

8. Indicative content.

Indicative course schedule:

Week 1: introduction: the history of technological progress: from the agricultural revolution to the 21st century

Week 2: the question of (technological) progress in political philosophy (Comte, Marx, Weber)

Week 3: the development of modern technophobia: skepticism towards science as a political issue

Week 4: politics and modern healthcare: global and class inequalities

Week 5: politics and 21st century warfare: interstate conflicts and terrorism

Week 6: politics and the environment (water; energy; pollution)

Week 7: the politics of online (mis)information and intelligence gathering

Week 8: artificial intelligence: political and moral issues

Week 9: how technology has affected gender identities: political concerns

Weeks 10 & 11: presentations

1. Factual information

Module title	POLITICS 301 WAR AND HUMAN SECURITY IN THE MODERN WORLD			Level	6
Module tutor	Joseph Michael Gratale			Credit value	15
Module type	Lecture/guided discussion			Notional learning hours	150
	Type of learning activity	Comprises	Hours	Weeks	

Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

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

This is a required fourth year module (Level 6) for students majoring in Political Science and International Relations. Students are given the opportunity to develop their understanding of the causes and nature of war, genocide, terrorism, and key aspects of issues related to human security.

3. Aims of the module

This module sets out to examine various perspectives on the causes, nature, and implications of war in the contemporary world. Students will be exposed to the impact of violent conflict on soldiers, civilians, and societies affected by war. Also, this module aims to familiarize students with the major issues and concepts associated with terrorism, genocide, peace, security and conflict resolution. In order to fulfill these objectives in a satisfactory manner, this module embraces an interdisciplinary approach at both the theoretical and applied levels.

4. Pre-requisite modules or specified entry requirements

History 120, Politics 101

6. Indicative content

defining war, terrorism/counterterrorism, human security, theories of war, the nature and conditions for peace, defining genocide, images of war, just war theory, remote warfare

1. Factual information			
Module title	POLITICS 304 WOMEN, POWER AND POLITICS	Level	6

Module tutor	Maria Kyriakidou	Credit value	15
Module type	Taught-Lecture/guided discussion	Notional learning hours	150

Type of learning activity	Comprises	Hours	Weeks
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

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

This is a level 6 Political Science and International Relations elective module in which students are given the opportunity to develop their understanding on the issue of gender, power and politics. This module relates specifically to modules taught in the foundation year (e.g. Politics 101, Politics 201) as well as to modules taught in later semesters (such as History 201).

3. Aims of the module

This module provides a detailed examination of the different discourses of gender with special emphasis on women. It then looks at gender in a variety of contexts such as the nation, violence, security, military, political economy and social movements.

4. Pre-requisite modules or specified entry requirements

Politics 101

6. Indicative content

The module will explore the challenges feminist theory has posed to the traditional theories of politics and international relations. The significance and relevance of developing a gender perspective on understanding the political world will be discussed in relation to a number of select themes as listed below.

Indicative lecture outline for the semester:

Topic 1: *Sex, Gender and Politics*: Epistemology/Methodology and Feminist Theory in International Relations; Why Gender Matters in Politics and International Relations; What is a Feminist Concern in Politics?

Topic2: *Women, Violence and Security*: Women and Conflict; Women and Militarism; War and Sexual Violence; Genocide and Women;

Topic3: Women and political participation

Topic4: *Women and Identities*; Women and Religion

Topic5: Women and Nationalism

Topic 6: Women and Social Movements

Topic 7: Care as a political concept; family matters

Topic 8: Women and development (non-western women and politics)

1. Factual information					
Module title	Politics 306 Contemporary Development Issues			Level	5
Module tutor	Dr. Aliprantis			Credit value	15
Module type	Lecture/guided discussion			Notional learning hours	150
Type of learning activity	Comprises	Hours	Weeks		
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11		
Timetabled contact	Tutorials and office hours	11	11		
Independent study	Completion of regular homework Preparation for submitting assessments	95	12		

	Study for Exams		
Total:		150	12

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

This is a Level 5 module required for all Political Science and International Relations majors in which the students study the different theories, trajectories, and selected aspects of development. The module relates to Global Geographies (soc sc 210) and Contemporary Globalization (SocSci349.)

3. Aims of the module

This module will expose the students to the different and changing meanings of development through a study of the different theoretical perspectives in their historical context, different modes of development via case studies, and then focus on select development issues, such as poverty and hunger, unemployment, education, gender equality, health and sustainability, political participation.

4. Pre-requisite modules or specified entry requirements

N/A

6. Indicative content

Weeks 1-3: What is development; theories of development; histories of the theories of development
 Weeks 4-6: Trajectories of development: Colonial patterns in Latin America, Africa and East Asia: Brazil; South Africa; South Korea and China
 Weeks 7-11: Select issues in development: hunger and poverty; patterns of employment; inequality; health; education; gender and political participation

1. Factual information					
Module title	POLITICS 332 HUMAN RIGHTS			Level	6
Module tutor	Mavrikos			Credit value	15
Module type	Taught			Notional learning hours	150
Type of learning activity	Comprises	Hours	Weeks		
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11		
Timetabled contact	Tutorials and office hours	11	11		

Independent study	Completion of regular homework		
	Preparation for submitting assessments	95	12
	Study for Exams		
Total:		150	12

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

This course has been specifically designed to address the needs and interests of students of international studies and, in particular, those engaged in the study of human rights, international law, international politics and development and international organizations.

3. Aims of the module

The aim of this course is to introduce students to the international and regional conventions and instruments which encode human rights. The course will cover the following issues: how human rights develop; the struggles for human rights; where these rights are encoded and how to monitor that laws are being enforced. The course will also reflect on how international organizations reflect the values of human rights, not only in their monitoring and campaigning but also in their own practice. Students will be able to define human rights; explain how human rights are codified; understand how human rights are monitored and enforced; distinguish between economic, social and cultural rights; and understand how the values underlying human rights affect the way in which organizations should be run.

4. Pre-requisite modules or specified entry requirements

Pol 101

6. Indicative content

Week 1	Introduction / Historical Background United Nations / International Bill of Human Rights
Week 2	United Nations Structure / Modern Human Rights Regime
Week 3	Regional Protection of Human Rights / European System
Week 4	Monitoring, Implementing and Enforcing Human Rights / Substantive Rights
Week 5	Group Rights: Equality and Non-Discrimination / Right to Life
Week 6	Freedom from Torture / Terrorism / Liberty of a Person
Week 7	Right to a Fair Trial / Freedom of Expression
Week 8	Right to Work / Right to Education

Week 9	Minority Rights / Rights of Persons with Disabilities
Week 10	Rights of Women / Children
Week 11	Rights of Refugees / Rights of Migrant Workers

1. Factual information					
Module title	POLITICS 333 DIPLOMACY			Level	6
Module tutor	TBA			Credit value	15
Module type	Lecture/guided discussion			Notional learning hours	150
Type of learning activity	Comprises	Hours	Weeks		
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11		
Timetabled contact	Tutorials and office hours	11	11		
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12		
Total:		150	12		
2. Rationale for the module and its links with other modules					

This course is an advanced (Level 6) PS&IR elective, and builds fundamentally on material covered in earlier PS&IR requirements such as Politics 201 (International Relations), Politics 231 (International Law), and Politics 232 (International Organizations). The course also considers the structure and function of foreign ministries and services, that is, the practical dimensions of foreign policy, and as such is complementary to History 245 (US foreign policy) and several upper level PS&IR electives. The course features an advanced practical language component.

3. Aims of the module

This course considers the overlapping dimensions of contemporary international diplomacy – applied foreign policy, the practical work of diplomats, actual negotiations, and fora for international cooperation.

4. Pre-requisite modules or specified entry requirements

Politics 101

6. Indicative content

Indicative schedule

Week 1

Historical perspectives

Weeks 2-4

Contemporary diplomacy: theory and practice

Foundations in international law

Classic bilateral relations

Mid-term exam

Weeks 5-7

Contemporary diplomacy: The art of negotiation

Phases of negotiation

Negotiating behaviour

Prosopography tutorials and paper

Weeks 8-11

Case studies

Simulation

Research for final essay

1. Factual information

POLITICS 334					
Module title	POLITICS 334 GLOBAL SECURITY CHALLENGES			Level	6
Module tutor	Dr. Koktsidis			Credit value	15
Module type	Lecture/guided discussion			Notional learning hours	150
Type of learning activity	Comprises	Hours	Weeks		
Timetabled contact	Face to face delivery to include lectures,	44	11		

	guided discussions and guest speakers			
Timetabled contact	Tutorials and office hours	11	11	
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12	
Total:		150	12	

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

This is a fourth year elective module (Level 6) for students majoring in Pol sc and International Relations. Students are given the opportunity to develop their understanding of the multifaceted concept of security and the various global threats, as well as to analyze the responses of international law thereto.

3. Aims of the module

This module sets out to highlight the evolution of the concept of security (from State to human security and beyond) and policy responses *vis-à-vis* a series of global threats (terrorism, threats to human health, environmental disasters, migration, financial threats). Students will be exposed to moral, legal and policy dilemmas highlighted in specific case-studies concerning global security threats and will be required to examine in depth and critically assess them. In order to fulfill these objectives, the main actors involved and the main tools employed in dealing with these threats will be presented and a series of primary sources related to the case-studies will be commented upon.

4. Pre-requisite modules or specified entry requirements

N/A

6. Indicative content

Defining security, historical evolution of security concept, politics perspectives on global threats, main actors, subject area case-studies: terrorism and counter-terrorism, use of force, irregular migration, financial crises, environmental threats, public health threats.

Indicative Course Schedule

Lectures:

Week 1: Introduction – Evolving Concepts of Security

Week 2: Main actors involved

Week 3: Moral, policy and legal tools employed against global security threats in general

Case-studies (lectures and seminars)

Week 4: Terrorism and lawful use of force (pre-emptive war and targeted killings)

Week 5: Torture of terrorists and the ticking bomb scenario

Week 6: Legal black holes (Guantanamo and extraordinary renditions)

Week 7: Acquisition of nuclear weapons and cyber warfare

Week 8: Irregular migration AND Genocide and humanitarian intervention

Week 9: Environmental threats and the conundrum between the collective protection and the commercialization of the commons AND Public health scares and the notion of pandemic

Week 10: Global financial crises: between regulation and de-regulation

1. Factual information					
Module title	POLITICS 350 SENIOR THESIS I			Level	6
Module tutor	Dr. Gratale			Credit value	15
Module type	Research +training sessions			Notional learning hours	150
Type of learning activity	Comprises	Hours	Weeks		
Timetabled contact:	Face to face delivery to include seminars and workshops, individual tutorials with advisors	40	11		
Independent study:	Research Preparation for submitting assessments	110	12		
Total:		150	12		
2. Rationale for the module and its links with other modules					
This is a required module for PS&IR majors. It constitutes the first term of a year-long research project, at the end of which the students are required to submit an 8,000-word thesis. In the Fall Term, they submit a 3000-word draft of the thesis, with main emphasis being the literature review.					
3. Aims of the module					
▪ Advance the students' ability to find and formulate a relevant research problem. ▪ Advance the students' ability to gather the resources relevant to the research topic. ▪ Advance the students' skills to think critically through different perspectives on a given issue. ▪ Advance the students' ability to make an analytical and sustained argument on a given issue. ▪ Encourage, in general, skills of independent research at an undergraduate level					
4. Pre-requisite modules or specified entry requirements					
6. Indicative content					
In the first semester of their final year, the students write the 3,000-word draft of their senior thesis which is submitted at the end of the academic year.					
Three sessions in the Library					

- thesis requirements for Bissell Library internal repository
- controlled language: principles and practice in database searching
- formulating a research question: guidelines (presentation)
- narrowing a topic: guidelines (presentation), examples & class exercise
- scholarly articles (presentation & class exercise)
- advanced database searching: principles, practice and class exercise
- website evaluation (PowerPoint) followed by class exercise and homework exercise (with individual brief student presentations to be given in a subsequent session)
- academichonesty

One session on advance writing (Room TBA)

- Harvard style referencing
- plagiarism

One session on Literature Review (Writing Centre)

- Literature review
- Submission of the thesis draft: **by the end of the term.**

1. Factual information

Module title	POLITICS 351 SENIOR THESIS II			Level	6
Module tutor	Various advisors			Credit value	15
Module type	Research +training sessions			Notional learning hours	150
Type of learning activity	Comprises	Hours	Weeks		
Timetabled contact:	Face to face delivery to include seminars and workshops, individual tutorials with advisors	40	11		
Independent study:	Research Preparation for submitting assessments	110	12		
Total:		150	12		

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

This is the second part of a module in which the students are required to write an 8,000-word thesis. It is a fundamental component of the Political Science and International

Relations curriculum in which the students display their ability of formulating a research question which they research and write a detailed analysis of in 8,000 words.

3. Aims of the module

- Advance the students' ability to find and formulate a relevant research problem.
- Advance the students' ability to gather the resources relevant to the research topic.
- Advance the students' skills to think critically through different perspectives on a given issue.
- Advance the students' ability to make an analytical and sustained argument on a given issue.
- Encourage, in general, skills of independent research at an undergraduate level

4. Pre-requisite modules or specified entry requirements

Politics 350

6. Indicative content

Students, having already submitted a 3,000 word draft of their thesis at the conclusion of the Fall semester, will work toward completing the full 8,000 word thesis in a date to be announced shortly.

Coordinated meetings with the advisors and 2ndreaders will assist the students in this endeavor.

The advisor(s) reserve the right to orally ask clarification questions to the students about their thesis, if need be, and in a case-by-case basis.

Before submission, the students will have to present their thesis to the group of thesis students and advisors for about 20-30 minutes. Power point slides will be collected for second and external marking purposes.

Submission of the thesis: **by the end of the spring terms.**

Course title	PRACTICUM 300 Practicum		
Course tutor	TBC	Credits	15
Course type	Practicum/Placement module	Notional Learning hours	150
Mode of delivery	Student placement and lectures/guided discussion		

	Type of learning activity	Comprises	Hours	Weeks	
	Timetabled in class contact:	Face to face delivery to include lectures, guest speakers and tutorials.	10	12	
	Supported open learning:	Completion of networking activities throughout the module.	20	12	
	Independent study/Placement hours:	Placement/Site experience, network activities, external visits. Online resources will be available to support independent learning.	120	12	
	Total:		150	12	

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

This is a level 6 major elective module which enables students to immerse themselves in real-life contexts, collaborate with community partners and mentors, and better understand the requirements of the community engagement and professional work, where relevant. There is a focus on reflexivity, problem-solving, communication skills development, critical thinking and writing.

3. Aims of the course

The module aims to offer students experiential and service-learning experiences which bring together knowledge acquired in various modules in their field of academic studies and its applications in diverse research and practice-based environments, such as the professional setting, education, not-for-profit, and the arts sector. As such, this placement module prepares students for further independent work and gives them hands-on experience of various professional fields, equipping them for the job market.

8. Indicative content, learning activities and interactions

The module is a combination of classroom sessions and fieldwork / site placement. Students' projects depend on the nature of their placements. To start with, they fill in a skills and interests questionnaire, which helps to identify placements of relevance and interest out of the options available. This will be followed by interviews / informal discussions with organization staff where required.

During the first couple of weeks students will be acquainted with their placement sites and participate in a series of workshops and lectures delivered by the tutor and/or guest speakers on a variety of issues related to the practice of their subject area: from skills development (e.g. time management skills, team building, professional communication, adaptability and readiness at the workplace) to ethical issues in work, research and principles in community participation.

In the remainder of the term students will work on their placement projects. Location and schedules will be agreed jointly with their allocated mentors. The key principle underlying students' activities is the co-construction of knowledge through student-mentor-tutor collaboration. Such a participatory approach enables a shared, co-experienced understanding of the issues explored. Whilst the allocated mentors will support and guide students throughout, the latter are expected to demonstrate independent thinking, use of own initiative and responsiveness to the needs of the community / organization, so that they produce a piece of work that benefits them and falls within the aims and learning outcomes of their programme.

Further information about the placements, including ethical and academic considerations, is available on moodle / ACTivity and the module handbook.

1. Factual information

Module title	PSY 101: Introduction to Psychology	Level		Enhancement	
Module tutor	Dr. Kristi Poppi	Credit value		15	
Module type	Required. Face to face Lecture/guided discussion	Notional learning hours		150	
Type of learning activity	Comprises	Hours	Weeks		
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11		
Timetabled contact	Tutorials and office hours	11	11		

Independent study	Completion of regular homework		
	Preparation for submitting assessments	95	12
	Study for Exams		
Total:		150	12

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

This is a required introductory level for both psychology and non-psychology majors.

3. Aims of the module

This module aims at providing a comprehensive introduction to the essential principles of the academic discipline of psychology by addressing such important topics as the history and evolution of psychology, biological basis of behaviour, memory and intelligence, personality, mental disorders and treatment, stress, coping and health and finally research methods and ethics in psychology. For each of the above topics the major theoretical approaches, research findings, and historical and contemporary trends in the science of psychology will be presented and explained. Students are encouraged to assess the contribution and applicability of psychological research to daily life through class discussions, presentations and written assignments.

4. Pre-requisite modules or specified entry requirements

N/A

Indicative content

- Introduction to the science of Psychology
- Psychology Research
- Biology and Behavior-The Brain
- Developmental psychology
- Sensation, perception, consciousness
- Learning & memory
- Decision Making I Cognition, Language, & Intelligence
- Emotion & Motivation Culture
- Social psychology
- Personality
- Psychological Measurement
- Psychological Disorders & Therapies
- Psychological Health Positive Psychology
- Other areas of Psychology Current and future issues in Psychology

1. Factual information			
Module title	Research 210 Research methods and analysis		
Module tutor	Tina Mavrikos	Level	4
Module type	Taught	Credit value	15

Notional learning hours 150

Type of learning activity	Comprises	Hours	Weeks
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

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

This is a required level 4 module that introduces students to key conceptual, methodological and ethical issues in humanities and social science research. The module provides students the opportunity to develop knowledge and transferable research skills by conceptualizing, framing, exploring, analysing and discussing research issues. The module seeks to provide necessary skills for student academic research and writing, and to assist them in both their writing skills and in choosing from among various methods of research, both qualitative and quantitative.

3. Aims of the module

The module aims to equip students with the necessary research skills to be able to conduct research in the humanities and social sciences. Students are introduced to the challenges of conducting ethical studies, the need to select appropriate methodologies for research and the various techniques involved in these methodologies (interviews, surveys, focus groups, etc), and the importance of creating a well-focused research question. The module aims to discuss these various approaches to social science research by focusing on real world research and the challenges this type of research poses for the researcher. The aim is to focus on the practical applications and uses of real-world research including the social utility that these types of studies provide.

4. Pre-requisite modules or specified entry requirements

None

8. Indicative content.

-Week 1: Introduction to real world social science research
Week 2: Research problems, questions, and arguments
Week 3 & 4: Reading and utilizing sources for the creation of a literature review – Visit to the library
Week 5: Methodology & Research Design
Week 6 & 7: Ethics in social science research – Visit to the library
Week 8: Data collection tools: observation, mobile and visual methods
Week 9: Data collection tools & analysis: questionnaires, interviews, focus groups, and oral history
Week 10 & 11: Formulating a focused research question and accompanying methodology – Visit to the library

1. Factual information

Module title	SOCIAL SCIENCE 210 INTRODUCTION TO GLOBAL STUDIES AND HUMAN GEOGRAPHIES	Level	4
Module tutor	Joseph Michael Gratale	Credit value	15
Module type	Lecture/guided discussion	Notional learning hours	150

Type of learning activity	Comprises	Hours	Weeks
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

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

Introduction to Global Studies and Human Geographies is a first year module (Level 4) in which students will have the opportunity to become acquainted with the fundamentals of global studies and develop their geographic understanding of the world. This module also equips students to have a firmer grasp of the contemporary world through its evaluation of such topics as globalization, geopolitics, and socio-cultural relations. It is a required module for students of Political Science and International Relations.
3. Aims of the module
This module explores and analyzes a variety of themes relating to the study of global issues through the lens of geography. As a term, geography literally means “to write the earth.” The notion of ‘writing’ and describing earth or the world, must also take into consideration the human imprint and impact. In this sense, human geography/global studies is the study of places and spaces that humans construct and occupy. For this module we will therefore utilize a number of disciplines besides geography such as history, cultural studies, political science, sociology, anthropology and economics, in order to have a more complete understanding of the contemporary world.
4. Pre-requisite modules or specified entry requirements
None
6. Indicative content
Key concepts in human geography, the nature of global studies, population and migration, cultural geography, globalization theory, political geography, economic geography, and environmental issues

1. Factual information				
Module title	SOCIAL SCIENCE 215 STUDIES IN MEDIA AND CONTEMPORARY SOCIETY			Level5
Module tutor	Maria Kyriakidou			Credit value15
Module type	Taught-Lecture/guided discussion			Notional learning hours150
Type of learning activity	Comprises	Hours	Weeks	
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11	
Timetabled contact	Tutorials and office hours	11	11	

Independent study	Completion of regular homework		
	Preparation for submitting assessments	95	12
	Study for Exams		
Total:		150	12

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

This is a level 5 Political Science and International Relations elective in which students are given the opportunity to further their knowledge of impact of media on modern society. This module relates specifically to modules taught in the foundation year (e.g. Politics 101, Politics 201) as well as to modules taught in later semesters (such as Politics 304 as well as communication modules).

3. Aims of the module

This module aims to analyze and explore media representations, media regulation, elite-mass communication, media production in a global age, communication and media power. A comparative approach will be employed for analysis of different regional and national communications systems. A final segment of the module will examine the concept of mass society, media power and globalization. Examples and case studies will be taken from American and European sources.

4. Pre-requisite modules or specified entry requirements

Politics 101

6. Indicative content

A comparative approach will be employed for analysis of different regional and national communications systems. A final segment of the module will examine the concept of mass society, media power and globalisation. Examples and case studies will be taken from American and European sources.

Introduction-making sense of media-media actors
Text-Rhetoric-Semiology
Representations and stereotypes
Reality media, freedom and democracy
Political economy of media and businesses
Media production in a global age
International political communication
Producing audiences. Effects and influence
Investigating audiences-methodology
Media power-Ideology
Modernism and Post-modernism
Pressure group politics and the oxygen of publicity
The consumer society and advertising
Media Histories- Conclusions

1. Factual information

Module title	Social Science 323	Level	6
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	Race and Racisms		
Module tutor	Dr. Aliprantis	Credit value	15
Module type	Taught / Lecture and Discussion	Notional learning hours	150

Type of learning activity	Comprises	Hours	Weeks
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11
Timetabled contact	Tutorials and office hours	11	11
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12
Total:		150	12

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

This is an elective fourth year module (Level 6) for students majoring in Political Science and International Relations. Students are given the opportunity to develop their understanding of the idea of race and key aspects and practices of racism.

3. Aims of the module

This module sets out to examine various sociological perspectives on race and the processes of racialization. Students will gain insights into the evolution and construction of race in history and familiarize students with different types and forms of racisms. In order to fulfill these objectives in a satisfactory manner, this module embraces an interdisciplinary approach at both the theoretical and applied levels

4. Pre-requisite modules or specified entry requirement

Politics 101 and History 120

8. Indicativecontent.

This module will focus on the following areas:

- The origins and the idea of race
- Defining race, racism, racialism, and ethnicity
- Race in/throughout history
- The practice of racisms / racial inequalities
- Racialization /Scientific racism
- Colonialism, imperialism, race and the other
- Representations of the other
- Sociological theories of race and racism
- The institutionalization of racism
- Race, nation, and state
- Structural violence against Native Americans/African Americans
- Anti-Semitism
- Apartheid
- Islamophobia -Prospects for a post-ethnic, post-racial world

1. Factual information

Module title	SOCIAL SCIENCE 349 CONTEMPORARY GLOBALIZATION			Level	6
Module tutor	Dr. Koktsidis			Credit value	15
Module type	Lecture/guided discussion			Notional learning hours	150
Type of learning activity	Comprises	Hours	Weeks		
Timetabled contact	Face to face delivery to include lectures, guided discussions and guest speakers	44	11		
Timetabled contact	Tutorials and office hours	11	11		
Independent study	Completion of regular homework Preparation for submitting assessments Study for Exams	95	12		

Total:	150	12
2. Rationale for the module and its links with other modules		
This is a level 6 required module for seniors. It aims to expose the students to one of the most important controversies of the last 3 decades: globalization. Currently it is central to all programmes in any discipline within Social Sciences. Associated with: POL306, POL201, SocSc 210.		
3. Aims of the module		
The module provides graduating students with a complex understanding of some of the central theoretical, economic, political and social problems associated with the current form(s) of global social transformation(s).		
4. Pre-requisite modules or specified entry requirements		
Pol 101, His 120		
6. Indicative content		
Key theoretical debates on globalization; the different meanings of globalization; economic policy in the context of globalization; the debate on the implications of globalization on culture: homogenization/diversification/interpenetration of cultures. Weeks 1-2: Introduction; The academic debate on globalization: the believers, the non-believers and the skeptics Week 3: The claims of globalism: free market-narrative on the economic prosperity and political democracy Week 4: The global political economy Week 5: The right-wing critiques of globalization: Right-wing populisms; Radical Islam Week 6: The left-wing critiques of globalization: Zapatistas; Global Justice Movement; World Social Forum; Occupy Movement Week 7: Globalization and culture: Clash of civilizations thesis: Huntington and his critics Week 8: Globalization and culture: Jihad and McWorld: Barber and his critics; Globalization of Nothing: Ritzer and his critics Week 9: Globalization and culture: Globalization and cultural hybridity Weeks 10-11: Presentations		

STUDENT SUPPORT, GUIDANCE AND ADVICE

ACADEMIC ADVISING AND MENTORING

During the first 2 weeks of classes, students will be assigned the faculty member who will be their Academic Advisor for their first year at AAU and, in most cases, until graduation. The Academic Advisor helps students to plan their overall program of studies, as well as to select courses each semester. Advisors also provide information about AAU academic and support services, assist students in addressing problems in particular courses within a given semester, and offer ongoing advice concerning the students' long-term academic and career goals.

THE LEARNING HUB

The Learning Hub strives to help students to become strong, independent learners through a variety of services. AAU's Learning Hub is located on the upper floor of the

Library. Students are invited to meet with the tutors and receive assistance with their English language, mathematics and science needs. Consultation is offered on one to one basis on prearranged meetings, or drop in sessions, as well as via e-mail.

CAREER SERVICES AND GUIDANCE

The Career Services Office maintains strong connections with local businesses to:

- Provide students with internship and employment opportunities.
- Facilitate students' transition into the workforce after graduation.

Career Services organizes annual Career Fairs featuring businesses and non-governmental organizations (NGOs) from Greece and abroad.

The Career Services Office supports students and alumni in all stages of job searching, including:

- Resume preparation
- Writing cover letters
- Job market insights (e.g., available positions, company policies, hiring processes, salaries, etc.)
- Interview techniques

Career advisors offer one-on-one sessions to:

- Guide students on career planning and job market trends.
- Help students prepare effectively for job applications and interviews.

Additionally, Career Services meets with company representatives to:

- Identify business needs.
- Match students' skills and interests with job opportunities.

INTERNSHIPS

The Career Office gives special emphasis to students' internships, both with local and international organizations. Every academic term there is a visiting program with local organizations with internship opportunities, all relevant to the academic programmes and focusing on enhancing in-class learning. Apart from the on-campus recruiting, the office coordinates a series of internship opportunities with organizations located in other cities or even abroad, either with on-site placement or remote work. The Job Board and Facebook Career Group helps disseminate the internship opportunities, while the Career Workshops (resume writing, cover letter preparation, mock interviews) prepare students for claiming those opportunities.

BISSELL LIBRARY - GENERAL INFORMATION

The Bissell Library offers a vast collection of books in print, electronic books and videos. Already one of the largest English language libraries in Greece, its collection is rapidly growing into a space designed to accommodate the institution's needs for years to come. The collection includes subscriptions to periodicals in hard copy as well as access to numerous full-text scholarly journals, magazines, and newspapers.

The Bissell Library offers, to currently enrolled students, on site and remote access to research databases to support inquiry and research. Business databases include Ebsco's Business Source Elite, Regional Business News, Hoover's, and ProQuest ABI Inform Global. Databases for research include: Academic Search Premier, E-books collection, Encyclopaedia Britannica, ERIC, GreenFILE, Columbia International Affairs Online (CIAO), JSTOR, Oxford English Dictionary and Oxford Music Online. We also subscribe to the Ebsco A-Z service, providing listing of all the electronic resources accessible from the library. The EBSCO Discovery Service TM brings together the most comprehensive content providing to users an easy, yet powerful means of accessing all of the library's information resources through a single search.

The Bissell Library shares an integrated library management system with the Socrates Eleftheriades and Olga Mavrophidou-Eleftheriades Library of Anatolia College. Access to both collections is available through the web-based library catalog. Library users can search the catalog, databases or the Internet through public access terminals available on both floors of the library. Network ports are available for laptops and the entire building is Wi-Fi enabled.

COMPUTING SERVICES & NETWORKING FACILITIES

AAU has state of the art computer infrastructure and facilities. All computer facilities are connected to a high-speed campus network, which is based on fiber optic cables connecting all buildings. In addition a large high speed wireless network access (WI-FI) covers large areas of the campus giving students the ability to use the school's resources or access the internet on their laptop.

Many high-speed servers are present in the network infrastructure, along with Intel® Core™ latest technology workstations, connected to the Internet, available to students in multiple laboratories.

The laboratories are used both as general access and instructional computer labs. They are equipped with data projectors and black and white or color laser printers. All stations are networked with full Internet Access and run the latest software such as MS office, Oracle, Power-builder, Visible Analyst, Java, Visual Basic, 3-D Max, Adobe Photoshop, Adobe CS Production Studio Premium, Macromedia Studio, Macromedia Authorware, PanaView Image Assembler, Mathematica Player, Minitab, MathCad, Daedalus, etc.

SCIENCE LABORATORIES

All science courses are accompanied by laboratory work. The purpose of the laboratories offered is to expose students to hands-on experience regarding concepts and principles learned in classroom. The university's Science Facilities are located on the ground floor of Constantinidis Hall. The facilities include three laboratories (Biology/Ecology, Physics and Chemistry).

DINING SERVICES

The AAU Dining Hall operates under an annual renewable contract with a professional catering service.

Operating hours:

- Monday – Friday: 10:00 AM - 6:00 PM during the academic year.
- Reduced hours during the summer term.

The Dining Hall offers:

- Two or more daily meal options.
- Coffee, pies, sandwiches, salads, and beverages.

Interested students may purchase meal cards.

HOUSING

The Housing Office assists students in finding housing in the city and surrounding areas.

A limited number of AAU-owned apartments are available for students, and interested applicants must submit a housing application.

DETERMINATION OF RESULTS

MINIMUM REQUIREMENTS FOR PASS

To obtain an Open University award students are required to complete all parts of the programme's approved assessment and comply with all regulations relating to their programme of study. The minimum aggregate pass marks for The Open University validated awards are

40% for undergraduate programmes

These minima apply to assessments, modules, stages and qualifications.

The overall module mark or grade shall be determined as set out in the assessment strategy detailed in the module specification and published in the Programme Handbook.

A student who passes a module shall be awarded the credit for that module. The amount of credit for each module shall be set out in the programme specification and published in the Programme Handbook.

In order to pass a module a student must achieve the requirement of the module as set out in the module specification and published in the Programme Handbook.

Where a student is registered only for a module (rather than a qualification) the resit will apply.

BACHELOR HONOURS DEGREE CLASSIFICATION

Classification of bachelor degrees will be based on the average mark across all modules within Stage 3 (usually Credit Level 6) and Stage 2 (usually Credit Level 5) at a ratio of 2:1 respectively unless the requirements of a Professional, Statutory and Regulatory Body (PSRB) state otherwise.

Honours degrees are classified as:

First class	Aggregate mark of 70% or above
Upper Second class	Aggregate mark between 60% and 69%
Lower Second class	Aggregate mark between 50% and 59%
Third class	Aggregate mark between 40% and 49%

Where students have directly entered a Qualification Level 6 top-up award (e.g. having previously undertaken a Higher National Diploma (HND) or Foundation Degree (FD) award) the calculation for the honours classification will be based solely on all credits at Credit Level 6.

Performance in work for which an award of credit for prior learning has been made is not taken into account in the calculation of the final award.

Where the final result of the classification calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

ASSESSMENT AND PROGRESSION REGULATIONS AND SUBMISSION OF MARKS.

Work submitted for a summative assessment component cannot be amended after submission, or re submitted.

Student requests for extensions to assessment deadlines will not be approved unless made in accordance with published partner institution guidelines as approved by The Open University.

Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalized in line with the following tariff:

Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further.

Submission that is late by 7 or more working days: submission refused, mark of 0. A working day is defined by the partner and submission after the deadline will be assumed to be the next working day.

Academic staff must submit their marks and feedback within 3 working days from the day the assessment was submitted.

ASSESSMENT SCORES

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

Grade Description	UK points
Excellent	70-100
Very Good (high)	65-69
Very Good (low)	60-64
Good (high)	55-59
Good (low)	50-54
Satisfactory (high)	45-49
Satisfactory (low)	40-44

Fail	0-39
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The final grade for an individual assessment component will be determined after completion of a quality assurance process (e.g. moderation, remarking) as detailed in the partner institution's OU approved policy for moderation.

Where the result of the assessment calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

DETERMINING PROGRESSION AND QUALIFICATION OUTCOMES

The paths through which students are required to progress through the programme, and the elements identified as compulsory or optional, are set out in the programme specification and approved in the validation process.

Pathways through any programmes offered by partner institutions may require students to complete prerequisite or co-requisite modules.

STAGE REQUIREMENTS

Each of the stages of an undergraduate programme is expected to consist of a total of 120 credits.

In cases where Programmes are not divided into stages (for example, most postgraduate programmes and undergraduate programmes of 120 credits or less) the provisions below apply to the whole programme.

The credit value of each module contributing to a stage determines its weighting in the aggregation of credit for a stage.

Where a student fails a module, the following may apply in the first instance:

- Resit, a second attempt at an assessment component following a failure at first attempt.

RESIT PROVISION

Resit provision is subject to all the following conditions:

- The maximum number of retakes allowed in a programme leading to an Open University award is 10.
- A student who does not complete the resit by the date specified shall not progress on the programme, except in cases where the process for allowing extenuating circumstances has been followed.
- Resits can only take place after the meeting of the Board of Examiners or following agreement by the Chair and the External Examiner of the Board.

- A student who successfully completes any required resits within a module shall be awarded the credit for the module and the result capped at the minimum pass mark for the module.
- Enhancement Modules do not have a resit opportunity. In case of a failing mark, the student will need to retake the module.

DISSERTATIONS AND PROJECTS

HOW THE BISSELL LIBRARY SUPPORTS STUDENTS WITH THEIR THESES

The Bissell library in its effort to compliment and facilitate the educational process and the curriculum, always strives to provide the best services possible safeguarding that all students across all Schools receive the same learning experience and support, as well as fair access to all available resources and services. More specifically when it comes to the writing up stage of their theses, the Bissell Library provides the following Resources and Support Services.

Resources :

- A collection of thesis writing books, academic writing and general study skills.
- Subject guides provide a thematic information gateway of trustworthy information resources (e-journals, databases, etc.) to assist students in their quest for information gathering for their theses.
- The website of the Library attempts to familiarize and provide introductory guidance on how to use various online tools such as Zotero, EasyBib and Diigo, which can become indispensable tools when it comes managing information and bookmarks, and citing resources.
- Guides have been composed to assist students with the OU Harvard referencing style (available on the library website)
- Last but not least, a plethora of printed material in a variety of subjects is also available to students.
- The students are able to ask for Interlibrary loans of journal articles we do not have online access to. The service is provided by the British Library. They are also able to suggest books relevant to their research to the library to buy.

Support Services:

- Consultation is offered on one to one basis on prearranged meetings, or drop in sessions, as well as via e-mail.
- The allocation of two Academic Liaison Librarians allows for better communication among students, academic staff and the Library. This helps students and academic staff to convey in a more efficient manner their needs to the Library.
- Information Literacy lessons conducted by the Academic Liaison Librarians offer students a reminder of research, evaluation and referencing skills to support them in their project. This come as a continuation of previous Information literacy teaching offered in the previous years of study. These sessions include: techniques on how to locate formal and informal information sources on subjects, evaluation of resources, plagiarism and paraphrasing, and referencing.

- Finally, the Academic Liaison Librarians provide one to one support on how to search, evaluate and locate materials and referencing, either in drop in sessions or after appointments.

[OTHER INSTITUTIONAL POLICIES AND REGULATIONS \(LINK TO OU REGULATIONS\)](#)

ACADEMIC MISCONDUCT

An academic offence (or breach of academic integrity) includes any action or behavior likely to confer an unfair advantage, whether by advantaging the alleged offender or by disadvantaging another or others. Examples of such misconduct are plagiarism, collusion, cheating, impersonation, use of inadmissible material and disruptive behavior.

Responsibilities

Students

Students are responsible for upholding academic integrity and reporting any instances of academic misconduct. They must familiarize themselves with the institution's Academic Misconduct Policy and adhere to it.

Faculty and Staff

Faculty and staff are responsible for preventing, detecting, and addressing academic misconduct. They are expected to educate students on academic integrity, report any suspected cases, and follow the procedures outlined in this policy.

Procedures Reporting Suspected Misconduct

Charges against a student for violating academic integrity may originate from any source: a faculty member, an administrator, a staff member, a fellow student, or from the community at large. Anyone who suspects academic misconduct must report it to the appropriate academic authority (Department Chair, Associate Deans) and provide evidence. In case of plagiarism, it should also be reported to the student electronically through the AAU's ERP system. In this way, students are immediately notified. Students may also report academic misconduct by another student to the faculty or staff member responsible for the course.

Investigation

Upon receiving a report of academic misconduct, the academic authority shall forward the case to the Academic Standards and Performance Committee (ASPC). If a member of the Committee originates the charge, then that member will be excluded from the decision-making process, and any other process related to the case.

EXTENUATING CIRCUMSTANCES

The Open University recognizes that students may suffer from a sudden illness, or other serious and unforeseen event or set of circumstances, which adversely affects their ability to complete an assessment, or the results they obtain for an assessment. In such cases the partner

institution's extenuating circumstances procedures will be applied, as approved in institutional review.

A student who is prevented from attending or completing a formal assessment component or who feels that their performance would be (or has been) seriously impaired by extenuating circumstances, may submit a deferral request to the AS&PC.

MITIGATING CIRCUMSTANCES

The following regulations distinguish between factors or circumstances which were known to the student in advance of taking an assessment and which affect his or her ability to attend an examination or submit work by the published deadline, and those which have not impaired the student's ability to attend for examination or meet a deadline for the submission of work but which may have affected his or her performance. In all cases, it is the responsibility of the student to ensure the timely disclosure of any factors or circumstances which may affect the assessment of his or her learning and responsibility for the consideration of these factors and circumstances will lie with the AS&PC.

Students whose circumstances may affect (or may have affected) their ability to meet a program's assessment requirements must submit a completed Mitigating Circumstances Extension Form together with verifiable documentation to the Registrar's Office. This form can be completed electronically or in person and may, if necessary, be signed retrospectively.

In the case of factors or circumstances which were known to the student in advance of taking an assessment and which affect his or her ability to attend an examination or submit work by the published deadline:

- the AS&PC will consider the evidence submitted by the student;
- if the mitigating circumstances are accepted by the Committee it will determine the extension to be granted to the student or, in the case of examinations, the date on which the student shall be assessed; in such cases the grades will not be capped at 40%.
- the Chair of the Board of Examiners, the Registrar and the appropriate department head/area coordinator will be informed of the Committee's decision.
- The student will have the right to apply for a further extension, or for a rescheduling of an examination, if the mitigating circumstances persist.

In the case of factors or circumstances having prevented a student from attending for examination or meeting a deadline for the submission of work but which may have affected his or her performance:

- the AS&PC will review the evidence submitted by the student and make a recommendation for consideration by the appropriate Board of Examiners;
- the Board of Examiners is responsible for considering that action that it should take in the light of the recommendations of the AS&PC;
- the actions available to the Board of Examiners include: the deferral of an assessment to a later date; compensation for the failure in a course; agreement that the student should either retake the course or be reassessed with the grade achieved being recorded in the student's transcript and therefore contributing to the classification of the award; and, exceptionally a decision that the student be assigned a higher grade for the course or courses on which his or her performance has been affected.

Students are responsible for ensuring that the partner institution is notified of any extenuating circumstances at the time they occur and for supplying supporting documentation by the published deadline.

If a student is unable to attend an examination or other assessment event because of extenuating circumstances, they must inform the Partner institution as soon as possible and provide supporting evidence before published deadlines or within 7 calendar days, whichever is sooner. If a student cannot submit evidence by published deadlines, they must submit details of the extenuating circumstances with an indication that evidence will be submitted within 7 calendar days.

Medical evidence submitted in support of a claim for extenuating circumstances should be provided by a qualified medical practitioner.

Upon receipt of recommendations from the panel or body responsible for investigating extenuating circumstances, the Board of Examiners, or its subsidiary board, will decide whether to:

- provide a student with the opportunity to take the affected assessment(s) as if for the first time i.e. a 'sit' or 'submit', allowing them to be given the full marks achieved for the examination or assessment, rather than imposing a cap;
- waive late submission penalties;
- determine that there is sufficient evidence of the achievement of the intended learning outcomes from other pieces of assessment in the module(s) for an overall mark to be derived;
- note the accepted extenuation for the module(s) and recommend that it is taken into account at the point of award and classification.

The Board of Examiners, depending on the circumstances, may exercise discretion in deciding on the particular form any reassessment should take. Options are a viva voce examination, additional assessment tasks designed to show whether the student has satisfied the programme learning outcomes, review of previous work, or normal assessment at the next available opportunity. The student will not be put in a position of unfair advantage or disadvantage: the aim will be to enable the student to be assessed on equal terms with their cohort.

The module marks released following the meeting of the Board of Examiners should clearly identify results where extenuation has been considered and applied.

If a student fails, without good cause, to provide the responsible body with information about extenuating circumstances within the timescales specified in the partner institution policy, the responsible body has authority to reject the request on those grounds.

STUDENT PARTICIPATION AND EVALUATION

STUDENT PARTICIPATION

A member of the Student Government Association (SGA) must be present at all meetings of the Academic Standards and Performance Committee (ASPC) of the University, and participate in the discussions and voting for all cases examined. Furthermore, there are scheduled weekly meetings between the Associate Dean of Students and the SGA, where students present their views on the operation and development of the University. In addition, AAU may invite students to Academic Council meetings, where they can express their views and opinions to the top-level administration. The SGA is also involved in co-organizing major on-campus events.

MODULE EVALUATION

Module evaluation is conducted through the student evaluation forms. These forms measure the teaching quality and assessment methods, learning materials, delivery methods, course objectives, thought-provoking activities, comprehension of the subject matter, grading, degree of intellectual challenge and stimulation and draw comparisons with other courses.

The collection of student feedback is made at the office of the Associate Dean of Students, who has the general overview of the procedure. Then, modules are classified according to the programme they belong to, and the feedback is sent to the corresponding department head. The results are also forwarded to the individual instructors. The outcomes of module evaluations are discussed between the Associate Dean for Academics and the department heads, and also in the departmental meetings of all schools. In all these meetings, measures that need to be taken to improve student experience in future offerings of the modules are discussed.