



Student Handbook

**School of Social Sciences,
Arts & Humanities**

**Department of History,
Politics & International Studies**

**Academic Year
2024-2025**

TABLE OF CONTENTS

TABLE OF CONTENTS.....	1
1 INTRODUCTION.....	6
WELCOMING NOTE BY THE HEAD OF DEPARTMENT	6
OBJECTIVES OF OUR DEPARTMENT	8
MISSION STATEMENT	9
2 STUDIES.....	16
ADMISSION CRITERIA	16
2.1.1 Application Forms	16
2.1.2 Application Deadline	16
2.1.3 Documents Required	17
2.1.4 English Language Requirements	17
2.1.5 Admission Procedures	17
2.1.6 The Decision to Admit.....	17
2.1.7 Admission of Students with Special Needs	18
2.1.8 Admission Appeal Process	18
2.1.9 Registration.....	18
2.1.10 Accreditation of Prior Learning (APL).....	18
2.1.11 Graduate Student Association	19
3 INTERNAL REGULATIONS	20
STUDENTS' EVALUATION	20
ASSESSMENT OF STUDENTS	24
3.1.1 Assessment Guidelines for Written Assignments.....	28
Assessment Guidelines for Programming Assignments	38

3.1.2 Assessment Guidelines for Case Study Assignments.....	42
3.1.3 Assessment Guidelines for Oral Presentations.....	48
3.1.4 Assessment Guidelines for Research Papers Study and Discussion	50
3.1.5 Formative Assessment	52
3.1.6 Assessment Boards.....	54
3.1.7 Internal Examiners	55
3.1.8 External Examiners.....	55
3.1.9 Guidelines for responsible use of ChatGPT	55
PEDAGOGY	58
3.1.9 Modes of Teaching	58
3.1.10 Independent Learning	58
3.1.11 Study Teams and Collaborative Learning	59
3.1.12 Course Handbook.....	59
3.1.13 Learning by Doing.....	60
3.1.14 Student-Centered Learning.....	60
3.1.15 Course Attendance	60
3.1.16 Class Preparation	60
3.1.17 Class Participation	61
3.1.18 Practical Component.....	61
3.1.19 Language of Instruction	61
MANAGEMENT & QUALITY ASSURANCE.....	62
3.1.20 The University Management and Quality Framework	62
3.1.21 The Program Coordinator	62
3.1.22 The Department's Council	62
3.1.23 Department's Internal Evaluation Committee.....	63

3.1.24 The Senate.....	63
3.1.25 The University Quality Assurance Committee	63
3.1.26 Review of Courses by Self-Assessment	64
3.1.27 Four-Year Program Evaluation	64
3.1.28 The External Advisory Panel.....	64
3.1.29 Student Evaluations	65
3.1.30 Annual Student Survey	65
3.1.31 Personal Advisor.....	65
LABORATORY USE REGULATIONS.....	66
PROGRAMS OFFERED BY OUR DEPARTMENT	68
BSC IN INTERNATIONAL RELATIONS AND SECURITY (CONVENTIONAL)	114
3.1.37 Program Aims and Objectives.....	114
3.1.38 Learning Outcomes.....	114
3.1.39 Program Breakdown	114
3.1.40 Course Descriptions.....	122
3.1.41 Mapping of Course Learning Outcomes (CLOs) and Programme Learning	150
Outcomes (PLOs)	150
MA IN HISTORY (CONVENTIONAL).....	155
3.1.42 Program Aims and Objectives.....	155
3.1.43 Learning Outcomes.....	156
3.1.44 Program Breakdown	157
3.1.45 Course Descriptions.....	159
3.1.46 Mapping of Course Learning Outcomes (CLOs) and Programme Learning	167
Outcomes (PLOs)	167
MA IN MODERN AND CONTEMPORARY HISTORY (DISTANCE LEARNING).....	168
3.1.47 Programme Aims and Objectives.....	168

3.1.48 Learning Outcomes	169
3.1.49 program Breakdown	169
3.1.50 Course Descriptions.....	172
3.1.51 Mapping of Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs)	180
3.1.52 Programme Aims and Objectives.....	182
3.1.53 Learning Outcomes.....	182
3.1.54 Program Breakdown	183
3.1.55 Course Descriptions.....	185
3.1.56 Mapping of Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)	194
MSC IN INTERNATIONAL RELATIONS, STRATEGY AND SECURITY (CONVENTIONAL)	182
3.1.57 Program Aims and Objectives.....	196
3.1.58 Learning Outcomes.....	196
3.1.59 program Breakdown.....	197
3.1.60 Course Descriptions.....	199
3.1.61 Mapping of Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs)	207
MSC IN INTERNATIONAL RELATIONS, STRATEGY AND SECURITY (DISTANCE LEARNING).....	196
3.1.62 Program Aims and Objectives.....	210
3.1.63 Learning Outcomes.....	211
3.1.64 program Breakdown.....	211
3.1.65 Course Descriptions.....	213
MSC IN EUROPEAN POLITICS AND GOVERNANCE (CONVENTIONAL).....	210

3.1.66 Mapping of Course Learning Outcomes (CLOs) and Program Learning	226
Outcomes (PLOs)	226
MSC IN EUROPEAN POLITICS AND GOVERNANCE (DISTANCE LEARNING).....	228
3.1.67 Program Aims and Objectives.....	228
3.1.68 Learning Outcomes.....	228
3.1.69 Program Breakdown	229
3.1.70 Course Descriptions.....	231
PHD In International Relations and Security	245
3.1.71 Program Expected Outcomes:.....	246
3.1.72 Program Structure:.....	248
3.1.73 Overall Schedule:.....	249
3.1.74 Admission Requirement & Process:.....	250
Break Down of the ECTS.....	252
PHD IN MODERN AND CONTEMPORARY HISTORY	253
3.1.81 Program Aims and Objectives.....	253
3.1.82 Learning Outcomes.....	253
3.1.83 Program Breakdown	253

1 INTRODUCTION

WELCOMING NOTE BY THE HEAD OF DEPARTMENT

To our New and Prospective Students

This handbook 2024-25, provides a primary answer to all your possible questions. While you read this handbook you will find information, related and specialized. Among others, you will find information on the rules and requirements of the Department of History, Politics and International Studies that you are, or may apply for. The handbook contains information and regulations for all programs offered by our department. It provides a guide to what is expected from you on the offered programs; the academic, advisory, and personal support available to you among others. Please retain it for future reference.

All programs at our department aim to provide our students with a high-quality education through the academic achievement and professional experience of our faculty. Our programs are offered at undergraduate, postgraduate, and doctoral levels. Our courses have been designed and accredited to offer students a dynamic, structured, coherent, and well-nurtured learning experience.

We are confident that while you attend and complete your studies at Neapolis University Pafos (NUP), you will be provided with essential and specialized skills. The opportunity to master academic fields that you would have chosen to follow. You will develop the necessary soft and hard skills as well as capabilities and competencies that will broaden your horizons and provide you the opportunity to be a challenging candidate in a constantly changing market that requires constant agility and dedication. While our disciplinary and interdisciplinary character and approach of our department provide a solid basis for you to study at our NUP, our premises, and our faculty dedicate themselves to academic excellence both towards our students and graduates but also towards the dedication to scientific and professional excellence that NUP offers.

As per our university vision and mission, NUP learning and experience is student-centered. In a gender-balanced and diverse community, ethnically and religiously. While you visit and reside or live the experience of our distance learning degrees, either in Greek or English at

At NUP you will feel the vibrant environment of an ever-enlarging community of visionary young and future professionals and leaders, taught by experts in the related fields. All members of our department, faculty, and administrative staff, as the staff of the University, are here to assist you in all possible ways during your academic planning, application, study, advisory and post-graduation as an alumnus of the NUP.

On behalf of our department and our colleagues at the department of History, Politics, and International Studies, we look forward to meeting you all and welcoming you at our programs. We look forward to becoming your mentors, guiding you through a process of academic excellence and academic achievements in a most important life process within the European Union that will help you earn skillsets for a long and prosperous professional life and achievements to come.

Welcome to Neapolis University Pafos.

Dr. Marios Panagiotis Efthymiopoulos
Associate Professor of International Security & Strategy
Head of Department
History, Politics and International Studies
Neapolis University Pafos

OBJECTIVES OF OUR DEPARTMENT

“The Department of History, Politics and International Studies aspires to be a reference point for the quality of education and excellence in research at an international level. The Department’s vision is based on common goals and mutual commitments between the academic staff and the students of the Department”.

The aim of our Department is for students to acquire modern knowledge and skills that will enable them to be integrated into and contribute effectively to the scientific-socio-economic and cultural development. The vision of the Department is its graduates. Our graduates participate critically in the progress of science, the evolution of the University, and the well-being of the community in terms of freedom, meritocracy, and respect for diversity, divergence, and inclusivity.

The department's academic staff seeks to remain open to dialogue and ideas and feels an obligation to social contribution. One of the main goals is to promote research and innovation and maintain a high sense of excellence in the production of knowledge. The department develops international collaborations and co-competes in cutting-edge research projects by providing feedback with additional scientific knowledge, experience, and financial resources. The philosophy of our department can be better understood by considering the University's general mission, which is the pursuit of excellence in teaching, research, and community service.

In support of this mission, the department:

- Encourages and supports rigorous academic and innovative teaching in all the scientific areas that are offered.
- Creates an academic environment that appreciates and promotes free, active and original intellectual research among its faculty and students.
- Cultures and ensures that programs meet local, national, European and international needs, standards and are accredited on-time and are certified where applicable.
- Continuously strives to promote actions that apply its intellectual and moral heritage for the benefit of our society.

- Welcomes students, faculty and staff from all walks of life and beliefs and creates a sense of community that facilitates their development and strengthens their career aspirations.
- The department offers curricula that meet local and national needs and promotes links with local and international communities of history, politics and international studies.

MISSION STATEMENT

Alignment 1: Excellence in teaching: The goal of the department is to become a model of scientific and academic excellence, with an emphasis on innovative and human—student-centered teaching and research in the scientific fields it serves. The department aspires to educate its students both theoretically and practically. Students are prepared well. Through critical thinking, with dynamism of young or mid-career professionals are aspired to work both individually and in team spirit. To adapt strategically to the current and future needs and challenges and to be resilient to any future work environments that require dimensional and/or practical knowledge in both an analogic or digital ecosystem. The aim is to establish the department as a center of methodical and modern education in all levels of social sciences, which will award degrees of practical and not only theoretical value. In turn, certifying high-quality studies and professional successes of our alumni testify that there is a strong vision, will, objective, and targets.

Alignment 2: Excellence in research: The department constantly acquires new faculty. Consolidates a strong scientific and academic presence. Contributes to international dialogue and through this, scientific progress. The department aspires to actively support the conduct of cutting-edge and high-level research in both Greek and English in all disciplines related mapped to the contents of our program. With accredited standards of teaching and research publications in Scopus (in English publications) and other related impact factor methods, but also in application of our research to the market.

Alignment 3: Cooperation and partnerships: The department constantly develops and progresses by consolidating scientific and research collaborations, partnering with other international organizations, government ministries of the Republic of Cyprus, Greece, or other friendly to the Republic of Cyprus, organizations, and/or institutions of research and innovation. The department supports collaborations with the local and international economy, the business world, social organizations, and other organizations to promote innovation, sustainability, social cohesion and quality of life.

OUR FACULTY

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ADMINISTRATIVE STAFF

2 STUDIES

ADMISSION CRITERIA

The University admits students irrespective of nationality, race, religion or gender, provided that they meet the admission criteria of the respective program they apply for. The admission criteria are based on the type and quality of previous studies, the grade obtained in previous studies, and the suitability of the candidate for the program that he/she has applied to.

The University's admission policy is to make admission offers to applicants, who on account of their background and abilities are likely to benefit from university study and to successfully complete the program.

For the admission criteria that are applicable to each of the Programmes offered by the Department, please refer to the website of NUP and the relevant requests per program.

2.1.1 Application Forms

For a candidate to be considered for admission to the program he/she needs to complete an Application Form, obtainable from the Admissions Office. Once completed the application form should be returned directly to that Admissions Office by email or in person, together with the additional documentation required.

An electronic version of the Application Form can be downloaded from the Admissions Office home page or submitted on-line.

2.1.2 Application Deadline

Candidates may apply at any time during the year, though admissions will be in September and February as per academic calendar.



2.1.3 Documents Required

Please refer to the Study Guide of the program that you are interested in.

An online Application may also be found through our NUP website.

2.1.4 English Language Requirements

Please visit our website for further instructions of the requirements.

2.1.5 Admission Procedures

The Admissions Office on reception of application forms and supporting documentation will record and forward applications to the program Coordinator who chairs the Admissions Committee for a decision to be made.

For more please download the online application and follow instructions.

2.1.6 The Decision to Admit

Once a decision to admit is made, or added any comments related, the coordinator of the program assigned, will send the Application Form and the decision to the respective Board of Studies of the School for ratification. In order to avoid any unnecessary delay, the ratification will normally be done by Chairman's action and it will be an agenda item under Chairman's business at the next meeting of the Board. The Admissions Office will officially inform the student of its decision only after the ratification of the Board. If an offer is made

this offer is considered an agreement, which both the student and the school are expected to honor.

2.1.7 Admission of Students with Special Needs

The University offers equal opportunities to all students regardless of their physical abilities. Candidates with any form of disability, which is mentioned in their application, will be examined on equal terms as all other candidates. The candidates should explain in their application form the nature of their disability and inform the admissions office concerning the special needs they will require during their studies.

2.1.8 Admission Appeal Process

When an applicant is dissatisfied with a decision of the University, relating to admission to the program, the applicant may appeal to the relevant Admissions Office within 10 working days from the notification of the decision. The appeal will be considered by the Admission Appeals Committee comprising three faculty nominees of the Dean of the respective School who were not involved in the decision to which the appeal relates.

2.1.9 Registration

Students are required to register on the first day of arrival at the University and be issued with a Student Identification Card.

2.1.10 Accreditation of Prior Learning (APL)

Any student registered on a taught program leading to an award of the University who has pursued appropriate studies in this or another institution or who possesses appropriate qualifications or experience has the right to be considered for the accreditation of prior learning (APL). The credit permissible via APL shall not normally exceed 50% of the total credit of the master's program.

The procedure to be followed is described below:

- The student with his/her application for registration asks for the recognition of courses.

- The Admissions Office enters the data of the student and forwards the application to the Tutor responsible for reconnaissance of the certain School, to prepare the courses correspondence table.
- When the Tutor prepares the courses correspondence table sends it to the Admission Office.
- The Admission Office sends the acceptance letter to the student with the courses correspondence table. In the acceptance letter it is noted that the student shall submit original or true copy of the courses marks list of the University from which the courses have been recognized.
- When the student submits the courses marks list, the application is forwarded to the Registrar to register the courses and the credits of the student.

If the student after the beginning of the semester provides the University with additional documents and request for additional recognition or request for correction of the first recognition of courses then another process is followed by the School Secretariat.

2.1.11 Graduate Student Association

All students are entitled to join the Graduate Student Association and Student Union and become automatic members upon registration with the University.

3 INTERNAL REGULATIONS

STUDENTS' EVALUATION

The procedure and method of evaluation of each course are described in the Syllabi of the courses. Grading ranges in the scale between 0 (complete failure) to 100 (absolute success).

Evaluation standards:

Numerical grade	Descriptive grade	
85-100%	Excellent	A
65-84%	Very well	B
50-64%	Well	C
0-49%	Rejection	F

In undergraduate programs 30% of the students' final grade in each course corresponds to their performance in the midterm assessment, whereas 70% corresponds to their performance in the final exams.

In postgraduate programs, 40% of the student's final grade in each course corresponds to their performance in the midterm assessment, whereas 60% corresponds to their performance in the final exams.

In general, midterm exams, formative assessment methods, and assignments aim at assessing students' progress and, at the same time, preparing them for the final exams. In this respect, midterm exams and assignments test the student's analytical and synthetical skills, their understanding of the content of the course, as well as their ability to form and present arguments related to the content of the course in a clear, logical, and coherent way. It also aims to boost the students' research and/or (verbal and written) presentation skills.

In general, the summative assessment methods which are used are the following: written essays, quizzes, oral presentations, reviews of state-of-the-art research papers, software development, and case studies. Assignments are typically submitted by the end of 7th week of each semester. Alongside with grading, qualitative feedback is provided by tutors to students within ten days from the day of the submission of their assignment. Comments made by tutors aim not only to show students what they need to improve, but also provide guidelines on how to improve.

Each course may implement multiple formative assessment methods based on the requirements of the program as per the process of finalization of accreditation of the said program. As such it can provide a greater and more qualitative variety of information about students' knowledge and skills and give students the opportunity to become themselves active shareholders of the evaluation process and its criteria. In this context, peer-reviewing is encouraged as the procedure by which students are involved in a process that the traditional evaluation is conducted solely by the tutor. In several courses, after the submission of the tutor's comments on the assignments, students are asked to participate in a peer review process by evaluating the work of other students using specific assessment criteria given to them. By evaluating their fellow students' work students realize mistakes and omissions in their own work and on the one hand they learn on the other they cultivate assessment, justification and self-assessment skills.

A midterm exam (paper analysis or exam) is an exam given near the middle of an academic grading term, or near the middle of any given semester. Midterm exams measure students' grasp of the course materials and identify areas that need work.

Final exams (research paper or exam) based on which program you register for, take place at the end of each academic semester. Their aim is to assess the students' progress during the whole academic semester. Final exams take the form of written exams, such as essay type questions and/or short-answer questions and/or multiple-choice questions.

The undergraduate students' evaluation typically includes final exams (70%) and other methods of assessment (30%). **In order to secure a passing grade in a course, students need to secure a passing grade (i.e. 50% or higher) in the midterm assessment and the final exams.**

The postgraduate students' evaluation typically includes final exams (60%), other methods of assessment (20%) and midterm assignment / essay (20%). **In order to secure a passing grade in a course, students need to secure a passing grade (i.e. 50% or higher) in a) the midterm assignment / essay, b) the other methods of assessment, c) the final exams.**

It is worth noting that in midterm exams, assignments and final exams, special provisions apply for students with special needs, as well as with reading and writing disorders (such as dyslexia), in compliance with the University's general policies and procedures.

Neapolis University is committed at providing timely and appropriate feedback to students on their academic progress and achievement, thereby enabling students to reflect on their progress and plan their academic and skills development effectively. Feedback, and acting on feedback, is therefore part of the active learning process throughout a student's course of study.

Methods of feedback will vary according to assessment type, discipline, level of study and the needs of the individual student.

It is crucial for students that the feedback they receive is meaningful and useful. Therefore, any comments made should be clear, directly related to areas of assessed performance, and sufficiently detailed to be useful for the student in their personal and academic planning. Where brief comments such as "good" or "satisfactory" are used they should be used consistently across the program and if possible, the department. It may be appropriate to align this type of comment to grading descriptors. Students should be given advice on how to interpret feedback comments and be able to ask questions if the feedback given is not clear to them.

Each student must feel that appropriate consideration has been given to their piece of work and their personal development as a learner. Students are very clear that feedback must be personal to them. Generic feedback is only acceptable as additional feedback, and substantive feedback must be given to each student in a unit.

The tutors of courses should specify the contact means, days and hours for the courses they teach and they are required to reply within 24 hours to students' inquiries.

This above policy applies to all courses. It sets out the principles under which feedback should be planned and delivered and relates to both formative and summative work.

Each syllabus describes the overview and the objectives, the learning outcomes of the course, the topics, the teaching methods, the assessment methods and the proposed bibliography and references.

Course Learning Outcomes Example

Learning Outcomes: (Based on Blooms Taxonomy)

Students will be able to:

CLO1. Describe the functions in international affairs, security, strategy and history and its uses in the modern world.

CLO2. Apply knowledge based, critical thinking and analysis techniques and understand the importance of international affairs and all its disciplines or core disciplines.

CLO3. Distinguish international affairs in modern cross analyses.

CLO4. Examine the function of the basic variables that shape international security, strategy and define history.

Concerning the assessment methods, all syllabi include an essential table, which shows the assessment methods used by the instructor and the mapping with the specific learning outcomes of the course (see the example below).

<u>Course Examination Example</u>	Percentage	Course Learning outcomes Mapping				
	Percentage	O1	O2	O3	O4	O5
Midterm Exam	I: 20%	√		√		√
Assignments / Project	II: 20%		√		√	
Final Exam	III: 60%	√		√		√
	I+II+III=100%					

This mapping is essential for the students, as the faculty will give them the feedback of succeeding the learning outcomes of the course.

Concerning the assignments, on each course, a table illustrates the requirements and the implementation method as required by the instructor and the nature of the course (see the example below).

	Written Essay	Quiz	Oral Presentation	Research Papers	Case Study	
Assignments / Project	√		√			
Percentage	A:15%		B:15%			A+B=II

Each assignment is assessed by the following criteria:

The assignments, are submitted by the students during the 8th week of the course program as follows:

Week 2: The Instructor is submitting the subjects of the assignments.

Week 2 – Week 7: During those weeks the students are participating and interacting, in order to find the content of ideas

Following this frame, the instructor is required to submit the following on Moodle (see section formative assessment for more details):

- Discussion forum question/s for a current area of subject in order to comment and analysis by the students **and/or**
- A Wiki project **and/or**
- Videos for discussion **and/or**

- Topics for oral presentations

Week 8 – Submission of the assignment

Week 9 – (Optional) Peer review by the students. The peer review has the aim to comment the content of the assignment, to analyze and to give the opportunity to students to obtain critical thinking in cooperation with their Instructor.

Week 10 – Assessment of the assignments by the Instructor **Week**

11 – Feedback and discussion on the assignments.

Neapolis University is committed to provide timely and appropriate feedback to students on their academic progress and achievement, thereby enabling students to reflect on their progress and plan their academic and skills development effectively. Feedback, and acting on feedback, is therefore part of the active learning process throughout a student's course of study.

Methods of feedback will vary according to assessment type, discipline, level of study and the needs of the individual student.

It is crucial for students that the feedback they receive is meaningful and useful. Therefore, any comments made should be clear, directly related to areas of assessed performance, and sufficiently detailed to be useful for the student in their personal and academic planning. Where brief comments such as "good" or "satisfactory" are used they should be used consistently across the programme and if possible, the Department or School. It may be appropriate to align this type of comment to grading descriptors. Students should be given advice on how to interpret feedback comments and be able to ask questions if the feedback given is not clear to them.

Each student must feel that appropriate consideration has been given to their piece of work and their personal development as a learner. Students are very clear that feedback must be personal to them. Generic feedback is only acceptable as additional feedback, and substantive feedback must be given to each and every student in a unit.

This policy applies to all courses. It sets out the principles under which feedback should be planned and delivered and relates to both formative and summative work.

3.1.1 Assessment Guidelines for Written Assignments

CONTENT OF IDEAS (40 points)

Rubric GUIDELINE Example	POINTS
<p><i>The student fully understands the wording of the question and fully meets the requirements of the assignment:</i></p> <ul style="list-style-type: none"> • The student fully understands the wording of the question, in its varied shades, hints and implied conditions. • The answer covers most of the points provided in the Answer Guide. • The student structures, organizes and develops his argument completely. The arguments are organized, documented and convincing. Thought shows consistency, sequence and logical escalation. 	40-30
<ul style="list-style-type: none"> • The student structures, organizes and develops his argument more fully. The arguments are organized, documented and convincing. Thought shows consistency, sequence and logical escalation. • Even if it does not necessarily lead to strictly original conclusions, however, the student exhibits synthesizing ability and creativity in the way he uses the curriculum and the stimuli of the additional bibliography. 	

<p><i>The student adequately understands the wording of the question and meets the requirements of the assignment in a satisfactory manner:</i></p> <ul style="list-style-type: none"> • <i>The student understands the wording of the question, even if some of the subtleties, hints and implied conditions draw his attention.</i> • The answer covers quite a few, but not all the points provided in the Answer Guide. • The student structures, organizes and develops his argument in a satisfactory manner covering all aspects of the subject. The arguments are organized, documented and generally convincing, but in some cases there is a sense of circularity or repetition. • The student handles parts of the curriculum creatively and comfortably, but presents some stiffness and uncertainty in others. He also doesn't have particular familiarity with the subject matter beyond the teaching manual. 	<p>29-19</p>
<p><i>The student does not adequately understand the wording of the question and only partially responds to the demands of the assignment:</i></p> <ul style="list-style-type: none"> • There are serious gaps in the way the student understands the wording 	<p>19-10</p>

<p>of the question. Parts of it are omitted during the development, while the subtle shades, hints and implied conditions are not captured. The student often deviates from the scope of the answer.</p> <ul style="list-style-type: none"> • The arguments are often empty, with logical gaps and jumps. Little to a few of the points provided by the Answer Guide are covered. • The student does not seem to have absorbed the curriculum. He makes serious mistakes in managing the material and is subject to misunderstandings and distortions. 	
<p><i>The student does not understand the wording of the question and does not meet the requirements of the assignment:</i></p> <ul style="list-style-type: none"> • The student does not understand the wording of the question and what it entails. Important aspects of the issue remain intact. The assignment does not result in clear and easy-to-understand positions that are in line with the requirements and generally goes beyond the scope of the answer. • His argument is unreasonably delayed and constantly undermined. The student is unable to establish positions with a sequence, consistency and logical escalation. • The student has not understood the teaching material. 	9-0

STRUCTURE (20 points)

Rubric GUIDELINE Example	POINTS
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<i>Words Limit (as given by the instructions)</i>	20-15
<i>The student fully understands and applies well the rules of structuring a scientific assignment:</i> <ul style="list-style-type: none"> • The assignment has a distinct three-part structure (introduction - main part - conclusion). The structure fully responds to the development needs of the subject by correctly distributing the material to the relevant sections, based on its importance and weight in the whole argument. • The student does not fail to place headings and sub-headings in strategic points of the assignment, which contribute to easier access of the provided material. 	14-10

<p><i>The student generally understands and largely applies the rules of structuring a scientific assignment:</i></p> <ul style="list-style-type: none"> • The assignment has a distinct three-part structure (introduction - main part - conclusion). The structure responds to a great extent, but not perfectly, to the development needs of the subject. In general, the material is correctly allocated to the relevant sections based on its importance and weight in the whole argument. However, there are cases of material displacement where it is inappropriate. • The student places headings and sub-headings in strategic points of the assignment, which contribute to easier access of the provided material, but not with absolute consistency and not always with alignment. • The student generally understands how to use footnotes or endnotes, but occasionally makes mistakes and inconsistencies. 	<p>9-5</p>
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<p><i>The student has significant shortcomings in applying the rules of structuring a scientific assignment:</i></p> <ul style="list-style-type: none"> • The assignment does not have a distinct three-part structure (introduction - main part - conclusion), which as a result makes monitoring the progress of the argument difficult. The material is not distributed correctly to relevant sections based on its importance and weight in the whole argument. • The assignment is unstructured. The argument does not show logical escalation. Thought is disordered and extremely incomprehensible. The student does not understand the methods of developing a scientific argument. • The assignment is a single, indistinguishable body, without any visible indication of its structure and organization. 	<p>4-0</p>
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PRESENTATION (10 points)

Rubric GUIDELINE Example	POINTS
<p><i>The student fully understands and applies well the rules of presenting a scientific assignment:</i></p> <ul style="list-style-type: none"> • The student understands how to use footnotes or endnotes, based on a particular system • He knows where, how, when, and why you put footnotes in a scientific assignment. He places the footnote markers at the appropriate points so that it is absolutely clear what it refers to and why. • The footnote itself is clear about the material the reader is asked to identify in the primary or secondary source it refers to. • The student uses quotations from the primary and secondary sources as they are written, sparingly and appropriately. He knows how to clearly distinguish his own speech from the one he has taken from elsewhere, without allowing any suspicion of plagiarism. • The student presents his bibliography structurally and systematically, in both the footnotes and the end of the paper, based on a specific system. • The assignment presents a perfect typographical appearance, without inconsistencies and lack of aesthetics. 	10-7.5

<p><i>The student generally understands and largely applies the rules of presenting a scientific assignment:</i></p> <ul style="list-style-type: none"> • The student generally knows how to use footnotes or endnotes, but occasionally makes mistakes and inconsistencies. • The student does not prove that he is fully aware of where, how, when, and why he uses footnotes in a scientific assignment. He does not 	7.5-5.0
<p>always place the footnote markers at the appropriate points, so that it is absolutely clear what it refers to and why.</p> <ul style="list-style-type: none"> • The footnote itself is not always clear about the material the reader is asked to identify in the primary or secondary source it refers to. • There are imperfections in the composition of the bibliography both in the footnotes and at the end of the document. • The assignment shows minimal mistakes in typographic appearance. 	

LANGUAGE (10 points)

Rubric GUIDELINE Example	POINTS
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<p><i>The speech is absolutely flowing, precise and stylistically appropriate:</i></p> <ul style="list-style-type: none"> • The language is grammatically and syntactically fluent. The syntax is clear and easy to read. The speech is submissive and creative, but not overly long and chaotic. • The language is in line with the stylistic coordinates of a scientific essay. It is not simplified, it is not archaic, it is not pretentious and selfreferential. The speech has personality, but not to the extent that it becomes peculiar. • Expression is eloquent, rich and varied, always within the ethics of scientific speech. 	10-7
<p><i>The speech sometimes lacks precision:</i></p> <ul style="list-style-type: none"> • There is a fairly large number of barbarism and solecism that makes it difficult to understand the speech. The text is generally difficult to read. • The student appears to not completely and always understand the stylistic specifications of a scientific essay. • The expression is poor, the vocabulary is limited and repetitive. 	6-0

RESEARCH (20 points)

Rubric GUIDELINE Example	POINTS
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<p><i>The assignment presents unequivocal evidence of individual research:</i></p> <ul style="list-style-type: none"> • The student makes full and not selective use of most of the bibliography indicated. • The student discovers and utilizes relevant and useful sources beyond the teacher's initial indications. • The use of bibliography for forming the argument is perfect. The bibliographic documentation of positions, views and arguments is compact. The bibliography is used as a means to substantially enrich the argument with ideas, information, evidence, examples etc. 	20-15
<p><i>The assignment presents clear indications of individual research:</i></p> <ul style="list-style-type: none"> • The student uses a significant part of the provided bibliography. • The use of the bibliography to construct the argument is adequate, but not complete. References are made to scientific studies related to the subject, but it is not entirely clear how these studies have contributed to the development of the student's argument. 	14-9

<p><i>The assignment shows little or no evidence of individual research:</i></p> <ul style="list-style-type: none"> • The student has sufficed with the material of the teaching manual and/or the basic compulsory bibliography, which proves however that he knows it very well. References to the wider literature provided are rare and selective. • The use of bibliography for the formation, extension and depth of the argument is limited. • The student has the sense of the need for bibliographic documentation of positions, views and arguments. 	8-0
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Assessment Guidelines for Programming Assignments

Programming assignments will be graded based on a 32-point rubric.

- **Rough Draft:** You should submit code that runs and that implements or sets up a small part of the larger assignment.
- **Program Correctness:** Your program should work correctly on all inputs. Also, if there any specifications about how the program should be written, or how the output should appear, those specifications should be followed.
- **Readability:** Variables and functions should have meaningful names. Code should be organized into functions/methods where appropriate. There should be an appropriate amount of white space so that the code is readable, and indentation should be consistent.
- **Documentation:** Your code and functions/methods should be appropriately commented. However, not every line should be commented because that makes your code overly busy. Think carefully about where comments are needed.

- **Code Elegance:** There are many ways to write the same functionality into your code, and some of them are needlessly slow or complicated. For example, if you are repeating the same code, it should be inside creating a new method/function or for loop.
- **Assignment Specifications:** The assignment will likely ask you to include certain information as comments, or save your program with a certain file name, or other such specifications.

These tasks fall under “assignment specifications”.

Rough Draft Correctness		2 points	1 point	0 points
		Rough draft runs and implements some part of the assignment.	Rough draft submitted but does not run.	No rough draft submitted.
Program Correctness	15 points	10 points	5 points	0 points

	Program always works correctly and meets the specifications	Minor details of the program specification are violated, program functions incorrectly on some inputs.	Significant details of specification are violated, or the program often exhibits incorrect behaviour.	Program does not compile, or errors occur on input similar to sample.
Readability	6 points	4 points	2 points	0 points
	Code is clean, understandable, well organized	Minor issues such as inconsistent indentation, variable naming, general organization	At least one major issue that makes it difficult to read	Several major issues that make it difficult to read.
Documentation	3 points	2 points	1 point	0 points

	Code is well commented.	One or two places could benefit from comments, or the code is overly	Major lack of comments makes it difficult to understand code.	No comments.
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		commented		
Code Elegance		4 points	2 points	0 points
		Code appropriately uses for loops and methods for repeated code, and there is minimal hardcoding.	Code uses a poorly chosen approach in at least one place, for example, hard coding something that could be implemented through a for loop	Many instances where code could have used easier/faster/better approach.
Assignment specifications		2 points	1 point	0 points

		Assignment meets specifications	Minor specifications are violated	Significant specifications ignored or violated
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3.1.2 Assessment Guidelines for Case Study Assignments

Case study assignments will be graded based on a 0-100-point rubric. Although the exact marking approach may differ depending on the idiosyncrasies of the particular case study and the angle/focus of analysis, the following assessment rubric provides the general qualifying guidelines for marking case-study assignments.

Criterion	A-level qualities (90–100)		B-level qualities (80–89)	C-level qualities (70–79)	D-level qualities (60–69)
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Competence	Complete in all respects with some or all answers exceeding requirements demonstrating a brilliant and thorough approach incorporating insights and depth of analysis in addition and in excess of the material taught	Complete or minimal gaps in addressing fully, critically and correctly all relevant aspects of the case study under consideration	Incomplete in some respects; reflects critically and correctly the majority of requirements,	Incomplete in several respects; a number of requirements are partially covered or not addressed at all;
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Understanding	Demonstrates an excellent, complete and sophisticated understanding of the topic(s) and issue(s) pertaining to the particular case study	Demonstrates an accomplished understanding of the topic(s) and issue(s)	Demonstrates an acceptable understanding of the topic(s) and issue(s)	Demonstrates an inadequate understanding of the topic(s) and issue(s)
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Analysis, evaluation, and recommendations	Presents an insightful and thorough analysis of all issues identified exceeding some or all requirements	Presents a thorough analysis of most issues identified;	Presents a superficial analysis of some of the issues identified;	Presents an incomplete analysis of the issues identified
	Makes appropriate, critical, multilevel connections between the issues identified	Makes appropriate connections between the issues identified and the strategic	Makes appropriate but somewhat vague connections between the issues and	Makes little or no connection between the issues identified and the strategic concepts

	and the strategic concepts studied in the reading; demonstrates complete command of the strategic concepts and analytical tools studied	concepts studied in the reading; demonstrates good command of the strategic concepts and analytical tools studied	concepts studied in the reading; demonstrates limited command of the strategic concepts and analytical tools studied	studied in the reading
	Supports diagnosis and opinions with strong arguments and evidence; presents a balanced and critical view; interpretation is both reasonable and objective	Supports diagnosis and opinions with reasons and evidence; presents a fairly balanced view; interpretation is both reasonable and objective	Supports diagnosis and opinions with limited reasons and evidence; presents a somewhat one-sided argument	Supports diagnosis and opinions with few reasons and little evidence; argument is onesided and not objective

	Presents detailed, realistic, and appropriate	Presents specific, realistic, and appropriate recommendation	Presents realistic or appropriate recommendation	Presents realistic or appropriate recommendations with little, if
	recommendations clearly supported by the information presented and concepts from the reading	is supported by the information presented and concepts from the reading	is supported by the information presented and concepts from the reading	any, support from the information presented and concepts from the reading
Research	Supplements case study with relevant and extensive research; clearly and thoroughly documents all sources of information	Supplements case study with relevant research; documents all sources of information	Supplements case study with limited research; provides limited documentation of sources consulted	Supplements case study, if at all, with incomplete research and documentation

Writing mechanics	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized
	and information; extremely well-organized	organized		
APA guidelines	Uses APA guidelines accurately and consistently to cite sources	Uses APA guidelines with minor violations to cite sources	Reflects incomplete knowledge of APA guidelines	Does not use APA guidelines

3.1.3 Assessment Guidelines for Oral Presentations

Oral Presentations will be graded based on a 0-100-point rubric.

Category	Scoring Criteria	Total Points
Organization (15 points)	The type of presentation is appropriate for the topic and audience.	5
	Information is presented in a logical sequence.	5
	Presentation appropriately cites requisite number of references.	5
	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	5
Content (45 points)	Technical terms are well-defined in language appropriate for the target audience.	5
	Presentation contains accurate information.	10
	Material included is relevant to the overall message/purpose.	10

	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10
	There is an obvious conclusion summarizing the presentation.	5
Presentation (40 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5
	Speaker uses a clear, audible voice.	5
	Delivery is poised, controlled, and smooth.	5
	Good language skills and pronunciation are used.	5
	Visual aids are well prepared, informative, effective, and not distracting.	5
	Length of presentation is within the assigned time limits.	5
	Information was well communicated.	10

3.1.4 Assessment Guidelines for Research Papers Study and Discussion

Research Papers Study and Discussion assignments will be graded based on a 0-100-point rubric.

Category	Scoring Criteria	Total Points
Deadlines	Met topic deadline, outline deadline and draft deadline	5
Introduction	A thesis statement makes the research topic clear.	10
	Background information is provided to establish the importance of the research topic.	5
Report of Research	Scientific terms and concepts are properly used.	10
	Research findings are presented in the student's words, not "cut and pasted".	15
	Table, graphs, and figures properly labelled and referred to in body of report.	5

	Research correctly referenced	5
Conclusion	The most important research findings are restated.	10
	Student's final thoughts about the research topic are stated.	10
Bibliography	A single page annotated bibliography is provided.	5
Appendix	Professional Vernacular - a single page with all relevant terms defined.	2.5
	Diagram - at least one diagram or picture of importance related to the research topic is included.	2.5
Professionalism	Paper demonstrates an effort to produce a professional paper free of grammar, spelling, and typing errors.	5
		10

3.1.5 Formative Assessment

Well-designed formative assessment methods contribute to students' learning. Formative assessment methods are tasks that are administered and completed during the course and which partly determine the final result of students. Formative assessment methods are **not for grading** group of specific teaching strategies designed to provide assessment of students learning by engaging them in reflective evaluation of course materials, and through a systematic collection of student's reflections on learning. Formative assessment is used to monitor student's learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.

For each course, a table illustrates the adopted formative assessment strategies (see the example below).

	Peer Assessment	Discussion boards/forums	Video activity	Wiki	Oral presentation
Formative Assessment	√		√		√

a. Peer Assessment

In this context, peer assessment is encouraged as the procedure by which students are involved in a process that the traditional evaluation is conducted solely by the tutor. This process is proposed in two ways. In one of them students are asked to evaluate the work of other students using specific assessment criteria given to them and in the second way they also undertake the design of the evaluation criteria.

By evaluating their fellow students' work, students come up with mistakes and omissions in their own work and on the one hand they learn on the other they cultivate assessment, justification and self-assessment skills.

b. Discussion Boards/Fora.

The discussion boards/fora are used in each week. The students can ask or answer questions specifically on the content of the week. Discussion boards is also a good opportunity for instructors to get and provide feedback and it is also a way for interaction.

c. Video Activity and Discussion

The students after studying a video or any other media, they are advised to answer some questions and assess themselves. The correct answers of the questions or the place to find the answers are provided to them. The self-assessment activity results are not evaluated by the instructor.

d. Wiki

Wiki is an online application that allows users to contribute to or edit its content. Wiki is a creative and open environment where everyone has a voice. The significance of wiki lies in the fact that there is no assigned "leader" or "head writer". Incorporating wiki into the classroom provides a very different kind of online experience for the students as they are encouraging to be producers, rather than just consumers, of information. By doing so, they function as a social learning environment, that, through student contribution and

collaboration, promotes learning which is more effective than the sum of individual work. e.

Oral Presentation

Students can give an oral presentation on a topic that is being assigned to them. Studies have shown that oral presentations also promote other personal skills, such as selfconfidence.

Additionally, following the completion of a lecture, in several courses, students engage in activities designed to involve them in retrospection (reflective review) and consolidation (“locking in”) of information received during the lecture. The **one-minute paper** is, by far, the most popular post-lecture strategy for promoting student reflection. The one-minute paper may be defined as a short, **not for grading** writing activity (taking one minute or less to complete) designed to encourage students to reflect on the meaning or personal significance of the day’s lesson. For example, any of the following questions may serve as prompts of a one-minute paper at the end of a lecture:

- What is the most significant thing you learned today?
- What question is at the top of your mind at the end of today’s class?

3.1.6 Assessment Boards

Recommendations on student progression, degree award, and award of credit or withdrawal from the Program as a result of academic failure are made by the Assessment Board of the Program which comprises all the internal and external examiners of the Program. The Assessment Board makes such recommendations through their consideration of student results. It also considers recommendations from Extenuating Circumstances Panels and Academic Misconduct Panels and makes recommendations to Senate based on the performance of students.

3.1.7 Internal Examiners

For each program the internal examiners are those who teach a course and who have been appointed as an internal Examiners by the appropriate Board(s) of Studies. Internal examiners are responsible for all the aspects of assessment of a course.

3.1.8 External Examiners

Each program has an External Examiner appointed by Senate who provides an independent review of the Program. The external examiner has a right to see all assessment material if they wish and attend meetings of the Assessment Board(s).

3.1.9 Guidelines for responsible use of ChatGPT

The Department of History, Politics & International Studies recognizes the growing popularity and potential of artificial intelligence (AI) tools like ChatGPT (GPT-4) in various disciplines. This section aims to provide guidelines for students on how to responsibly and ethically use ChatGPT within the context of their coursework. It emphasizes the importance of critical thinking, academic integrity, and understanding the opportunities and limitations of AI technologies.

Understanding ChatGPT:

ChatGPT is an AI-powered chatbot developed by OpenAI. It can generate text-based responses in various formats, such as essays, poems, articles, and more. The tool has expanded capabilities, including code development, translation, and even art creation. As students explore the potential of ChatGPT, it is important to consider the responsible and ethical use of this tool in their academic endeavors.

Opportunities for Exploration:

Students and instructors are encouraged to engage with ChatGPT to understand its capabilities and limitations. By entering assignment prompts and evaluating the accuracy of the generated responses, instructors can assess the tool's potential value in their courses. Reflecting on the outcomes can help instructors innovate teaching methods and design activities that leverage ChatGPT appropriately.

Ideas for Experimentation:

Students can explore the following activities to better understand ChatGPT and its applications within their coursework:

Evaluate the generated response: Ask ChatGPT a question and assess the accuracy and relevance of the provided response. Consider modifying the prompt to observe changes in the output.

- Synthesize text from large documents: Utilize ChatGPT to create presentations, articles, or structured content from lengthy papers or research materials. Reflect on the effectiveness and efficiency of the synthesized output.
- Writing samples and translations: Request writing samples or translations in specific areas of expertise, such as medical reports or introduction emails. Analyze the generated content for accuracy and potential improvements.

Promoting Academic Integrity:

Maintaining academic integrity is paramount when using ChatGPT or similar AI tools. Students should be aware of the following considerations:

- Avoid plagiarism: Do not copy and paste responses generated by ChatGPT as your own work. Use the tool as a reference or inspiration, but ensure that the final output reflects your own understanding and knowledge.

- Proper citation: If ChatGPT is used for research

purposes, ensure that all sources and references are properly cited.

Incorporate primary and secondary sources to fact-check the information provided by the tool.

- Evaluate information quality: Acknowledge that ChatGPT's responses may not always be accurate or unbiased. Engage in critical thinking and fact-checking to validate the generated content before considering it as reliable information.

Ethical Considerations:

Engage in discussions about the ethical implications and limitations of AI tools like ChatGPT. Reflect on the potential risks associated with the spread of biased or false information. Encourage students to think critically about the impacts of AI technologies, the need for regulation, and the importance of responsible usage.

- Promote open dialogue and communication among students and instructors to foster a shared understanding of the benefits, risks, and ethical dimensions of AI technologies.

By following these guidelines, students in the Department of Computer Science can responsibly and ethically utilize ChatGPT in their coursework. The exploration of AI tools like ChatGPT should be accompanied by critical thinking, academic integrity, and an awareness of the opportunities and limitations presented by these technologies. Through responsible use, students can leverage the potential of AI tools while contributing to the advancement of knowledge and innovation in their respective fields.

PEDAGOGY

All the Programmes are designed to provide an academic experience that transcends that of the traditional classroom in which the flow of information is primarily from the instructor to student. As the Programmes proceed from semester to semester, the instructor of each course uses the up to that point-built experience of the students to establish a vigorous dialogue in their classes. The intention in education is that each participant contributes to the education of the full class through sharing expertise and leading discussion when the participant's skills and background make this possible.

3.1.9 Modes of Teaching

The program's teaching methodology involves a combination of lectures, tutorials, seminars, examinations, projects, presentations, assignments, case-study applications and independent research. In addition, it is designed to provide an academic experience going beyond that of the traditional classroom, in which the flow of information is primarily from the instructor to the student. The intention of the program is that each participant will contribute to the education of the entire class through active participation in the learning procedure.

In case of the conventional programs, teaching is through lectures and laboratory sessions. In lectures, students can ask questions, discuss problems, and generally explore the subject with the help of the teacher. In laboratories, students work as individuals or in groups using computers.

3.1.10 Independent Learning

The learning platform of the program offered by the department aims to make full use of each participant's time by combining traditional lectures, case studies and group projects.

3.1.11 Study Teams and Collaborative Learning

Study teams are a key feature of the programs offered by the department, contributing to the learning process in the collaborative manner of a productive workplace environment. The study team addresses, in case that is applied, team-based assignments and receives team-directed feedback and grades from faculty. Even in individually prepared work, team members frequently contribute educationally.

Most study teams find that, over the long run, all team members contribute equally to the team's work product. However, the study team provides a critical support mechanism for a student who experiences a difficult week and cannot contribute adequately to an assignment. The assisted team member is expected to, in turn, provide support to others when needed. The concept of the study team presupposes that all participants endeavor to function as effective members of their teams. There is no presumption that a team must "carry" a member who does not contribute adequately.

Students are expected to make every possible effort to resolve problems before considering team membership changes. For most teams the stimulating environment of their Program of study coupled with the high standards and initiative of the team members, will result in a smooth-functioning team. However, from time to time, teams should stop to assess and finetune their working relationships to maximize the value of team education and ensure equitability. Problem areas, if any, should be addressed early and forthrightly. The power of the team to improve itself is one of the benefits of the program. However, if a team is unable to resolve its differences, the coordinator of each program of study may be asked to intercede.

3.1.12 Course Handbook

All lecturers must distribute the syllabus to the students at the beginning of the course. In the syllabus, students will find more detailed aims and objectives of the course, learning outcomes, syllabi, coursework details, methods of assessment, and an extensive reading list.

3.1.13 Learning by Doing

This model followed by the Programmes is one of learning facilitation instead of the traditional approach of instructor teaching. In every course students will be provided with several opportunities to apply concepts and techniques to "real-world like" scenarios.

3.1.14 Student-Centered Learning

This approach encourages students to develop their own context for learning. Meaning and relevancy of concepts can be highly enhanced when students are able to relate what is covered in the course to their own professional experience. Projects from a student's work environment or from an area of their interest are encouraged. Projects should reflect applications that demonstrate improvement over conventional methods and cover technological skills that are considered current.

3.1.15 Course Attendance

Students are required to attend all sessions of every course, including regular classes and residencies. Attendance at all class sessions is essential to maintain academic quality and to benefit from as well as contribute to the dynamic learning environment of the class.

3.1.16 Class Preparation

Preparation means that students read the materials, consider the critical issues raised in the cases and discussion questions, and carry out appropriate quantitative and qualitative analysis in order to arrive at and provide support for their thoughtful position concerning the options that face the firms and managers in the cases. In addition, preparation involves developing a personal position on the issues raised in the cases and readings and contributes to fruitful exchange of ideas. Unless students have thought about and developed a personal position, it is difficult to learn from others' contributions to the class.

3.1.17 Class Participation

For the learning process to be effective students will need to participate actively during every class or the sessions organized on the Moodle platform LMS for the departmental distance learning program. Only by actively participating in class discussions will they sharpen their own insights and those of their classmates. They will learn the content of the course and, just as important, the process of analysis and implementation that is critical to successful strategic management. The expectations are that students analyze, comment, question, discuss, and build on others' contributions. Participation enables students them to learn from their colleagues.

Class participation involves being clear about one's position and supporting it with facts, while also being willing to seek alternative perspectives on the situation. The ability to present one's ideas concisely and persuasively, and to respond effectively to ideas of others, is a key success factor in any management position. There is clear value of, and reward attached to, effective participation. Most of the professors have adopted active learning teaching methods.

3.1.18 Practical Component

The practical components of the Programmes are expressed in nearly all courses of the Programmes through the method of case study that is employed as the main pedagogical device.

3.1.19 Language of Instruction

Programs depending on the application will be taught either in Greek or English. (this is for both conventional and/or by distance.

MANAGEMENT & QUALITY ASSURANCE

3.1.20 The University Management and Quality Framework

The University has established a robust system of managing Programmes as well as of monitoring quality to ensure that the academic standards of the degrees are retained at a high level and the performance is aligned to the mission of the University. The key personnel, bodies and procedures are described below.

3.1.21 The Program Coordinator

The program coordinator is the person responsible for ensuring that the program is aligned with the strategic direction and values of the Department and is responsive to the changing needs of students, the marketplace, and the University. The Coordinator is accountable to the director for planning, developing and administering the program. A major responsibility of the position is to oversee admissions and to enforce all the quality assurance procedures of the University.

3.1.22 The Department's Council

The department's Council is chaired by the Head of Department. Its purpose is to consider and make recommendations towards the school on matters of policy and curricular or extracurricular activities among others. The department's council comprises all academic staff of the department and allows student representation.

3.1.23 Department's Internal Evaluation Committee

The Internal evaluation committee is composed of three academic staff members of the department and is appointed by the department's Council. It is responsible for preparing the various evaluation questionnaires for each individual course and each activity of the program, but also for the teachers, and to prepare the evaluation reports which will be published on the website and communicated to the teachers.

3.1.24 The Senate

The Senate is the highest academic body of the University. The Senate defines the policy and takes the decisions based on advices of the Quality Assurance Committee, and according to the powers that have been delegated by the University's Council to the Senate. The group includes the following persons: Rector, Vice rector, Director of Administration and Finance, Campus Director, Deans of Schools, Heads of Departments, Faculty Members representatives and a Student Representative.

3.1.25 The University Quality Assurance Committee

This group consists of persons with a managerial function, administrative staff with a key role in information management, planning and organization, the Quality Assurance Coordinator, and a selection of academics. The Quality Assurance Committee supervises the strategic quality management in NUP (e.g. the choice of models and mechanisms in QM), the installed working groups, and the development and updating of the QM Handbook. The Quality Assurance Committee also evaluates and endorses documents to be used in quality assurance, as well as assessment reports that are made. The Quality Assurance Committee formulates propositions which are endorsed by the top management. Members participate based on their role, expertise and personal motivation. They are appointed by the Senate.

For the total group 40% FTE time investment is allocated, to be divided under the members.

3.1.26 Review of Courses by Self-Assessment

At the end of the academic year, the Department's Quality Assurance Committee convenes to evaluate and update course curricula and readings. At the meeting, the coordinators of the offered programs, selected tutors -and if deemed necessary, external experts- will propose changes to the course curricula, reflecting developments in the respective fields and the state-of-the-art in terms of current debates and literature. The Committee will discuss and agree upon the suggested updates to be incorporated in the next academic year.

3.1.27 Four-Year Program Evaluation

The yearly production of a program review has been replaced by a long-term cyclic assessment every 3 to 5 years, so that a self-assessment report can be done thoroughly, and more time comes available for quality improvement as follow-up. The four-year evaluation of a program is carried out by a team which is appointed by the Senate. The members of the team include an external assessor and a graduate representative.

3.1.28 The External Advisory Panel

Each program of the Department has an External Advisory Panel which offers advice on the content and structure of the program. The Panel also provides advice on other activities, such as progression, marketing, general strategy etc. The panel is chaired by the Dean of the School the Head of Department and consists of various experts, eminent academics and the program Director.

3.1.29 Student Evaluations

The evaluation of the quality of teaching and learning is monitored by using feedback from students as the beneficiaries of (and active participants in) the process of teaching & learning. The quality assurance office is responsible for the planning and organization, the production of reports, and the forwarding of these to the staff of the course unit and to the persons responsible for the study program. The planning is made in consultation with the program coordinators and is approved by the program council. The evaluation of the quality of teaching and learning is monitored by using feedback from students as the beneficiaries of/and active participants in the process of teaching & learning. The evaluation is done every semester for all the courses.

3.1.30 Annual Student Survey

Every student completes the Annual Student Survey form which records the views of the students on several issues including quality of teaching, facilities etc.

3.1.31 Personal Advisor

Each student is assigned an Advisor, responsible for assisting the student in defining and developing realistic educational goals, abilities, skills, interests, and career aspirations. **All students (conventional and distance-learning)** have their own Academic Advisor (mentor), who is located on Moodle and is also advised by the coordinator during the induction in each semester. Advisors are also responsible for ensuring the student is aware of university regulations and policies. Students are encouraged to contact their Advisor at any time during the academic year. However, it is mandatory to meet at least once a semester to discuss course options. Meetings may be arranged during office hours or by appointment. Distance Students can discuss their issues through skype or email. The designation of the

Personal Advisor for first-year students is made by the Department according to the University's charter at the beginning of academic year.

LABORATORY USE REGULATIONS

The library of Neapolis University Pafos offers access to a rich collection of sources of information, ranging from printed books to electronic data bases. It supports the educational and research activities of Neapolis University and its academic community.

The Library's printed collection consists of 10 thousand books, whereas its digital collection consists of 300 thousand e-books and more than 5 million articles in electronic format which are drawn from 17 world famous publishing houses and data bases, such as Springer, Taylor & Francis, Ebsco, Emerald, Wiley, JSTOR, Cambridge University Press, Oxford University Press, Sage, Fame, Orbis, Westlaw, Proquest, TLG, CYS etc. It also offers to users as series of research tools, thus enabling them to search on all available electronic resources.

Users have access to both the printed and the digital material of the library through the federated search engine EDS (Ebsco Discovery Service).

Through EDS (<https://www.nup.ac.cy/learning-resources/library/collection-discovery-tools/discoverytools/>) you can submit generic-type queries to the sum of NUP Library resources and get back a list of relevant items. Depending on the format of material and your location (in campus or remote) you can even have access to the full text of resources.

The library has adopted a reference morphotype based on the Harvard style guide (authordate). Users may consult the short guide that has been prepared by the library concerning the Harvard morphotype.

For the organisation and management of bibliographic references, the library suggests the use of the Mendeley system. Mendeley is a free tool for the management of bibliographical references which helps students organizing and writing assignments.

Each user has his/her own library card which has codes that help the user to acquire the material he/she is interested in. The process for getting access to library material is very simple (see the library regulations:

<https://www.nup.ac.cy/wp-content/uploads/2014/03/NUPs-Library-regulations-eng.pdf>).

For more information concerning the library of Neapolis University you may contact the library staff: email lib@nup.ac.cy, tel. +357 26843313.

PROGRAMS OFFERED BY OUR DEPARTMENT

DEPARTMENT OF HISTORY, POLITICS AND INTERNATIONAL STUDIES			
Name of program	Level of study	Type of program	Duration of studies
BSc in International Relations and Security	Undergraduate	Distance	4 years (8 academic semesters)
BSc in International Relations and Security	Undergraduate	Conventional	4 years (8 academic semesters)
MA in History	Postgraduate -in Greek- Language	Conventional	1.5 year (3 academic semesters)

MA in Modern and Contemporary History	Postgraduate -in Greek- Language	Distance learning	1.5 year (3 academic semesters)
MSc in International Relations, Strategy and Security	Postgraduate	Conventional	1.5 year (3 academic semesters)
MSc in International Relations, Strategy and Security	Postgraduate	Distance learning	1.5 year (3 academic semesters)
MSc in European Politics and Governance	Postgraduate -in Greek- Language	Conventional	1.5 year (3 academic semesters)
MSc in European Politics and Governance	Postgraduate	Distance learning	1.5 year (3 academic semesters)

PhD in International Relations and Security	Doctoral Greek or English	Conventional	4 Years Minimum
PhD in Modern and Contemporary History	Doctoral -in Greek-Language	Conventional	3 years (6 academic semesters)

BSc in INTERNATIONAL RELATIONS AND SECURITY (DISTANCE)

3.1.32 Program Aims and Objectives

The BSc in International Relations and Security offers students the opportunity to acquire extensive and in-depth knowledge about a wide range of issues related with the development of international affairs and its security implications. Theory and practice of international relations and diplomacy, international organization and international law, security and strategic studies, as well as politics and economics, constitute the hard core of the Program's content. The Programme aims at providing students a rigorous understanding of international relations and politics, and of conflict and security issues, globally and regionally across the world. It focusses particularly on recent and contemporary processes, trends and problems: examining efforts to respond to international and regional challenges in the spheres of policy and practice. The Programme combines in-depth academic training in key concepts, theories and case-studies, alongside a structured process of engagement with contemporary debates and experience.

Graduates of the Programme are expected to have a thorough understanding of international political, security and economic issues, which will enable them to pursue careers in the diplomatic corps, in international organizations, in NGOs, as well as in both the public and the private sector as policy and security advisors.

The BSc in International Relations and Security teaching methodology involves a combination of lectures, tutorials, seminars, examinations, projects, presentations, assignments, case-study applications and independent research. In addition, it is designed to provide an academic experience going beyond that of the traditional classroom, in which the flow of information is primarily from the instructor to the student. The intention of the Programme is

that each participant will contribute to the education of the entire class through active participation in the learning procedure. This will establish the understanding that an BSc in International Relations and Security requires a holistic and interdisciplinary approach.

The interactivity and formative assessment form part of the learning and teaching methodology. 30% of the students' final grade in each course corresponds to their performance in the midterm assessment, whereas 70% corresponds to their performance in the final exams. In order to secure a passing grade in a course, students need to secure a passing grade (i.e. 50% or higher) in both the midterm assessment and the final exams.

3.1.33 Learning Outcomes

The BSc in International Relations and Security teaching methodology involves a combination of lectures, tutorials, seminars, examinations, projects, presentations, assignments, case-study applications and independent research. In addition, it is designed to provide an academic experience going beyond that of the traditional classroom, in which the flow of information is primarily from the instructor to the student. The intention of the Programme is that each participant will contribute to the education of the entire class through active participation in the learning procedure. This will establish the understanding that an BSc in International Relations and Security requires a holistic and interdisciplinary approach.

The interactivity and formative assessment form part of the learning and teaching methodology. 30% of the students' final grade in each course corresponds to their performance in the midterm assessment, whereas 70% corresponds to their performance in the final exams. In order to secure a passing grade in a course, students need to secure a passing grade (i.e. 50% or higher) in both the midterm assessment and the final exams.

Upon completing the program, students are expected to be able to:

- PLO1. Understand the basic features of the contemporary international system.
- PLO2. Identify the major players (states, international organizations etc.) in the international environment.
- PLO3. Understand the main theoretical approaches on international relations and security.
- PLO4. Pinpoint the interdependence between international relations and security in the 21st century.
- PLO5. Identify the main sources of instability and insecurity in the international system.
- PLO6. Analyze international issues and formulate arguments in a clear, concise and effective manner, both orally and in writing.

3.1.34 Program Breakdown

The program is implemented in 8 semesters and requires 240 ECTS to be accumulated by a student for graduation. The tables that follow give a brief overview of all the Program' courses per academic semester.

1st Semester			
Code	Course title	Course type	ECTS
DIRS111	Introduction to International Relations	Compulsory	6
DIRS112	Diplomatic History, 1815-1945	Compulsory	6
DIRS113	Research Methodology in International Relations	Compulsory	6
DNOM160	Political Science	Compulsory	6
DNOM158	Political Economy	Compulsory	6

2nd Semester

Code	Course title	Course type	ECTS
DIRS121	International Relations Theories	Compulsory	6
DIRS122	Security Studies: Conceptual Approaches, Contemporary and Emerging Issues	Compulsory	6
DIRS123	The World since 1945	Compulsory	6
DIRS124	Introduction to Modern Diplomacy	Compulsory	6
DECON205	Macroeconomics	Compulsory	6

3rd Semester

Code	Course title	Course type	ECTS
DISR131	Geopolitics and Geo-economics in the Eastern Mediterranean	Compulsory	6
DIRS132	Security Diplomacy	Compulsory	6
DIRS133	International Political Economy	Compulsory	6
DIRS134	The EU as a Global Actor	Compulsory	6
DNOM129	Public International Law	Compulsory	6

4th Semester

Code	Course title	Course type	ECTS
DIRS141	Economic Diplomacy	Compulsory	6

DIRS142	Strategic Studies	Compulsory	6
DIRS143	Political Economy of National Security	Compulsory	6
DIRS144	Terrorism, Asymmetric Threats and International Security	Compulsory	6
DNOM380	International Economic Law	Compulsory	6

5th Semester			
Code	Course title	Course type	ECTS
DIRS151	Economic Sustainability and Security	Compulsory	6
DIRS152	Risk Analysis and Forecasting	Compulsory	6

DIRS153	Conflict Resolution	Compulsory	6
DIRS154	International Organizations	Compulsory	6
DPSYC308	Political Psychology	Elective	6
DIRS155	Foreign Policy in the 21 st Century	Elective	6

6th Semester			
Code	Course title	Course type	ECTS
DIRS161	China as a Global Actor	Compulsory	
DIRS162	Energy, Security and Foreign Policy	Compulsory	
DIRS163	Environmental Sustainability and Security	Compulsory	

DIRS164	EU Neighborhood Policy	Compulsory	
DIRS165	Foreign Policy Analysis	Elective	
DIRS166	Peacebuilding	Elective	

7th Semester			
Code	Course title	Course type	ECTS
DIRS171	Political Economy of Energy	Compulsory	6
DIRS172	European Security and Defense	Compulsory	6
DIRS173	Risk Management	Compulsory	6
DIRS174	Security in the Eastern Mediterranean	Compulsory	6

DIRS175	International Development Cooperation	Elective	6
DIRS176	Practical Diplomacy	Elective	6
DIRS177	Human Security	Elective	6

8th Semester

Code	Course title	Course type	ECTS
DIRS181	Nuclear Weapons and International Security	Compulsory	6
DIRS182	Global Governance and Security	Compulsory	6
DIRS183	Security in the Middle East	Compulsory	6
DIRS184	Cyber Security	Compulsory	6

DIRS185	Migration, International Relations and Security	Elective	6
DBUSN405	Project Management	Elective	6
DIRS186	Placement	Elective	6

3.1.35 Course Descriptions

Code	Course name	Description
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DIRS111	Introduction to International Relations	<p>The course offers a general yet comprehensive introduction to the basic notions of the academic field of International Relations. It offers students the possibility to get acquainted with some of the fundamental issues that affect international relations. In this context, subjects such as the uneven distribution of resources, wealth and power, the use of force, the quest for peace, and the role of international law and international organization in the modern international system are extensively examined. Emphasis is also given to the presentation of contemporary developments in international relations, such as the role of non-state actors and the consequences of environmentally related issues.</p>
DIRS112	Diplomatic History, 1815-1945	<p>The course aims at presenting and critically analyzing developments in the international system from the end of the Napoleonic Wars to</p>

		<p>the end of World War II. In this context, emphasis is given in explaining the characteristics and the function of the European Concert and the balance of power system from the Congress of Vienna (1815) to the outbreak of World War I (1914). The course also aims at presenting the major diplomatic events and the major alliances formed at the same period of time. Moreover, it thoroughly examines the reasons that led to World War I, as well as the consequences of the war, and the new international system that was created after the end of the war. Last but not least, students become familiar with the reasons that led to the collapse of the interwar international system and to the outbreak of World War II.</p>
DIRS113	Research Methodology in International Relations	<p>The course introduces students to the methodology of conducting research and writing papers in the broader field of International Relations. The course goes through all the stages and processes of this procedure, from the selection of research questions and the compilation of a literature review to field research and writing up. Moreover, it offers an introduction to basic statistical analysis through the use of SPSS. Special emphasis is also given to the explanation of research ethics, as well as to the presentation of various methods of conducting research. As a result, the course offers students</p>

		essential knowledge for their studies in International Relations.
DNOM160	Political Science	<p>This course analyzes the basic political concepts and the theoretical approaches of Political Science and its main research strategies. In addition, the emergence, restructuring and modern challenges faced by the state as well as the development of democratic and totalitarian regimes are being examined. Finally, this course study's the mechanisms through which the society affects the government and people enter the political process. More specifically, the concepts of political culture, political communication, political participation, elections and voters, political parties and interest groups will be analyzed further.</p>

DNOM158	Political Economy	<p>The main purpose of this course is to introduce students with the key issues of the political economy like for example markets, business decisions and strategies. The course begins by analyzing the concept of political economy and the main economic problem. Subsequently, students will have the opportunity to study the laws of supply and demand and examine in detail how the balance of the market is determined. Then the course will provide to the students the necessary information both for the role of state interventions in the market and the production</p>
		<p>and cost. Finally, perfect competition, monopoly, monopolistic competition and oligopoly will be studied in detail.</p>

DIRS121	International Relations Theories	<p>The course aims at the critical approach on behalf of the students of the Theory of International Relations, and most importantly of the main assumptions of the two major theories: political realism/neo-realism and liberalism/neoliberalism. The historical evolution of the discipline of International Relations and the most important theoretical approaches are presented. In this context, the course examines the basic notions of International Relations, such as the anarchical international system, the causes of war, national interest, power, balance of power, the principle of self-help, the security dilemma, economic interdependence, the theory of democratic peace, the role of international organizations, collective security etc.</p>
DIRS122	Security Studies: Conceptual Approaches, Contemporary and Emerging Issues	<p>The course aims to provide students with the necessary knowledge and skills (crisis, analysis and synthesis) in order to analyze issues of national and international security. The understanding of the complex processes resulting from the decision-making processes presupposes both the study of the basic conceptual approaches and the study of the factors (internal and external / international) that</p>

		affect the environment of national and international security. In addition, apart from the analysis of conceptual approaches, the course includes the application of theoretical knowledge through the examination of case studies.
DIRS123	The World since 1945	The course aims at presenting and critically analyzing the changing balances in the international system from the end of the Second World War to the present day. Emphasis is given on the description of the aims and the initiatives taken by the major Powers during this period of time, which shaped developments at the international scale. The course also focuses on the ever changing distribution of power, which results in the changes of the international system.
IRS124	Introduction to Modern Diplomacy	The course describes the different methods used in the conduct of modern diplomacy. The course focuses not only on the theoretical analysis of these methods, but also to the presentation of practical examples on how these methods are actually being implemented. The course also identifies some the key issues with which modern diplomacy deals, and addresses questions such as how the evolution of technology has affected the traditional conduct of diplomacy.

DECON205	Macroeconomics	Macroeconomics studies the economy as a whole, looking beyond individual markets to
		examine the impact of policies and economic shocks at the national and international levels. The course provides a comprehensive survey of modern macroeconomics. It covers the determination of output and the price level, labor markets and unemployment, savings and investment, financial markets, monetary economics, the public sector and macroeconomic policy.

DISR131	Geopolitics and Geeconomics in the Eastern Mediterranean	<p>The course aims at pointing out the multiple factors that affect the situation in the Eastern Mediterranean, with emphasis on geopolitics and geo-economics. In this context, the course analyzes the current circumstances in the Eastern Mediterranean, as this has been shaped by older events (such as the Turkish occupation of the Northern part of Cyprus and the GreekTurkish confrontation), as well as by more recent developments (such as the Arab Spring and the creation of the Islamic State). The course also highlights the geopolitical and geo-economic aspects of developments such as the discovery of hydrocarbon reserves and the prospect of the construction of pipelines for the transportation energy resources, as well as security issues that are related on the one hand with the growing refugee and migratory flows, and on the other hand with jihadist terrorism.</p>
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DIRS132	Security Diplomacy	This course aims to introduce students to emerging paradigms within security studies, security, and diplomacy at both regional and global level. It will account for what we mean by the concept of 'Security' and to explore some justifications for the increasing 'securitisation' of social life. In addition, contemporary global issues are examined under the prism of security diplomacy.
DIRS133	International Political Economy	The course focuses on the interactions that take place in the contemporary international economic and political environment. The interpretation of the interactions is based on the theoretical approaches of the international political economy and international politics. The topics which are examined are international monetary relations, international trade relations, the South and the North relations, external debt and financial crises, international business and global production as well as international development.

DIRS134	The EU as a Global Actor	<p>The course aims to study and understand the EU as a Global Actor. At the beginning of the course we will present the theoretical and conceptual approaches in order to understand the role of the EU as a global actor. Subsequently, we will examine the global role of the EU in the areas of international security, terrorism, climate change and the environment, refugees, energy</p>
		<p>cooperation, international trade, gender equality and development policy. The will further explore the EU's relations with the USA and China.</p>
DNOM129	Public International Law	<p>The course aims at making students familiar with the basic notions, principles and rules of Public International Law, as well as with the mechanisms of its interpretation and implementation. It also aims at making students familiar with the structure and functioning of international public order, the mechanisms of legal protection, as well as the relationship between international and national and European law. Last but not least, it helps students understand the evolution of international law, its contemporary shaping, and its impact on national legal orders.</p>

DIRS141	Economic Diplomacy	The international system is characterized by anarchy, meaning the absence of a global authority. Therefore, each state struggles to survive by promoting both its political and economic interests. Economic Diplomacy is a key tool for promoting these interests. The course first aims to provide students with an in-depth analysis of the main theoretical approaches of International Relations and second, to examine Economic Diplomacy as a key tool of foreign policy.
DIRS142	Strategic Studies	The main purpose of the course is to enable students to understand the structural causes of war development and the role of strategy starting from the basic concepts and ending with the contemporary strategic doctrines at the theoretical and applied level.

DIRS143	Political Economy of National Security	<p>The political economy of national security has captured the attention of researchers and policymakers for centuries. Burgeoning literatures are emerging on the relationship between economic interdependence and international conflict and on the political economy of economic sanctions. These literatures, however, have yet to resolve various crucial questions. Does economic interdependence promote or inhibit conflict? Under what circumstances are economic sanctions and incentives most effective? How do economic inducements affect states' foreign policies? The purpose of this course is to address the issue of economic statecraft, placing particular emphasis on the relationship between economic interdependence and international conflict.</p>
DIRS144	Terrorism, Asymmetric Threats and International Security	<p>This course provides an advanced foundation and comprehensive understanding of two of the most contested concepts in contemporary political discourse, terrorism and asymmetric threats, and their relationship with relevant and</p>

		related issues in the field of security studies. The course purpose is to develop and nurture the intellectual and analytical skills of each student to enable them to conceptualise theories, approaches and problems linked to terrorism and asymmetric threats and their impact on international security.
DNOM380	International Economic Law	The course helps students understand the basic notions, principles and rules of international economic law, as well as the mechanisms of its interpretation and implementation. It makes students familiar with international politics and global economy and the law produced by the cooperation among states, which aims at the production of wealth from the internationalization of real economy. It makes students understand the evolution of international economic law its contemporary shaping and its impact on national legal orders. It urges students to use their academic knowledge on international law in order to understand the great challenges that international economic law deals with, such as the fairer distribution of global wealth and the degradation of inequalities of economies and peoples.

DIRS151	Economic Sustainability and Security	The course analyses the interconnection among military and non-military dimensions of national security, namely the interlinkage among policies
		and strategies aiming at sustainable growth and national security. Emphasis will be given on the sustainability dimension of economy and growth in relation to national security.
DIRS152	Risk Analysis and Forecasting	The course aims that students through basic mathematical calculations and methods to be able to measure risk and to decide on which risk to control and how to manage them. The course will also focus on Influence Diagrams to frame decision, Mutli-Criteria Decision Analysis and Decision Trees where actually students will be trained to take decisions under uncertainty.
DIRS153	Conflict Resolution	The course offers a comprehensive analysis of the theory and practice of conflict resolution. It sets the field within the context of rapid global change and addresses the controversies that have surrounded conflict resolution as it has entered the mainstream. It explains the key concepts, charts the development of the field, evaluates successes and failures, and assesses the main current challenges and debates.

DIRS154	International Organizations	<p>The course offers a comprehensive introduction to the theory and practice of international organizations. In this context, the course seeks to give students an understanding of the major theoretical and empirical aspects of the role of international organizations in international</p>
		<p>politics, including their impact on the practice of international cooperation and conflict, the maintenance of international peace and security, the management of international economic relations, the promotion of international environmental standards, the prosecution of international crimes, and related matters of concern to international society. International organizations to be discussed range from the League of Nations to the United Nations, from the World Bank to the World Trade Organization, from the European Union to the African Union, from NAFTA to ASEAN, and from NATO to the International Criminal Court.</p>

DPSYC308	Political Psychology	The purpose of this course is to introduce students to historical and contemporary perspectives in political psychology. A thorough understanding of political psychology necessitates theoretical and methodological diversity. The course focuses on both the individual and group behavior of political actors. We will briefly overview the psychology of political attitudes, especially as it pertains to social groups and values. We will consider factors such as personality, context, and the intersection of context and personality in affecting attitudes.
DIRS155	Foreign Policy in the 21st Century	The course examines the historical evolution of foreign policy, as well the levels of analysis which
		are connected to the theoretical framework of International Relations. Special emphasis is given to the international system and the major international players (states, international organizations etc.). The course also examines the major forces of change in the international system (shifts of power, economy, war etc.) as well as the growing importance of transnational issues (such as environmental change, health and crime) in the contemporary world.

DIRS161	China as a Global Actor	The course aims to evaluate China's increasing involvement in global governance as a result of the phenomenal rise in its global power. It provides a comprehensive assessment of China's increasing influence over how world affairs are being managed, how other major powers are reacting to the increasing Chinese clout in global governance, and what the consequences and implications are for the evolving global system and world order as well as for China itself.
DIRS162	Energy, Security and Foreign Policy	The main objective of the course is to analyze the effects that energy related issues have of the foreign policy of states. In this context, emphasis is given on the energy strategies of the United States, the European Union, China and Russia. The course also focuses on the effects that the ever growing needs of developing economies
		have on the international market of energy and consequently on the international system. Last but not least, the course analyzes subjects such as international conflicts that take place because of energy related issues, the role of technology in the shaping of global energy policy, as well as the role of multinational companies of the energy sector.

DIRS163	Environmental Sustainability and Security	<p>The course aims to promote the concepts of environmental security and sustainability, approaches that are complementary towards understanding and resolving environmental problems, while at the same time promoting the impact of diminished political security on the environment. The course will have a multifaceted approach towards understanding how environmental problems (climate change, sustainable use of resources, biodiversity, land and water development) can become security issues in the traditional sense of human security through political and social conflict prevention and at the same time the course will highlight how reduced security and de-stabilizing of regions and military built-up (land-mining, water-mining, biological and nuclear weapons and their waste) has detrimental consequences on the natural habitat and environment.</p>
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DIRS164	EU Neighborhood Policy	<p>The course aims to understand the European Union's relations with its neighbors through the study of the European Neighborhood Policy. First we will present the theoretical and analytical context of the topic as well as the methodological and theoretical challenges regarding the European Neighborhood Policy. Later we will study the objectives, tools, financial instruments, principles and the challenges of the European Neighborhood Policy. Then we will study the European Neighborhood Policy in a range of broader geographical areas of the Black Sea, the Mashreq and Maghreb countries as well as the countries of the former Soviet Union. Special reference will be made to the European Neighborhood Policy in the Middle East. Finally, we will present and analyze a European Neighborhood Policy in a series of sectoral policies on trade, energy, migration and terrorism.</p>
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DIRS165	Foreign Policy Analysis	<p>The course examines the key concepts and schools of thought in Foreign Policy Analysis that shape our understanding of foreign policy. It particularly concentrates on the process of decision making, the internal and external factors which influence foreign policy decisions, the instruments available to foreign policy decision makers and the effect of changes in the international system on foreign policy. Special</p>
		<p>emphasis is placed on the role of leadership, the bureaucracy and interest groups in setting the state's foreign policy agenda. The course combines a discussion of these theories with their application to selected countries in Europe and Asia, international organizations and transnational actors.</p>

DIRS166	Peacebuilding	<p>Peacebuilding is a complex process that requires continuous negotiations, mutual concessions and respect for each side. After the end of the Cold War, peace-building conditions have changed altogether, as the global context has changed dramatically. The aim of this course is to present students with an integrated approach to modern theories and practices for peace building while giving emphasis to the approaches of mediation and reconciliation. The course will be organized into 13 teaching modules which will include, among others, the evolution of peacebuilding, the limits of peacebuilding, interdisciplinary methods of peacebuilding and its relationship to a range of topics such as the gender, religion, reconciliation and memory.</p>
DIRS171	Political Economy of Energy	<p>The course aims at making students familiar with the most contemporary methodological tools, which will allow them to understand the political and economic dimension of issues that are related with the production, distribution and</p>
		<p>consumption of energy sources. Special emphasis is given on hydrocarbons, coal, electric energy, as well as nuclear energy. The course also focuses on the ecological results of the use of all forms of energy, which are related, among others, with the phenomenon of climate change.</p>

DIRS172	European Security and Defense	The course aims at presenting the fundamental features of the Common Security and Defense Policy (CSDP) of the European Union. It analyzes the historic development and the institutional basis of the Common Security and Defense Policy, as well its relations with security mechanisms such as NATO. It also examines the role of European institutions in the shaping of the Common Security and Defense Policy, as well as the great challenges that it faces. Last but not least, it focuses on the attempts to shape a coherent security and defense strategy of the European Union in a rapidly changing world.
DIRS173	Risk Management	The course aims to focus on risks along with their management. The main goal is students to understand analyze, control the risk of a project. Through methods students will be able to measure risk and to decide on which risk to control and how to manage them and optimize the outcomes using the information to the best effect.

DIRS174	Security in the Eastern Mediterranean	This course explores the evolution of a series of “traditional” as well as of “new” security risks and challenges in the Eastern Mediterranean region. The purpose of the course is to examine certain traditional and longstanding conflicts in the Eastern Mediterranean, e.g. the Greek-Turkish dispute and explore the interactions among geopolitics, economics and environmental issues, related to energy and natural resources in the Eastern Mediterranean region.
DIRS175	International Development Cooperation	International Development Cooperation, also known as “Foreign Aid”, is one of the many fields of economic diplomacy among states. However, the international economic environment is characterized by economic interdependence in terms of power, therefore, unequal development is a constant feature between developed and developing countries. The first objective is to highlight the scope of International Development Cooperation, focusing on the main aspects and actors. The second objective is to highlight the reasons which make International Development Cooperation a foreign policy tool. Last but not least, the third objective is to measure the effectiveness of foreign aid and the challenges ahead.

DIRS176	Practical Diplomacy	<p>The course presents, in a comprehensive way, practical aspects of the conduct of diplomatic</p>
		<p>affairs. The course aims at providing students a solid understanding on how diplomacy takes place in the contemporary international environment. To this end, the course combines both theoretical and practical approaches, giving special emphasis to the latter through the presentation of specific examples. The course also aims at making students familiar with basic concepts of diplomatic negotiation.</p>
DIRS177	Human Security	<p>The concept of human security represents the importance that it is given to individuals in meeting the challenges posed to the international community. As such, the concept has received serious criticism. The main objective of this course is the students to understand and highlight the basic issues of human security. Students in this course will examine the conceptual roots of human security, connecting its origins to its applications and challenges in war and peacetime. This course will also introduce students with the critical questions and priorities that underpin policies and actions in human security.</p>

DIRS181	Nuclear Weapons and International Security	<p>The course aims at presenting the influence of nuclear weapons in the development of international relations. In this context, special emphasis is given on the interaction between nuclear weapons and international security. The</p>
		<p>course explains the reasons that urge certain states to obtain nuclear weapons. It also focuses on the strategy of nuclear powers, as well the challenges posed by the proliferation of nuclear weapons.</p>
DIRS182	Global Governance and Security	<p>This course examines two of the most important topics in international relations i.e. global governance and security. Initially, the course will enable students to understand the size and importance of global governance. Subsequently, it will analyze global governance in four important case studies such as the European Union, the BRICS, the Global South and the US. Then it will present a series of important security issues at the global level, such as the role of the United Nations Security Council and peacekeeping missions, global security, mass destruction, human rights, justice, counterterrorism, and international justice.</p>

DIRS183	Security in the Middle East	<p>Recent developments relating to the Arab-Israeli dispute, the emergence of a radical form of religious terrorism and the spread of nuclear weapons have returned regional conflict and political instability in the Middle East. The aim of the course is to give students an overview of the historical, political, economic, and strategic factors that shape the modern Middle East and its security. The course is also aimed at providing</p>
		<p>students with the concepts and tools necessary to develop an analytical approach to understanding the problems of war and peace in the Middle East.</p>

DIRS184	Cyber Security	<p>The course provides students with the opportunity to develop their knowledge and understanding of the nature and character of cybersecurity. Cybersecurity is explored from a range of theoretical and conceptual perspectives that problematize the often unexamined histories and implications of key aspects of this new security landscape. The course adopts a critical and interdisciplinary approach to core issues in International Relations and international security studies, emphasizing the political issues at stake in the increasing transnational collection and processing of data by private and public actors.</p>
DIRS185	Migration, International Relations and Security	<p>The course examines the historical and most importantly the latest trends in migration. The main aim of the course is to present in a comprehensive way on the hand the reasons that lead to the creation of migration flows, and on the other the national and international consequences of these flows. In this context, a distinction is made between voluntary migration and forced migration/displacement. The course also deals with the legal, political and economic</p>

		aspects of migration, giving emphasis on subjects such as the protection provided for refugees and forced migrants by international law, trafficking, as well as security challenges posed by the migration flows.
DBUSN405	Project Management	<p>Project management is a key management tool which enables organizations to efficiently achieve their goals in a constantly changing business environment complicated by risks, uncertainties and competitor pressures. In this multi-disciplinary module students will be introduced to the role project management plays in the modern business world in addition to the more traditional planning and control aspects of project management. The main aims of this module are to prepare students for a future career in project management, and to equip them with the tools and techniques required to become a successful project manager. The course also serves as an introduction in current project management methodology and alternative project environments. Last but not least, it helps students develop their skills and understanding of leadership and more specifically project leadership.</p>
DIRS186	Placement	<p>The overall course objective is to give students the opportunity to become accustomed to working environments related with various</p>

		<p>aspects of the field of their studies. Students, through the placement, are integrated into a working environment of a company or an organization, that is related to their field of studies, and actively participating in the production process. The theoretical and laboratory knowledge acquired during their studies is practically applied, and students are required to respond to the tasks assigned to them. This way, students acquire experiences that will be particularly useful in their later professional careers, which a theoretical university course cannot offer, and normally integrate into the productive system.</p>
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3.1.36 Mapping of Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)

	PLOs					
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLOs						
DIRS111	X	X	X	X	X	X

DIRS112	X	X			X	X
DIRS113						X
DNOM160			X			X
DNOM158			X			X
DIRS121	X	X	X	X	X	X
DIRS122	X	X	X	X	X	X
DIRS123	X	X		X	X	X
DIRS124	X	X	X	X	X	X
DECON205			X			X

DISR131	X	X		X	X	X
DIRS132	X	X		X	X	X
DIRS133	X	X	X	X	X	X
DIRS134	X	X		X	X	X

DNOM129	X			X	X	X
DIRS141	X	X		X	X	X
DIRS142	X	X	X	X	X	X
DIRS143	X	X		X	X	X
DIRS144	X	X		X	X	X

DNOM380	X			X	X	X
DIRS151	X			X	X	X
DIRS152		X		X	X	X
DIRS153	X	X		X	X	X
DIRS154	X	X		X	X	X
DPSYC308					X	X
DIRS155	X	X	X	X	X	X
DIRS161	X	X		X	X	X
DIRS162	X	X		X	X	X

DIRS163	X	X		X	X	X
DIRS164	X	X		X	X	X
DIRS165	X	X	X	X	X	X
DIRS166	X	X		X	X	X
DIRS171	X	X		X	X	X
DIRS172	X	X		X	X	X
DIRS173		X		X	X	X
DIRS174	X	X		X	X	X
DIRS175	X	X		X	X	X

DIRS176	X	X		X	X	X
DIRS177	X	X		X	X	X
DIRS181	X	X	X	X	X	X
DIRS182	X	X	X	X	X	X
DIRS183	X	X		X	X	X
DIRS184	X	X		X	X	X
DIRS185	X	X		X	X	X
DBUSN405						X
DIRS186						X

BSc IN INTERNATIONAL RELATIONS AND SECURITY (CONVENTIONAL)

3.1.37 Program Aims and Objectives

The BSc in International Relations and Security offers students the opportunity to acquire extensive and in-depth knowledge about a wide range of issues related with the development of international affairs and its security implications. Theory and practice of international relations and diplomacy, international organization and international law, security and strategic studies, as well as politics and economics, constitute the hard core of the Program's content. The Program aims at providing students a rigorous understanding of international relations and politics, and of conflict and security issues, globally and regionally across the world. It focusses particularly on recent and contemporary processes, trends and problems: examining efforts to respond to international and regional challenges in the spheres of policy and practice. The Program combines in-depth academic training in key concepts, theories and case-studies, alongside a structured process of engagement with contemporary debates and experience.

3.1.38 Learning Outcomes

Upon completing the program, students are expected to be able to:

- PLO1. Understand the basic features of the contemporary international system.
- PLO2. Identify the major players (states, international organizations etc.) in the international environment.
- PLO3. Understand the main theoretical approaches on international relations and security.
- PLO4. Pinpoint the interdependence between international relations and security in the 21st century.
- PLO5. Identify the main sources of instability and insecurity in the international system.
- PLO6. Analyze international issues and formulate arguments in a clear, concise and effective manner, both orally and in writing.

3.1.39 Program Breakdown

The program is implemented in 8 semesters and requires 240 ECTS to be accumulated by a student for graduation. The tables that follow give a brief overview of all the Program' courses per academic semester.

1st Semester			
Code	Course title	Course type	ECTS
IRS111	Introduction to International Relations	Compulsory	6
IRS112	Diplomatic History, 1815-1945	Compulsory	6
IRS113	Research Methodology in International Relations	Compulsory	6
NOM160	Political Science	Compulsory	6
NOM158	Political Economy	Compulsory	6

2nd Semester			
Code	Course title	Course type	ECTS

IRS121	International Relations Theories	Compulsory	6
IRS122	Security Studies: Conceptual Approaches, Contemporary and Emerging Issues	Compulsory	6
IRS123	The World since 1945	Compulsory	6
IRS124	Introduction to Modern Diplomacy	Compulsory	6
ECON205	Macroeconomics	Compulsory	6

3rd Semester

Code	Course title	Course type	ECTS
ISR131	Geopolitics and Geo-economics in the Eastern Mediterranean	Compulsory	6

IRS132	Security Diplomacy	Compulsory	6
IRS133	International Political Economy	Compulsory	6
IRS134	The EU as a Global Actor	Compulsory	6
NOM129	Public International Law	Compulsory	6

4th Semester			
Code	Course title	Course type	ECTS
IRS141	Economic Diplomacy	Compulsory	6
IRS142	Strategic Studies	Compulsory	6
IRS143	Political Economy of National Security	Compulsory	6

IRS144	Terrorism, Asymmetric Threats and International Security	Compulsory	6
NOM380	International Economic Law	Compulsory	6

5th Semester			
Code	Course title	Course type	ECTS
IRS151	Economic Sustainability and Security	Compulsory	6
IRS152	Risk Analysis and Forecasting	Compulsory	6
IRS153	Conflict Resolution	Compulsory	6
IRS154	International Organizations	Compulsory	6
PSYC308	Political Psychology	Elective	6

IRS155	Foreign Policy in the 21 st Century	Elective	6
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6th Semester			
Code	Course title	Course type	ECTS
IRS161	China as a Global Actor	Compulsory	
IRS162	Energy, Security and Foreign Policy	Compulsory	
IRS163	Environmental Sustainability and Security	Compulsory	
IRS164	EU Neighborhood Policy	Compulsory	
IRS165	Foreign Policy Analysis	Elective	
IRS166	Peacebuilding	Elective	

7th Semester			
Code	Course title	Course type	ECTS
IRS171	Political Economy of Energy	Compulsory	6
IRS172	European Security and Defense	Compulsory	6
IRS173	Risk Management	Compulsory	6
IRS174	Security in the Eastern Mediterranean	Compulsory	6
IRS175	International Development Cooperation	Elective	6
IRS176	Practical Diplomacy	Elective	6
IRS177	Human Security	Elective	6

8th Semester			
Code	Course title	Course type	ECTS
IRS181	Nuclear Weapons and International Security	Compulsory	6
IRS182	Global Governance and Security	Compulsory	6
IRS183	Security in the Middle East	Compulsory	6
IRS184	Cyber Security	Compulsory	6
IRS185	Migration, International Relations and Security	Elective	6
BUSN405	Project Management	Elective	6
IRS186	Placement	Elective	6

3.1.40 Course Descriptions

Code	Course name	Description
IRS111	Introduction to International Relations	<p>The course offers a general yet comprehensive introduction to the basic notions of the academic field of International Relations. It offers students the possibility to get acquainted with some of the fundamental issues that affect international relations. In this context, subjects such as the uneven distribution of resources, wealth and power, the use of force, the quest for peace, and the role of international law and international organization in the modern international system are extensively examined. Emphasis is also given to the presentation of contemporary developments in international relations, such as the role of non-state actors and the consequences of environmentally related issues.</p>

IRS112	Diplomatic History, 1815-1945	<p>The course aims at presenting and critically analyzing developments in the international system from the end of the Napoleonic Wars to the end of World War II. In this context, emphasis is given in explaining the characteristics and the function of the European Concert and the balance of power system from the Congress of Vienna (1815) to the outbreak of World War I (1914). The course also aims at presenting the major diplomatic events and the major alliances formed at the same period of time. Moreover, it thoroughly examines the reasons that led to World War I, as well as the consequences of the war, and the new international system that was created after the end of the war. Last but not least, students become familiar with the reasons that led to the collapse of the interwar international system and to the outbreak of World War II.</p>
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IRS113	Research Methodology in International Relations	<p>The course introduces students to the methodology of conducting research and writing papers in the broader field of International Relations. The course goes through all the stages and processes of this procedure, from the selection of research questions and the compilation of a literature review to field research and writing up. Moreover, it offers an introduction to basic statistical analysis through the use of SPSS. Special emphasis is also given to the explanation of research ethics, as well as to the</p>
		<p>presentation of various methods of conducting research. As a result, the course offers students essential knowledge for their studies in International Relations.</p>

NOM160	Political Science	<p>This course analyzes the basic political concepts and the theoretical approaches of Political Science and its main research strategies. In addition, the emergence, restructuring and modern challenges faced by the state as well as the development of democratic and totalitarian regimes are being examined. Finally, this course study's the mechanisms through which the society affects the government and people enter the political process. More specifically, the concepts of political culture, political communication, political participation, elections and voters, political parties and interest groups will be analyzed further.</p>
NOM158	Political Economy	<p>The main purpose of this course is to introduce students with the key issues of the political economy like for example markets, business decisions and strategies. The course begins by analyzing the concept of political economy and the main economic problem. Subsequently, students will have the opportunity to study the laws of supply and demand and examine in detail how the balance of the market is determined. Then the course will provide to the students the necessary information both for the role of state interventions</p>

		in the market and the production and cost. Finally, perfect competition. monopoly, monopolistic competition and oligopoly will be studied in detail.
IRS121	International Relations Theories	The course aims at the critical approach on behalf of the students of the Theory of International Relations, and most importantly of the main assumptions of the two major theories: political realism/neo-realism and liberalism/neo-liberalism. The historical evolution of the discipline of International Relations and the most important theoretical approaches are presented. In this context, the course examines the basic notions of International Relations, such as the anarchical international system, the causes of war, national interest, power, balance of power, the principle of self-help, the security dilemma, economic interdependence, the theory of democratic peace, the role of international organizations, collective security etc.

IRS122	Security Studies: Conceptual Approaches, Contemporary and Emerging Issues	<p>The course aims to provide students with the necessary knowledge and skills (crisis, analysis and synthesis) in order to analyze issues of national and international security. The understanding of the complex processes resulting from the decision-making processes presupposes both the study of the basic conceptual approaches and the study of the factors (internal and external / international) that affect the environment of</p>
		<p>national and international security. In addition, apart from the analysis of conceptual approaches, the course includes the application of theoretical knowledge through the examination of case studies.</p>
IRS123	The World since 1945	<p>The course aims at presenting and critically analyzing the changing balances in the international system from the end of the Second World War to the present day. Emphasis is given on the description of the aims and the initiatives taken by the major Powers during this period of time, which shaped developments at the international scale. The course also focuses on the ever changing distribution of power, which results in the changes of the international system.</p>

IRS124	Introduction to Modern Diplomacy	The course describes the different methods used in the conduct of modern diplomacy. The course focuses not only on the theoretical analysis of these methods, but also to the presentation of practical examples on how these methods are actually being implemented. The course also identifies some the key issues with which modern diplomacy deals, and addresses questions such as how the evolution of technology has affected the traditional conduct of diplomacy.
ECON205	Macroeconomics	Macroeconomics studies the economy as a whole, looking beyond individual markets to examine the
		impact of policies and economic shocks at the national and international levels. The course provides a comprehensive survey of modern macroeconomics. It covers the determination of output and the price level, labor markets and unemployment, savings and investment, financial markets, monetary economics, the public sector and macroeconomic policy.

ISR131	Geopolitics and Geoeconomics in the Eastern Mediterranean	<p>The course aims at pointing out the multiple factors that affect the situation in the Eastern Mediterranean, with emphasis on geopolitics and geo-economics. In this context, the course analyzes the current circumstances in the Eastern Mediterranean, as this has been shaped by older events (such as the Turkish occupation of the Northern part of Cyprus and the Greek-Turkish confrontation), as well as by more recent developments (such as the Arab Spring and the creation of the Islamic State). The course also highlights the geopolitical and geo-economic aspects of developments such as the discovery of hydrocarbon reserves and the prospect of the construction of pipelines for the transportation energy resources, as well as security issues that are related on the one hand with the growing refugee and migratory flows, and on the other hand with jihadist terrorism.</p>
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IRS132	Security Diplomacy	This course aims to introduce students to emerging paradigms within security studies, security, and diplomacy at both regional and global level. It will account for what we mean by the concept of 'Security' and to explore some justifications for the increasing 'securitisation' of social life. In addition, contemporary global issues are examined under the prism of security diplomacy.
IRS133	International Political Economy	The course focuses on the interactions that take place in the contemporary international economic and political environment. The interpretation of the interactions is based on the theoretical approaches of the international political economy and international politics. The topics which are examined are international monetary relations, international trade relations, the South and the North relations, external debt and financial crises, international business and global production as well as international development.

IRS134	The EU as a Global Actor	<p>The course aims to study and understand the EU as a Global Actor. At the beginning of the course we will present the theoretical and conceptual approaches in order to understand the role of the EU as a global actor. Subsequently, we will examine the global role of the EU in the areas of international security, terrorism, climate change and the environment, refugees, energy</p>
		<p>cooperation, international trade, gender equality and development policy. The will further explore the EU's relations with the USA and China.</p>
NOM129	Public International Law	<p>The course aims at making students familiar with the basic notions, principles and rules of Public International Law, as well as with the mechanisms of its interpretation and implementation. It also aims at making students familiar with the structure and functioning of international public order, the mechanisms of legal protection, as well as the relationship between international and national and European law. Last but not least, it helps students understand the evolution of international law, its contemporary shaping, and its impact on national legal orders.</p>

IRS141	Economic Diplomacy	The international system is characterized by anarchy, meaning the absence of a global authority. Therefore, each state struggles to survive by promoting both its political and economic interests. Economic Diplomacy is a key tool for promoting these interests. The course first aims to provide students with an in-depth analysis of the main theoretical approaches of International Relations and second, to examine Economic Diplomacy as a key tool of foreign policy.
IRS142	Strategic Studies	The main purpose of the course is to enable students to understand the structural causes of
		war development and the role of strategy starting from the basic concepts and ending with the contemporary strategic doctrines at the theoretical and applied level.

IRS143	Political Economy of National Security	<p>The political economy of national security has captured the attention of researchers and policymakers for centuries. Burgeoning literatures are emerging on the relationship between economic interdependence and international conflict and on the political economy of economic sanctions. These literatures, however, have yet to resolve various crucial questions. Does economic interdependence promote or inhibit conflict? Under what circumstances are economic sanctions and incentives most effective? How do economic inducements affect states' foreign policies? The purpose of this course is to address the issue of economic statecraft, placing particular emphasis on the relationship between economic interdependence and international conflict.</p>
IRS144	Terrorism, Asymmetric Threats and International Security	<p>This course provides an advanced foundation and comprehensive understanding of two of the most contested concepts in contemporary political discourse, terrorism and asymmetric threats, and their relationship with relevant and related issues in the field of security studies. The course purpose is to develop and nurture the intellectual and analytical skills of each student to enable them to</p>
		<p>conceptualise theories, approaches and problems linked to terrorism and asymmetric threats and their impact on international security.</p>

NOM380	International Economic Law	The course helps students understand the basic notions, principles and rules of international economic law, as well as the mechanisms of its interpretation and implementation. It makes students familiar with international politics and global economy and the law produced by the cooperation among states, which aims at the production of wealth from the internationalization of real economy. It makes students understand the evolution of international economic law its contemporary shaping and its impact on national legal orders. It urges students to use their academic knowledge on international law in order to understand the great challenges that international economic law deals with, such as the fairer distribution of global wealth and the degradation of inequalities of economies and peoples.
IRS151	Economic Sustainability and Security	The course analyses the interconnection among military and non-military dimensions of national security, namely the interlinkage among policies and strategies aiming at sustainable growth and national security. Emphasis will be given on the sustainability dimension of economy and growth in relation to national security.

IRS152	Risk Analysis and Forecasting	The course aims that students through basic mathematical calculations and methods to be able to measure risk and to decide on which risk to control and how to manage them. The course will also focus on Influence Diagrams to frame decision, Mutli-Criteria Decision Analysis and Decision Trees where actually students will be trained to take decisions under uncertainty.
IRS153	Conflict Resolution	The course offers a comprehensive analysis of the theory and practice of conflict resolution. It sets the field within the context of rapid global change and addresses the controversies that have surrounded conflict resolution as it has entered the mainstream. It explains the key concepts, charts the development of the field, evaluates successes and failures, and assesses the main current challenges and debates.

IRS154	International Organizations	<p>The course offers a comprehensive introduction to the theory and practice of international organizations. In this context, the course seeks to give students an understanding of the major theoretical and empirical aspects of the role of international organizations in international politics, including their impact on the practice of international cooperation and conflict, the maintenance of international peace and security, the management of international economic relations, the promotion of international</p>
		<p>environmental standards, the prosecution of international crimes, and related matters of concern to international society. International organizations to be discussed range from the League of Nations to the United Nations, from the World Bank to the World Trade Organization, from the European Union to the African Union, from NAFTA to ASEAN, and from NATO to the International Criminal Court.</p>

PSYC308	Political Psychology	The purpose of this course is to introduce students to historical and contemporary perspectives in political psychology. A thorough understanding of political psychology necessitates theoretical and methodological diversity. The course focuses on both the individual and group behavior of political actors. We will briefly overview the psychology of political attitudes, especially as it pertains to social groups and values. We will consider factors such as personality, context, and the intersection of context and personality in affecting attitudes.
IRS155	Foreign Policy in the 21st Century	The course examines the historical evolution of foreign policy, as well the levels of analysis which are connected to the theoretical framework of International Relations. Special emphasis is given to the international system and the major international players (states, international organizations etc.). The course also examines the major forces of change in the international system
		(shifts of power, economy, war etc.) as well as the growing importance of transnational issues (such as environmental change, health and crime) in the contemporary world.

IRS161	China as a Global Actor	The course aims to evaluate China's increasing involvement in global governance as a result of the phenomenal rise in its global power. It provides a comprehensive assessment of China's increasing influence over how world affairs are being managed, how other major powers are reacting to the increasing Chinese clout in global governance, and what the consequences and implications are for the evolving global system and world order as well as for China itself.
IRS162	Energy, Security and Foreign Policy	The main objective of the course is to analyze the effects that energy related issues have of the foreign policy of states. In this context, emphasis is given on the energy strategies of the United States, the European Union, China and Russia. The course also focuses on the effects that the ever growing needs of developing economies have on the international market of energy and consequently on the international system. Last but not least, the course analyzes subjects such as international conflicts that take place because of energy related issues, the role of technology in the shaping of global energy policy, as well as the role of multinational companies of the energy sector.

IRS163	Environmental Sustainability and Security	<p>The course aims to promote the concepts of environmental security and sustainability, approaches that are complementary towards understanding and resolving environmental problems, while at the same time promoting the impact of diminished political security on the environment. The course will have a multi-faceted approach towards understanding how environmental problems (climate change, sustainable use of resources, biodiversity, land and water development) can become security issues in the traditional sense of human security through political and social conflict prevention and at the same time the course will highlight how reduced security and de-stabilizing of regions and military built-up (land-mining, water-mining, biological and nuclear weapons and their waste) has detrimental consequences on the natural habitat and environment.</p>
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IRS164	EU Neighborhood Policy	<p>The course aims to understand the European Union's relations with its neighbors through the study of the European Neighborhood Policy. First we will present the theoretical and analytical context of the topic as well as the methodological and theoretical challenges regarding the European Neighborhood Policy. Later we will study the objectives, tools, financial instruments, principles and the challenges of the European Neighborhood Policy. Then we will study the</p>
		<p>European Neighborhood Policy in a range of broader geographical areas of the Black Sea, the Mashreq and Maghreb countries as well as the countries of the former Soviet Union. Special reference will be made to the European Neighborhood Policy in the Middle East. Finally, we will present and analyze a European Neighborhood Policy in a series of sectoral policies on trade, energy, migration and terrorism.</p>

IRS165	Foreign Policy Analysis	<p>The course examines the key concepts and schools of thought in Foreign Policy Analysis that shape our understanding of foreign policy. It particularly concentrates on the process of decision making, the internal and external factors which influence foreign policy decisions, the instruments available to foreign policy decision makers and the effect of changes in the international system on foreign policy. Special emphasis is placed on the role of leadership, the bureaucracy and interest groups in setting the state's foreign policy agenda. The course combines a discussion of these theories with their application to selected countries in Europe and Asia, international organizations and transnational actors.</p>
IRS166	Peacebuilding	<p>Peacebuilding is a complex process that requires continuous negotiations, mutual concessions and respect for each side. After the end of the Cold</p>

		<p>War, peace-building conditions have changed altogether, as the global context has changed dramatically. The aim of this course is to present students with an integrated approach to modern theories and practices for peace building while giving emphasis to the approaches of mediation and reconciliation. The course will be organized into 13 teaching modules which will include, among others, the evolution of peacebuilding, the limits of peacebuilding, interdisciplinary methods of peacebuilding and its relationship to a range of topics such as the gender, religion, reconciliation and memory.</p>
IRS171	Political Economy of Energy	<p>The course aims at making students familiar with the most contemporary methodological tools, which will allow them to understand the political and economic dimension of issues that are related with the production, distribution and consumption of energy sources. Special emphasis is given on hydrocarbons, coal, electric energy, as well as nuclear energy. The course also focuses on the ecological results of the use of all forms of energy, which are related, among others, with the phenomenon of climate change.</p>

IRS172	European Security and Defense	<p>The course aims at presenting the fundamental features of the Common Security and Defense Policy (CSDP) of the European Union. It analyzes the historic development and the institutional basis</p>
		<p>of the Common Security and Defense Policy, as well its relations with security mechanisms such as NATO. It also examines the role of European institutions in the shaping of the Common Security and Defense Policy, as well as the great challenges that it faces. Last but not least, it focuses on the attempts to shape a coherent security and defense strategy of the European Union in a rapidly changing world.</p>
IRS173	Risk Management	<p>The course aims to focus on risks along with their management. The main goal is students to understand analyze, control the risk of a project. Through methods students will be able to measure risk and to decide on which risk to control and how to manage them and optimize the outcomes using the information to the best effect.</p>

IRS174	Security in the Eastern Mediterranean	<p>This course explores the evolution of a series of “traditional” as well as of “new” security risks and challenges in the Eastern Mediterranean region. The purpose of the course is to examine certain traditional and longstanding conflicts in the Eastern Mediterranean, e.g. the Greek-Turkish dispute and explore the interactions among geopolitics, economics and environmental issues, related to energy and natural resources in the Eastern Mediterranean region.</p>
IRS175	International Development Cooperation	<p>International Development Cooperation, also known as “Foreign Aid”, is one of the many fields of economic diplomacy among states. However, the international economic environment is characterized by economic interdependence in terms of power, therefore, unequal development is a constant feature between developed and developing countries. The first objective is to highlight the scope of International Development Cooperation, focusing on the main aspects and actors. The second objective is to highlight the reasons which make International Development Cooperation a foreign policy tool. Last but not least, the third objective is to measure the effectiveness of foreign aid and the challenges ahead.</p>

IRS176	Practical Diplomacy	<p>The course presents, in a comprehensive way, practical aspects of the conduct of diplomatic affairs. The course aims at providing students a solid understanding on how diplomacy takes place in the contemporary international environment. To this end, the course combines both theoretical and practical approaches, giving special emphasis to the latter through the presentation of specific examples. The course also aims at making students familiar with basic concepts of diplomatic negotiation.</p>
IRS177	Human Security	<p>The concept of human security represents the importance that it is given to individuals in meeting the challenges posed to the international community. As such, the concept has received serious criticism. The main objective of this course is the students to understand and highlight the basic issues of human security. Students in this course will examine the conceptual roots of human security, connecting its origins to its applications and challenges in war and peacetime. This course will also introduce students with the critical questions and priorities that underpin policies and actions in human security.</p>

IRS181	Nuclear Weapons and International Security	The course aims at presenting the influence of nuclear weapons in the development of international relations. In this context, special emphasis is given on the interaction between nuclear weapons and international security. The course explains the reasons that urge certain states to obtain nuclear weapons. It also focuses on the strategy of nuclear powers, as well the challenges posed by the proliferation of nuclear weapons.
IRS182	Global Governance and Security	This course examines two of the most important topics in international relations i.e. global governance and security. Initially, the course will enable students to understand the size and importance of global governance. Subsequently, it
		will analyze global governance in four important case studies such as the European Union, the BRICS, the Global South and the US. Then it will present a series of important security issues at the global level, such as the role of the United Nations Security Council and peacekeeping missions, global security, mass destruction, human rights, justice, counterterrorism, and international justice.

IRS183	Security in the Middle East	Recent developments relating to the Arab-Israeli dispute, the emergence of a radical form of religious terrorism and the spread of nuclear weapons have returned regional conflict and political instability in the Middle East. The aim of the course is to give students an overview of the historical, political, economic, and strategic factors that shape the modern Middle East and its security. The course is also aimed at providing students with the concepts and tools necessary to develop an analytical approach to understanding the problems of war and peace in the Middle East.
IRS184	Cyber Security	<p>The course provides students with the opportunity to develop their knowledge and understanding of the nature and character of cybersecurity. Cybersecurity is explored from a range of theoretical and conceptual perspectives that problematize the often unexamined histories and implications of key aspects of this new security landscape. The course adopts a critical and</p> <p>interdisciplinary approach to core issues in International Relations and international security studies, emphasizing the political issues at stake in the increasing transnational collection and processing of data by private and public actors.</p>

IRS185	Migration, International Relations and Security	<p>The course examines the historical and most importantly the latest trends in migration. The main aim of the course is to present in a comprehensive way on the one hand the reasons that lead to the creation of migration flows, and on the other the national and international consequences of these flows. In this context, a distinction is made between voluntary migration and forced migration/displacement. The course also deals with the legal, political and economic aspects of migration, giving emphasis on subjects such as the protection provided for refugees and forced migrants by international law, trafficking, as well as security challenges posed by the migration flows.</p>
BUSN405	Project Management	<p>Project management is a key management tool which enables organizations to efficiently achieve their goals in a constantly changing business environment complicated by risks, uncertainties and competitor pressures. In this multi-disciplinary module students will be introduced to the role project management plays in the modern business world in addition to the more traditional planning</p>

		<p>and control aspects of project management. The main aims of this module are to prepare students for a future career in project management, and to equip them with the tools and techniques required to become a successful project manager. The course also serves as an introduction in current project management methodology and alternative project environments. Last but not least, it helps students develop their skills and understanding of leadership and more specifically project leadership.</p>
IRS186	Placement	<p>The overall course objective is to give students the opportunity to become accustomed to working environments related with various aspects of the field of their studies. Students, through the placement, are integrated into a working environment of a company or an organization, that is related to their field of studies, and actively participating in the production process. The theoretical and laboratory knowledge acquired during their studies is practically applied, and students are required to respond to the tasks assigned to them. This way, students acquire experiences that will be particularly useful in their later professional careers, which a theoretical university course cannot offer, and normally integrate into the productive system.</p>

3.1.41 Mapping of Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)

	PLOs					
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLOs						
IRS111	X	X	X	X	X	X
IRS112	X	X			X	X
IRS113						X
NOM160			X			X
NOM158			X			X
IRS121	X	X	X	X	X	X

IRS122	X	X	X	X	X	X
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IRS123	X	X		X	X	X
IRS124	X	X	X	X	X	X
ECON205			X			X
ISR131	X	X		X	X	X
IRS132	X	X		X	X	X
IRS133	X	X	X	X	X	X
IRS134	X	X		X	X	X
NOM129	X			X	X	X

IRS141	X	X		X	X	X
IRS142	X	X	X	X	X	X
IRS143	X	X		X	X	X
IRS144	X	X		X	X	X
NOM380	X			X	X	X

IRS151	X			X	X	X
IRS152		X		X	X	X
IRS153	X	X		X	X	X
IRS154	X	X		X	X	X

PSYC308					X	X
IRS155	X	X	X	X	X	X
IRS161	X	X		X	X	X
IRS162	X	X		X	X	X
IRS163	X	X		X	X	X
IRS164	X	X		X	X	X
IRS165	X	X	X	X	X	X
IRS166	X	X		X	X	X
IRS171	X	X		X	X	X

IRS172	X	X		X	X	X
IRS173		X		X	X	X
IRS174	X	X		X	X	X
IRS175	X	X		X	X	X
IRS176	X	X		X	X	X
IRS177	X	X		X	X	X
IRS181	X	X	X	X	X	X
IRS182	X	X	X	X	X	X
IRS183	X	X		X	X	X

IRS184	X	X		X	X	X
IRS185	X	X		X	X	X
BUSN405						X
IRS186						X

MA IN HISTORY (CONVENTIONAL)

3.1.42 Program Aims and Objectives

The program aims to provide graduates with the right scientific skills and broader training for those especially interested in history. The program is geared towards graduates of philosophy and educational backgrounds and graduates of political science, sociology, European studies, journalism and other similar departments and schools. It offers an opportunity for training and professional development to teachers, civil servants and other professionals and the opportunity to young graduates for specialized training and acquisition of additional qualifications. The purpose is pursuing a more comprehensive understanding of history, the importance and diffusion of it in the modern world.

3.1.43 Learning Outcomes

Upon completing the program, students are expected to be able to:

- PLO1. Identify the major issues of Modern and Contemporary Greek and European History.
- PLO2. Assess older and contemporary bibliography on issues of Modern and Contemporary Greek and European History.
- PLO3. Critically analyse all kinds of primary historical sources.
- PLO4. Design and implement personal research projects on issues of Modern and Contemporary Greek and European History.
- PLO5. Develop and present coherently their opinions on specific historic subjects with the view of providing expert opinions, analyzing current affairs and underlining their historic roots and background.

3.1.44 Program Breakdown

The program is implemented in 3 semesters and requires 90 ECTS to be accumulated by a student for graduation. The tables that follow give a brief overview of all the program courses per academic semester.

1st Semester			
Code	Course title	Course type	ECTS
HIST501	Historic Studies. Theory and Methodology of History	Compulsory	10
HIST502	Modern and Contemporary Greek History	Compulsory	10
HIST505	Modern and Contemporary European History	Compulsory	10

2nd Semester

Code	Course title	Course type	ECTS
HIST506	Greek-Turkish Relations	Compulsory	10
HIST507	Cyprus under British Rule	Compulsory	10
HIST515	History of the Republic of Cyprus	Compulsory	10

3rd Semester

Code	Course title	Course type	ECTS
HIST600	Dissertation	Compulsory	10

3.1.45 Course Descriptions

Code	Course name	Description
HIST501	Historic Studies. Theory and Methodology of History	<p>The course introduces students in the systematic study of historical science through their acquaintance with fundamental notions and necessary scientific tools. It examines and systematizes the various primary and secondary sources which are disposable to a historian. It describes the various historical schools, as well as</p>
		<p>the works of major historians, from antiquity to the present day. It explains the importance of archival sources for the study of History. It focuses on teaching students how to write academic papers (content, structure, references, bibliography etc.).</p>

HIST502	Modern and Contemporary Greek History	<p>The course examines the political, economic and social History of Greece from the establishment of the Greek state to Greece's accession to the European Economic Community. In this context, special emphasis is given to the institutional and political system, the Great Idea (<i>Megali Idea</i>), the political parties, the course of national integration and the formation of the national identity in relation with the changing social structures and the attempts of modernization. The course also analyzes Greece's relations with the Great Powers and the nationalist movements of the Balkans, as well as the preparation and the conduct of the Balkan Wars. It also examines the political and party system, the territorial integration of the Greek state, the economic and social dynamics of political developments, and the formation of Greek foreign policy. Special emphasis is given on the social dimension of political conflicts during the Venizelist era and the period of the National Schism. It focuses on Greece's participation in World War I, in the Asia Minor Campaign and in World War II, as well as on the period of the Axis Occupation (1941-1944). It examines the internal collisions and the international developments that defined the</p>
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		<p>outcome of the Civil War, the difficulties of the reconstruction, Greece's pro-Western orientation, its participation in European integration process, the economic development, the Cyprus question, the political and party system and social developments until military dictatorship of 1967-1974. In the period after the fall of the dictatorship emphasis is given on the democratization process, the institutional reconstruction, the readjustment of Greek foreign policy, as well as Greece accession to the European Economic Community.</p>
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HIST505	Modern and Contemporary European History	<p>The course examines the History of the European continent from 1789 to 1989. It begins with the French Revolution and the Napoleonic Wars, two events that shook Europe on the verge between the 18th and the 19th century. It analyzes the European system of the balance of power which was inaugurated by the Congress of Vienna (1815) and lasted for almost a century. Special emphasis is given on the multilateral diplomacy during the 19th century, which took the form of the convocation of international Conferences for the solution of major political issues. It also analyzes the foreign policy of the Great Powers and the causes of World War I. Special emphasis is given on the consequences of the two World Wars in Europe, in the economic and social crisis of the interwar period which led to the establishment of totalitarian regimes, in the emergence of the idea of a unified Europe. It studies the developments</p>
		<p>after the end of World War II, the consequences of decolonization, as well as the political and ideological dimensions of the Cold War.</p>

HIST506	Greek-Turkish Relations	<p>The course analyzes relations between Greece and the Ottoman Empire and later with the Republic of Turkey from the foundation of the Greek state to contemporary era. In this context, it analyzes the way diplomatic relations between Greece and the Ottoman Empire were developed in the first years after the formation of the Greek state, as well the problems that created on bilateral relations Greece's desire to expand its frontiers at the expense of the Ottoman Empire. It examines the Greek-Turkish armed conflicts from 1897 to 1922. Special emphasis is given in the Treaty of Lausanne (1923). It explains the reasons that led Greece and Turkey to cooperate in the 1930s and the first years after World War II. It highlights the importance of the Cyprus question on the development of Greek-Turkish relations after the 1950s. A special point of interest is the evolution of Greek-Turkish relations after 1974.</p>
HIST507	Cyprus under British Rule	<p>The course focuses on the analysis of the phenomenon of the imposition of British rule on Cyprus between 1878 and 1960. In this context, it analyzes the reasons that led the British to seek the acquisition of Cyprus. It examines the political, social and economic developments in Cyprus</p>

		<p>during the era of the British rule. It also studies the relations between the inhabitants with the British authorities, as well as the development of movements which aimed at the union with Greece. Last but not least, it analyzes the reasons that did not allow the union of Cyprus with Greece.</p>
HIST515	History of the Republic of Cyprus	<p>The course analyzes the procedures that led in 1960 to the establishment of the Republic of Cyprus. In this context, it examines the movement for the union of Cyprus with Greece which was developed among the Greeks of the island, the policy of Greek governments about the Cyprus question, as well as the stance of Great Britain, Turkey and other international actors. It also examines the internal situation and the constitutional structure of the Republic of Cyprus, as well as the reasons that in 1963 led to the collapse of the Cypriot Constitution and the intercommunal violence. Last but not least, it highlights the importance of the Turkish invasion of Cyprus of 1974, which led to the ongoing occupation of the Northern part of the island.</p>

HIST600	Dissertation	<p>Students, in consultation with one of the tutors, must submit to the Secretariat a proposal on the subject of their diplomatic work. In the proposal, besides the title of the proposed subject, they should briefly describe the main points of their research, as well as the sources they intend to</p>
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		<p>study. In addition, they should explain the originality aspects of the subject. A three-member committee, consisting of the Program Coordinator and two other members of the program's teaching staff, examines the proposed subject, either approving it as such or proposing amendments to the subject and/or the research methodology. The approval of the subject is accompanied by the appointment of a supervisor.</p> <p>The supervisor maintains regular communication with the student to provide him/her with the necessary guidance, both during the research and at the stage of writing the dissertation. The dissertation must be relevant to the content of the postgraduate student's studies, be original, be based on archival research or full use of the published sources and exhaustive study of the relevant international literature and conclude with convincing conclusions. The extent of the work cannot be less than 15,000 words and more than 18,000 words.</p> <p>If the text of the dissertation has the final approval of the supervisor, it is submitted by the student electronically through the e-learning platform (Moodle), so that the necessary plagiarism control through the Turnitin system is made. Unless questions arise as to the authenticity of the work, the supervisor suggests its defense. The dissertation's defense is made publicly in front of a three-member committee, consisting of the</p>
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		supervisor and two other members of the teaching staff of Neapolis University Pafos. The score scale ranges between 0 and 100.
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3.1.46 Mapping of Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)

	PLOs				
	PLO1	PLO2	PLO3	PLO4	PLO5
CLOs					
HIST501			X	X	X
HIST502	X	X		X	X
HIST505	X	X		X	X
HIST506	X	X		X	X

HIST507	X	X		X	X
HIST515	X	X		X	X
HIST600	X	X	X	X	X

MA IN MODERN AND CONTEMPORARY HISTORY (DISTANCE LEARNING)

3.1.47 Programme Aims and Objectives

The Program aims at the postgraduate education and academic expertise in Modern and Contemporary History in order to provide professional qualifications and wider training to people with special interests on this field. It mainly addresses to holders of degrees of Philosophical and Pedagogical Schools, as well as Departments of History, Political Science, Sociology, International Relations, European Studies, Mass Media, Journalism, Greek and European Civilization, and other similar Schools and Departments. It offers the opportunity of training and professional development to teachers, public servants and other professionals, as well as the opportunity of specialized training to young people who have just obtained their degrees. The goal of the program is to provide a comprehensive understanding of the historical past, of its importance and of its impact on current affairs.

3.1.48 Learning Outcomes

Upon completing the program, students are expected to be able to:

- PLO1. Identify the major issues of Modern and Contemporary Greek and European History.
- PLO2. Assess older and contemporary bibliography on issues of Modern and Contemporary Greek and European History.
- PLO3. Critically analyse all kinds of primary historical sources.
- PLO4. Design and implement personal research projects on issues of Modern and Contemporary Greek and European History.
- PLO5. Develop and present coherently their opinions on specific historic subjects with the view of providing expert opinions, analyzing currents affairs and underlining their historic roots and background.

3.1.49 program Breakdown

The program is implemented in 3 semesters and requires 90 ECTS to be accumulated by a student for graduation. The tables that follow give a brief overview of all the program' courses per academic semester.

1 st Semester			
Code	Course title	Course type	ECTS

DHIST601	Historic Studies. Theory and Methodology of History	Compulsory	7.5
DHIST602	Modern Greek History (1821-1914)	Compulsory	7.5
DHIST603	Modern European History (1789-1914)	Compulsory	7.5
DHIST604	British dominion (Ionian Islands, Dodecanese and Cyprus) and the history of the Republic of Cyprus	Compulsory	7.5

2nd Semester

Code	Course title	Course type	ECTS
DHIST605	Greek-Turkish Relations	Compulsory	7.5
DHIST606	Contemporary Greek History (1914-1981)	Compulsory	7.5

DHIST607	Contemporary European History (1914-1989)	Compulsory	7.5
DHIST611	Ελληνική Οικονομική Ιστορία (1832-1967)	Elective	7.5
DHIST609	Greek Political Parties (19 th -20 th Century)	Elective	7.5
DHIST610	History of European Integration	Elective	7.5
DIRSS622	Special Topics in the Eastern Mediterranean and Middle East Security	Elective	7.5

3rd Semester			
Code	Course title	Course type	ECTS
DHIST600	Dissertation	Compulsory	30

3.1.50 Course Descriptions

Code	Course name	Description
DHIST601	Historic Studies. Theory and Methodology of History	The course introduces students in the systematic study of historical science through their acquaintance with fundamental notions and necessary scientific tools. It examines and systematizes the various primary and secondary sources which are disposable to a historian. It describes the various historical schools, as well as the works of major historians, from antiquity to the present day. It explains the importance of archival sources for the study of History. It focuses on teaching students how to write academic papers (content, structure, references, bibliography etc.).
DHIST602	Modern Greek History (1821-1914)	The course examines the political, economic and social History of Greece from the establishment of the Greek state to the beginning of World War I. In

		<p>this context, special emphasis is given to the institutional and political system, the Great Idea (<i>Megali Idea</i>), the political parties, the course of national integration and the formation of the national identity in relation with the changing social structures and the attempts of modernization. The course also analyzes Greece's relations with the Great Powers and the nationalist movements of the Balkans, as well as the preparation and the conduct of the Balkan Wars.</p>
DHIST603	Modern European History (1789-1914)	<p>The course examines the History of the European continent from 1789 to 1914. It begins with the French Revolution and the Napoleonic Wars, two events that shook Europe on the verge between the 18th and the 19th century. It analyzes the European system of the balance of power which was inaugurated by the Congress of Vienna (1815) and lasted for almost a century. Special emphasis is given on the multilateral diplomacy during the 19th century, which took the form of the convocation of international Conferences for the solution of major political issues. It also analyzes the foreign policy of the Big Powers and the causes of World War I. Last but not least, it examines the economic, social and ideological developments in Europe from 1789 to 1914.</p>

DHIST604	British dominion (Ionian Islands, Dodecanese and Cyprus) and the history of the Republic of Cyprus	The course focuses on the comparative analysis of the phenomenon of the imposition of British administration in three island regions of the Greek area: the Ionian Islands, the Dodecanese and Cyprus. The turbulent period of the Republic of Cyprus from 1960 to 1974 is also examined.
DHIST605	Greek-Turkish Relations	The course analyzes relations between Greece and the Ottoman Empire and later with the Republic of Turkey from the foundation of the Greek state to contemporary era. In this context, it analyzes the way diplomatic relations between Greece and the Ottoman Empire were developed in the first years after the formation of the Greek state, as well the problems that created on bilateral relations Greece's desire to expand its frontiers at the expense of the Ottoman Empire. It examines the Greek-Turkish armed conflicts from 1897 to 1922. Special emphasis is given in the Treaty of Lausanne (1923). It explains the reasons that led Greece and Turkey to cooperate in the 1930s and the first years after World War II. It highlights the importance of the Cyprus question on the development of Greek-Turkish relations after the 1950s. A special point of interest is the evolution of Greek-Turkish relations after 1974.

DHIST606	Contemporary Greek History (1914-1981)	<p>The course covers Greek History from 1914 to 1981. It examines the political and party system, the territorial integration of the Greek state, the economic and social dynamics of political developments, and the formation of Greek foreign policy. Special emphasis is given on the social dimension of political conflicts during the Venizelist era and the period of the National Schism. It focuses on Greece's participation in World War I, in the Asia Minor Campaign and in World War II, as well as on the period of the Axis Occupation (1941-1944). It examines the internal collisions and the international developments that defined the outcome of the Civil War, the difficulties of the reconstruction, Greece's proWestern orientation, its participation in European integration process, the economic development, the Cyprus question, the political and party system and social developments until military dictatorship of 1967-1974. In the period after the fall of the dictatorship emphasis is given on the democratization process, the institutional reconstruction, the readjustment of Greek foreign policy, as well as Greece accession to the European Economic Community.</p>
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DHIST607	Contemporary European History (1914-1989)	The course covers most of the 20 th century, from the eve of World War I to the end of the Cold War (1914-1989). Special emphasis is given on the consequences of the two World Wars in Europe, in the economic and social crisis of the interwar period which led to the establishment of totalitarian regimes, in the emergence of the idea of a unified Europe. It studies the developments after the end of World War II, the consequences of decolonization, as well as the political and ideological dimensions of the Cold War. The course also focuses on the process of European integration from 1950 to 1989.
DHIST611	Greek Economic History (1832-	How did the Greek economy evolve during the course of the history of the Greek state? Why did the big problem of landless growers arise? How did the banking sector penetrate, by what means and how effectively did it influence the development of financial relations? What problems did the newly established industry face and what were the phases of the country's industrialization? Why is Greece a country with high outflows of migrants? Why did the economic crises hit the Greek economy? When and how was the national economy reconstructed after the war? These are some of the main questions that will concern us in the course.

DHIST609	Greek Political Parties (19th-20th Century)	The course analyzes the historical course of Greek political parties from the foundation of the Greek state to the 20 th century. More specifically, it examines the origins and the organizational structure of the parties, their ideological and political background, their societal basis, as well as antagonisms between them and their participation in elections. Moreover, it presents the genealogy of political parties and their succession by new parties. It also studies the interaction between parties and institutions, the impact of endogenous factors in the historical development of the parties, as well as the influence that it was exercised in these developments by important political figures.
DHIST610	History of European Integration	The course analyzes the historical development of the European integration process during the 20 th and early 21 st centuries. In particular, the ideas of the unification of Europe, as well as the Brian Memorandum, which was the first organized – albeit mortal– initiative for the creation of a Federal European Union, are being considered. The processes that led to the establishment of the three European Communities during the 1950s,

		<p>the evolution of their operation and their enlargements in the 1970s and 1980s are presented. Moreover, the processes that led to the evolution of the European Communities and the founding of the European Union were studied. Finally, the developments related to the conclusion of the Maastricht, Amsterdam, Nice and Lisbon Treaties, as well as the enlargements of the European Union from 1995 to 2013, are analyzed.</p>
DIRSS622	Special Topics in the Eastern Mediterranean and Middle East Security	<p>The specific course "Special Topics in the Eastern Mediterranean and the Middle East Security" studies various contemporary issues related to security both at the regional level of the Eastern Mediterranean and the Middle East and in the countries of these regions, being the main actors in the region.</p> <p>Especially for the countries of the Middle East and the Eastern Mediterranean, Energy Security is an important parameter of the National Security of each country, something which will be presented and discussed in detail during the lectures and activities of this course. The main purpose of the course is to highlight the important security issues in the Middle East and Eastern Mediterranean region and to identify any peculiarities and main parameters that exist.</p>

DHIST600	Dissertation	<p>Students, in consultation with one of the tutors, must submit to the Secretariat a proposal on the subject of their diplomatic work. In the proposal, besides the title of the proposed subject, they should briefly describe the main points of their research, as well as the sources they intend to study. In addition, they should explain the originality aspects of the subject. A three-member committee, consisting of the Program Coordinator and two other members of the program's teaching staff, examines the proposed subject, either approving it as such or proposing amendments to the subject and/or the research methodology. The approval of the subject is accompanied by the appointment of a supervisor. The supervisor maintains regular communication with the student to provide him/her with the necessary guidance, both during the research and at the stage of writing the dissertation. The dissertation must be relevant to the content of the postgraduate student's studies, be original, be based on archival research or full use of the published sources and exhaustive study of the relevant international literature and conclude with convincing conclusions. The extent of the work cannot be less than 15,000 words and more than 18,000 words.</p>
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		<p>If the text of the dissertation has the final approval of the supervisor, it is submitted by the student electronically through the e-learning platform (Moodle), so that the necessary plagiarism control through the Turnitin system is made. Unless questions arise as to the authenticity of the work, the supervisor suggests its defense. The dissertation's defense is made publicly in front of a three-member committee consisting of the supervisor and two other members of the teaching staff of Neapolis University Pafos. The score scale ranges between 0 and 100.</p>
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3.1.51 Mapping of Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs)

	Mapping of CLOs against PLOs
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	PLOs			
	PLO1	PLO2	PLO3	PLO4
CLOs				
DHIST601	x	x		
DHIST602		x	x	x
DHIST603		x	x	x
DHIST604		x	x	x
DHIST605		x	x	x
DHIST606		x	x	x
DHIST607		x	x	x
DHIST609		x	x	x
DHIST610		x	x	x
DHIST611		x	x	X
DIRSS622		x	x	X
DHIST600	x	x	x	x

3.1.52 Programme Aims and Objectives

The MSc in International Relations, Strategy and Security aims at providing students with a broad assessment of contemporary international relations, with emphasis on strategy and security issues. It combines in-depth academic training in key concepts, theories and casestudies, alongside a structured process of engagement with contemporary debates and experience. It integrates theoretical approaches with the study of many cases and issues. It also explores the ways in which the line between the domestic and international is blurred by trade, financial, environmental, strategic, security, ideological, cultural and ethical issues. Moreover, the program provides a strong theoretical and empirical understanding of the international security environment of the post-Cold War era, including the origins of conflicts and peace, the emergence of new security threats and the many different agencies involved in conflict prevention, peacekeeping and peacemaking today. Last but not least, the Program identifies the ways state and non-state actors develop strategies in the international environment as far as security issues are concerned.

3.1.53 Learning Outcomes

Upon completing the program, students are expected to be able to:

- PLO1. Appraise the theoretical approaches and debates in international relations, strategy and security studies, and most importantly the relationship between these three components.
- PLO2. Assess the implications related with domestic, transnational, and international forms of security threats (ranging from interstate conflicts to transnational terrorism).
- PLO3. Evaluate the main sources of instability and insecurity in the international system.
- PLO4. Perceive complex security environment through the critical analysis of specific security related policies of different actors in international relations.
- PLO5. Analyze international issues and formulate arguments in a clear, concise and effective manner, both orally and in writing.

3.1.54 Program Breakdown

The program is implemented in 3 semesters and requires 90 ECTS to be accumulated by a student for graduation. The tables that follow give a brief overview of all the program' courses per academic semester.

1st Semester			
Code	Course title	Course type	ECTS
IRSS611	International Security and Strategic Studies	Compulsory	7.5
IRSS612	Strategy and Decision Making	Compulsory	7.5
IRSS621	Contemporary Issues in Global Politics	Compulsory	7.5
METH600	Research Design and Empirical Methods in the Social Sciences	Compulsory	7.5

2nd Semester

Code	Course title	Course type	ECTS
IRSS623	International Law and Security	Compulsory	7.5
IRSS624	Homeland Security	Compulsory	7.5
IRSS626	Information Security	Compulsory	7.5
IRSS622	Special Topics in the Eastern Mediterranean and Middle East Security	Elective	7.5
IRSS625	Peacebuilding and Post-Conflict Reconstruction	Elective	7.5
MEP500	Foreign Policy, Security and Defense in the European Union	Elective	7.5

3rd Semester

Code	Course title	Course type	ECTS
IRSS610	Dissertation	Compulsory	30

3.1.55 Course Descriptions

Code	Course name	Description
IRSS611	International Security and Strategic Studies	The course analyzes the interaction between strategy and security, which plays a decisive role in the contemporary international environment. In addition to presenting the major theoretical perspectives, the course examines a range of important and controversial topics in modern debates, covering both traditional military and nonmilitary security issues such as proliferation, humanitarian intervention, food security and environmental security. It offers a wide range of case studies – including chapters on the US, China, the Middle East, Russia, Africa, the Arctic, Europe and Latin America – providing detailed analyses of important global security issues.

IRSS612	Strategy and Decision Making	<p>The main purpose of this course is to provide students with all those tools, concepts and mechanisms to understand in a theoretical and practical level strategy and decision making in international relations. Regarding the context of the strategy, students will first study and consider</p>
		<p>a range of theoretical themes such as the principles, limits and extensions of strategy, strategic interaction, boundaries and barriers of strategy. In addition, the practices of competitive strategies between the US and China will be presented. At the decision-making level, case studies of low- and high-quality decision-making will be studied through a decision-making model. Finally, the students will study the failures and the lessons of decision-making model in international relations.</p>

IRSS621	Contemporary Issues in Global Politics	<p>The main purpose of this course is to study and evaluate contemporary issues in global politics. For this reason, it will initially introduce students to the concept of global politics and will present how it has evolved historically from antiquity to modern times with an emphasis on the 20th century. Later, this course will present to the students the main global politics theories so that they can critically assess economy at the time of globalization. In the second part, this course will focus on the main issues of global politics such as power and the world class in the 21st century, war and peace, nuclear proliferation and nuclear disarmament, human rights and humanitarian interventions, environmental issues, global governance, regional integration as well as the future of the world.</p>
METH600	Research Design and Empirical Methods in the Social Sciences	<p>The course aims at making students familiar with the methods of academic research so that they are able to write academic papers of every kind (university assignments, theses, academic articles etc.). Special emphasis is given on issues like research planning, the collection of data/information, the evaluation of sources, and the writing of the text of an academic paper.</p>

IRSS623	International Law and Security	The aim of the course is to provide comprehensive understanding, interdisciplinary, highly specialized and original knowledge in the field of International Law and Security from the point of view of security and strategic studies. This course demonstrates the processes of international law, international negotiations, mediation and co-operation, especially when international security crises and conflicts in today's international environment are diffusing.
IRSS624	Homeland Security	The course acquaints the students with the concept of homeland security and the issues related to the specific subject matter: the actors, institutions and processes involved in homeland security, the man-made and natural threats to homeland security and, last but not least, the scholarly and policy debates about homeland security (i.e. the legal framework and the practical challenges such as the use of human and financial
		resources as well as the variant political processes and cultures involved in this case.

IRSS626	Information Security	The course aims to acquaint students with the fundamentals of information security. It presents information threats and attacks and ways to protect information from such attacks. It looks at cyberattacks like cyber espionage and discuss their impact to international relations. It also looks at specific technical areas of information security such as denial of service, intrusion detection and prevention systems and, finally cryptographic algorithms. Last but not least, it discusses the legal and ethical issues that are commonly found in today's organizations.
IRSS622	Special Topics in the Eastern Mediterranean and Middle East Security	Middle East and Eastern Mediterranean states will require collaborative efforts to improve their effectiveness for aligning and integrating the necessary diplomacy, defense and development capabilities. The course acquaints the students with the examination of Special Topics in the Eastern Mediterranean and Middle East Security, focusing on the actors, institutions and other important factors in these areas.
IRSS625	Peacebuilding and Post-Conflict Reconstruction	The course analyzes how peacebuilding prevents a relapse into violence in countries emerging from conflict by supporting 'peacebuilding activities which directly contribute to post-conflict

		<p>stabilization and strengthen the capacity of Governments, national/local institutions and transitional or other relevant authorities. In addition to presenting the major theoretical perspectives, the course examines a range of international actors such as the UN, the World Bank, and the United Nations Development Programme (UNDP), as well as the emergence of an extensive body of research which has analysed the challenges and complexities of economic reconstruction, institution building, democratization, transitional justice, and reconciliation in post-conflict countries, the politicians as well as policymakers. It offers a wide range of case studies – including Europe, Africa and Asia – providing detailed analyses of important global peacebuilding issues.</p>
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MEP500	Foreign Policy, Security and Defense in the European Union	<p>This course examines and explains the international role and external action of the European Union (EU). The course begins by the presentation of the historical overview of the EU's Foreign Policy and then highlights the main actors of the EU's foreign policy system. Following that, it focuses on the EU's foreign policy making system and the key issues in EU foreign Policy. In addition, it evaluates the Common Foreign and Security Policy (CFSP), and the Common Security and Defense Policy (CFDP). The course also evaluates the external action of the EU in various policies (trade, developments, internal policies)</p>
		<p>and analyses the EU foreign policy towards the Neighborhood. The course finally concludes with the assessment of the interactions between the EU and the major powers multilateral organizations.</p>

IRSS610	Dissertation	<p>Students, in consultation with one of the tutors, must submit to the Secretariat a proposal on the subject of their diplomatic work. In the proposal, besides the title of the proposed subject, they should briefly describe the main points of their research, as well as the sources they intend to study. In addition, they should explain the originality aspects of the subject. A three-member committee, consisting of the Program Coordinator and two other members of the program's teaching staff, examines the proposed subject, either approving it as such or proposing amendments to the subject and/or the research methodology. The approval of the subject is accompanied by the appointment of a supervisor.</p> <p>The supervisor maintains regular communication with the student to provide him/her with the necessary guidance, both during the research and at the stage of writing the dissertation. The dissertation must be relevant to the content of the postgraduate student's studies, be original, be based on archival research or full use of the published sources and exhaustive study of the relevant international literature and conclude with</p>
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		<p>convincing conclusions. The extent of the work cannot be less than 15,000 words and more than 18,000 words.</p> <p>If the text of the dissertation has the final approval of the supervisor, it is submitted by the student electronically through the e-learning platform (Moodle), so that the necessary plagiarism control through the Turnitin system is made. Unless questions arise as to the authenticity of the work, the supervisor suggests its defense. The dissertation's defense is made publicly in front of a three-member committee. Upon completion of the postgraduate dissertation, a three-member examination committee is appointed, with the supervising Professor and two other permanent members of the faculty or Researchers of recognized Research Institutions who are required to have a PhD degree. The score scale ranges between 0 and 100.</p>
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3.1.56 Mapping of Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs)

Outcomes (PLOs)

	PLOs				
	PLO1	PLO2	PLO3	PLO4	PLO5
CLOs					
IRSS611	X	X	X	X	X
IRSS612	X	X	X	X	X
IRSS621	X	X	X	X	X
METH600					X
IRSS623		X	X	X	X
IRSS624		X	X	X	X

IRSS626		X		X	X
IRSS622		X	X	X	X
IRSS625	X	X	X	X	X
MEP500		X	X	X	X
IRSS610	X	X	X	X	X

MSc IN INTERNATIONAL RELATIONS, STRATEGY AND SECURITY (DISTANCE LEARNING)

3.1.57 Program Aims and Objectives

The MSc in International Relations, Strategy and Security aims at providing students with a broad assessment of contemporary international relations, with emphasis on strategy and security issues. It combines in-depth academic training in key concepts, theories and casestudies, alongside a structured process of engagement with contemporary debates and experience. It integrates theoretical approaches with the study of many cases and issues. It also explores the ways in which the line between the domestic and international is blurred by trade, financial, environmental, strategic, security, ideological, cultural and ethical issues. Moreover, the program provides a strong theoretical and empirical understanding of the international security environment of the post-Cold War era, including the origins of conflicts and peace, the emergence of new security threats and the many different agencies involved in conflict prevention, peacekeeping and peacemaking today. Last but not least, the program identifies the ways state and non-state actors develop strategies in the international environment as far as security issues are concerned.

3.1.58 Learning Outcomes

Upon completing the program, students are expected to be able to:

- PLO1. Appraise the theoretical approaches and debates in international relations, strategy and security studies, and most importantly the relationship between these three components.
- PLO2. Assess the implications related with domestic, transnational, and international forms of security threats (ranging from interstate conflicts to transnational terrorism).
- PLO3. Evaluate the main sources of instability and insecurity in the international system.
- PLO4. Perceive complex security environment through the critical analysis of specific security related policies of different actors in international relations.
- PLO5. Analyze international issues and formulate arguments in a clear, concise and effective manner, both orally and in writing.

3.1.59 program Breakdown

The program is implemented in 3 semesters and requires 90 ECTS to be accumulated by a student for graduation. The tables that follow give a brief overview of all the program courses per academic semester.

1st Semester			
Code	Course title	Course type	ECTS
DIRSS611	International Security and Strategic Studies	Compulsory	7.5
DIRSS612	Strategy and Decision Making	Compulsory	7.5
DIRSS621	Contemporary Issues in Global Politics	Compulsory	7.5
DMETH600	Research Design and Empirical Methods in the Social Sciences	Compulsory	7.5

2nd Semester			
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Code	Course title	Course type	ECTS
DIRSS623	International Law and Security	Compulsory	7.5
DIRSS624	Homeland Security	Compulsory	7.5
DIRSS626	Information Security	Compulsory	7.5
DIRSS622	Special Topics in the Eastern Mediterranean and Middle East Security	Elective	7.5
DIRSS625	Peacebuilding and Post-Conflict Reconstruction	Elective	7.5
DMEP500	Foreign Policy, Security and Defense in the European Union	Elective	7.5

3rd Semester

Code	Course title	Course type	ECTS
DIRSS610	Dissertation	Compulsory	30

3.1.60 Course Descriptions

Code	Course name	Description
DIRSS611	International Security and Strategic Studies	The course analyzes the interaction between strategy and security, which plays a decisive role in the contemporary international environment. In addition to presenting the major theoretical perspectives, the course examines a range of important and controversial topics in modern debates, covering both traditional military and non-military security issues such as proliferation, humanitarian intervention, food security and environmental security. It offers a wide range of case studies – including chapters on the US, China, the Middle East, Russia, Africa, the Arctic, Europe and Latin America – providing detailed analyses of important global security issues.

DIRSS612	Strategy and Decision Making	<p>The main purpose of this course is to provide students with all those tools, concepts and mechanisms to understand in a theoretical and practical level strategy and decision making in international relations. Regarding the context of the strategy, students will first study and consider</p>
		<p>a range of theoretical themes such as the principles, limits and extensions of strategy, strategic interaction, boundaries and barriers of strategy. In addition, the practices of competitive strategies between the US and China will be presented. At the decision-making level, case studies of low- and high-quality decision-making will be studied through a decision-making model. Finally, the students will study the failures and the lessons of decision-making model in international relations.</p>

DIRSS621	Contemporary Issues in Global Politics	<p>The main purpose of this course is to study and evaluate contemporary issues in global politics. For this reason, it will initially introduce students to the concept of global politics and will present how it has evolved historically from antiquity to modern times with an emphasis on the 20th century. Later, this course will present to the students the main global politics theories so that they can critically assess economy at the time of globalization. In the second part, this course will focus on the main issues of global politics such as power and the world class in the 21st century, war and peace, nuclear proliferation and nuclear disarmament, human rights and humanitarian interventions, environmental issues, global governance, regional integration as well as the future of the world.</p>
DMETH600	Research Design and Empirical Methods in the Social Sciences	<p>The course aims at making students familiar with the methods of academic research so that they are able to write academic papers of every kind (university assignments, theses, academic articles etc.). Special emphasis is given on issues like research planning, the collection of data/information, the evaluation of sources, and the writing of the text of an academic paper.</p>

DIRSS623	International Law and Security	<p>The aim of the course is to provide comprehensive understanding, interdisciplinary, highly specialized and original knowledge in the field of International Law and Security from the point of view of security and strategic studies. This course demonstrates the processes of international law, international negotiations, mediation and co-operation, especially when international security crises and conflicts in today's international environment are diffusing.</p>
DIRSS624	Homeland Security	<p>The course acquaints the students with the concept of homeland security and the issues related to the specific subject matter: the actors, institutions and processes involved in homeland security, the man-made and natural threats to homeland security and, last but not least, the scholarly and policy debates about homeland security (i.e. the legal framework and the practical challenges such as the use of human and financial resources as well as the variant</p>
		<p>political processes and cultures involved in this case.</p>

DIRSS626	Information Security	The course aims to acquaint students with the fundamentals of information security. It presents information threats and attacks and ways to protect information from such attacks. It looks at cyberattacks like cyber espionage and discuss their impact to international relations. It also looks at specific technical areas of information security such as denial of service, intrusion detection and prevention systems and, finally cryptographic algorithms. Last but not least, it discusses the legal and ethical issues that are commonly found in today's organizations.
DIRSS622	Special Topics in the Eastern Mediterranean and Middle East Security	Middle East and Eastern Mediterranean states will require collaborative efforts to improve their effectiveness for aligning and integrating the necessary diplomacy, defense and development capabilities. The course acquaints the students with the examination of Special Topics in the Eastern Mediterranean and Middle East Security, focusing on the actors, institutions and other important factors in these areas.
DIRSS625	Peacebuilding and Post-Conflict Reconstruction	The course analyzes how peacebuilding prevents a relapse into violence in countries emerging from conflict by supporting 'peacebuilding activities which directly contribute

		<p>to post-conflict stabilization and strengthen the capacity of Governments, national/local institutions and transitional or other relevant authorities. In addition to presenting the major theoretical perspectives, the course examines a range of international actors such as the UN, the World Bank, and the United Nations Development program (UNDP), as well as the emergence of an extensive body of research which has analyzed the challenges and complexities of economic reconstruction, institution building, democratization, transitional justice, and reconciliation in post-conflict countries, the politicians as well as policymakers. It offers a wide range of case studies – including Europe, Africa and Asia – providing detailed analyses of important global peacebuilding issues.</p>
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DMEP500	Foreign Policy, Security and Defense in the European Union	<p>This course examines and explains the international role and external action of the European Union (EU). The course begins by the presentation of the historical overview of the EU's Foreign Policy and then highlights the main actors of the EU's foreign policy system.</p> <p>Following that, it focuses on the EU's foreign policy making system and the key issues in EU foreign Policy. In addition, it evaluates the Common Foreign and Security Policy (CFSP), and the Common Security and Defense Policy (CFDP). The course also evaluates the external</p>
		<p>action of the EU in various policies (trade, developments, internal policies) and analyses the EU foreign policy towards the Neighborhood. The course finally concludes with the assessment of the interactions between the EU and the major powers multilateral organizations.</p>

DIRSS610	Dissertation	<p>Students, in consultation with one of the tutors, must submit to the Secretariat a proposal on the subject of their diplomatic work. In the proposal, besides the title of the proposed subject, they should briefly describe the main points of their research, as well as the sources they intend to study. In addition, they should explain the originality aspects of the subject. A threemember committee, consisting of the Program Coordinator and two other members of the program's teaching staff, examines the proposed subject, either approving it as such or proposing amendments to the subject and/or the research methodology. The approval of the subject is accompanied by the appointment of a supervisor.</p> <p>The supervisor maintains regular communication with the student to provide him/her with the necessary guidance, both during the research and at the stage of writing the dissertation. The dissertation must be relevant to the content of the postgraduate student's studies, be original, be based on archival research or full use of the published sources and exhaustive study of the</p>
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		<p>relevant international literature and conclude with convincing conclusions. The extent of the work cannot be less than 15,000 words and more than 18,000 words.</p> <p>If the text of the dissertation has the final approval of the supervisor, it is submitted by the student electronically through the e-learning platform (Moodle), so that the necessary plagiarism control through the Turnitin system is made. Unless questions arise as to the authenticity of the work, the supervisor suggests its defense.</p> <p>The dissertation's defense is made publicly in front of a three-member committee. Upon completion of the postgraduate dissertation, a three-member examination committee is appointed, with the supervising Professor and two other permanent members of the faculty or Researchers of recognized Research Institutions who are required to have a PhD degree. The score scale ranges between 0 and 100.</p>
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3.1.61 Mapping of Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs)

PLOs

	PLO1	PLO2	PLO3	PLO4	PLO5
CLOs					
DIRSS611	X	X	X	X	X
DIRSS612	X	X	X	X	X
DIRSS621	X	X	X	X	X
DMETH600					X
DIRSS623		X	X	X	X
DIRSS624		X	X	X	X
DIRSS626		X		X	X

DIRSS622		X	X	X	X
DIRSS625	X	X	X	X	X
DMEP500		X	X	X	X
DIRSS610	X	X	X	X	X

MSc IN EUROPEAN POLITICS AND GOVERNANCE (CONVENTIONAL)

3.1.62 Program Aims and Objectives

The aim of the MSc in European Politics and Governance program is to provide a course of advanced study to those who aspire to become effective leaders in European affairs in both the private and public sectors. The program's curriculum is designed to explore the essential elements of EU policies and to prepare students for increasingly complex responsibilities in diplomacy, international organizations and the public sector, local government, and research and non-profit organizations. The core curriculum emphasizes both the skills and knowledge required to effectively manage EU affairs and to understand the larger international, European and national settings in which policy is developed and tasks are defined and assessed. The program provides up-to-date knowledge in several diverse disciplines that make up the field of European Studies such as business/ economics, politics and law. In addition, the program equips students with analytical, accountability and leadership skills, enhances their decision-making ability and promotes organizational wellbeing within the context of a continually changing and competitive European environment. A fundamental philosophy of the program is its empirical approach to the study of governance, where the students' newly acquired knowledge and skills are blended with their professional experience and are applied to real-life cases. This approach broadens and deepens student understanding of cross-border issues and policy processes, fosters skills of research, analysis, synthesis, and creativity and encourages innovation and awareness of the role of competing international actors; finally, it develops awareness of social, cultural, and global issues affecting policy decisions.

3.1.63 Learning Outcomes

At the end of the course students shall have:

PLO1: a critically understanding and evaluation of the legal, political and economic context of European affairs;

PLO2: a global perspective based on a critical comprehensive of both the domestic and global environments of EU member-states;

PLO3: achieved substantial critical competency in public and international management and administration techniques;

PLO4: a critical understanding of the political implications of public policy decisions;

PLO5: the ability to lead and interact effectively in group situations and culturally diverse environments;

PLO6: the ability to think laterally, critically, innovatively, creatively and to make connections among diverse fields of study in analysing problems;

PLO7: developed critical thinking and autonomous learning skills;

PLO8: developed communication and teamwork skills.

3.1.64 program Breakdown

The program is implemented in 3 semesters and requires 90 ECTS to be accumulated by a student for graduation. In the first semester students choose one compulsory course METH600 and 3 out of 9 elective courses. In the second semester students choose 4 out of the remaining 6 elective courses.

1 st and 2 nd Semester			
Code	Course title	Course type	ECTS

METH600	Research Design and Empirical Methods in the Social Sciences	Compulsory	7.5
HIST610	History of European Integration	Elective	7.5
MPA585	European Governance and Negotiations	Elective	7.5
MEP400	Theoretical Approaches to European Integration	Elective	7.5
MEP300	European Political Economy	Elective	7.5
MEP500	Foreign Policy, Security and Defense in the European Union	Elective	7.5
MEP600	European Banking System	Elective	7.5
MEP700	Special Topics on Police and Judicial Cooperation in the European Union	Elective	7.5

IRSS621	Contemporary Issues in Global Politics	Elective	7.5
IRSS622	Special Topics in the Eastern Mediterranean and Middle East Security	Elective	7.5

3rd Semester			
Code	Course title	Course type	ECTS
DIS800	Dissertation	Compulsory	30

3.1.65 Course Descriptions

Code	Course name	Description
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METH600	Research Design and Empirical Methods in the Social Sciences	The course will introduce students to the fundamentals of research design. The course will cover a range of topics, starting from the formulation of research topics and research questions, the development of theory and empirically testable hypotheses, the design of data collection activities, and basic qualitative and quantitative data analysis techniques.
HIST610	History of European Integration	The course analyzes the historical development of the European integration process during the 20 th and early 21 st centuries. In particular, the ideas of the unification of Europe, as well as the Brian Memorandum, which was the first organized – albeit mortal– initiative for the creation of a Federal European Union, are being considered. The processes that led to the establishment of the three European Communities during the 1950s, the evolution of their operation and their enlargements in the 1970s and 1980s are presented. Moreover, the processes that led to the evolution of the European Communities and the founding of the European Union were studied. Finally, the developments related to the conclusion of the Maastricht, Amsterdam, Nice and Lisbon Treaties, as well as the enlargements of the European Union from 1995 to 2013, are analyzed.

MPA585	European Governance and Negotiations	The main purpose of this course is to evaluate modern policy and governance in the EU through the systematic study of its policies and institutions of governance. In this context, the deepening and widening of the integration process, the evolving context of the Treaties (from Rome to the Treaty of Lisbon), the process of drawing up the treaties, and the main institutions of the Union itself (Commission, Council of Ministers, European Council, European Parliament, European Court of Justice) as well as other institutions will be systematically presented, examined and evaluated.
MEP400	Theoretical Approaches to European Integration	This course analyzes the theoretical approaches to European integration. The course begins by the presentation of the original debates of European integration, namely, neofunctionalism and intergovernmentalism. Following that, it focuses on the mainstreaming European studies approaches (institutionalist, governance, Europeanization and public policy transfer, constructivism, sociological perspectives, and political theory). The course finally concludes with the assessment of the international relations perspectives into the mainstream theoretical frameworks of EU studies and beyond.

MEP300	European Economy	Political	<p>This course examines many the most important aspects of the European political economy. Beginning with the origins of the EMU and the new economic orthodoxy of the 1970s and 1980s, we will move to the Maastricht Treaty and the birth of the euro. After analyzing the Theory of Optimal Currency Areas, we will move on the assessment of the fiscal and monetary policy of the Union and the role of the euro as a global reserve currency. In addition, we will evaluate the first 10 years of the euro, the economic crisis of 2007, and the new framework of economic governance. The course completes offering an overall evaluation on the future of EMU.</p>
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MEP500	Foreign Policy, Security and Defense in the European Union	<p>This course examines and explains the international role and external action of the European Union (EU). The course begins by the presentation of the historical overview of the EU's Foreign Policy and then highlights the main actors of the EU's foreign policy system. Following that, it focuses on the EU's foreign policy making system and the key issues in EU foreign Policy. In addition, it evaluates the Common Foreign and Security Policy (CFSP), and the Common Security and Defense Policy (CFDP). The course also evaluates the external action of the EU in various policies (trade, developments, internal policies) and analyses the EU foreign policy towards the Neighborhood. The course finally concludes with</p>
		<p>the assessment of the interactions between the EU and the major powers multilateral organizations.</p>

MEP600	European Banking System	<p>This course aims to analyze how the crisis years have had a long-lasting impact on the structure of European banking and explore the regulatory architecture that has started to take form in their wake. The course begins with the creation of the Economic and Monetary Union and with an overview of European banking. It will then move on the examination of the European Central Bank and the Vicious Circle of Banking and Sovereign Debt Crises. After analyzing the Banks' Business Models in Europe, we will move on the examination of the European Banking Systems in Times of Crisis. In addition, it will evaluate the topics of Supervision, Resolution, Deposit Guarantee, Lender of Last Resort and the 'Fiscal Backstop' in Banking Union, and Banking Regulation. The course completes offering an overall evaluation on the implications for financial market governance in the EU and the future of European Banking.</p>
MEP700	Special Topics on Police and Judicial Cooperation in the European Union	<p>Over the past two decades, the establishment and consolidation of the Area of Freedom, Security and Justice (AFSJ) have given rise to important questions that are not only specific to that area but have also served to define key features of the EU</p>

		<p>legal order. This course aims to provide to the students the necessary information regarding the current changes on policy and justice cooperation in the EU. Therefore, first, puts forward the conceptual framework of the AFSJ that is based on a security discourse, while describing the main developments that have taken place in the AFSJ from prior to the Maastricht Treaty to the present day. Second, it examines at length the most salient aspects of police and judicial cooperation in civil and criminal matters, border control, asylum and immigration. Third, the course looks at a new form of governance that has been developed in the AFSJ – i.e., the so-called ‘network governance’ that focuses on exploring the way in which national authorities are called upon to work together.</p>
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IRSS621	Contemporary Issues in Global Politics	<p>The main purpose of this course is to study and evaluate contemporary issues in global politics. For this reason, it will initially introduce students to the concept of global politics and will present how it has evolved historically from antiquity to modern times with an emphasis on the 20th century. Later, this course will present to the students the main global politics theories so that they can critically assess economy at the time of globalization. In the second part, this course will focus on the main issues of global politics such as power and the world class in the 21st century, war and peace, nuclear proliferation and nuclear disarmament,</p>
		<p>human rights and humanitarian interventions, environmental issues, global governance, regional integration as well as the future of the world.</p>

IRSS622	Special Topics in the Eastern Mediterranean and Middle East Security	<p>Middle East and Eastern Mediterranean states will require collaborative efforts to improve their effectiveness for aligning and integrating the necessary diplomacy, defense and development capabilities. The course acquaints the students with the examination of Special Topics in the Eastern Mediterranean and Middle East Security, focusing on the actors, institutions and other important factors in these areas.</p> <p>The Course aims at:</p> <ul style="list-style-type: none"> • Outlining the key traits of the Mediterranean and Middle East issues over the last years and explain their significance to contemporary developments. • Highlighting different dimensions of national and regional strategies in the Eastern Mediterranean and Middle East region. • Understanding the benefits of an interdisciplinary approach in security issues in the Eastern Mediterranean and Middle-East. • Providing students with analytical skills in order to apply the gained knowledge both in academic and professional level.
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| | | <ul style="list-style-type: none">• Providing students with a wide range of perspectives, encouraging students to think critically to formulate their own arguments and opinions. |
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DIS800	Dissertation	<p>A Dissertation is prepared by a student, usually during the third semester of study in accordance with the program of Studies of the Department. Each Dissertation must contain sufficient information that reflects the student's initiative, independent study and productivity (originality, in the broad sense). The Dissertation may be of theoretical or practical nature or a combination of both.</p> <p>Each member of the Faculty submits to the Department a number of Dissertation topics greater than the ratio of the number of students per Faculty member. Each Faculty member reserves the right not to supervise a number of Dissertations larger than the nearest integer above the ratio of students per Faculty member.</p> <p>Students are able either to choose a topic proposed by the faculty member or to propose a dissertation topic and discuss it with a faculty member. In this regard, the first two weeks of the semester the students are required to complete the document for the submission of the proposal for writing the Masters Dissertation and they send it to administration. During this time the students shall discuss with the corresponding faculty</p>
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		<p>members the topics. Throughout the process of submission of preferred topics, the students may obtain the agreement of the faculty member for the supervision of the corresponding project. In the third week, the evaluation three-member committee (the director of the program and two faculty members) announce to the students the selected supervisors and the topics accordingly. These Faculty members will be the Dissertation Supervisor for each student.</p> <p>Students are able to write dissertations and any research papers in English regardless of the language of the program.</p> <p>The supervision of a student who prepares a Dissertation is the responsibility of the Dissertation Supervisor. The monitoring and controlling of the Dissertation progress is done through regular meetings (every two weeks) between the student and the supervisor. In some cases, a cosupervisor may be indicated. In the meeting the supervisor will assess the progress of the student and may propose specific books or articles to the student. The supervisor may also provide to the student additional methodological support.</p> <p>Upon completion of the postgraduate dissertation, a three-member examination committee is appointed, with the supervising Professor and two other permanent members of the faculty or</p>
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		<p>Researchers of recognized Research Institutions who are required to have a PhD degree.</p> <p>The main criteria for the evaluation of the Dissertation are the following:</p> <ul style="list-style-type: none"> • Quality of work (e.g. accuracy and completeness of analysis, appropriateness of methodology, validity of theoretical results, software quality, implementation, consistency of material presented and association of ideas). • Degree of the objectives achieved of the Dissertation. • Degree of understanding by students of the area of the Dissertation topic. • Quality of the written language of Dissertation (e.g. structure and organization, clarity, ease of reading and understanding). • Quality of Presentation of the Dissertation. (e.g. oral speech, the adequacy and suitability of multimedia used (such as slides), proper utilization of the allowed time of presentation, and most importantly to point the contribution of Dissertation through the presentation). <p>Within ten days after the presentation and evaluation of the Dissertation, the student shall submit to the Dissertation in digital form. Failure to</p>
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		submit timely may result in delay of the student's graduation which may cause the graduation of the student impossible in the current semester.
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3.1.66 Mapping of Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLOs								
METH600					X	X	X	X
HIST610	X	X			X	X	X	X
MPA585	X	X	X	X	X	X	X	X
MEP400	X	X	X	X	X	X	X	X
MEP300	X	X	X	X		X	X	X

MEP500	X	X	X	X		X	X	X
MEP600	X	X	X	X		X	X	X
MEP700	X	X	X	X		X	X	X
IRSS621		X	X	X	X	X	X	X
IRSS622		X	X	X	X	X	X	X
DIS800	X	X			X	X	X	X

MSc IN EUROPEAN POLITICS AND GOVERNANCE (DISTANCE LEARNING)

3.1.67 Program Aims and Objectives

The aim of the MSc in European Politics and Governance program is to provide a course of advanced study to those who aspire to become effective leaders in European affairs in both the private and public sectors. The program's curriculum is designed to explore the essential elements of EU policies and to prepare students for increasingly complex responsibilities in diplomacy, international organizations and the public sector, local government, and research and non-profit organizations. The core curriculum emphasizes both the skills and knowledge required to effectively manage EU affairs and to understand the larger international, European and national settings in which policy is developed and tasks are defined and assessed. The program provides up-to-date knowledge in a number of diverse disciplines that make up the field of European Studies such as business/ economics, politics and law. In addition, the program equips students with analytical, accountability and leadership skills, enhances their decision-making ability and promotes organizational well-being within the context of a continually changing and competitive European environment. A fundamental philosophy of the program is its empirical approach to the study of governance, where the students' newly acquired knowledge and skills are blended with their professional experience and are applied to real-life cases. This approach broadens and deepens student understanding of cross-border issues and policy processes, fosters skills of research, analysis, synthesis and creativity and encourages innovation and awareness of the role of competing international actors; finally, it develops awareness of social, cultural, and global issues affecting policy decisions.

3.1.68 Learning Outcomes

The overall learning outcome for students completing the Master of European Politics and Governance is to develop a broad conceptual understanding of the theory and practice of European affairs in public, private or non-profit organizations. At the end of the course students shall therefore have:

PLO1: a critically understanding and evaluation of the legal, political and economic context of European affairs;

PLO2: a global perspective based on a critical comprehensive of both the domestic and global environments of EU member-states;

PLO3: achieved substantial critical competency in public and international management and administration techniques;

PLO4: a critical understanding of the political implications of public policy decisions;

PLO5: the ability to lead and interact effectively in group situations and culturally diverse environments;

PLO6: the ability to think laterally, critically, innovatively, creatively and to make connections among diverse fields of study in analysing problems;

PLO7: developed critical thinking and autonomous learning skills;

PLO8: developed communication and teamwork skills.

3.1.69 Program Breakdown

The program is implemented in 3 semesters and requires 90 ECTS to be accumulated by a student for graduation. In the first semester students choose one compulsory course DMETH600 and 3 out of 9 elective courses. In the second semester students choose 4 out of the remaining 6 elective courses.

1st and 2nd Semester			
Code	Course title	Course type	ECTS
DMETH600	Research Design and Empirical Methods in the Social Sciences	Compulsory	7.5
DHIST610	History of European Integration	Elective	7.5
DMPA585	European Governance and Negotiations	Elective	7.5

DMEP400	Theoretical Approaches to European Integration	Elective	7.5
DMEP300	European Political Economy	Elective	7.5
DMEP500	Foreign Policy, Security and Defense in the European Union	Elective	7.5
DMEP600	European Banking System	Elective	7.5
DMEP700	Special Topics on Police and Judicial Cooperation in the European Union	Elective	7.5
DIRSS621	Contemporary Issues in Global Politics	Elective	7.5
DIRSS622	Special Topics in the Eastern Mediterranean and Middle East Security	Elective	7.5

3rd Semester			
Code	Course title	Course type	ECTS
DDIS800	Dissertation	Compulsory	30

3.1.70 Course Descriptions

Code	Course name	Description
DMETH600	Research Design and Empirical Methods in the Social Sciences	The course will introduce students to the fundamentals of research design. The course will cover a range of topics, starting from the formulation of research topics and research questions, the development of theory and empirically testable hypotheses, the design of data collection activities, and basic qualitative and quantitative data analysis techniques.

DHIST610	History of European Integration	<p>The course analyzes the historical development of the European integration process during the 20th and early 21st centuries. In particular, the ideas of the unification of Europe, as well as the Brian Memorandum, which was the first organized –albeit mortal– initiative for the creation of a Federal European Union, are being considered. The processes that led to the establishment of the three European Communities during the 1950s, the evolution of their operation and their enlargements in the 1970s and 1980s are presented. Moreover, the processes that led to the evolution of the European Communities and the founding of the European Union were studied. Finally, the developments related to the conclusion of the Maastricht, Amsterdam, Nice and Lisbon Treaties, as well as the enlargements of the European Union from 1995 to 2013, are analyzed.</p>
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DMPA585	European Governance and Negotiations	<p>The main purpose of this course is to evaluate modern policy and governance in the EU through the systematic study of its policies and institutions of governance. In this context, the deepening and widening of the integration process, the evolving context of the Treaties (from Rome to the Treaty of Lisbon), the process of drawing up the treaties, and the main institutions of the Union itself (Commission, Council of Ministers, European Council, European Parliament, European Court of Justice) as well as other institutions will be systematically presented, examined and evaluated.</p>
DMEP400	Theoretical Approaches to European Integration	<p>This course analyzes the theoretical approaches to European integration. The course begins by the presentation of the original debates of European integration, namely, neofunctionalism and intergovernmentalism. Following that, it focuses on the mainstreaming European studies approaches (institutionalist, governance, Europeanization and public policy transfer, constructivism, sociological perspectives, and political theory). The course finally concludes with the assessment of the international relations perspectives into the mainstream theoretical frameworks of EU studies and beyond.</p>

DMEP300	European Economy	Political	<p>This course examines many the most important aspects of the European political economy. Beginning with the origins of the EMU and the new economic orthodoxy of the 1970s and 1980s, we will move to the Maastricht Treaty and the birth of the euro. After analyzing the Theory of Optimal Currency Areas, we will move on the assessment of the fiscal and monetary policy of the Union and the role of the euro as a global reserve currency. In addition, we will evaluate the first 10 years of the euro, the economic crisis of 2007, and the new framework of economic governance. The course completes offering an overall evaluation on the future of EMU.</p>
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DMEP500	Foreign Policy, Security and Defense in the European Union	<p>This course examines and explains the international role and external action of the European Union (EU). The course begins by the presentation of the historical overview of the EU's Foreign Policy and then highlights the main actors of the EU's foreign policy system.</p> <p>Following that, it focuses on the EU's foreign policy making system and the key issues in EU foreign Policy. In addition, it evaluates the Common Foreign and Security Policy (CFSP), and the Common Security and Defense Policy (CFDP). The course also evaluates the external action of the EU in various policies (trade, developments, internal policies) and analyses the EU foreign policy towards the Neighborhood. The</p>
		<p>course finally concludes with the assessment of the interactions between the EU and the major powers multilateral organizations.</p>

DMEP600	European Banking System	<p>This course aims to analyze how the crisis years have had a long-lasting impact on the structure of European banking and explore the regulatory architecture that has started to take form in their wake. The course begins with the creation of the Economic and Monetary Union and with an overview of European banking. It will then move on the examination of the European Central Bank and the Vicious Circle of Banking and Sovereign Debt Crises. After analyzing the Banks' Business Models in Europe, we will move on the examination of the European Banking Systems in Times of Crisis. In addition, it will evaluate the topics of Supervision, Resolution, Deposit Guarantee, Lender of Last Resort and the 'Fiscal Backstop' in Banking Union, and Banking Regulation. The course completes offering an overall evaluation on the implications for financial market governance in the EU and the future of European Banking.</p>
DMEP700	Special Topics on Police and Judicial Cooperation in the European Union	<p>Over the past two decades, the establishment and consolidation of the Area of Freedom, Security and Justice (AFSJ) have given rise to important questions that are not only specific to that area but have also served to define key</p>

		<p>features of the EU legal order. This course aims to provide to the students the necessary information regarding the current changes on policy and justice cooperation in the EU. Therefore, first, puts forward the conceptual framework of the AFSJ that is based on a security discourse, while describing the main developments that have taken place in the AFSJ from prior to the Maastricht Treaty to the present day. Second, it examines at length the most salient aspects of police and judicial cooperation in civil and criminal matters, border control, asylum and immigration. Third, the course looks at a new form of governance that has been developed in the AFSJ – i.e., the so-called ‘network governance’ that focuses on exploring the way in which national authorities are called upon to work together.</p>
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DIRSS621	Contemporary Issues in Global Politics	<p>The main purpose of this course is to study and evaluate contemporary issues in global politics. For this reason, it will initially introduce students to the concept of global politics and will present how it has evolved historically from antiquity to modern times with an emphasis on the 20th century. Later, this course will present to the students the main global politics theories so that they can critically assess economy at the time of globalization. In the second part, this course will focus on the main issues of global politics such as power and the world class in the 21st century,</p>
		<p>war and peace, nuclear proliferation and nuclear disarmament, human rights and humanitarian interventions, environmental issues, global governance, regional integration as well as the future of the world.</p>

DIRSS622	Special Topics in the Eastern Mediterranean and Middle East Security	<p>Middle East and Eastern Mediterranean states will require collaborative efforts to improve their effectiveness for aligning and integrating the necessary diplomacy, defense and development capabilities. The course acquaints the students with the examination of Special Topics in the Eastern Mediterranean and Middle East Security, focusing on the actors, institutions and other important factors in these areas.</p> <p>The Course aims at:</p> <ul style="list-style-type: none"> • Outlining the key traits of the Mediterranean and Middle East issues over the last years and explain their significance to contemporary developments. • Highlighting different dimensions of national and regional strategies in the Eastern Mediterranean and Middle East region. • Understanding the benefits of an interdisciplinary approach in security issues in the Eastern Mediterranean and Middle- East.
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		<ul style="list-style-type: none">• Providing students with analytical skills in order to apply the gained knowledge both in academic and professional level.• Providing students with a wide range of perspectives, encouraging students to think critically to formulate their own arguments and opinions.
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DIS800	Dissertation	<p>A Dissertation is prepared by a student, usually during the third semester of study in accordance with the program of Studies of the Department. Each Dissertation must contain sufficient information that reflects the student's initiative, independent study and productivity (originality, in the broad sense). The Dissertation may be of theoretical or practical nature or a combination of both.</p> <p>Each member of the Faculty submits to the Department a number of Dissertation topics greater than the ratio of the number of students per Faculty member. Each Faculty member reserves the right not to supervise a number of Dissertations larger than the nearest integer above the ratio of students per Faculty member.</p> <p>Students are able either to choose a topic proposed by the faculty member or to propose a dissertation topic and discuss it with a faculty member. In this regard, the first two weeks of the semester the students are required to complete the document for the submission of the proposal</p>
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		<p>for writing the Masters Dissertation and they send it to administration. During this time the students shall discuss with the corresponding faculty members the topics. Throughout the process of submission of preferred topics, the students may obtain the agreement of the faculty member for the supervision of the corresponding project. In the third week, the evaluation three-member committee (the director of the program and two faculty members) announce to the students the selected supervisors and the topics accordingly. These Faculty members will be the Dissertation Supervisor for each student.</p> <p>Students are able to write dissertations and any research papers in English regardless of the language of the program.</p> <p>The supervision of a student who prepares a Dissertation is the responsibility of the Dissertation Supervisor. The monitoring and controlling of the Dissertation progress is done through regular meetings (every two weeks) between the student and the supervisor. In some cases, a co-supervisor may be indicated. In the meeting the supervisor will assess the progress of the student and may propose specific books or articles to the student. The supervisor may also provide to the student additional methodological support.</p>
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		<p>Upon completion of the postgraduate dissertation, a three-member examination committee is appointed, with the supervising Professor and two other permanent members of the faculty or Researchers of recognized Research Institutions who are required to have a PhD degree.</p> <p>The main criteria for the evaluation of the Dissertation are the following:</p> <ul style="list-style-type: none"> • Quality of work (e.g. accuracy and completeness of analysis, appropriateness of methodology, validity of theoretical results, software quality, implementation, consistency of material presented and association of ideas). • Degree of the objectives achieved of the Dissertation. • Degree of understanding by students of the area of the Dissertation topic. • Quality of the written language of Dissertation (e.g. structure and organization, clarity, ease of reading and understanding). • Quality of Presentation of the Dissertation. (e.g. oral speech, the adequacy and suitability of multimedia used (such as slides), proper utilization of the allowed time of presentation, and
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		<p>most importantly to point the contribution of Dissertation through the presentation).</p> <p>Within ten days after the presentation and evaluation of the Dissertation, the student shall submit to the Dissertation in digital form. Failure to submit timely may result in delay of the student's graduation which may cause the graduation of the student impossible in the current semester.</p>
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PHD In International Relations and Security

The vision and mission of the educational philosophy that guides the Ph.D. program in International Relations and Security at Neapolis University Pafos is the pursuit of excellence in teaching, research, and service to our community. In support of our mission, the University: The Ph.D. in International Relations and Security reflects the priorities of the NUP's mission. It is designed to meet through research, local and national needs. To promote links with local and international communities. Embrace modern pedagogy and learning technologies based on the need to associate our students with a learning curve that embraces critical thinking.

Our Ph.D. pursues excellence in research through pioneering and innovation in international political affairs and other multidisciplinary approaches, with analyses and outcomes that can serve the scientific and policy-related community.

Neapolis University:

- •Encourages and supports rigorous scholarship and innovative teaching in all the University's academic areas.
- •Creates an academic environment that values and promotes free, active, and original intellectual inquiry among its faculty and students.
- •Fosters a Ph.D. program through its history, politics, and international studies department that responds to local, national, and international needs.
- •Strives continuously to promote activities that apply its intellectual and ethical heritage to work for the good of society as a whole.
- •Welcomes students, faculty, and staff from all backgrounds, religious beliefs, and gender equality, where inclusivity is evident.
- NUP enriches and creates a sense of community that facilitates their development and enhances their career aspirations.

The PhD in International Relations and Security, reflects the priorities of the NUP's mission. The PhD is completed in the Department of History, Politics, and International Studies of the Neapolis University Pafos.

The Department is a full member of the European Security and Defense College since May 2024

The Department is also a full member of the Doctoral School of the European Doctoral School on the CSDP. As such, any candidates through NUP can participate in the various programs and any call for PhD application fellows. (all consideration should occur through the head of the program in cooperation/communication with the European Doctoral School)

Further information can be found here <https://esdc.europa.eu/doctoral-school/>

- **The department fully complies with the rules, regulations, and policy processes of the doctoral school of NUP.** And conforms to all related scientific and administrative policies as decided by the related authority where the Head of the Program participates.
- The PhD program is designed to provide a course of studies that meets local and national needs, promotes links with local communities, and embraces modern pedagogy and learning technologies based on the need to associate our students with a learning curve that embraces critical thinking.

The PhD in International Relations and Security program helps to build upon the capabilities of the School of Social Sciences, Arts, and Humanities at the level of primary scientific and academic research.

3.1.71 Program Expected Outcomes:

These include:

PLO1	Develop theoretical knowledge and provide empirical evidence based on quantitative and qualitative research showcasing comprehensive PhD level scientific knowledge in the discipline of International Relations and Security.
PLO2	Critically embed political/sociological/cultural/economic patterns in the international 'ecosystem'.
PLO3	Conceptualize and analyze primary and secondary data.

PLO4	Forecast international affairs options and resolution related with international relations and security.
PLO5	Pioneer and recommend solutions for ongoing multifaceted international issues.
PLO6	Synthesize principles of international relations and security, proposing solutions for complex problems considering real-time needs.

The Ph.D. program attracts students and academics from national and international backgrounds who hold experience and knowledge but also wish to pursue pioneering and excellence in international political affairs, security and strategy, and other related interdisciplinary approaches in related fields. and aspires to research in fields of disciplinary and multi-disciplinary research approaches.

The Ph.D. in International Relations and Security offers students the opportunity to acquire extensive and in-depth knowledge based on the essential educational pedagogy and approach as projected by Bloom's taxonomy in combination with pioneering research outputs.

The PhD program is of practical value. It includes a wide range of issues related to the development of international affairs and its security, current implications, and challenges, forecasting elements through factual analysis while also pioneering policies for the future, applicable both in theory and practice.

The program aims to provide potential Ph.D. candidates with a rigorous and constructive understanding of international relations and politics, of conflict and security issues, globally and regionally.

The PhD program is a scientific research focus on subjects of particular interest, on recent and contemporary processes, trends, challenges, and problematics through vast constant variables changes, examining efforts to respond to international and regional challenges in policy and practice.

The program requires and combines in-depth scientific research (quantitative and qualitative), academic empirical support and mentoring approach, methodological engagement, comprehension of key concepts, theories, and primary analysis on case studies, alongside a structured process of engagement with contemporary debates and experience with leading results that can offer both to the national and international community as an expert analysis opinion with recommendations and lessons to be learned or to be applied.

3.1.72 Program Structure:

PhD Candidates have to complete a research method course (7.5 ECTS)

1st semester- first year (7.5 ECTS)

Duration of the course: 13 weeks

The course is offered at Neapolis University Pafos. The specific course of research (junior) level is part of the teaching curriculum of the PhD Program and is mandatory for incoming students during the 1st Semester/year.

The course aims to teach methodological approaches to help students conduct research. Specifically, students will learn to identify and interpret knowledge information, structure and implement our literature review and information primary or secondary, qualitative or quantitative, critique and pioneer through analysis, recommendations, outcomes, and proposals. This course aims to enable students to acquire research and writing skills. The course will familiarize students with the theoretical and practical aspects of research methodologies.

She/he will learn how to collect information, evaluate, apply these research methods to writing methodologies, and guide his/her research into solid conclusions.

The student will learn methodological qualitative and quantitative approaches, primary and secondary, related to epistemological research methods within the school of social Sciences and Humanities and specifically on subjects directly related to the Department of History, Politics, and International Studies. Students will gain practical and valuable knowledge on how to conduct research, how to evaluate empirical work, if any, and how to use it in practically recording it, in assuring practical application to her/his writings at the level of a PhD dissertation.

After completion of the module, successful students should be able to:

C.O 1: Demonstrate critical awareness of the nature and scope of the current advanced research needs tailored in the field of social sciences.

C.O 2: Integrate specialized knowledge through quantitative and qualitative research design and data collection.

C.O 3: Interpret the importance of the subject through applied research analysis and outcomes.

C.O 4: Evaluate research results and design methodologies of approach.

C.O 5: Identify and apply cross-disciplinary theories and professional practices to our global scientific and professional environment.

The course serves as an educational method of practical use and knowledge. It is a capacity-building methodological step-by-step approach that will acquaint each student with conducting accurate and, most importantly, complete research.

PhD Candidates and supervisors/faculty have to complete the following.

(in collaboration with the head of the Program as moderator):

1. Participate, and attend training workshops/per annum.
 - All workshops should last 3 days/annual workshop on PhD.
2. Take part in training workshops with partner institutes and institutions for PhD candidate events and training workshops for PhD Candidates. Among others, so that students can take place and present their work.
3. Supervisors and members of committees should take part in training workshops either organized by the NUP or in collaboration with other partner institutes and institutions.
- 4.

3.1.73 Overall Schedule:

- a. PhD Candidates should attend a compulsory seminar on research plan and methodology (3 ECTS of 20 hours). Year 1 semester 1
- b. PhD Candidates should attend a seminar on the nature of research in social science to include The nature, progress, and process of research, research strategic methods, and how to write a literature review. How to create accurate and updated research questions. How to create research designs. At this stage students are to provide submission of literature review and PhD structure in collaboration with their faculty (3 ECTS of 20 hours). Year 1 semester 2.
- c. PhD Candidates should attend a seminar on the nature of quantitative and qualitative research; Concepts and measurements; validity and reliability in quantitative research and qualitative research such as interviews, ethnography and focus groups. Should examine quantitative and qualitative sampling, how to conduct structured interviews and how to create questionnaires designing questions; (3 ECTS of 20 hours). Year 2 semester 1.
- d. PhD students should prepare a Gan chart taking into account continues progress reports and minimum by time of graduation two scopus publication with or without member of the faculty of NUP.
- e. PhD Candidates should at the same time: submit literature review and structure among others during year 1.
- f. Provide content analysis, secondary analysis, and official statistics (if any), year 2.
- g. Writing quantitative and qualitative research and provide during year 2 and year 3, PhD chapters samples.
- h. Students should publish two (2) Scopus papers as sole authors during their studies.
- i. Supervisors and Committee faculty members are advised for co-publications in other related Scopus articles/chapters or books.

3.1.74 Admission Requirement & Process:

To be admitted to the Ph.D. Program, candidates must possess both the general admission criteria and specific criteria as required below.

Applicants should apply at the time of an open call for the PhD. To be attentive at the website of NUP for open PhD call.

Applicants should showcase overall both written and verbal skills and knowledge. It holds empirical research-led capacities, capabilities, and the will to conduct innovative research. Applicants should be able to showcase and defend their Ph.D. proposals and guide the reader to the proposal's timely importance and combination of work.

Applicants are advised to check the academic and professional portfolio of the faculty to check the faculty's research interests.

They are expected to showcase overall suitability for the program of study they apply for.

In all cases, each applicant's file will be considered on its own merit.

Excellent knowledge of English is essential as a minimum requirement since the PhD is completed in English.

- **The application of the NUP** in meeting the basic admission criteria can be found in the following link :

<https://www.nup.ac.cy/wp-content/uploads/2020/09/EN-APPLICATION-FOR-STUDY-2022-23-Digital.pdf>

- **Detailed CV in the format** of <http://europass.cedefop.europa.eu/documents/curriculum-vitae/templates-instructions>).

Research Proposal, which includes argument and hypothesis, methodological approach, timeline and Gantt chart, reasoning, and statement of purpose, expected outputs and publications, participation in various levels while candidature of the Ph.D., and correlation with the research process that would enhance the primary importance of the topic and the originality of the Ph.D. (Approximately 2500 words -without references or footnotes-) (Times New Roman 12 Single Space 0.6 per paragraph) with clear name and date of application.

Inclusive to the proposal, the applicant must clearly state overall expectations, reasoning, and expectations. Importance of primary research.

Applicants need to showcase and ensure the originality to be achieved.

- **Supporting materials** should include:
 - *The BA and MA achieved degrees.*
 - *copies of the prototype (certified and validated) of your degrees.*
 - *Transcripts. (certified and validated).*

- **3 recommendation letters (in English)** that showcase and provide strong support to the candidature (scientific and/or professional).

To complete the portfolio the applicant should include:

- **Any related research publications** -journals or books- or other scientific material that may support the application) are accepted.
- **Written work in English from the Applicant (such an MA Thesis)** or related work to check the level of scientific knowledge and English language readiness.
- **Market experience** is an asset value (Institutions, Organizations, NGOs, Think Tanks, Business Companies, Consulting Firms, legal Companies, and other disciplinary approach market-related and oriented experience.

Once the application period is completed, An NUP Department and Faculty Committee will be established.

The committee will examine each file. The ones who will be moving to the second round will be interviewed. Once the recommendations are created, the results will be provided to the Head of Program and Head of Department. Results will be presented to the next Departmental Meeting. With a completed file, results, and acceptance from the department, the file is proposed to the Doctoral School to evaluate and recommend the final results.

All candidates, successful and those who did not succeed, will be notified officialy in writing, by the Head Secretariat of the Doctoral School.

As stated above, successful candidates will be notified officially by the University Doctoral Secretariat with an offer letter. Successful candidates will have to agree to the offer letter. Accept the terms and conditions of the university rules and regulations whilst also the doctoral school rules and regulations to be met throughout the doctoral studies, to be stated in writing by the official letter of offer from the University.

Disclaimer:

- The university reserves the right to update the program's needs and requirements.
- Due to quality assurance procedures and/or program recertification, the program structure may change without prior notice.
- The university assures diversity, inclusivity, and gender balance in teaching and research.

Break Down of the ECTS

1st semester- first year /Research Methods Course: 13 weeks	7.5 ECTS
Thesis writing & defence	60 ECTS
Overall Research	112.5 ECTS
Total Ph.D.	180 ECTS

PHD IN MODERN AND CONTEMPORARY HISTORY

3.1.81 Program Aims and Objectives

The program aims at awarding doctorates in the academic fields of Modern and Contemporary History, with the view of providing special academic qualifications of the highest standards in the abovementioned fields. It mainly addresses to holders of degrees of Philosophical and Pedagogical Schools, as well as Departments of History, Political Science, Sociology, International Relations, European Studies, Mass Media, Journalism, Greek and European Civilization, and other similar Schools and Departments. The basic aim of the program is the production of new knowledge through the encouragement of primary research and innovation in the academic fields that are related with the program. The goal of the program is on the one hand to provide a comprehensive understanding of the historical past, of its importance and of its impact on current affairs, in local, regional and global level.

3.1.82 Learning Outcomes

- PLO1. Obtaining specialized knowledge on issues of Modern and Contemporary History.
- PLO2. Getting familiar with the older and the contemporary bibliography and dealing critically with primary sources related with Modern and Contemporary History.
- PLO3. Acquiring research experience and making good use of it for further research and study.
- PLO4. Specialized training in special subjects of Modern and Contemporary History with the view of providing expert opinions, analyzing current affairs and underlining their historic and political background.

3.1.83 Program Breakdown

A. Attendance and completion of the PhD Thesis

For complete information on the PhD please visit the 2024-25 PhD guideline under the School of Doctoral Studies of NUP. Where you will find all information related.

The below consists of information at the departmental level only. All related PhD in specific, information from the call for positions, application, proposal, evaluations and final evaluations and defense committee, all go in relevance to the school of Doctoral Studies at NUP which

has created its own information booklet on studying, training, taking part in conferences, research, funding and much more like Faculty education.

Departmental process:

A Three-member Advisory Committee is responsible for the supervision and the guidance of the PhD candidate. The Committee is comprised by members of the teaching staff of Neapolis University, as well as from members of the teaching staff of other Universities from Cyprus and abroad, or Professors Emeriti, or renowned researchers (PhD holders) from established research centers from Cyprus or abroad. The members of the Committee should have the same or related academic expertise with the subject of the PhD they supervise.

The PhD thesis may be written either in Greek or in English.

There are no courses in which the PhD candidates are examined during their studies. However, during the conduction of their PhD thesis, the PhD candidates attend seminars of methodology, research and writing of academic papers.

The time needed for obtaining a PhD cannot be shorter than three (3) full calendar years since the date that the Three-member Advisory Committee was appointed. The maximum time for completing the PhD is five (5) years. An extension of one (1) more year can be given in special occasions and only if this is justified by a comprehensive report of the Advisory Committee. The final decision for extension is taken by the Coordination Committee.

The ECTS credits needed for the successful completion of the doctoral studies are 180 and they are distributed as follows:

- Conduction of the research: 110 ECTS (4 semesters x 27.5 ECTS each).
- Attending seminars of methodology, research and writing of academic papers: 10 ECTS.
- Writing of the PhD thesis: 60 ECTS (2 semesters x 30 ECTS each).
- More information is provided by the PhD school of NUP.

In special cases, and after a justifiable petition by the PhD candidate and a comprehensive suggestion made by the Advisory Committee, the Coordination Committee may decide to

suspend the time of study of the PhD candidate for a period of time not to exceed two (2) years. The time of suspension does not count in the abovementioned maximum time for the completion of the PhD

thesis.

At the end of every year after its appointment, the Advisory Committee, in cooperation with the PhD candidate, submits to the Coordination Committee a progress report which is comprised by at least 500 words.

Any change at the title of the PhD or any adjustment of the title on the results of the research conducted by the PhD candidate is possible if it is justifiably proposed by the Advisory Committee. The final decision is the responsibility of the Coordination Committee.

Neapolis University Pafos uses all the necessary electronic and conventional means in order to prevent plagiarism. This inspection is carried in the drafts of the PhD, which are submitted by the PhD candidate to the members of the Advisory Committee in order to receive their comments and remarks. In cases of plagiarism, the members of the Advisory Committee ask from the PhD candidate to make the necessary corrections. If the PhD candidate is repeatedly found guilty of plagiarism, the members of the Advisory Committee may ask from the Coordination Committee to expel the PhD candidate. The anti-plagiarism inspection is also carried away on the final submitted text of the PhD. In case of plagiarism in the final text of the PhD, the members of the Examination Committee reject the text.

During the period of the conduction of his/her PhD thesis, and before acquiring the right to defend his/her completed thesis, the PhD candidate is obliged to publish at least two papers in academic journals or contributed volumes or refereed proceedings of conferences, and/or present papers in two refereed academic conferences.

B. Examination and conferment of the PhD Diploma

When the Advisory Committee decides that the PhD thesis has been completed according to the guidelines given to the PhD candidate, it sets in motion the procedure for the final examination of the PhD thesis through the process as decided by the School of all PhD at NUP. The final examination is conducted by the Examination Committee provided for by the legislation of the Republic of Cyprus. The members of the Advisory Committee participate in the Examination Committee.

In the submitted version of his/her PhD thesis, the PhD candidate should mention the sources from which he/she has taken information, the extent he/she has benefited from the work of others, as well as the parts of the thesis that are original. The PhD candidate is also obliged to submit a signed declaration, in which he/she will state the following:

“I responsibly declare that the PhD thesis is entirely my work and no part of it is copied from printed or electronic sources, nor it is a translation from other sources or a reproduction of works of other researchers or students. Wherever I used ideas or texts of other people, I have done everything possible in order to state it clearly through the good use of references and following the academic code of conduct”.

The submitted PhD thesis must be accompanied by summary of approximately 500 words in Greek and in an international language. In case that the PhD thesis is written in a language other than Greek, it must be accompanied by an extensive summary of no more than 2,000 words.

The final evaluation of the PhD thesis is the responsibility of the Examination Committee in accordance with the legislation of the Republic of Cyprus. The Examination Committee:

- May approve the PhD thesis as it has been submitted.
- May ask for minor or major modifications as a precondition for the approval of the PhD thesis.
- May deny the approval of the PhD thesis.

In case that minor modifications are required, the Advisory Committee, acting in the name of the Examination Committee, has the authority, after receiving the modified thesis, to approve it as a whole. In case that major modifications are required, the Examination Committee is the only competent body to approve the modified thesis. In this latter case, the communication between the members of the Examination Committee will take place through electronic means and its decision will be final.

The grading of the PhD thesis may be one of the following: “EXCELLENT”, “VERY GOOD”, or “GOOD”.

After the successful defense of the PhD thesis, the candidate receives his/her doctorate diploma.

Before receiving his/her Doctorate, the PhD candidate must submit two copies the approved by the Examination Committee PhD thesis to the Secretariat. The Secretariat is responsible for submitting the two copies along with the summaries to the Library of Neapolis University.

C. Student welfare mechanisms, for monitoring the sufficiency of student support

The Supervising Professors have direct and continuous communication with the PhD candidates, whom they guide and counsel in every stage of the conduction of their PhD theses. The Supervising Professors should systematically monitor the progress of every PhD candidate and help him/her with every appropriate academic means to solve any problems that may arise. More specifically, the Supervising Professors should, among others, make sure that the PhD candidate:

- Follows a research plan, which has been agreed in advance and which may be modified with the consent of the Supervising Professors if this is deemed necessary.
- Progresses in the research related with the writing of his/her PhD thesis.
- Has full knowledge of the available bibliography which is related with the subject of his/her PhD thesis.
- Uses any primary sources available.
- Analyzes in a critical manner the available information, which he/she uses constructively in order to present his/her argumentation.
- Progresses in the writing of his/her PhD thesis.

The Supervising Professors schedule at least one meeting every two months with the PhD candidates. These meetings may take place with physical presence or through

teleconferencing. The purpose of these meetings is the examination of the progress made by the PhD candidates, to whom the Supervising Professors give any appropriate direction for the continuation of their research. The Supervising Professors keep short records of the meetings.

D. Obligations of the PhD Candidates at a departmental level.

The PhD candidates must inform on a regular basis their Supervising Professors about the progress of their research and the writing of the PhD thesis, and to follow the instructions that they receive by them in relation with their PhD thesis.

During their doctoral studies, PhD candidates are obliged to participate in at least four Methodology Seminars which take place at the beginning of each academic semester. The aim of these seminars is to provide PhD candidates the necessary knowledge and make them familiar with the appropriate methodological tools, which will allow them on the one hand to conduct more efficiently their research, and on the other hand to write their PhD thesis in a way that is compatible with all the internationally accepted standards of academic papers. The Methodology Seminars cover a wide range of thematic units, which are related with issues of theory, research, excerpting, organization of material, and writing of a PhD thesis. More information is included in the syllabus of the Methodology Seminars.

At the end of each academic year, PhD Candidates are obliged to present analytically to the Supervising Professors the progress of their research. The presentation may take place in the framework of the Methodology Seminars which are described at paragraph 6.2 of the present Regulations.

At the end of each academic year, PhD Candidates are obliged to submit to their Supervising Professors a detailed memorandum in which they will describe the work they have already completed, as well the work they plan to start in the following academic year. If they fail submit this memorandum, they can even be expelled from the program according to the stipulations of part 7.

In every academic publication the PhD candidates must make reference to Neapolis University as their hosting institution. During their doctoral studies, the PhD candidates are not allowed to publish anything without making direct reference to Neapolis University. The PhD candidates undertake the responsibility to continue referencing Neapolis University in publications that will take place after the completion of their PhD thesis, in case these publications are related to research activities that took place during the preparation of the said PhD thesis.

It is possible that the PhD candidates are asked to be physically present at the University's premises for reasons related with research. It is also possible that, after a decision taken by the competent body of the University, they are asked to provide research, teaching or other supporting work to the University.

E. Penalties and Expulsion of PhD Candidates

PhD candidates who do not comply with all the typical and ethical requirements provided in the present set of Regulations are considered not to comply in general with the requirements for participation in the Program of Doctoral Studies and for the completion of their PhD. The cases of PhD candidates who do not conform to the rules are referred to the Coordination Committee which may decide to impose penalties. These penalties can range from warnings to the expulsion of PhD Candidates from the Program of Doctoral Studies.

It is possible that the PhD Candidate is expelled for reasons related with the unsatisfactory or inefficient academic progress of the process towards the completion of the PhD thesis (e.g. for a long time unjustifiable lack of cooperation with the three members of the Advisory Committee, negligence, inactiveness, lack of interest etc.).

The procedure of expulsion may automatically be put into motion in case the PhD candidate does not submit his/her progress report a month after the completion of one year since he/she has been awarded the PhD candidate status or since the submission of the previous progress report, or in case the Supervisor makes a proposal of this kind. A decision about the expulsion of the PhD candidate may also be taken in case that the PhD candidate exceeds the maximum time limit of attendance, as it is determined in the present set of Regulations. The competent body to make the final decision about the expulsion of the PhD candidate is the Coordination Committee.

Before deciding about his/her expulsion, the Coordination Committee invites the PhD Candidate to a hearing.

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