Doc. 300.1.2

Date: 29.3.2021

Higher Education Institution's Response

- **Higher Education Institution: University of Nicosia**

- **Town: Nicosia**

- **Programme of study Name (Duration, ECTS, Cycle)**

  In Greek:

  Διεθνείς Σχέσεις και Ευρωπαϊκές Σπουδές (4 Έτη, 180 ECTS, Πτυχίο)

  In English:

  International Relations and European Studies (4 Years, 240 ECTS, Bachelor of Arts)

- **Language(s) of instruction:** English

- **Programme's status:** Currently Operating

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*

- *In particular, under each assessment area, the HEI must respond on, <u>without changing the format of the report</u>:*

  - *the findings, strengths, areas of improvement and recommendations of the EEC*
  - *the deficiencies noted under the quality indicators (criteria)*
  - *the conclusions and final remarks noted by the EEC*

- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*

- *In case of annexes, those should be attached and sent on a separate document.*

ΔΙΠΑΕ
CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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1. Study programme and study programme's design and development
(ESG 1.1, 1.2, 1.8, 1.9)

Comments made by the EEC (copied from the External Evaluation Report)

Findings

- *This program is designed to develop theoretical and practical knowledge in the fields of International Relations and European studies. The program offers a wide range of introductory and specialized modules*

- *The program fits to the mainstream international BA standards and complies with the Qualifications framework for the European Higher Education (BA 4 years- 240 credits)*

- *This is a conventional (face-to-face) program. The number of students is less than 30 which allows for constructive teaching and dedicated time between instructors and students.*

- *The program is taught in English which is the second language of most students. Language criteria for admission are clearly defined.*

- *Students have the option to take courses on methodology but from other departments (see recommendation below)*

Strengths

- *Students have options to study for part of their degrees abroad mostly through the ERASMUS program.*

- *There is a strong focus on the region surrounding Cyprus/Eastern Mediterranean. This new emphasis also aligns better with the expertise of instructors and provides a unique niche area of knowledge transfer and student/faculty synergies.*

- *Costs are relatively low compared to other comparable private fee-paying universities.*

- *Basic writing skill training is reinforced and supported while partnerships with the surrounding society allow students to interact with policymakers including government bodies and NGOs.*

Areas of improvement and recommendations
- *Improving student's writing skills could receive more priority both in terms of employability and future career/personal achievement goals. We recommend more emphasis on assessments in student essays than exams. Amending national wide rules might be necessary in some occasions and should be an appropriate direction to be considered by the accreditation bodies.*
- *We recommend either a course or extra material to be added on gender and diversity broadly defined. We encourage more linkages within the university in this area as well as other areas of excellence at the University of Nicosia e.g. migration and digital innovations as well as practical education.*

- *A non-technical course on methods (not necessarily quantitative) could help students build practical skills. This module could also enable students to properly read new and complex texts in International Relations as published in the leading journals in the discipline as well as assess those critically.*
- *We recommend that more students (not just the top ones) are encouraged to write an independent thesis at the end of the fourth year.*

Response/Action

The BA Program in International Relations and European Studies (BA) has been considered to be fully compliant in all criteria of this section. No deficiencies in the quality indicators have been identified.

The EEC has underlined the fact that Students have options to study for part of their degrees abroad mostly through the ERASMUS program. Moreover, it stresses that there is a strong focus on the region surrounding Cyprus/Eastern Mediterranean. It acknowledges that this new emphasis aligns better with the expertise of instructors and provides a unique niche area of knowledge transfer and student/faculty synergies. It further points out that costs are relatively low compared to other comparable private fee-paying universities and stresses that basic writing skill training is reinforced and supported while partnerships with the surrounding society allow students to interact with policymakers including government bodies and NGOs.

The EEC has also made suggestions for further improving the BA Program. It expresses the view that improving students' writing skills could receive more priority both in terms of employability and future career/personal achievement goals. It recommends more emphasis on assessments in student essays than exams. It acknowledges that amending national wide rules might be necessary in some occasions and should be an appropriate direction to be considered by the accreditation bodies. The Department intends to implement this recommendation by prioritizing the improvement of students' writing skills in line with emphasis on employability and future career/personal achievement goals. The Department would also like to emphasize that the use of assessments is already part of the recommended policy of the University on grading. In order to achieve this, we will encourage faculty to make the assessments of student essays an essential requirement wherever suitable. A unified essay guide will be used for all courses. In other words, all course guides will incorporate reference to an essay-writing-guide, which will be available online at the Department's website. The guide is attached.

The EEC further recommends that either a course or extra material to be added on gender and diversity broadly defined. It also encourages more linkages in these domains well as other areas of excellence at the University of Nicosia e.g. migration, digital innovations and practical education. The Department has responded to this recommendation by introducing a new course entitled Issues in Political Sociology. Guest lectures in the seminar from members of other Departments and professionals or civil society practitioners would improve the linkages within the University and allow the utilisation of experts from within the university and across civil society. The course will be added to the major elective section of the Program (see the attached syllabus)

The EEC also suggested that a non-technical course on methods (not necessarily quantitative) could help students build practical skills. It expresses the view that this module could also enable

students to properly read new and complex texts in International Relations as published in the leading journals in the discipline as well as assess those critically. The Department will fully comply with this recommendation. The existing course on skills/methodology will be made a compulsory core course to be attended by second year students. The core course on Current European Issues will therefore be moved to the major electives section.

The EEC also recommended that more students (not just the top ones) should be encouraged to write an independent thesis at the end of the fourth year. The Department will implement this recommendation and lower the required GPA from 3,25 to 3,00, which in turn will also improve independent research skills. All the above changes are included in the attached, amended curriculum.

2. Teaching, learning and student assessment
   (ESG 1.3)

Comments made by the EEC (copied from the External Evaluation Report)

Findings

- *Only students present in Cyprus can take this face-to-face conventional program.*

- *The admission criteria requires a High school Leaving certificate 15 out of 20 for Cyprus or top 50 percent of class as well a good level of proficiency in English.*

- *Courses are available for students to improve their command of English in their first year.*

- *The course accreditation is fixed.*

Strengths

- *Students are supported in developing strong communication and language skills. The learning environment of the university is conducive in this area as University of Nicosia is highly internationalised and diverse in its overall focus.*

- *Students are involved in research maximizing the benefits for themselves, early career instructors, and the university's research environment.*

- *Instructors provide comprehensive and constructive feedback to students.*

- *Students confirmed that instructors are accessible and highly professional.*

Areas of improvement and recommenadations

- *Instructors are aware that there has been repetition among courses and worked hard to make improvements in this area.*

- *Colleagues are aware of each other's teaching material and have put considerable effort to avoid unnecessary replications.*

- *Course syllabuses might require continuous monitoring and communication among teaching staff. By encouraging students to follow independent research (via the thesis option or special topics), colleagues could avoid such repetition and offer more options beyond the conventional program.*

Response/Action

The BA Program has been considered to be fully compliant in all criteria of this section. No deficiencies in the quality indicators have been identified.

The EEC notes that students are supported in developing strong communication and language skills. It finds that the learning environment of the University is conducive in this area as the University of Nicosia is highly internationalised and diverse in its overall focus. Moreover, it acknowledges that students are involved in research maximizing the benefits for themselves, early career instructors, and the University's research environment. It also notes that instructors provide comprehensive and constructive feedback to students. This was also confirmed by students who indicated that instructors are accessible and highly professional.

The EEC has also made suggestions for further improvement. It acknowledges that Instructors are aware that there has been repetition among courses and worked hard to make improvements in this area. It also notes that colleagues are aware of each other's teaching material and have put considerable effort to avoid unnecessary repetitions. It recommends that course syllabuses might require continuous monitoring and communication among teaching staff. By encouraging students to follow independent research (via the thesis option or special topics), colleagues could avoid such repetition and offer more options beyond the conventional program. The Department pledges to continue the monitoring of courses in order to minimise repetition. Moreover, the lowering of the GPA requirement to 3.0 will encourage more students to choose a Final Year Project thesis. The special topics option within the curriculum will be used to widen the scope of topics offered thereby implementing the recommendation of the EEC. Course guides will reflect more diversified methods of assessments which encourage independent research.

3. **Teaching Staff**
   (ESG 1.5)

Comments made by the EEC (copied from the External Evaluation Report)

Findings

- *Instructors have received their PhDs in reputable universities. The academic background is very diverse including colleagues from the US, Germany, Greece and UK. Instructors have published considerably despite having major teaching and administrative constraints which they meet very well.*

- *Because of the university's emphasis on distant learning, faculty has adjusted very well both to online teaching as well as new themes offered through the module on special topics.*

ΔΙΠΑΕ
CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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Strengths

- *The regional focus on the Eastern Mediterranean allows faculty to combine teaching and research. Currently, besides a couple of regional Eastern Mediterranean MA programs, no other university to provide a comparable program.*

- *Faculty are supported through internal grants, research leaves and opportunities for non-academic impact particularly at the policy level.*

- *Research leave policies have improved according to most EU university standards but research time allocated in general is not sufficient particularly for early career researchers.*

Areas of improvement and recommendations

- *The amount of teaching and administration load is high compared to comparable institutions, particularly for junior academic staff.*

- *Early career researchers could receive more support (less teaching and more dedicated mentorship) in the first years and until they become permanent.*

Response/Action

The BA Program has been considered to be fully compliant in all criteria of this section. No deficiencies in the quality indicators have been identified.

The EEC notes that the new regional focus on the Eastern Mediterranean allows faculty to combine teaching and research. It emphasises that currently, besides a couple of regional Eastern Mediterranean MA Programs, no other University provides a comparable program. It acknowledges that faculty members are supported through internal grants, research leaves and opportunities for non-academic impact particularly at the policy level. It also finds that research leave policies have improved according to most EU university standards but research time allocated in general is not sufficient particularly for early career researchers.

The EEC has also made suggestions for further improvement. Particularly, it recommends that junior scholars regularly get a reduced teaching load in order to enhance professional development. Furthermore, it expresses its support to the present Senate consideration of full salary compensation for sabbatical. The Department takes the EEC's suggestion into serious consideration and it will discuss ways of implementing it. Particularly, it will continue encouraging all staff, especially junior staff, to make use of the University's research endorsement policies, while it will reinforce its efforts to support their personal development, in accordance with the University's regulations and objectives and taking seriously into account the CYQAA's new upcoming regulatory framework. Furthermore, the School of Law has decided to organize, in cooperation with the Cyprus Center for European and International Affairs, research seminars on a regular basis that will give the junior staff the opportunity to present and discuss their research findings with their senior colleagues. When it comes to the teaching load, the number of courses taught is comparable to other Universities in Cyprus and in accordance with the regulations of the University of Nicosia. The Department will discuss the possibility of extra teaching release for the junior faculty with the related administrative bodies of the University.

4. Students
(ESG 1.4, 1.6, 1.7)

Comments made by the EEC (copied from the External Evaluation Report)

Findings

- *Currently up to 30 students are admitted to this program.*

- *The program attracts both local and international students.*

- *The criteria for admission are clear with a double specialization offered in International Relations and European studies, electives across various departments and opportunities for additional specialization.*

Strengths

- *The major strength of the program is its attractiveness to international students beyond Cyprus and the region. The program brings together an intentionally trained faculty with a diverse student body.*

Areas of improvement and recommendations

- *The program could build further on its strengths by providing more emphasis on gender studies (see above)*

- *The students could be encouraged to acquire hard skills also certified externally (e.g. languages but also in skill areas such as mediations as in many German universities)*

Response/Action

The BA Program has been considered to be fully compliant in all criteria of this section. No deficiencies in the quality indicators have been identified.

The EEC notes that the major strength of the Program is its attractiveness to international students beyond Cyprus and the region. The Program brings together an intentionally trained faculty with a diverse student body.

The EEC has also made recommendations for further improvement. It suggests that the Program could build further on its strengths by providing more emphasis on gender studies. In addition, students could be encouraged to acquire hard skills also certified externally (e.g. languages but also in skill areas such as mediations as in many German Universities). The Department agrees with these recommendations. In relation with the former, see our response in section 1. In relation with the later, to provide students with hard skills certified externally in order to enhance their professional capacity, the Department, in cooperation with its affiliated institutions, will examine

ways to increase the students' opportunities for internships and other forms of practical training, including programs offered by the Ministry of Foreign Affairs.

5. Resources
(ESG 1.6)

Comments made by the EEC (copied from the External Evaluation Report)

Findings

- *Monitoring of students mechanisms are present aiming to identify those facing challenges at the beginning of the semester and to support them accordingly. Counselling services are available.*

- *The University's physical infrastructure is exceptional. The University of Nicosia combines new buildings with exceptional investments in digital innovations and technologies for learning.*

- *The University uses Moodle for the delivery of modules and a number of online platforms for communicating with students. The faculty are exceptionally familiar with new digital technologies.*

Strengths

- *The University's strong emphasis on internationalization including but not limited to Erasmus programs offers students additional opportunities for advancing their studies abroad. Likewise, the University of Nicosia is a magnet for international students choosing Cyprus for their own exchange programs.*

- *There is a highly professional culture that underpins learning at the University of Nicosia. The material for the modules is accessible on time as well as students know in advance the expectations, assignment requirements and deadlines.*

- *Students benefit from the extensive engagement of faculty members with policymakers. They are offered multiple opportunities for conference attendance on timely events as well as internship opportunities e.g. in the government and NGOs (e.g. FES)*

Areas of improvement and recommendations

- *Students could receive more support on independent projects. This could take the form of either a dissertation project broadly extended or long essay courses.*

- *Currently when students appeal for a grade, informal and formal processes are in place. Those are consistent with the set standards and similar to the US system but it might be useful to consider including an external examiner from another department or university for more complicated cases.*

- *An introduction of a dedicated tutor for each student is currently a very common procedure across European universities. Adopting this system will add to the attractiveness of the BA program particularly among international students. Such provision will enhance standards but it will require bringing teaching loads down for existing staff. Another option is for older*

students to serve as tutors to first year students. This will offer students better chances to socialize and integrate not least during COVID and post-COVID times.

Response/Action

The BA Program has been considered to be fully compliant in all criteria of this section. No deficiencies in the quality indicators have been identified.

The EEC notes the University's strong emphasis on internationalization including but not limited to Erasmus programs offers students additional opportunities for advancing their studies abroad. Likewise, the University of Nicosia is a magnet for international students choosing Cyprus for their own exchange programs.There is a highly professional culture that underpins learning at the University of Nicosia. The material for the modules is accessible on time as well as students know in advance the expectations, assignment requirements and deadlines.

The EEC has also made recommendations for further improvement. It expresses the view that students could receive more support on independent projects. This could take the form of either a dissertation project broadly extended or long essay courses. The Department agrees with this assessment and has addressed this recommendation in sections 1, 2 and 4.

Furthermore, the EEC stresses that currently when students appeal for a grade, informal and formal processes are in place. Those are consistent with the set standards and similar to the US system but it might be useful to consider including an external examiner from another Department or University for more complicated cases. The Department agrees that the process may have weaknesses under given circumstances, although it has been effective so far in practice. However, the current system, as noted, is applicable in the US and many European countries, including Cyprus. It is also noted that there are relevant provisions in the regulations of the University of Nicosia after discussion at the Senate. The Department will consider the issue internally to examine the option of adding an external examiner, but the issue will ultimately have to be considered at Senate level.

The EEC also advises an introduction of a dedicated tutor for each student, noting that it is a common procedure in European Universities and that it will increase the attractiveness of the Program among international students. This system, as the Committee notes, can operate via senior students serving as tutors for junior ones. The Department would like to emphasize that a tutorship system is in place at university level. However, the Department will aim to apply it more rigorously for the benefit of the students. Therefore, beginning with Fall 2021, each BA student will be assigned a personal tutor, so as to add to the attractiveness of the BA Program particularly among international students and to enhance general standards. Initially, the tutor will be a member of faculty. It will be discussed in due course as to whether the system could change to having senior students as tutors.

6. Additional for distance learning programmes
   (ALL ESG)

Click or tap here to enter text.

7. Additional for doctoral programmes
   (ALL ESG)

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8. Additional for joint programmes
(ALL ESG)

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9. Conclusions and final remarks

Copied from the External Evaluation Report

"The committee was impressed by the programs provided by the department of Politics and Governance, University of Nicosia, and the dedication shown by staff to supporting the student learning experience. For all three programs there is a clear sense of focus and commitment. The department utilizes its small size to create tight relations between teaching staff and students at all levels. As seen from the committee the department "walk the talk" when it comes to committing itself to quality teaching and the creation of a secure, and yet challenging learning environment.

The committee is of the overall opinion that the programs come with good design and a commitment to secure quality by standard operating procedures as well as personal engagement in teaching and students. Teaching programs are moving targets in dialogue with the surrounding society and should always be open to discussions and realignments. It is from this philosophy that the committee above has noted aspects of the program to be considered in order to develop and improve the existing already well-functioning programs."

Response/Action

We wish to thank the EEC for the professionalism they showed. The detailed discussion of all issues pertinent to the degree under evaluation, led to a fruitful exchange between the members of the EEC and the official representatives of the University and faculty members of the Program. The discussion proved to be extremely helpful due to the expertise of the members of the EEC and their willingness to share their suggestions and recommendations for the further improvement of the Program. The demanding set of questions allowed us to elaborate on the pedagogical foundations of the program and expand upon the content of the application form.

We have assessed and reviewed carefully the EEC Report. We are pleased to note that the Report is extremely positive; and we thank the EEC for their assessment as well as constructive comments. We thank the External Committee for being very supportive of the BA IR and ES Program without identifying any instances of non-compliance. We also thank the EEC for its clear positive evaluation and recommendation for accreditation of the Department.

We fully acknowledge that all programs are always amenable to further improvement, and indeed we have been constantly working towards further improving our Program since it was initially accredited. Accordingly, the suggestions for further improvement offered by the EEC are taken very seriously into account. We consider the suggestions of the EEC as very helpful and we will try to incorporate them to the widest extent possible. Having said that, we acknowledge that, as the EEC has noted, the recommendations aim to the further improvement of an already fully compliant Department. We thank the Committee for all the suggestions/recommendations. We address each one herein.

1. *"Improving student's writing skills could receive more priority both in terms of employability and future career/personal achievement goals. We recommend more emphasis on assessments in student essays than exams."*

Response/Action:

Assessments in student essays will be made an essential requirement wherever suitable. Furthermore, a unified essay guide will be used for all courses. In other words, all course guides will incorporate reference to an essay-writing-guide, which will be available online at the Department's website. The guide is attached.

2. *"We recommend either a course or extra material to be added on gender and diversity broadly defined. We encourage more linkages within the university in this area as well as other areas of excellence at the University of Nicosia e.g. migration and digital innovations as well as practical education."*

Response/Action:

The Department has responded to this recommendation by introducing a new course entitled Issues in Political Sociology. Guest lectures in the seminar from members of other Departments and professionals or civil society practitioners would improve the linkages within the University and allow the utilisation of experts from within the university and across civil society. The course will be added to the major elective section of the Program (see below for the syllabus course guide attached).

3. *"A non-technical course on methods (not necessarily quantitative) could help students build practical skills. This module could also enable students to properly read new and complex texts in International Relations as published in the leading journals in the discipline as well as assess those critically."*

Response/Action:

The existing course on skills/methodology will be made a compulsory core course to be attended by second year students. The core course on Current European Issues will therefore be moved to the major elective section.

4. *"We recommend that more students (not just the top ones) should be encouraged to write an independent thesis at the end of the fourth year."*

Response/Action:

The Department will implement this recommendation and lower the required GPA from 3,25 to 3,00, which in turn will also improve independent research skills. All the above changes are included in the attached, revised curriculum.

5. *"Course syllabuses might require continuous monitoring and communication among teaching staff. By encouraging students to follow independent research (via the thesis option or special topics), colleagues could avoid such repetition and offer more options beyond the conventional program."*

Response/Action:

See point 4 above. The special topics option within the curriculum will be used to widen the scope of topics offered thereby implementing the recommendation of the EEC. Course guides will reflect more diversified methods of assessments which encourage independent research (see point 1 above).

6. *"The amount of teaching and administration load is high compared to comparable institutions, particularly for junior academic staff. Early career researchers could receive more support (less teaching and more dedicated mentorship) in the first years and until they become permanent."*

Response/Action:
The Department will continue encouraging all staff, especially junior staff, to make use of the University's research endorsement policies, while it will reinforce its efforts to support their personal development, in accordance with the University's regulations and objectives and taking seriously into account the CYQAA's new upcoming regulatory framework. Furthermore, the School of Law has decided to organize, in cooperation with the Cyprus Center for European and International Affairs, research seminars on a regular basis that will give the junior staff the opportunity to present and discuss their research findings with their senior colleagues.

7. *"The students could be encouraged to acquire hard skills also certified externally (e.g. languages but also in skill areas such as mediations as in many German universities)."*

Response/Action:
The Department, in cooperation with its affiliated institutions, will examine ways to increase the students' opportunities for internships and other forms of practical training, including programs offered by the Ministry of Foreign Affairs.

8. *"Students could receive more support on independent projects. This could take the form of either a dissertation project broadly extended or long essay courses."*

Response/Action:
The Department has addressed this recommendation in points 1, 3 and 4 above.

9. *"Currently when students appeal for a grade, informal and formal processes are in place. Those are consistent with the set standards and similar to the US system but it might be useful to consider including an external examiner from another department or university for more complicated cases."*

Response/Action:
The Department agrees that the process may have weaknesses under given circumstances, although it has been effective so far in practice. However, the current system, as noted, is applicable in the US and many European countries, including Cyprus. It is also noted that there are relevant provisions in the regulations of the University of Nicosia after discussion at the Senate. The Department will consider the issue internally to examine the option of adding an external examiner, but the issue will ultimately have to be considered at Senate level.

10. *"An introduction of a dedicated tutor for each student is currently a very common procedure across European universities. Adopting this system will add to the*

attractiveness of the BA program particularly among international students. Such provision will enhance standards but it will require bringing teaching loads down for existing staff. Another option is for older students to serve as tutors to first year students. This will offer students better chances to socialize and integrate not least during COVID and post-COVID times."

Response/Action:
Beginning with Fall 2021, each BA student will be assigned a personal tutor, so as to add to the attractiveness of the BA Program particularly among international students, and to enhance general standards. Initially, the tutor will be a member of faculty. It will be discussed in due course as to whether the system could change to having senior students as tutors.

We would like to thank the Committee once more, both for the positive and fair evaluation, as well as the constructive comments and suggestions and the fruitful discussion that we had with its members during the lengthy virtual visit. We also thank the Committee for the time and thoroughness it dedicated to the evaluation of the BA Program and for helping us improve the program through the suggestions made. All recommendations of the Committee refer to further improvement, and some need discussion and potential decision at various levels as they are not applicable only to this specific Department. The recommendations and evaluation of the committee are seriously taken into account for the further improvement of the Department. We consider this endorsement under the conditions of external peer review as a resounding vote of confidence for the BA Program in International Relations and European Studies its record and its potential for academic success.

We finally acknowledge the clear positive evaluation and recommendation for accreditation of the BA Program in International Relations and European Studies.

6 Higher Education Institution academic representatives

Name	Position	Signature
Panayiotis Angelides	Professor, Vice Rector for Academic Affairs	
Achilles C. Emilianides	Professor, Dean	
Andreas Theophanous	Professor, Head	
Christina Ioannou	Associate Professor and Associate Dean	
Hubert Faustmann	Professor and Programme Co-Coordinator	
Giorgos Charalambous	Assistant Professor and Program Co-Coordinator	

Date: 29.3.2021

BA IN INTERNATIONAL RELATIONS AND EUROPEAN STUDIES

Section I: Core Requirements
A. International Relations and European Studies Requirements (132 ECTS)
IREL-101: Introduction to International Relations
IREL-102: World History Since 1500
IREL-205: International Organizations
IREL-235: Comparative Politics
IREL-256: Political Theory
IREL-258: Research Methodology in Social Sciences
IREL-320: Foreign Policy Analysis
IREL-325: Nationalism and Ethnic Politics
IREL-381: International Political Economy
IREL-400: Diplomacy
IREL-407: Theory of International Relations
EUS-103: Modern European History and Politics
EUS-210: European Cultures
EUS-215: Democracy and Representation in Europe
EUS-250: European Institutions and Governance
EUS-255: European Political Thought
EUS-340: European Integration
EUS-355: European Social and Economic Policy
EUS-475: European Foreign and Security Policy
EUS-495: Comparative European Politics
LAW-383: Public International Law I
LAW-384: Public International Law II
B. Eastern Meditteranean Studies Requirements
IREL-369: Middle-East History and Politics
IREL-405: Case Studies in Conflict Analysis
IREL-408: Turkey between Europe and the Middle East
IREL-478: Great Power Politics in the Eastern Mediterranean
EUS-325: Cyprus and the EU
EUS-378: Contemporary South-Eastern Europe
Section II: Major Electives
IREL-220: Issues in Political Sociology
EUS-490: Special Topics in European Studies
IREL-345: Human Rights and International Relations
EUS-461: Current European Issues
IREL-490: Special Topics in International Relations
IREL-496: Senior Year Project or Practicum (students eligible to take Practicum or Senior Year Project must have an average minimum GPA of 3.0. In the case of Senior Year Project the thesis must be 8000-10000 words).

HIST-265: The US and the World since 1945
HIST-257: Modern Cypriot History and Politics
LAW-201: European Union Law I
LAW-202: European Union Law II
Section III: Foreign Languages and Language Expression Electives
FREN-101: French Language and Culture I
FREN-102: French Language and Culture II
FREN-201: French Language and Culture III
FREN-202: French Language and Culture IV
GERM-101: German Language and Culture I
GERM-102: German Language and Culture II
GERM-201: German Language and Culture III
GERM-202: German Language and Culture IV
ITAL-101: Italian Language and Culture I
ITAL-102: Italian Language and Culture II
RUS-101: Russian Language and Culture I
RUS-102: Russian Language and Culture II
BENG-100: College English
ENGL-100: Basic Writing
ENGL-101: English Composition
Section IV: General Electives
A. *Social Sciences Electives*
ANTH-105: Cultural Anthropology
COMM-135A: Introduction to Communication Studies
COMM-400: Media Literacy
COMM-384: Digital Media and Youth Culture
PSY-210: Social Psychology
SOC-101: Principles of Sociology
SOC-230: Sociology and Religion
BADM-250: International Business
ECON-261: Principles of Microeconomics
ECON-262: Principles of Macroeconomics
IREL-481: International Economic Integration
B. Business Electives
BADM-250: International Business
ECON-261: Principles of Microeconomics
ECON-262: Principles of Macroeconomics
ECON-480: International Economic Integration
C. **Computer and Mathematics Electives**
COMP-151: Computer Fundamentals
MATH-221: Statistics I
MATH-321: Statistics II
MULT-160: Introduction to Multimedia

Course Title	Issues in Political Sociology				
Course Code	IREL-220				
Course Type	Elective				
Level	1st Cycle				
Year / Semester	2nd year or above				
Teacher's Name	TBC				
ECTS	6	Lectures / week	13	Laboratories / week	
Course Purpose and Objectives	The main objectives of the course are to: - Introduce students to the sub-field of political sociology, its relevance and main topics. - To specifically illustrate to students how such topics as gender, immigration, ethnicity, social movements and class are studied in the realm of politics and international relations. - Foster the students' capacity to articulate sociological narratives of power and politics. - Enable students to compare the experiences and relevance of particular social groups, in turn connecting them to political and policy questions. - Equip students with the tools necessary to examine how society evolves and changes over time, including in technological, demographic and political terms.				
Learning Outcomes	After completion of the course students are expected to be able to: - To discuss specific concepts of political sociology in a critical manner. - To apply these concepts through empirical discussion of the interconnections between social and political forces. - To illustrate the relevance of society and social phenomena for political conflict. - To have concrete knowledge of relevant, academic and social debates on gender, immigration, ethnicity and ethnic conflict, social movements, class and labour. - To be able to discuss recent digital innovations and their effects on society and democracy, as well as matters of practical education among diversified social fields.				

Prerequisites	N/A	Required	
Course Content	- Political sociology and contemporary affairs - Diversity versus discrimination - Debates on Gender Equality - Gendered violence - Debates on immigration - The immigrant subject - Ethnicity and ethnic conflict - Social movements and other social forces - Protest and social contention - Activism and its imaginaries - Social class and politics: How relevant? - Labour, society, politics - Technology and Digitalities - Digital democracy		
Teaching Methodology	Interactive teaching (with presentations by NGOs/activists/rights advocates and colleagues from other departments), continuous assessment (quizzes), project		
Bibliography	Clemens, E. (2016) What is Political Sociology? London: Wiley Blackwell. Calhoun, C. et al (eds) (2012) Contemporary Sociological Theory. 3rd edition. Oxford: WileyBlackwell Giddens, A. (2009) Sociology. 6th edition. Cambridge: Polity Press Guillaume, X. and Bilgin, P. (eds.) (2017) Routledge Handbook of International Political Sociology. London and New York: Routledge. *Additional readings will be uploaded on the course Moodle platform (journal articles, databases and reports)		
Assessment	Participation, Essay/Project, Book review, Final Exam		
Language	English		

Essay Writing Guide

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BA in International Relations and European Studies

Framing the essay

The essay is best presented through a general or specific research question or task. There are, of course, types of research questions:

- <u>Exploratory</u>: These seek to explore a domain, field, topic, issue, contemporary or historical, through searching widely into the realm of inquiry that is relevant to the subject. It requires critical analysis and in depth research.

  e.g. A critical engagement with economic inequalities in contemporary Europe

  e.g. A historical review of the EU's common foreign policy

- <u>Explanatory/Causal</u>: These seek to explain the impact of one phenomenon or more on another or more phenomena. They can be formulated also in the form of a puzzle and can often be comparative in terms of discussing a number of cases or countries.

  e.g. What has been the impact of the last economic crisis on patterns of political conflict in America?

  e.g. Why in some countries there are frequent protests and in others not?

- <u>Problem-oriented</u>: To suggest solutions to social and political problems, or challenges faced by collective entities or societies, based on evidence of a problem and argumentation in favour of specific solutions or directions.

e.g. How can the EU best fight poverty and social exclusion?

e.g. How should international courts best litigate questions of war?

Essay Structure

<u>All essays need to be structured in a coherent manner</u>, whereby the narrative flows from one point to the next through a logical sequence. Essays, therefore, need to have at least:

1. Introduction

Here the topic (and if relevant, the context) is introduced, the research question – and potentially sub-questions – is/are clearly formulated, justified in terms of significance and situated in a wider, relevant discussion in politics and international relations, and the key argument or perspective is outlined. Introduce the topic to your reader

    a. State what questions/issues you are going to address/analyse

    b. Explain why they merit attention and what the broader implications of the topic's discussion are

    c. In doing so, address what the significance/legacy of your topic is in the context of the course (e.g. international relations, European politics, foreign policy, or political economy) for which the essay is assigned

    d. If it's a long essay, outline the rest of the essay – how the essay proceeds

    e. Ensure that the question(s) is specific and 'feasible' ("answerable").

    f. Present a brief plan/roadmap of your paper – i.e. how the paper is structured and the sequence of the paper's main sections

    g. Briefly describe your methodology. How do you plan to answer the question(s) you stated earlier. Be specific.

2. Main part

The bulk of the essay's investigation is presented here, and the main arguments, including any use of data, evidence, images or other informational material, are clearly elaborated. The main part can be divided into sub-sections, depending on the essay's research question and how best the answer can take shape. Present your topic in an analytical way (address: causes, consequences, change, continuity).

a. Avoid one-source texts. Use more than one source when you address various sub-topics within your subject

b. Begin with the readings assigned for the course, as they are selected on the basis that they provide crucial insights into the topic

c. Always ask if the sources you use are **credible, relevant** and **updated**. Avoid websites like Wikipedia and unreliable blogs. Try to rely on academic articles/books as those usually go through a peer-reviewed process and are thus more likely to be credible. Using updated material is also very important especially for dynamic issues such as foreign policy, conflicts, etc.

d. Every part of your paper should be, to some extent, linked to the questions you are trying to answer. Avoid writing things that are unrelated to your topic simply because you have read them or simply because they may be factually correct. Always ask questions like these: "if this part is not included does it change anything? Does it offer anything to my question? If I exclude it, does it weaken my overall argument?"

e. Ensure there is a logical sequence to your arguments and parts/sections of your paper. This means you should plan the structure of your paper.

3. Conclusion

The arguments are summarised, a solid and justified statement is outlined in direct response to the research question, and any gaps in our understanding of the issue at stake are pointed out.

a. Give the answer to any questions asked in the introduction based on the findings in the main part

b. Present the main results/findings/opinions/claims/observations of your essay

c. State your own overall opinion about the topic

d. If it's a long essay/project, suggest the way forward as per the discussing and analyzing the topic in question

4. References

References are used to show to the reader what sources you have used in order to write a particular part of a text.

a. When do you need a reference (footnote, endnote or text note)?

    i. When directly quoting (mark the quote in *italics* or with "quotation marks")

      ii.   When you are relying on a source for factual information or for opinion/interpretation, even though you are not directly quoting (i.e. where did you read the information used for a specific part of your text)

      iii. To make a comment or clarification that is important but that you think would detract from the flow of thought in your paper

b. You are not obliged but you are encouraged to use footnotes, not endnotes or parenthetical citation as it is easier for the reader to check the source while he/she reads the paper

c. You create a footnote in word by clicking on References, then: Insert Footnote

d. You should give enough information in your footnote to find the pages evaluated from sources which were used to create a particular part of a text (Example: Lindemann, pp. 7-12 and Merriman, pp. 8-13). Including the specific page(s) is **always** necessary if you use a direct quote from a text and/or if you talk about a small part of the work you cite.

e. Be consistent in the way you reference

5. Bibliography

A bibliography is an alphabetical listing (by family name of the author) of all the sources you used to write your essay. You should give enough information to easily identify the items and always be consistent in how you list your sources. There are many methods of writing bibliographies, but all begin with writing the author's surname in alphabetical order. The main two methods are the Harvard style and the Chicago style.

One suggestion based on the Harvard style

a) For books: surname, initials and year of publication, title in italics, publisher, place of publication.
Example: Lies, M. (2005), *I Hate History*, Macmillan, London.

b) For chapters in edited books: surname, initials and year, "title", in + editor's surname, initials, title in italics, publisher, place, pages.
Example: Miller, J. and Wilson, P. (2014), "*I Still Hate History*", in Smith, A. (ed.), *Essays about History*, Palgrave, London, pp. 12-42.

c) <u>For articles</u>**:** surname, initials, year, "title", journal name in italics, volume, number, pages

Example: Voltaire, F. M., "History is the Lie Historians Agree Upon", *Clio*, Vol. 15 No 2, pp. 29-45

d) <u>For electronic sources</u>**:** include the URL of the electronic site at which they may be found as well as the day you accessed the site

Example: Nietzsche, F. (1912), "Talking to Horses", Journal of Mental Health, Vol. 10 No 1, pp. 18-25. http//www.journalofmentalhealth.com accessed on 11 November 2014

e) <u>For multiple authors</u>: If there is more than one author list surnames followed by initials

Example: Nietzsche, F., Voltaire, F.M. and Lies, M. (2014)

Citations

Citations can be either included the text (as in the Harvard Style) or listed as footnotes or endnotes (as in the Chicago Style). In the case of the latter, it is commonly not necessary to then provide a list of references at the end as well. As footnotes or endnotes, citations are listed as full references. In-text citations are listed by author and date (plus page, if necessary) and there is also a full reference list at the end of the essay.

Use citations to attribute the sources for information of any form that you are using from the readings and other sources – data, observations, arguments, primary or secondary material, exact words, etc. There is no need to use citation only for 'common-knowledge' things.

Hypothetical examples:
- 'Following the argument of author (date) about…'
- 'The decline in the electoral share of mainstream parties started in 2010, according to the author (date, page)'.
- 'The Irish referendum on the Lisbon Treaty produced a negative result, which was subsequently reversed in a second referendum (author, date, page)'.

- 'In line with many studies (e.g. author, date; author, date; authors, date), there is reason to suggest a….''The EU is comprised of 27 states after Brexit' (common knowledge, no need for citation)

How to present data, pictures, graphs and tables

- Always cite the source (author, book, article, website, database or other) below the item and provide a full reference at the end of the essay
- If you compiled the table or produced the graph, write 'own compilation of data from' and specify the sources
- When used, any depictions of information need to be contextualized. In other words, they must be discussed and addressed directly in the text
- Too many depictions of information can lead to confusion and compromise analysis. Therefore, be concise and provide depictions only if it is needed to highlight a key point, or enable comparison across space or over time.
- They are often necessary as background or substantive evidence

Dos

- Write coherently and with clarity (e.g. avoid too long sentences)
- Think (and make notes) before you write
- Justify and substantiate all statements, otherwise they cannot be taken as arguments
- Introduction and conclusion should not be very short (but not too long either)
- Always check spelling and grammar carefully before you submit the essay
- Pay attention to sentence syntax, this is important for arguments to be clear
- Make appropriate use of citations
- Use direct quotes for text borrowed from elsewhere
- Always include a list of the references you have used
- Instead of merely stating points, developments or arguments, connect them and analyse them in some depth
- Always define the concepts, objects and subjects of interest before their analysis begins
- Substantiate statements, claims, convictions or proposals

Do Nots

- Do not write a long introduction or conclusion (but not too short either)
- Do NOT plagiarise (this is a serious offense)
- Avoid complex jargon that you are not familiar with
- Avoid beginning the essay, the conclusion, or a paragraph with a quotation or reference
- Do not just throw information around without proper discussion
- Do not use offensive language
- Avoid abbreviations in academic papers – e.g. don't instead of do not; isn't instead of is not, etc.

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