# Description of Study Program – outline

**Name of the university:** Bratislava International School of Liberal Studies (BISLA)

**Seat of the college:** Bratislava, Grösslingová 53, 81109 Bratislava

**Identification number of the college:** 732 0000 00

**Faculty name:** BISLA is not subdivided into faculties

**College body for the approval of the study programme:** BISLA Accreditation Board

https://www.bisla.sk/external-assessment-committee/

**Link to the results of the last periodic evaluation of the study programme by the college:** https://www.bisla.sk/evaluation-monitoring/



### Name of study programme and number according to the register of study programmes: Liberal Studies in Political Science

### Degree of higher education and ISCED-F code of the degree of education: first/7P/655

### Place(s) of study programme implementation: Bratislava

### Name and number of the field of study in which the study programme leads to a higher education degree, or combination of two fields of study in which the study programme leads to a higher education degree, ISCED-F codes of the field(s) of study:

### A first cycle university degree is obtained by successfully completing academically oriented bachelor's degree programmes of higher education institutions and by completing bachelor's degree programmes with an unspecified orientation. According to ISCED 97, the fields of education of this group were coded as "5A", according to ISCED 2011 they are coded as "645" and "665", respectively.

### 03 Social sciences, journalism and information : 031 Social and behavioural sciences: 0312 Political science and civics

**Type of study programme:** academically oriented

## Academic degree awarded: Bc.

1. **Form of study:** Full-time

In the case of joint study programmes, the cooperating higher education institutions and the definition of which study obligations are fulfilled by the student at which higher education institution (§ 54a of the Higher Education Act).

BISLA does not currently have joint study programmes with other universities

## The language or languages in which the study programme is conducted:

English/Slovak

## Standard length of study expressed in academic years:

Study at BISLA is designed for 3 academic years

**Capacity of the study programme (planned number of students), actual number of applicants and number of students:** BISLA can accept 20 to 30 students per year.

In the school year 2017/2018, 46 female and male students studied at Bisla In the school year 2018/2019, 35 female and male students studied at Bisla In the school year 2019/2020, 49 female and male students studied at Bisla In the school year 2020/2021, 47 female and male students studied at Bisla In the school year 2021/2022, 51 female and male students studied at Bisla In the school year 2022/2023, 54 female and male students studied at Bisla.

In the 2023/2024 school year, there were 55 female and male students studying at Bisla.

In the 2017/2018 school year, 35 students were admitted and 21 enrolled

In the 2018/2019 school year, 27 female and 12 male and female students were admitted and enrolled

In the 2019/2020 school year, 44 female and 26 male and female students were admitted and enrolled

In the 2020/2021 school year, 42 female and 21 male and female students were admitted and 21 female and male students were enrolled

In the school year 2021/2022, 35 female and 17 male and female students were admitted and enrolled

In the school year 2022/2023, 49 female and 23 male and female students were admitted and enrolled.

In the 2023/2024 school year, 37 female and 21 male and female students were admitted and enrolled.



## a) The college will describe the learning objectives of the program of study as the student's abilities at the time of completion of the program of study and the major learning outcomes7.

Graduate of the Liberal Studies programme in Political Science at

Bratislava International School of Liberal Studies (BISLA) after graduation

In academia

1. Able to successfully pursue a Master's degree at home and abroad in political science and related social sciences and humanities disciplines.
2. Able to design and implement independent academic research and projects.

In the professional field

1. be equipped to work successfully with national governments, local authorities, international organisations, political parties, etc. on policy analysis and development
2. Willing to work with non-profit organizations, interest groups, media, educational institutions, etc. to identify and find solutions to pressing social and political problems.

## Educational objectives - required outcomes for a bachelor's degree graduate:

The BISLA graduate will gain knowledge of the concepts and methods by which we currently interpret social and political events at the municipal, state, and interstate levels. The student will be able to determine the place of political science in the social sciences. He/she can expertly analyze the functioning of political systems and is thoroughly familiar with the institutional structure of modern societies with particular reference to the role of political parties and interest groups. The graduate can analyse the institutional structures of modern states as well as the economic, political and security dimensions of relations between states. The graduate is familiar with the structure and functions of international organisations such as the United Nations, the European Union and NATO. The graduate is familiar with the basic works of history in social and political philosophy as well as contemporary forms of social and political thought.

The study programme emphasises the method and methodology of scientific work and is therefore based on small-group seminars, lectures and a tutoring system, as well as on gaining work experience during the course of study. The main emphasis is on constant intellectual interaction between teachers and students as well as between students and each other, both during and outside the classroom in the organisation of discussions, extra-curricular activities and the publication of a student journal. As international research shows, it is this approach and experience, as well as the availability of teachers, access to mentors, and participation in a long-term project or research, that are the best prerequisites for preparing students well for life after graduation.

Developing soft skills is an important part of the curriculum. Students have access to academic advisors, peer mentors, academic writing tutors, alumni mentors, as well as career and psychological counselling throughout their studies.

The programme of study is designed to provide a general orientation in the field and at the same time to allow specialization in either international relations theory or political philosophy.

At the same time, BISLA as a university and as an intellectual community is active in the field of scholarly research and scholarly publishing, and the orientation of scholarly research correlates with the courses of the programme of study, both in compulsory courses and in elective courses. Studying at BISLA develops independent creative scientific thinking and the graduate's ability to objectively know and reshape reality in the context of independent scientific research and development activities in the field in question, in an interdisciplinary manner.

## Theoretical knowledge

The graduate of the study programme Liberal Studies in Political Science has up-to-date knowledge of the state of scientific knowledge (system of theories, facts, hypotheses, system of objects of knowledge) in the profile scientific disciplines of the theory of the study programme: political science, foundations of philosophy, sociology and anthropology, international relations. Possesses advanced knowledge of the methodology of research, development and evaluation of the subject knowledge of the study programme, scientifically correctly formulates problems in the field and conceives strategies for their solution in accordance with the rules of ethics of scientific work.

Part of professional theoretical knowledge is the ability to:

* *define the field of political science and the basic approaches and methods used in it, and be able to place the field in the broader context of the social sciences*
* *be familiar with the ways in which concepts, theories, categories and methodological procedures are used in the analysis of ideas, actors, institutions and behaviour*
* *Ability to examine, evaluate and critically use different interpretations of political events, trends, phenomena at national, transnational as well as global levels*
* *the ability to apply concepts, theories and methods to political thought, actors, institutions and behaviour*

## Practical skills and abilities

The graduate of the study programme Liberal Studies in Political Science is able to apply in practice at the methodologically required level the principles of independent creative scientific work, to develop objective cognition and practical transformation of the subject areas of the study programme and thus contribute to its development. Acquisition of the given competence presupposes that the graduate will be able to: propose competent solutions to political problems facing modern societies, apply strategies of critical and creative scientific thinking in the subject area, define and thematize new problems of scientific investigation and independently find professionally informed and creative methods of their solution, design and develop basic and applied research and experimental development in the field, conceive strategies for the development of policy and negotiation competences, apply the acquired knowledge and skills in the framework of the development and solution of their own scientific research project in the bachelor thesis. BISLA graduates are able to write analytical scientific papers and present them fluently in public in English. During their studies, students complete a mandatory extensive internship in a field corresponding to their field of study and future career choice, where they gain experience in management, strategic planning, organizational development, project implementation, research, report writing, etc.

Skills related to the field of Political Science and Liberal Studies include:

* Ability to identify topics for social science and humanities research
* Use of interdisciplinary approaches in analyzing political phenomena, events, ideas, institutions, and behavior
* Application of quantitative and qualitative social science research methods
* Mastery of non-discriminatory approaches in social sciences and humanities
* Ability to recognize topics that are ethically and morally relevant to society
* Advanced use of the English language in academic and professional settings

## Additional knowledge, skills and abilities

Graduates of the Liberal Studies programme in Political Science are able to work effectively and responsibly as a member of an expert scientific research team at national and international level, to use knowledge from qualitative and quantitative research, to demonstrate social and communicative competences in establishing and maintaining scientific communication as well as communication with the target groups of their professional activity, to use English fluently, to apply modern developments in their discipline and to continue their professional and professional growth. During his/her studies, he/she also acquires the skills to organise public events, write and present research or grant proposals. As rich extracurricular activities are an intrinsic part of the BISLA community, many students also acquire leadership skills, contacts to experts and personalities in the fields where they apply themselves in addition to teaching within student societies, Student Council, etc.

Transferable skills include

* Ability to argue and think critically
* Write academic papers at an advanced level
* Effectively communicate ideas in oral presentations and public speaking
* Skillfully engage in discussions
* Ability to work independently, show initiative, organization, and time management
* Collect, organize, and present evidence, data, and information from various sources
* Ability to work with research data and databases
* Work in diverse teams (interdisciplinary, multicultural, international)
* Lead constructive dialogue, navigate, and resolve conflicts

## Values and attitudes

An important part of the BISLA toolkit that BISLA passes on to its students is the values dimension. Studying at BISLA

* Emphasizes the values of liberal democracy
* Leads to respect, protection, and fulfillment of human dignity and human rights
* Encourages a mindful approach to oneself, others, and the world
* Promotes dialogue with diversity and engagement in civil society
* Advocates tolerance, empathy, and supports diversity
* Fosters self-reflection on one's strengths, weaknesses, and needs

## The College indicates the occupations for which the graduate is prepared at the time of graduation and the potential of the programme of study in terms of Graduate Employability.

The graduate of the study programme has the potential to be employed as:

* Experts in developing critical thinking programs and their application in secondary and higher education
* Experts in fact-checking within digital and social media, news agencies, specialized institutions, international networks, teams, and oversight committees
* Political analysts
* Editors in print and audiovisual media
* Analysts in think tanks focused on international and domestic policies
* Project coordinators, managers, and analysts in non-profit organizations in both domestic and international sectors
* BISLA graduates are prepared for master's studies in political science, philosophy, international relations, international development, peace and conflict studies, sociology, regional studies, security studies, communication studies, history, environmental studies, gender studies, international law, and economics. The range of fields in which BISLA graduates successfully continue their studies is broad and versatile.

## Relevant external stakeholders who have provided a statement or a favourable opinion on the compliance of the acquired qualification with the sector-specific requirements of the profession8.

Ivana Mikitová, Executive Manager Partners Group SK Lukáš Zorád, Partners for Democratic Change Slovakia Štefan Hríb, Editor-in-Chief

Jaroslav Kothaj, Accenture Consulting

Renáta Hall, Adviser to the Prime Minister on Education, Office of the Government of the Slovak Republic, former coordinator of the analytical team of the Slovak Accreditation Agency for Higher Education, Adviser to the Prime Minister of the Slovak Republic

Maxman Consultants

Permanent Delegation of the Slovak Republic to UNESCO

Juraj Vinš, Talent Marketing Specialist-EMEA, IBM

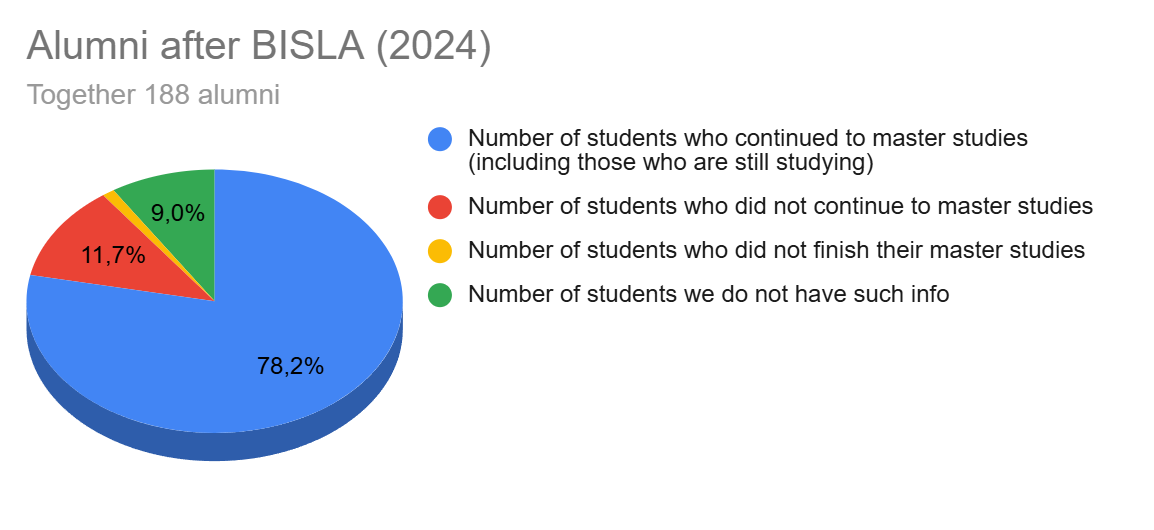


## Evaluation of the employability of graduates of the study programme.

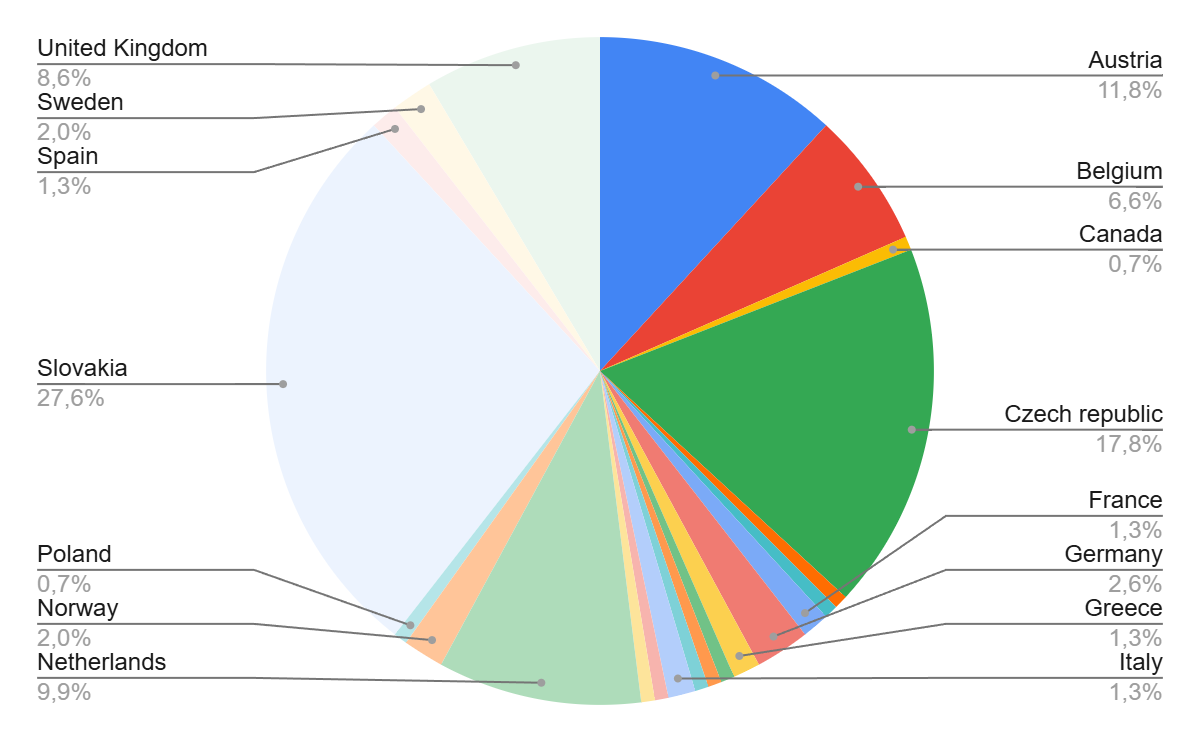
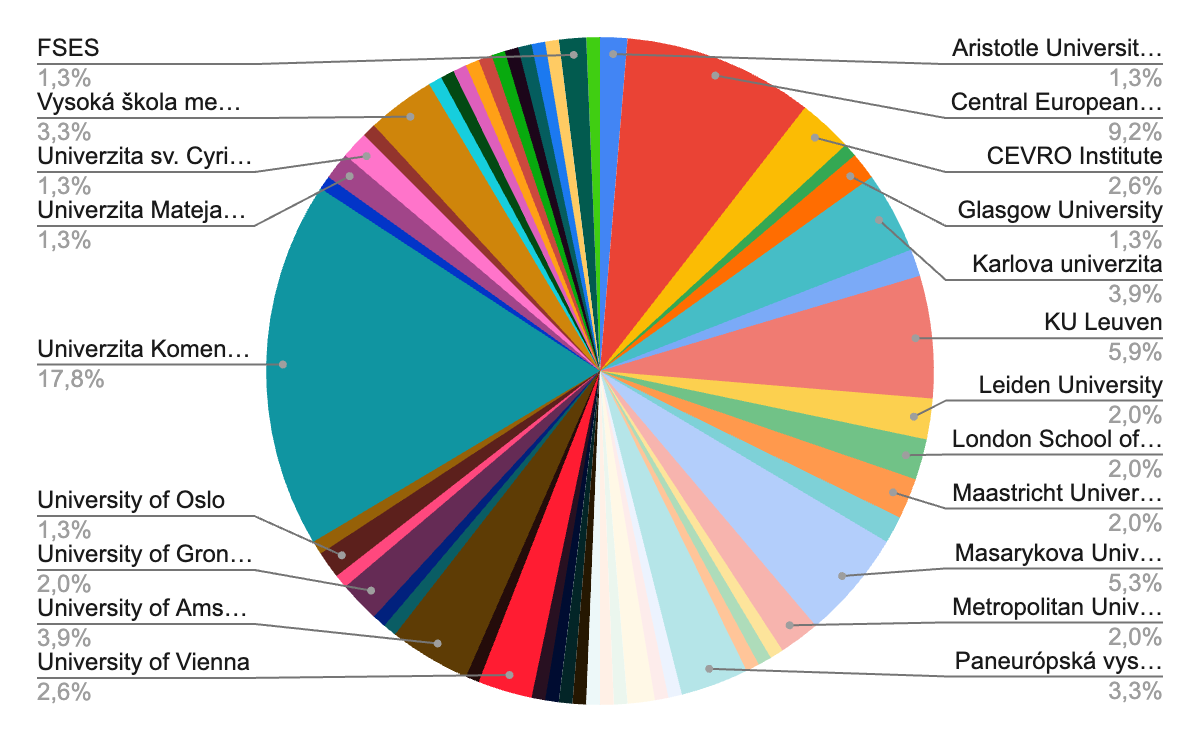
Graduates of the programme usually go on to pursue a Master's degree at domestic and especially foreign universities. They are employed as employees of state or municipal administrations, as employees of non-profit organizations. Some graduates are employed in the media, academia as teachers and researchers. A few graduates also work in politics, marketing, consultancy, etc.

As BISLA is an undergraduate school, a very important indicator of successful graduation is successful continuation at the master's level. BISLA graduates apply mostly to universities abroad and in the vast majority of cases, students are successful in obtaining a placement at their first choice school. All graduates continuing on to the Master's degree have also successfully completed this degree.

## Graduate employment



| Number of students continuing on to Master's studies (including those still studying) | 147 |
| --- | --- |
| Number of students who graduated with a bachelor's degree | 22 |
| Number of students who have not completed their Master's degree | 2 |
| Alumni about whom we have no information | 17 |
| Total | 188 |



Odbory, v ktorých absolventi pokračovali na magisterskom stupni štúdia

| Addictology | 1 |
| --- | --- |
| Cognitive science | 1 |
| Development | 1 |
| Dramaturgy and screenwriting | 1 |
| **Economics** | **6** |
| Environmental studies | 3 |
| **European studies** | **25** |
| Higher education | 3 |
| History | 2 |
| **Human rights** | **5** |
| **International relations** | **24** |
| Management | 2 |
| **Mass media** | **11** |
| Nationalism studies | 2 |
| Pedagogy | 1 |
| **Philosophy** | **12** |
| **Political science** | **16** |
| Psychology | 1 |
| **Public policy** | **5** |
| **Security studies** | **5** |
| **Sociology** | **8** |
| Terrorism studies | 1 |
| Unknown | 29 |
| War studies | 3 |
|  | 168 |

Overview of universities where BISLA graduates have gone on to study for a Master's degree

| Aristotle University of Thessaloniki | 2 |
| --- | --- |
| Central European University | 14 |
| CEVRO Institute | 4 |
| Corvinus University of Budapest | 1 |
| Free University of Berlin | 1 |
| Freiburg University | 1 |
| FSES | 2 |
| Glasgow University | 2 |
| International University of Monaco | 1 |
| Karlova univerzita | 6 |
| King's College London | 2 |
| KU Leuven | 9 |
| Leiden University | 3 |
| London School of Economics | 3 |
| Maastricht University | 3 |
| Malmo University | 2 |
| Masarykova Univerzita | 8 |
| Metropolitan University Prague | 3 |
| Norwegian University of Life Sciences | 1 |
| Oxford University | 1 |
| Palacký University in Olomouc | 1 |
| Paneurópská vysoká škola | 5 |
| Peking University | 1 |
| Pražská vysoká škola psychosociálních studií | 1 |
| Sciences Po | 2 |
| Stredoeurópska vysoká škola Skalica | 1 |
| Tallin University | 1 |
| Tilburg University | 1 |
| Toronto University | 1 |
| Trinity College | 1 |
| Universidad Autonoma de Barcelona | 1 |
| University College London | 1 |
| University of Amsterdam | 6 |
| University of Antwerp | 1 |
| University of Bologna | 1 |
| University of Cologne | 1 |
| University of East Anglia | 1 |
| University of Gothenburg | 1 |
| University of Groningen | 3 |
| University of Helsinki | 1 |
| University of Luxembourg | 1 |
| University of Nothingham | 1 |
| University of Oslo | 2 |
| University of Potsdam | 1 |
| University of Southampton | 1 |
| University of Vienna | 4 |
| University of Westminster | 1 |
| Univerzita Komentského | 27 |
| Univerzita Mateja Bela | 2 |
| Univerzita sv. Cyrila a Metoda v Trnave | 2 |
| Vysoká škola Danubius | 1 |
| Vysoká škola medzinárodných a verejných vzťahov | 5 |
| Vysoká škola muzických umení | 1 |
| Vysoká škola výtvarných umení v Bratislave | 1 |
| Warsaw Management University | 1 |

| **Number of graduates by year of graduation** |  |
| --- | --- |
| 2009 | 8 |
| 2010 | 16 |
| 2011 | 11 |
| 2012 | 15 |
| 2013 | 19 |
| 2014 | 9 |
| 2015 | 7 |
| 2016 | 20 |
| 2017 | 10 |
| 2018 | 12 |
| 2019 | 8 |
| 2020 | 13 |
| 2021 | 7 |
| 2022 | 15 |
| 2023 | 14 |
| 2024 | 13 |
| **Spolu zatiaľ** | **197** |

* + BISLA graduates in the school year 2017 (number9 8) studied International Relations, Political Economy, Public Policy at the following universities: Charles University, University of International and Public Relations Prague, Comenius University, University of Groningen, Matej Bel University.
  + BISLA graduates in the school year 2018 (9) studied International Relations, Sociology, European Studies, European Public Policy, Mass Media Studies, Digital Communication, Political Science and Human Rights at the following universities: Comenius University, Masaryk University, Maastricht University, University of Toronto, Pan-European University, Aristle University of Thessaloniki, University of Thessaloniki, University of Oslo.
  + BISLA graduates in the school year 2019 (5) studied Political Science, Public Policy, Human Rights and International Relations at the following universities: Central European University, Leuven University, SciencesPo, Metropolitan University.
  + BISLA graduates in the school year 2020 (10) studied Higher Education, International Relations, Sociology, Historical Sociology, Comparative History, Philosophy and Mass Media at Oxford University, Central European University, University of Amsterdam, Charles University, Tilburg University, Pan-European University, Leuven University.
  + BISLA graduates in the school year 2021 (number 10) studied International Relations, Sociology and European Studies at the following universities: the Palacký University, Leuven University, University of Comenius.
  + BISLA graduates in the school year 2022 (number 9) studied New Media Studies, Public Policy, Education, Philosophy, Law, International Relations and Diplomacy, Political Science, Economics at the following universities: Charles University, Erasmus University Rotterdam, University of York, Tallinn University, Leuven University, University of International and Public Relations Prague, University of Collogne, Corvinus University of Budapest, Freiburg University.
  + BISLA graduates in the school year 2023 (number 14) studied European Studies, Political Science, Digital technologies and public policies, International Relations, Philosophy, Law and Legal Studies at the following universities: the University of Maastrich, MSc International Management at the International University of Monaco, University of Luxembourg, University of Helsinki, Sciences Po, Aristotle University of Thessaloniki, CEU and FSES.

1. students graduated from doctoral level of higher education.

## Alternatively, list successful graduates of the study programme.

* *Arnold Kiss, MA* – Maxman Consulting. Coach, trainer, founder of several projects like Greenpower and Rozumieme.si/Cseregyerek. He was involved in the Teach for Slovakia program and in 2022, he ranked in the Forbes 30 under 30 list.
* *Alžbeta Hájková, PhD.* (Purdue University), 2013. Graduate Assistant, Lilly Endowment Grant "Leading Ethically in the Age of AI and Big Data", lecturer, assistant in the Human Rights program at Purdue University, USA.
* *Šimon Jeseňák*, 2012 – editor of the weekly magazine .týždeň, where he established himself as a successful author and host of his own show "Viac slobody so Šimonom Jeseňákom" after several years in the corporate sector. Though successful in the corporate world, working in the editorial team fulfills him much more. In a short time, he became one of the most prominent authors of the weekly magazine.
* *David Madaj*, 2017. Project Manager for Green Economy, Recovery Plan at the Government Office of the Slovak Republic. He studied Political Economy (MSc.) at the London School of Economics.
* *Barbara Kelemen*, 2017. Researcher at The Central European Institute of Asian Studies and consultant at Security Intelligence Consulting Company in London. She studied at the London School of Economics and the University of Beijing (double master's).
* *Samuel Hýravý*, 2017. Management consultant at Accenture in Prague. He studied International Relations at the Central European University in Budapest (with a one-year stay in New York, USA).
* *Pavol Fukatsch*, 2017. Corporate Affairs & Public Policy Consultant at Speyside Group. He studied Political Science at Charles University (completed an exchange program at Sciences Po in Paris).
* *Jonathán Pavelka*, 2019. Financial consultant for the financial-analytic company PARTNERS.
* *Martin Kvetko*, 2016. Secretary of the parliamentary club Za ľudí, National Council of the Slovak Republic. Consultant at Neuropea.
* *Viktor Fudala*, 2015. Assistant to Member of the European Parliament Vladimír Bilčík. He studied International Relations at Masaryk University.
* *Milan Székely*, 2009. Amazon. Training, Instructional Design, and Distance Learning, Game-based Learning.
* *Juraj Vinš*, 2011. Talent Marketing (Employer Branding) Specialist - EMEA at IBM.
* *Paulína Svatoňová*, 2019. Studied Human Rights and Humanitarian Aid at SciencesPo/PSIA (Paris School of International Affairs), did an internship for the Slovak delegation to UNESCO.
* *Alexandra Telepčáková*, 2020. Ministry of Labour, Social Affairs, and Family of the Slovak Republic.
* *Matej Bílik*, 2020. Junior Analyst for Higher Education at the OECD.
* *Lucia Kobzová*, 2023. Editor at Živé.sk and Youth Ambassador Coordinator.
* *Laura Blažeková*, 2023. Allheads s.r.o., position of Co-Founder and Head of Data Mess.
* *Terézia Mihalovič Lukáčová*, 2023. Co-founder and leader of the organization DASATO.

## Employers' evaluation of the quality of the study programme (feedback).

Ivana Mikitová, Executive Manager Partners Group SK Lukáš Zorád, Partners for Democratic Change Slovakia Štefan Hríb, Editor-in-Chief

Jaroslav Kothaj, Accenture Consulting

Renáta Hall, Adviser to the Prime Minister on Education, Office of the Government of the Slovak Republic, former coordinator of the analytical team of the Slovak Accreditation Agency for Higher Education, Adviser to the Prime Minister of the Slovak Republic

Maxman Consultants

Permanent Delegation of the Slovak Republic to UNESCO

Juraj Vinš, Talent Marketing Specialist-EMEA, IBM



## The college will describe the rules for the formation of curricula in the curriculum.

The dominant feature of the BISLA teaching process is the focus on dialogical teaching methods. Teaching in small groups helps to diminish the difference between lectures and seminars. BISLA teachers are encouraged to actively involve students in the learning process. The basic unit of the teaching process is a discussion based on relevant texts. In all BISLA courses, great emphasis is placed on students' written preparation for each class, as well as on written evaluations of the topics covered in the form of essays. All core courses are taught by full-time faculty. BISLA offers 20 to 25 courses each semester, giving students the opportunity to choose. The student body regularly has the chance to express specific requests for elective subjects through questionnaires (example from 2024: [link](https://www.bisla.sk/wp-content/uploads/Electives-Formulare-Google.pdf)) as well as through discussions at regular community meetings, or they can communicate them through the student part of the Academic Senate or the Student Council. The BISLA leadership strives to meet these requests in every possible way and expands the group of experts from various fields who repeatedly or regularly collaborate in teaching elective courses.

The criteria for completing individual mandatory, compulsory elective, and elective courses are outlined in the course information sheets.

The workload for mandatory and compulsory elective courses requires approximately 12 hours per week, while for elective courses, it is 10 hours per week.

Mandatory and compulsory elective courses are worth 6 credits, while elective courses are worth 5 credits. Each semester lasts 15 weeks. Additionally, students may enroll in shorter courses ("pop-up" courses or summer school courses), which are typically worth two or three ECTS credits.

Each ECTS credit corresponds to 25 to 30 hours of student work.

The BISLA leadership strives to provide students with as many opportunities as possible to study at least one semester at a foreign university, either through the Erasmus program or through bilateral agreements with partner schools. Currently, BISLA has agreements with:

* University College Maastricht, Netherlands
* Faculty of Humanities, Charles University, Czech Republic
* Tilburg University, Netherlands
* Lingnan University, Hong Kong
* University of Navarre, Pamplona, Spain
* International University of Grand-Bassam, Ivory Coast
* Flame University, Pune, India
* International Christian University, Tokyo, Japan
* Freiburg University, Germany

The BISLA study program is designed so that students gain a general overview of political analysis methods while also having the opportunity to specialize either in the study of institutional structures of modern societies or in international relations. Students must complete 30 courses, of which approximately one-third belong to the core curriculum and must be completed by every student. By completing the mandatory courses, students earn 66 credits. The core courses currently include:

## 

## RECOMMENDED STUDY PLAN

## COMPULSORY PROFILE SUBJECTS (PP)

|  | Course Code | Profile subject | Teacher | Guarantor |
| --- | --- | --- | --- | --- |
| P1 | P-111 | Introduction to political science | Samuel Abrahám | Samuel Abrahám |
| P2 | S-354 | Public Administration and Social Policy | Iveta Radičová | Iveta Radičová |
| P3 | M-113 | Introduction to the Methodology of Social Sciences | Dagmar Kusá | Iveta Radičová |
| P4 | P-121 | Theories of Political Systems and Parties | Dagmar Kusá | Dagmar Kusá |
| P5 | P-231 | Comparative Politics | Dagmar Kusá | Dagmar Kusá |
| PT1 | F-122 | History of Political Philosophy | Adam Bence Balázs | František Novosád |
| PT2 | F-242 | Modern Political Thought | Adam Bence Balazs | Samuel Abrahám |
| PT3 | P/F-353 | Modern Political Theories and Ideologies | Samuel Abrahám | Samuel Abrahám |
| IR1 | IR-233 | Introduction to International Relations | Clarissa Tabosa | Dagmar Kusá |
| IR2 | IR-241 | International Conflict and Resolution | Dagmar Kusá | Dagmar Kusá |
| IR3 | IR-243 | European Union | Sylvia Tiryaki | Iveta Radičová |
| IR4 | IR-410 | Geopolitics | Adam Bence Balazs | Samuel Abrahám |

## 

The "subject teacher" is one of the subject teachers. He/she is responsible for the subject, conducts lectures and other core learning activities of the subject and is responsible for quality assurance activities in the subject and the development of the subject so that the required learning outcomes of the programme of study are achieved (Article 27 of the Methodology for the Evaluation of Standards, point 40). This teacher is normally in the capacity of professor or associate professor.

## COMPULSORY SUBJECTS (P)

Bachelor Seminar

Capstone: Review Topics of Politics

Academic Writing

Statistics

Foreign Language

Internship

Enemies, neighbors, friends: ethnic conflict, history, and identity

Plato's Constitution

Advanced Political Philosophy

Historical Formation of International State System

## COMPULSORY ELECTIVE SUBJECTS (PV)

*It is a subject that is part of a compulsory block of courses from which the student must take courses of a certain minimum credit value - i.e. they do not have to take all of them, but choose according to their interest in order to meet the prescribed number of credits.*

*The world of data*

Block Political Philosophy

Introduction to Philosophy

Reading primary texts from contemporary political philosophy

Block Central European Studies

Modern European History

Central Europe

History and Legacy of the Austro-Hungarian Empire

1989: Transition to democracy

Transnational formation of the Slovak political regime(s)

Block International Relations

Diplomacy

Introduction to Migration Studies

Middle East

Human Rights

## ELECTIVES (V)

Introduction to Sociology/ L. Diener

Internet Philosophy and Artificial Intelligence/ F. Gyárfáš

How to read a newspaper

Information and misinformation

Electives according to current offer (4-5 ECTS credits)

Pop-up courses according to current offer (2 ECTS credits)

# RECOMMENDED STUDY PLAN

| **First year**  **Winter semester: REQUIRED SUBJECTS** | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Code** | **OFFER OF SUBJECTS** | Type of objects | Profile subject | Prerequisites | Year | Credits | Lectures (hours/week) | Seminars (hours/week) | Contact teaching (semester) | Non-contact teaching | Provided by | Guarantor | Contact | CRZ |
| P-111 | Introduction to Political Science | PP | Yes | – | 1. | 6 | 1.5 | 1.5 | 45 | 105 | Samuel Abrahám | Samuel Abrahám | [abraham@bisla.sk](mailto:abraham@bisla.sk) | <https://www.portalvs.sk/regzam/detail/16360> |
| IR-111 | Formation of International State System | P | No | – | 1. | 6 | 1.5 | 1.5 | 45 | 105 | Lucas Sprouse | Dagmar Kusá | [kusa@bisla.sk](mailto:kusa@bisla.sk) | <https://www.portalvs.sk/regzam/detail/16362> |
| M-114 | Academic Writing | P | No | – | 1. | 6 | 1.5 | 1.5 | 45 | 105 | Mike Sabo | Samuel Abrahám | [abraham@bisla.sk](mailto:abraham@bisla.sk) | <https://www.portalvs.sk/regzam/detail/16360> |
| M-115 | English Grammar | P | No | – | 1. |  |  | 1.5 | 22.5 |  | Jacob Ingram | Samuel Abrahám | [abraham@bisla.sk](mailto:abraham@bisla.sk) | <https://www.portalvs.sk/regzam/detail/16360> |

| **First year**  **Winter semester: RECOMMENDED REQUIRED ELECTIVES** | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Code** | **OFFER OF SUBJECTS** | Type of objects | Profile subject | Prerequisites | Year | Credits | Lectures (hours/week) | Seminars (hours/week) | Contact teaching (semester) | Non-contact teaching | Provided by | Guarantor | Contact | CRZ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

| **First year**  **Winter semester: RECOMMENDED ELECTIVES** | | | | | | | | | | | | | | |
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| **Code** | **OFFER OF SUBJECTS** | Type of objects | Profile subject | Prerequisites | Year | Credits | Lectures (hours/week) | Seminars (hours/week) | Contact teaching (semester) | Non-contact teaching | Provided by | Guarantor | Contact | CRZ |
|  | 1-2 optional subjects according to the offer | V | no | – | 1.2.3. |  |  | 1.5 | 22.5 |  |  | Samuel Abrahám | [abraham@bisla.sk](mailto:abraham@bisla.sk) | <https://www.portalvs.sk/regzam/detail/16360> |

| **First year**  **J-Term REQUIRED SUBJECTS** | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Code** | **OFFER OF SUBJECTS** | Type of objects | Profile subject | Prerequisites | Year | Credits | Lectures (hours/week) | Seminars (hours/week) | Contact teaching (semester) | Non-contact teaching | Provided by | Guarantor | Contact | CRZ |
|  | 1PVP by offer | PVP | yes | – | 1. | 6 | 1.5 | 1.5 | 45 | 105 | Iveta Radičová | Iveta Radičová | iveta.radicova@gmail.com | https://www.portalvs.sk/regzam/detail/5364 |

| **First year**  **J-Term RECOMMENDED REQUIRED ELECTIVES** | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Code** | **OFFER OF SUBJECTS** | Type of objects | Profile subject | Prerequisites | Year | Credits | Lectures (hours/week) | Seminars (hours/week) | Contact teaching (semester) | Non-contact teaching | Provided by | Guarantor | Contact | CRZ |
| F/H-172 | Thucydides and the Peloponnesian Wars | P | yes | – | 1. | 3 | 1.5 | 3 | 22,5 | 55 | František Novosád | František Novosád | novosad@bisla.sk | <https://www.portalvs.sk/regzam/detail/14542> |

| **First year**  **J-Term RECOMMENDED ELECTIVES** | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Code** | **OFFER OF SUBJECTS** | Type of objects | Profile subject | Prerequisites | Year | Credits | Lectures (hours/week) | Seminars (hours/week) | Contact teaching (semester) | Non-contact teaching | Provided by | Guarantor | Contact | CRZ |
|  | 1 VP subject according to offer | V |  |  |  |  |  |  |  |  |  | Samuel Abrahám | [abraham@bisla.sk](mailto:abraham@bisla.sk) | <https://www.portalvs.sk/regzam/detail/16360> |

| **First year**  **Summer semester: REQUIRED SUBJECTS** | | | | | | | | | | | | | | |
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| **Code** | **OFFER OF SUBJECTS** | Type of objects | Profile subject | Prerequisites | Year | Credits | Lectures (hours/week) | Seminars (hours/week) | Contact teaching (semester) | Non-contact teaching | Provided by | Guarantor | Contact | CRZ |
| P-121 | Theories of Political Parties and Party Systems | PP | yes | – | 1. | 6 | 1.5 | 1.5 | 45 | 105 | Dagmar Kusá | Dagmar Kusá | [kusa@bisla.sk](mailto:kusa@bisla.sk) | <https://www.portalvs.sk/regzam/detail/16362> |
|  | History of Political Philosophy | PP | yes | – | 1. | 6 | 1.5 | 1.5 | 45 | 105 | Adam Bence Balázs | František Novosád | [fnovosad72@gmail.com](mailto:fnovosad72@gmail.com) | https://www.portalvs.sk/regzam/detail/14542 |
| M-113 | Introduction to Social Science Research Methods | PP | yes | – | 1. | 6 | 1.5 | 1.5 | 45 | 105 | Lukáš Siegel | Iveta Radičová | iveta.radicova@gmail.com | https://www.portalvs.sk/regzam/detail/5364 |

| **First year**  **Summer semester: RECOMMENDED REQUIRED ELECTIVES** | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Code** | **OFFER OF SUBJECTS** | Type of objects | Profile subject | Prerequisites | Year | Credits | Lectures (hours/week) | Seminars (hours/week) | Contact teaching (semester) | Non-contact teaching | Provided by | Guarantor | Contact | CRZ |
|  | 0-2 PVP items according to the offer | PV |  |  |  |  |  |  |  |  |  | Samuel Abrahám | [abraham@bisla.sk](mailto:abraham@bisla.sk) | <https://www.portalvs.sk/regzam/detail/16360> |

| **First year**  **Summer semester: RECOMMENDED ELECTIVES** | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Code** | **OFFER OF SUBJECTS** | Type of objects | Profile subject | Prerequisites | Year | Credits | Lectures (hours/week) | Seminars (hours/week) | Contact teaching (semester) | Non-contact teaching | Provided by | Guarantor | Contact | CRZ |
|  | 0-2 VP subjects by offer | V |  |  |  |  |  |  |  |  |  | Samuel Abrahám | [abraham@bisla.sk](mailto:abraham@bisla.sk) | <https://www.portalvs.sk/regzam/detail/16360> |

| **Second year**  **Winter semester: REQUIRED SUBJECTS** | | | | | | | | | | | | | | |
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| **Code** | **OFFER OF SUBJECTS** | Type of objects | Profile subject | Prerequisites | Year | Credits | Lectures (hours/week) | Seminars (hours/week) | Contact teaching (semester) | Non-contact teaching | Provided by | Guarantor | Contact | CRZ |
| P-231 | Comparative Politics | PP | yes | – | 2. | 6 | 1.5 | 1.5 | 45 | 105 | Dagmar Kusá | Dagmar Kusá | [kusa@bisla.sk](mailto:kusa@bisla.sk) | <https://www.portalvs.sk/regzam/detail/16362> |
|  | Modern Political Thought | PP | yes | – | 2. | 6 | 1.5 | 1.5 | 45 | 105 | Adam Bence Balázs | Samuel Abrahám | [abraham@bisla.sk](mailto:abraham@bisla.sk) | https://www.portalvs.sk/regzam/detail/16360 |
| IR-233 | Introduction to International Relations | PP | no | – | 2. | 6 | 1.5 | 1.5 | 45 | 105 | Clarissa Tabosa | Dagmar Kusá | [kusa@bisla.sk](mailto:kusa@bisla.sk) | <https://www.portalvs.sk/regzam/detail/16362> |

| **Second year**  **Winter semester: required electives** | | | | | | | | | | | | | | |
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| **Code** | **OFFER OF SUBJECTS** | Type of objects | Profile subject | Prerequisites | Year | Credits | Lectures (hours/week) | Seminars (hours/week) | Contact teaching (semester) | Non-contact teaching | Provided by | Guarantor | Contact | CRZ |
|  | 0-2 PVP | P | no | – | 2. | 5 | 1.5 | 1.5 | 45 | 105 |  | Samuel Abrahám | [abraham@bisla.sk](mailto:abraham@bisla.sk) | https://www.portalvs.sk/regzam/detail/16360 |

| **Second year**  **Winter semester: OPTIONAL SUBJECTS** | | | | | | | | | | | | | | |
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| **Code** | **OFFER OF SUBJECTS** | Type of objects | Profile subject | Prerequisites | Year | Credits | Lectures (hours/week) | Seminars (hours/week) | Contact teaching (semester) | Non-contact teaching | Provided by | Guarantor | Contact | CRZ |
|  | 0-2 VP | V | no | – | 2. | 5 | 1.5 | 1.5 | 45 | 105 |  | Samuel Abrahám | [abraham@bisla.sk](mailto:abraham@bisla.sk) | https://www.portalvs.sk/regzam/detail/16360 |

| **Second Year**  **J-term** | | | | | | | | | | | | | | |
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| **Code** | **OFFER OF SUBJECTS** | Type of objects | Profile subject | Prerequisites | Year | Credits | Lectures (hours/week) | Seminars (hours/week) | Contact teaching (semester) | Non-contact teaching | Provided by | Guarantor | Contact | CRZ |
| F-271 | Plato's Constitution | PP | yes | – | 2. | 6 | 1.5 | 1.5 | 45 | 105 | Adam Bence Balázs | Samuel Abrahám | [abraham@bisla.sk](mailto:abraham@bisla.sk) | <https://www.portalvs.sk/regzam/detail/16360> |

| **Second year**  **Summer semester** | | | | | | | | | | | | | | |
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| **Code** | **OFFER OF SUBJECTS** | Type of objects | Profile subject | Prerequisites | Year | Credits | Lectures (hours/week) | Seminars (hours/week) | Contact teaching (semester) | Non-contact teaching | Provided by | Guarantor | Contact | CRZ |
| IR-241 | International Conflict and Cooperation | PP | yes | – | 2. | 6 | 1.5 | 1.5 | 45 | 105 | Dagmar Kusá | Dagmar Kusá | [kusa@bisla.sk](mailto:kusa@bisla.sk) | <https://www.portalvs.sk/regzam/detail/16362> |
| IR-243 | European Union | PP | yes | – | 2. | 6 | 1.5 | 1.5 | 45 | 105 | Sylvia Tiryaki | Iveta Radičová | [abraham@bisla.sk](mailto:abraham@bisla.sk) | <https://www.portalvs.sk/regzam/detail/16360> |
| IR-410 | Geopolitics | PP | yes | – | 2. | 6 | 1.5 | 1.5 | 45 | 105 | Adam Bence Balázs | Samuel Abrahám | [abraham@bisla.sk](mailto:abraham@bisla.sk) | <https://www.portalvs.sk/regzam/detail/16360> |

| **Second year**  **Summer semester: REQUIRED ELECTIVES** | | | | | | | | | | | | | | |
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| **Code** | **OFFER OF SUBJECTS** | Type of objects | Profile subject | Prerequisites | Year | Credits | Lectures (hours/week) | Seminars (hours/week) | Contact teaching (semester) | Non-contact teaching | Provided by | Guarantor | Contact | CRZ |
|  | 0-2 PVP | PV | no | – | 2. | 5 | 1.5 | 1.5 | 45 | 105 |  | Samuel Abrahám | [abraham@bisla.sk](mailto:abraham@bisla.sk) | <https://www.portalvs.sk/regzam/detail/16360> |

| **Second year**  **Summer semester: OPTIONAL SUBJECTS** | | | | | | | | | | | | | | |
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| **Code** | **OFFER OF SUBJECTS** | Type of objects | Profile subject | Prerequisites | Year | Credits | Lectures (hours/week) | Seminars (hours/week) | Contact teaching (semester) | Non-contact teaching | Provided by | Guarantor | Contact | CRZ |
|  | 0-2 VP | V | no | – | 2. | 5 | 1.5 | 1.5 | 45 | 105 |  | Samuel Abrahám | [abraham@bisla.sk](mailto:abraham@bisla.sk) | <https://www.portalvs.sk/regzam/detail/16360> |

| **Third year**  **Winter semester: REQUIRED SUBJECTS** | | | | | | | | | | | | | | |
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| **Code** | **OFFER OF SUBJECTS** | Type of objects | Profile subject | Prerequisites | Year | Credits | Lectures (hours/week) | Seminars (hours/week) | Contact teaching (semester) | Non-contact teaching | Provided by | Guarantor | Contact | CRZ |
| P/F-353 | Modern Political Theories and Ideologies | PP | yes | – | 3. | 6 | 1.5 | 1.5 | 45 | 105 | Samuel Abrahám | Samuel Abrahám | [abraham@bisla.sk](mailto:abraham@bisla.sk) | <https://www.portalvs.sk/regzam/detail/16360> |
| M-351 | Bakalársky seminár | P | no | – | 3. | 6 | 1.5 | 1.5 | 45 | 105 | Lukáš Siegel | Iveta Radičová | [iveta.radicova@gmail.com](mailto:iveta.radicova@gmail.com) | https://www.portalvs.sk/regzam/detail/5364 |
| P/IR-351 | Enemies, Neighbors, Friends: Ethnic conflict, history, and identity | P | no | – | 3. | 6 | 1.5 | 1.5 | 45 | 105 | Dagmar Kusá | Dagmar Kusá | [kusa@bisla.sk](mailto:kusa@bisla.sk) | <https://www.portalvs.sk/regzam/detail/16362> |

| **Third year**  **Winter semester: REQUIRED ELECTIVES** | | | | | | | | | | | | | | |
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| **Code** | **OFFER OF SUBJECTS** | Type of objects | Profile subject | Prerequisites | Year | Credits | Lectures (hours/week) | Seminars (hours/week) | Contact teaching (semester) | Non-contact teaching | Provided by | Guarantor | Contact | CRZ |
|  | 0-2 PVP | PV | no | – | 2. | 5 | 1.5 | 1.5 | 45 | 105 |  | Samuel Abrahám | [abraham@bisla.sk](mailto:abraham@bisla.sk) | https://www.portalvs.sk/regzam/detail/16360 |

| **Third year**  **Winter semester: OPTIONAL SUBJECTS** | | | | | | | | | | | | | | |
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| **Code** | **OFFER OF SUBJECTS** | Type of objects | Profile subject | Prerequisites | Year | Credits | Lectures (hours/week) | Seminars (hours/week) | Contact teaching (semester) | Non-contact teaching | Provided by | Guarantor | Contact | CRZ |
|  | 0-2 VP | V | no | – | 3. | 5 | 1.5 | 1.5 | 45 | 105 |  | Samuel Abrahám | [abraham@bisla.sk](mailto:abraham@bisla.sk) | https://www.portalvs.sk/regzam/detail/16360 |

| **Third year**  **Summer semester: REQUIRED SUBJECTS** | | | | | | | | | | | | | | |
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| **Code** | **OFFER OF SUBJECTS** | Type of objects | Profile subject | Prerequisites | Year | Credits | Lectures (hours/week) | Seminars (hours/week) | Contact teaching (semester) | Non-contact teaching | Provided by | Guarantor | Contact | CRZ |
| P/S-363 | Capstone: Topics of Politics after 1989 | P | no | – | 3. | 6 | 1.5 | 1.5 | 45 | 105 | Iveta Radičová/Samuel Abrahám | Samuel Abrahám | [abraham@bisla.sk](mailto:abraham@bisla.sk) | https://www.portalvs.sk/regzam/detail/16360 |
|  | Advanced Political Philosophy | P | no | – | 3. | 6 | 1.5 | 1.5 | 45 | 105 | Adam Bence Balázs/ Samuel Abrahám | Samuel Abrahám | [abraham@bisla.sk](mailto:abraham@bisla.sk) | https://www.portalvs.sk/regzam/detail/16360 |

| **Third year**  **Summer semester: REQUIRED OPTIONAL SUBJECTS** | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Code** | **OFFER OF SUBJECTS** | Type of objects | Profile subject | Prerequisites | Year | Credits | Lectures (hours/week) | Seminars (hours/week) | Contact teaching (semester) | Non-contact teaching | Provided by | Guarantor | Contact | CRZ |
|  | 0-2 PVP | PV | no | – | 2. | 5 | 1.5 | 1.5 | 45 | 105 |  | Samuel Abrahám | [abraham@bisla.sk](mailto:abraham@bisla.sk) | https://www.portalvs.sk/regzam/detail/16360 |

| **Third year**  **Summer semester: OPTIONAL SUBJECTS** | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Code** | **OFFER OF SUBJECTS** | Type of objects | Profile subject | Prerequisites | Year | Credits | Lectures (hours/week) | Seminars (hours/week) | Contact teaching (semester) | Non-contact teaching | Provided by | Guarantor | Contact | CRZ |
|  | 0-2 VP | V | n | – | 3. | 5 | 1.5 | 1.5 | 45 | 105 |  | Samuel Abrahám | [abraham@bisla.sk](mailto:abraham@bisla.sk) | https://www.portalvs.sk/regzam/detail/16360 |

**Samuel Abrahám** Introduction to Political Science  
 Theories of Political Systems and Parties  
 Modern Political Theories and Ideologies

**Dagmar Kusá** Comparative Politics  
 Bachelor Thesis Seminar  
 International Conflict and Cooperation: Narratives of Peace, Conflict and Justice  
 Conflict of Identity: Theories and Processes of Conciliation

**František Novosád** Introduction to Philosophy  
 Teórie Demokracie / Theories of Democracy  
 Sociálna Filozofia / Social Philosophy

**Iveta Radičová** Introduction to Social Science Research Methods  
 The European Union  
 Introduction to Political Sociology  
 Social Policy

**Mike Sabo** Academic Writing I  
 Academic Writing II  
 Writing on Politics

**Adam Bence-Balázs** Geopolitics  
 History of Political Thought I  
 History of Political Thought II  
 Advanced Political Philosophy

**Lucas Andrew Sprouse** Modern European History  
 IR Formation of International State System  
 CEu Modern European History: Twentieth Century  
 Understanding World History: From the Renaissance to Modernity

**Clarissa do Nascimento Tabosa** Introduction to International Relations  
 IR Diplomacy  
 IR Introduction to Migration Studies

**Sylvia Tiryaki** European Union  
 IR Human Rights

**James Brian Thomson** News and Information in the Digital Age  
 How to Read a Newspaper  
 Contemporary China

# Main Branch

BISLA's study programme offers a wide range of courses in the social sciences and humanities that prepare students for a wide range of further study opportunities around the world as well as for their professional careers. BISLA offers a personal approach, interdisciplinarity, and a focus on academic writing skills, independent research, and critical thinking.

BISLA's liberal arts degree program is designed to produce well-rounded, skill-equipped, and independent-thinking individuals through a rigorous undergraduate curriculum. All students majoring in political science choose one of the following minors: International Relations, Political Thought, or Sociology.

BISLA also provides targeted study for students with specific interests and offers a range of extra-curricular non-accredited courses free of charge (e.g. foreign languages, presentation and argumentation skills, etc.).

All courses are taught in English and are taught by selected lecturers, all experts in their fields.

**Degree and focus**

A graduate of BISLA is awarded a Bachelor of Political Science degree, which consists of 180 (or more) credits within the field of study of Political Science.

## FIELD OF STUDY POLITICAL SCIENCE

All BISLA students receive a Bachelor's degree in Political Science. This is a major field of study, although, following the liberal arts tradition, the range of courses included within this major is broader than in typical political science majors. Courses within the political science major are required of all BISLA students and constitute the majority of the core curriculum.

This concentration introduces students to the study of political systems, institutions, and cultures. In the first year, students are introduced to the field through comparisons of political systems and the study of basic democratic institutions and processes. In the second year, they focus on analyzing historical and contemporary sources of political cultures, ideologies, modes of conflict and cooperation. Advanced courses are focused studies of a particular geographic region or topic.

## STRUCTURE OF THE FIRST YEAR

***Orientation*** The first-year students undergo an orientation during the first week of the semester, which prepares them for academic life at BISLA and introduces them to the faculty and their senior colleagues. During this week, students develop creative writing skills.

***Focus on Skill Development*** In the early years, students adopt proper academic habits by writing short essays, learning and practicing critical thinking, and reading original texts. Students also practice discussion and presentation skills.

***Core Courses*** All students participate in common core courses, which provide an introductory understanding of various disciplines within the social and humanities sciences.

***Academic Writing and English*** During the first two semesters, students can significantly improve their English language skills, especially in understanding academic literature, expanding their vocabulary, and gaining confidence in writing and presenting in English.

***J-Term (Short, Intensive Semester)*** First-year students attend intensive seminars on social research methodology and workshops designed to practice soft skills related to independent research, public presentations, problem-solving, conflict resolution, etc., over a five-week period in January and February.

## STRUCTURE OF THE SECOND YEAR

***Internships/Practical Experience*** All BISLA students are required to complete an internship in public administration or non-governmental organizations in the fields of politics, international relations, culture, media, the environment, or law. Students are expected to complete a minimum of 60 hours of supervised practice. However, it is recommended that they undertake internships for a longer period – a semester or more – to become familiar with institutions, programs, strategic planning, event organization, etc.

***Selection of Bachelor’s Thesis Topic and Supervisor*** In the fourth semester, students select their bachelor’s thesis topic and first reader. By the end of the semester, students, together with their bachelor’s thesis advisors, submit a brief proposal and propose a study plan.

***Skills*** The second year at BISLA is dedicated to the development of academic writing skills, independent research in social sciences, and public presentation.

***J-Term (Short, Intensive Semester)*** Reading Plato’s Republic.

## STRUCTURE OF THE THIRD YEAR

***Bachelor’s Thesis*** The bachelor’s thesis represents the main output of academic research and writing at BISLA. Students, in collaboration with their bachelor’s thesis supervisors, can freely choose from a wide range of topics within the BISLA study program. They begin preparing for writing in their second year by selecting a topic, a thesis advisor, and developing a study plan. In the fifth semester, students prepare a complete draft of the bachelor’s thesis, which receives feedback from the supervisor and a second reader. The bachelor’s thesis includes original research, a substantial literature review in the given field, a discussion of findings, and their implications. All theses are published on the BISLA website.

***Career Counseling*** When transitioning to graduate-level education or employment and internships after graduation, students are offered career counseling. Additionally, when transitioning from BISLA to graduate schools and employment, cooperation is provided with the higher education coordinator and academic advisors.

***Skills*** At this stage of study, students focus on advanced reading and writing of long texts and familiarize themselves with advanced methods of social science research. Students are encouraged to present at international student conferences and publish their work in student academic journals.

## The college will draw up recommended study plans for individual pathways in the course of study10.

***Recommended Study Plan*** The recommended study plan consists of two parts: theoretical and practical. In total, a student needs 180 credits to successfully complete their studies:

***Study Part:*** 177 credits (the academic, scientific, and teaching parts are mutually irreplaceable).  
 ***Internship:*** 3 credits

All conditions, including the description of the credit system, admission, suspension, or completion of studies, the conditions for successful completion of studies, and the state exam, are governed by the BISLA Study Regulations. Other study conditions are also specified by the BISLA Study Regulations.

1. **The College will describe the rules for the verification of learning outcomes and assessmentstudent learning outcomes and the possibilities of corrective procedures against this assessment.**

The course of study at BISLA is governed by the BISLA Study Regulations. These allow students to choose their own pace of study, providing flexibility in the educational process with regard to the credit system. At the same time, the BISLA Study Regulations are subject to administrative verification and control of the individual stages of study. The conditions for completing individual subjects are defined in the course syllabi.

This document, in addition to defining the individual conditions for completing a course, also includes the course objectives, learning outcomes, course schedule, literature for the course, and the grading scale for completing the course. It is the responsibility of the instructors of each subject to inform students about the evaluation criteria at the beginning of the semester, and the requirements for completing the course cannot be changed during the course. Course syllabi and documents related to the course are published on the BISLA website. At the beginning of the course, the instructor also clearly defines the rules regarding student absences during the teaching process. The Study Regulations specify the possibility of up to four absences during the semester without providing a reason.

Student evaluation is usually carried out by one instructor, although there may be cases where multiple instructors are involved in the evaluation during a session.

Student evaluation by multiple teachers takes place during the state exams, when the state exam committees are formed in accordance with the law. The state exam consists of the defense of the final thesis, for which the thesis supervisor and an opponent, who may be from practice, prepare evaluations.

A student has the option to request a commission examination with at least two examiners present. Students have access to formal appeals procedures, are guaranteed the opportunity to participate in the review of their appeals and solutions, and are guaranteed feedback regarding the results of their examination and the measures taken. A student may also contact the Ethics Committee if there is a suspicion of a violation of the university's ethical code.

Detailed information on this topic is available in the Study Regulations and the university's internal regulations:  
 The internal quality assurance system at BISLA:

## The conditions for recognition of the study or part of the study.

Undergraduate students may apply to the Rector of BISLA for recognition of their completion of courses in the programme of study if they have completed a course with the same content at the same level of study at another university. Recognition of courses can only be applied for at the beginning of studies (immediately after enrolment, but no later than 2 weeks after the start of the course), using the prescribed forms published on the BISLA website. The application will normally be accompanied by documents issued and certified by the university at which the courses for which recognition is sought have been successfully completed by the student:

1. Original "Transcript of Study Results"
2. Syllabi of completed courses or course information sheets
3. List of courses to be recognized

The student's request is then assessed and processed, and they are subsequently placed (upon approval, the student can be placed in a higher year of study). Each completed course is assessed individually based on the content, scope, and requirements set in the course for its completion. Recognition of courses follows the procedure published in the directive on the recognition of completed courses.

Courses must not have been completed more than 5 years before the request for their recognition at BISLA.

## The college will indicate the thesis topics of the degree programme (or a link to the list).

Suggested topics:

The final theses at BISLA are written and defended in English.

**Political Science:**

* Political representation issues
* Party politics and electoral systems
* Constitutional design
* Case studies on the impact of constitutional design on governance stability and effectiveness
* Management of ethnically diverse societies
* Post-conflict state building
* Democratic theory and practice
* The European Union and democratic governance issues
* Comparative politics – political culture, institutional approaches to democracy, quality
* Modernization and cultural change
* The rise of participation and critical citizenship, post-materialism
* The rise of authoritarian populism – phenomenon / case studies
* Political culture
* Social capital, civil society
* Quality of democracy
* Human development, subjective well-being
* Rule of law, public administration, corruption
* Case studies (impact of specific issues on the quality of democracy)
* Transitional studies
* The period of Slovak and Czech normalization
* November '89 and the transition to democracy
* Elite settlements, topics related to privatization and its consequences, transnational context of transformation
* The dissolution of Czechoslovakia
* American politics
* American legal studies, the South, rural politics, Jefferson & Adams, Benjamin Franklin

**Philosophy:**

* Topics from the history of philosophy, particularly ancient philosophy
* Enlightenment, continental philosophy of the 19th and 20th centuries, including contemporary traditions
* Idealism, phenomenology, existentialism. Also topics from the philosophy of religion
* Philosophy of history, Philosophy and literature, History of ideas, Humanities
* Ancient philosophy: Pre-Socratic thought, Plato, Stoicism, Skepticism
* Enlightenment: Voltaire, Rousseau, Hume, Kant, Lessing, Reimarus, Jacobi
* Philosophy of the 19th century: Herder, Hegel, Strauss, Feuerbach, Marx, Kierkegaard, Nietzsche
* Philosophy of the 20th century: Ortega y Gasset, Heidegger, Sartre, Merleau-Ponty, Camus, de Beauvoir
* American Transcendentalism and Pragmatism: Emerson, Thoreau, Dewey, James
* Western civilization and the humanities: philosophy, literature, drama, religion
* Philosophy of existence
* Philosophy of dialogue
* Philosophy of religion
* Love as a philosophical problem
* Søren Kierkegaard
* Martin Buber
* Carl Schmitt

**Political Philosophy and Ideologies:**

* Figures and movements such as Plato, Xenophon, Aristotle, Stoicism, Epicureanism, medieval political philosophy, Machiavelli, Hobbes, Locke, Rousseau, Smith, Kant, German Romanticism, Hegel, Marx, Mill, Nietzsche, etc.
* Authoritarianism – its essence and the development of the concept
* Leo Strauss and the neoconservatives
  + Leo Strauss is considered by many to be an inspiration for the neoconservatives – philosophers, journalists, political scientists who significantly influenced U.S. foreign and domestic policy since the time of Ronald Reagan. Their connection to Strauss is through his student, Allan Bloom, who, like Strauss, was a professor at the University of Chicago.
  + The thesis focuses on analyzing the ideas of the neoconservatives, as well as on some relevant essays by Allan Bloom and Leo Strauss.
* Machiavelli and Liberal Democracy
  + The thesis focuses on the interpretation and comparison of Machiavelli's two major works – *The Prince* and *Discourses*. These two texts were written for two different regimes – *The Prince* for an unstable society, and *Discourses* for a society capable of living by the rule of law, tolerating different political directions and opinions. *Discourses* offers a great analysis of liberal democracy, while *The Prince* offers insightful observations that still hold relevance in modern liberal democracy.
* Fukuyama and Huntington
  + What explains the paradigm of our world after September 11th? Is it Huntington's thesis in *The Clash of Civilizations* or Fukuyama's story in *The End of History*? These two interpretations of our current state are two conservative versions of our unstable and unpredictable development. Huntington is a traditional conservative realist – our interference in traditional societies only provokes rage, especially from Islam, so we should at least be aware of this and avoid the problems. Fukuyama’s work is a long-term hope and goal to expand modernization in traditional societies. He believes that in the developing world, individualism and democracy will ultimately prevail, just as they did in post-communist countries. So why not expedite the process through intervention and assistance?
* The Formation of Conservatism in the Work of Edmund Burke
  + The student should analyze E. Burke's approach to modern society and his perspective on the French Revolution, showing his thought process that influences current conservative thinking.
* Post-War Political Theory (figures and movements such as communism, nationalism, liberalism, colonialism, Heidegger, Arendt, Leo Strauss, Rorty, Schmitt, Kojeve, Agamben)
* F.A. Hayek on Two Types of Social Order
  + Hayek recognizes order as a spontaneous product of social interactions and order as the result of conscious construction. The thesis should focus on analyzing Hayek's views on order and explore the possible relationships between them. Hayek himself prefers spontaneous orders in society. To what extent can we agree with him?

**Conflict and Cooperation:**

1. Case studies of international conflict, conflict resolution, and reconciliation processes
2. Narrative approaches to conflict resolution
3. Resolving identity-based conflicts
4. Memory regimes: policies, institutions, structures for addressing the past; restorative justice
5. Postcolonial political thought
   * Fanon, Appiah, Césaire...

**Religion:**

1. Religion: religious tolerance, liberation theology, the decline of Christianity
2. Strauss on the theological-political question
3. Nietzsche on Christianity and gods, Voegelin on the divine

**Communication Studies - Media:**

1. Propaganda
2. Fake news, disinformation
3. Information control
4. Social media
5. Retribalization of societies as a result of new media
6. Social and cultural anthropology, ethnic identity studies

**Ethnic Identity and Ethnic Conflict:**

1. Politics of memory: studying public discourses, public spaces, and memory activities, use of history textbooks
2. Cultural trauma narratives
3. Development of Slovak national identity after 1993
4. Romaphobia – discursive and intersectional analysis of anti-Roma sentiment
5. Nationalism and its identity focuses on the modern phenomenon: nationalism and national identity in the theory of E. Gellner
6. Antisemitism as a social phenomenon
7. Rusyn people? Structural determinants in the formation of nations
8. Sports and national identity
9. Conceptualization of homeland (e.g., due to migration)
10. Race: the concept of race, power, and otherness
11. Postmodern society

**Sociology:**

1. The concept of legitimate power in the work of Max Weber
2. Power, authority
3. Generations, generational exchange
4. The phenomenon of the second generation (e.g., in relation to trauma or migration)
5. Leadership
6. Moral anomie
7. Racism
8. Conspiracy theories and related motivations
9. Gentrification of cities (e.g., case study of Bratislava's Trnávka)
10. Value orientations of the Slovak population towards political development after 1990
11. Reproduction of cultural capital
12. Social inequalities in healthcare
13. Brain drain
14. Migration
15. Integration of migrants
16. Social inequalities and access to education
17. Concept of social exclusion
18. Social situation of Roma in Slovakia
19. Work, labor market
20. Labor migration

**Economics:**

1. Digitalization and the economy
2. World Bank
3. Federal Reserve System
4. What is the value of a human life?

**Interdisciplinary Approaches:**

1. Memory politics
2. Transitional justice
3. Power
4. Decolonization
5. State, race, government, power

**Public Policy and Administration:**

1. Territorial administration
2. Municipal politics
3. Urban politics
4. Regional government
5. Digitalization of public services

**International Relations:**

1. Organizational development and management of International Relations
2. Application and analysis of IR theory on a specific case/conflict/country
3. Diplomacy
4. Securitization of migration:
   * Students are expected to focus on the migration policy and discourse of one or more EU member states (or the EU as a whole) and analyze securitization (or desecuritization) processes of migration.
5. Public opinion on migrants in the European Union:
   * The aim is to explore various aspects of public opinion towards migrants in a specific EU member state. Students are encouraged to use qualitative methods to further explore one specific aspect considered interesting in Eurobarometer surveys.

***Area Studies:***

1. *Regional politics and relations (e.g., Middle East, East Asia, Turkey in a regional context, ...)*

***Human Rights:***

1. *Human rights, minority rights, and citizenship relations*
2. *Theoretical aspects of human rights, links to democratic theories*
3. *Study of a specific issue, problem, or policy in the field of human rights*
4. *Slovak national minorities from a human rights perspective*
5. *Theories and practices of citizenship – dual citizenship, migration, and asylum*
6. *International human rights mechanisms*
7. *International human rights law*
8. *International Criminal Court*

***Political Psychology:***

1. *Crowd psychology*
2. *Addiction and social networks*
3. *Self-image and the influence of social media*

## The college will describe or refer to:

### - rules for assigning, processing, opposing, defending and evaluating final theses in the study programme,

*Directive of the Rector of the Bratislava International School of Liberal Studies on the prerequisites for fulfilling the admission requirements for the defence of a bachelor thesis at the Bratislava International School of Liberal Studies*

## Objectives of the bachelor thesis

The bachelor thesis is the most important output of the BISLA students' work. It is closely linked to the teaching philosophy at BISLA and reflects the focus on skills, autonomy, and multiperspectivity that are central to the overall approach to education at BISLA. The main stated objectives within the thesis process are:

**Independent Scientific Research:**

* Each student must plan and carry out independent scientific research as part of their final thesis preparation. Topics are selected and formulated to support original research. Most students are encouraged to conduct interviews, collect surveys, carry out archival research, and engage in participant observation to develop field research skills and data processing.

**Mastery of the Process of Writing a Longer Academic Paper:**

* At BISLA, students write shorter academic essays starting from the first semester of their studies. One of the goals of the final thesis is to master the process of long-term research, from planning to processing and presenting the results.

**Style and Format:**

* Part of the writing process involves adopting an academic writing style, proper and consistent formatting, and citations according to the APA citation style.

**Working with Literature:**

* During research, the student will familiarize themselves with their academic topic and collect academic literature. The goal is to automate the habits of searching and evaluating academic sources, working with publicly available statistical databases, archival materials, etc.

**Close Collaboration with Supervisors:**

* Weekly collaboration with supervisors offers students a unique opportunity to closely work with experts in their field of study, receive feedback, and learn research procedures directly from experts.

**Publishable Quality:**

* BISLA emphasizes the quality of final theses and supports students in publishing their thesis outputs in student academic journals and presenting at scientific and professional conferences.

## The process of writing bachelor theses

Undergraduate theses are the most important output of the work and efforts of BISLA students and are given due time and attention. Students start preparing for their Bachelor's thesis from the third semester of their studies, choose a supervisor and a topic area at the beginning of the fourth semester and defend their Bachelor's thesis proposal before the Scientific Council.

They agree with their supervisors on the progress of the thesis and during the fourth

semester they do the bulk of their research. In the fourth and fifth semesters, all students take part in the Bachelor Seminar course, during which they write the different parts of the Bachelor's thesis in turn. Students present their work-in-progress undergraduate theses to the BISLA community of students and faculty, which gives the younger classes an idea of the topics, scope, and data processing. In January of their senior year, students complete the process of writing their bachelor's theses and submit the final version of the thesis to their advisors. After editing, formatting, and final touches, the thesis is due by February 15, in time for the start of the summer semester.

In this way, the submission of the final thesis does not disrupt the course of the summer semester and all students can concentrate on their studies undisturbed. The defence of the final theses takes place during the State Final Examination in the second week of June.

## Cooperation with trainers

**Topic Selection:**

* The 170 bachelor’s theses defended from 2009 to 2022 reflect BISLA’s wide-ranging academic focus, primarily within political science, international relations, and political theories. The focus on liberal studies allows students to explore topics in philosophy, anthropology, art, and economics.
* Topics are mainly offered by BISLA's internal and external faculty, from which students choose and specify in collaboration with their thesis advisors. In case of specific interests, BISLA also engages external advisors who are experts with academic backgrounds and experience in supervising theses. All topics and supervisor choices are subject to approval by BISLA’s Scientific Board.

**Consultations:**

* Intensive collaboration with thesis advisors is a mandatory part of the writing process. During the fifth semester, students meet with their advisors weekly for at least three months (October – December).
* The advisor provides weekly feedback, which is the most important aspect of the process, allowing students to acquire proper academic habits, navigate literature, master the process of revision and editing, and improve their academic writing.

**Evaluation Criteria:**

* The evaluation criteria reflect the goals BISLA pursues during the thesis process, as well as the objectives outlined in BISLA’s Mission and program requirements. Theses are assessed based on theoretical and methodological aspects, the use and processing of sources, the originality of the research, and its contribution to practice or the field. The point distribution for each aspect is as follows:
  + Relevance of the thesis topic to the studied field (5 points)
  + Fulfillment of the thesis goal and tasks using the defined methodology (10 points)
  + Use of domestic and foreign literature sources (15 points)
  + Logical structure of the thesis and appropriateness of methods used (15 points)
  + Evaluation of the results, their contribution, and possible application in practice or theory (40 points)
  + Formal presentation of the thesis (15 points)

**Defense of Theses:**

* The thesis defense is a significant part of the state final exam and the most important part of it. During the defense, the student briefly presents the goals, hypothesis, methodology, main findings, and implications of the thesis.
* The advisor evaluates the collaboration with the student, the content, and the thesis preparation. The opponent briefly presents their evaluation of the thesis and asks the student questions related to its content. The student has the opportunity to respond to both evaluations and answer questions from the opponent.

### - opportunities and procedures for participating in student mobility*,*

**Erasmus Coordinator's Responsibilities:**

The Erasmus Coordinator is responsible for active and regular communication with all international partners of the institution. When signing new agreements with new partners, the priorities of the institution are discussed with the school’s management, and they are subsequently incorporated into the newly drafted agreement. The Erasmus Coordinator manages the entire agenda related to the management and quality of collaboration with international partners. Communication with the contact person at the partner organizations mainly occurs around the time when exchange mobilities are reported, and then before, during, and after the student’s mobility.

Before the mobility, agreements and other relevant documents are exchanged, such as sharing course catalogs, accommodation options, and other necessary details. If there is a need during mobility to address, for example, changes to registered courses, the coordinator ensures that everything proceeds smoothly and that all changes are recorded in the required documents. This ensures the smooth transfer of credits after the mobility is completed. The coordinator also monitors whether there are any issues during faculty mobility for teaching purposes that require attention or assistance. After the exchange, the academic results of the student are exchanged, and any areas for improvement in the future are identified.

**Quality and Management:**

The management of quality and coordination concerning participants is again the responsibility of the Erasmus Coordinator in collaboration with the Study Coordinator. The Study Coordinator is always a faculty member within the institution and knows the academic direction of specific students best. Therefore, they are well-equipped to advise on appropriate foreign partner institutions for student mobility and approve course selections at foreign schools.

Students receive detailed information about the possibilities for exchange during Erasmus presentations, which take place every semester. The Erasmus Coordinator presents this information, and students who have already completed an Erasmus mobility are invited to the presentations, as they can best answer questions from students considering mobility. Students also actively meet with the Erasmus Coordinator throughout the semester, who informs them of all mobility opportunities at foreign partner universities. Students interested in mobility report their interest via email to the Erasmus Coordinator by the established deadline. In the email, they must specify which semester they are interested in for the mobility and are recommended to provide at least two institutions they wish to exchange with. The first institution is considered the primary option, and the second is the backup.

The Erasmus Coordinator then ensures that the academic transcript of all students interested in the exchange is gathered. The transcript serves as a basis for the exchange application for the selection committee. The selection committee meets at a publicly announced time and consists of the university rector, a student tutor, and the Erasmus Coordinator. They rank the candidates based on their academic average and other activities the student is involved in at the school. The results of the selection process are published the next day on the university’s website, and successful candidates are informed via email by the Erasmus Coordinator. They will also receive information about the next steps needed for a successful start to the mobility. The student will also receive the Erasmus Charter, informing them of all their rights and responsibilities.

**Further Steps in Mobility Process:**

In the next phase, there is active collaboration between the student coordinator and the student. They review the course offerings at the partner institution where the student plans to complete the exchange and together consider course selections. The university supports the selection of courses that are not available at the home institution, thus broadening the student’s academic horizons. On the other hand, it is important that the home institution recognizes and credits the courses completed during the exchange. Such cooperation between the student, the student tutor, and the Erasmus Coordinator ensures the smooth recognition of courses taken at the partner institution.

The completion of the Learning Agreement and the Financial Support Agreement for studies ensures that all necessary data is provided for all three parties – the student, the home university, and the partner university. The Financial Support Agreement is signed by the student and then by the rector of the home university. The Learning Agreement is signed by all three parties – the student, the Erasmus Coordinator for the home institution, and the authorized person for the receiving institution. All signatures occur before the student’s mobility begins.

**Ongoing Support During Mobility:**

During the mobility, the Erasmus Coordinator maintains regular contact with all students on mobility. They check if any issues have arisen that need attention and also provide mental support or advice on minor issues.

After the mobility, the Erasmus Coordinator receives the student’s results on behalf of the university, discusses them with the academic tutor, and then the courses are recognized and recorded at the study department. Once the student completes all requirements, such as filling out the final evaluation report and taking the online language test, the remaining financial amount due to the student will be sent according to the terms of the Financial Support Agreement for Studies.

**Impact of Mobility During the COVID-19 Pandemic:**

In this project, almost all activities were carried out, but students never physically traveled to their foreign universities. The onset of the COVID-19 pandemic caused all students to decide not to travel and stay at their home university. Since our university offered a blended learning model within the scope of epidemiological measures, and not just online learning, students preferred at least partial involvement in in-person teaching or alternately attending lectures and seminars from home.

From our experience, student mobility significantly influences and improves the quality of education because it enhances communication and the exchange of experiences within international partnerships. It also brings new perspectives in the academic direction of students. For partner universities, it means expanding internationalization, gaining foreign contacts, improving mutual communication, and resulting in small improvements and inspiration at the home institution.

**Our ERASMUS Program Goals**

* Improve the quality and increase the volume of student and staff mobility within Europe, thus contributing to the continual increase in mobility.
* Improve the quality and increase the volume of multilateral cooperation between higher education institutions and businesses.
* Increase the level of transparency and compatibility of qualifications in higher education across Europe.

**Benefits of the ERASMUS Program** Participation in the ERASMUS program enhances competitiveness in both education and job search. Employers in today’s increasingly interconnected world often regard studying abroad as a valuable experience. It improves communication and cooperation skills, broadens horizons, and deepens knowledge of different cultures. Students are exposed to different content and forms of education.

* Adherence to academic ethics and the consequences that follow.

**Ethical Standards at BISLA** BISLA strives to adhere to the highest ethical standards in its academic activities, pedagogical practices, research, and the overall functioning of the university. The ethical code sets criteria for quality behavior within its internal operations. Together, we aim to create a space free from discrimination and conflict, providing assistance to both students and the working community. The BISLA Ethical Code is based on the principles of humanism, human rights, equal opportunities, gender equality, freedom, democracy, and non-discrimination.

BISLA expects professionalism, moral integrity, dignity, responsibility, honesty, and the creation of a friendly, prejudice-free environment without any form of discrimination based on race, gender, sex, sexual and romantic orientation, political and religious beliefs, social and cultural background, or other differences from its students, academic staff, and employees.

The Ethical Code applies to students, academic staff, and employees. Individual cases of violations of the BISLA Ethical Code will be reviewed by the Ethical Committee.

### procedures applicable to students with special needs*,*

All applicants to BISLA with special needs can submit a Request for Adjustment of the Form and Method of the Entrance Exam, which will be evaluated by the Study Coordinator. Based on this request, the entrance process will be adjusted to meet the individual needs of the applicant.

BISLA students can apply for the status of a student with special needs each year after registering for the academic year. They must do so at the beginning of the academic year. For this request, they must contact the study department and the Study Coordinator. Students must submit a Request for Enrollment in the Registry of Students with Special Needs, along with supporting documents (a medical certificate and/or confirmation from the counseling and psychological center). Based on these documents, the Study Coordinator will prepare a recommendation to grant the status of a student with special needs for the dean. The dean's decision may grant this status, and based on it, support services and an individual study plan will be prepared for the applicant. This status does not reduce the academic standard of the study program.

### student complaints and appeals procedures*.*

Complaints regarding violations of the BISLA Disciplinary Code are handled by the Disciplinary and Ethics Committee. The committee discusses disciplinary offenses committed by students enrolled in the university's study programs and submits a proposal for a decision to the rector of BISLA. The Disciplinary and Ethics Committee consists of three faculty members and two student representatives, who are nominated and approved by the Academic Senate.



*In the structure according to the Decree č. 614/2002 Z. z.*

https://www.bisla.sk/course-schedule/



All courses are taught at BISLA headquarters, where there are currently 8 lecture

and seminar rooms.

Timetable:

| Bratislava International School of Liberal Arts, Slovakia | | |
| --- | --- | --- |
| Academic calendar 2024-2025 | | |
| **Day/Date/Time** | **Event** | **Location/Person Responsible** |
| Monday, 9. September 2024-Friday, 13. September 2024 | **ORIENTATION WEEK: incoming 1st-year students** | *BISLA, Grösslingova 53*  *Dr. Kusá & Student Council* |
| Monday, 9. September 2024 | **REGISTRATION: incoming 1st-year students** | *Spitzer room, Rorty Room, Grösslingova 53, Ms.Rihariová* |
| Monday, 9. September 2024 | **REGISTRATION: 2nd-year students** | *Spitzer Room, Grösslingova 53, Ms.Rihariová* |
| Monday, 9. September 2024 | **REGISTRATION: 3rd-year students** | *Spitzer Room, Grösslingova 53, Ms.Rihariová* |
| Monday 16. September 2024-Friday, 20. December 2024 | **FALL SEMESTER** |  |
| Friday, 4.October 2024 | **Beania (1st year initiation)** | *Student Council* |
| Monday, 28. October 2024-Friday, 1. November 2024 | **READING WEEK** |  |
| Monday, 13. January 2025-Friday, 14. February 2025 | **J-TERM** |  |
| Friday, 14. February 2025 | **BA Thesis DEADLINE (3rd-years)** | *Dr. Kusá &, Ms. Rihariová* |
| Thursday, 15. May 2025 | **Registration for State Exams deadline** | Office of the Registrar, Grösslingova 53, Ms. *Rihariová* |
| Monday 24. February 2025-Friday, 6.June 2025 | **SPRING SEMESTER** |  |
| Monday, 21. April.2025- Friday, 25. April.2025 | **READING WEEK** |  |
| ?? | **Well- being day** | *Student Council* |
| Friday, 30. May 2025 | **Final grades for the 3rd year students** | Office of the Registrar, Grösslingova 53, Ms. *Rihariová* |
| Friday, 20. June 2025 | **Final grades for the 1st and 2nd years students** | Office of the Registrar, Grösslingova 53, Ms. *Rihariová* |
| Friday, 13. June 2025 | **THESIS DEFENSE** | Spitzer Reading Room, Grösslingova 53, *Dr. Abrahám* |
| Friday, 27. June 2025 | **COMMENCEMENT** | Johnson Lecture Hall, Grösslingova 53, *Dr. Abrahám* |

| **Slovak Public Holidays in the 2024-2025 Academic Year** | |
| --- | --- |
| Sunday, 1. September 2024 | Constitution Day of the Slovak Republic |
| Sunday,15 September 2024 | Our Lady of Sorrows |
| Friday, 1 November 2024 | All Saints Day |
| Sunday, 17 November 2024 | Struggle for Freedom and Democracy Day |
| Tuesday, 24. December 2024 | Christmas Eve |
| Wednesday 25. December 2024 | Christmas |
| Thursday 26. December 2024 | Christmas |
| Wednesday 1. January 2025 | Day of establishment of the Slovak Republic |
| Monday 6. January 2025 | Revelation of the Lord (Three Kings) |
| Friday, 18. April 2025 | Good Friday |
| Monday 21. April 2025 | Easter Monday |
| Thursday, 1 May 2025 | Labor Day (May Day) |
| Thursday, 8 May 2025 | Victory over Fascism Day (Victory in Europe Day) |
| Saturday, 5. July 2025 | Feast of Saints Cyril and Methodius |
| Friday 29. August 2025 | The anniversary of the Slovak National Uprising |

**Schedule – Fall Semester 2024/2025**

| **YEAR 1** | | | |
| --- | --- | --- | --- |
| **Monday** | | **Instructor** | **Location** |
| **9:00-10:30** | Japanese (Beginners) | M. Shiraki | Tatarka Room |
| **9:00-10:30** | Spanish Language | P.Sabáček | Rorty Room |
| **10:45-12:15** | Introduction to Sociology | Diener/Hurbán | Rorty Room |
| **10:45-12:15** | God is Dead A | S.D.Abrahám | Arendt Library |
| **13:15-14:45** | **Academic Writing A** | Sabo | Johnson Room |
| 15:00-16:30 | **Formation of International State System** | Sprouse | Johnson Room |
| 16:45-18:15 | God is Dead B | S.D.Abrahám | Tatarka Room |
| 23.9-18.11  16:45-18:45 | *Politics in the USA* | Sprouse | Johnson Room |
| **Tuesday** | | | |
| **9:00-10:30** | The Politics of Weakness: Exploring New Forms of Power in the Contemporary World | Balazs | Johnson Room |
| **9:00-10:30** | Law and Economics | Hanák | Rorty Room |
| **10:45-12:15** | **Introduction to Political Science** | Abrahám | Johnson Room |
| 13:15-14:45 | Japanese (Advanced) | M. Shiraki | Rorty Room |
| 13:15-14:45 | History and Legacy of the Austro-Hungarian Empire | Kováč | Tatarka Room |
| 13:15-14:45 | The Present and Future of Religion | Kocúr | Johnson Room |
| 13:15-14:45 | Introduction to Macroeconomics | Hudcovský | Learning Lab |
| 24.09-17.12 17:15-18:45 | *The Holocaust in Slovakia: Letters to Jozef Tiso about the “Jewish Question (1939-1945)* | Vadkerty | Rorty Room |
| **Wednesday** | | | |
| **10:45-12:15** | God is Dead | S.D.Abrahám | Tatarka Room |
| **10:45-12:15** | Human Rights | Tiryaki | Johnson Room |
| **13:00-15:00** | SENAT/ACADEMIC COUNCIL/SOCIETY |  | Spitzer Room |
| **15:00-16:30** | **Academic Writing A** | Sabo | Rorty Room |
| **15:00-16:30** | **Formation of International State System B** | Sprouse | Learning Lab |
| 16:45-18:15 | **Academic Writing B** | Sabo | Rorty Room |
| 16:45-18:15 | **Formation of International State System A** | Sprouse | Learning Lab |
| **Thursday** | | | |
| **9:00-10:30** | The Politics of Weakness: Exploring New Forms of Power in the Contemporary World | Balazs | Johnson Room |
| **9:00-10:30** | Law and Economics | Hanák | Rorty Room |
| **10:45-12:15** | Human Rights | Tiryaki | Johnson Room |
| **10:45-12:15** | **Introduction to Political Science A** | Abrahám | Rorty Room |
| 13:15-14:45 | **Introduction to Political Science B** | Abrahám | Rorty Room |
| 15:00-16:30 | History and Legacy of the Austro-Hungarian Empire | Kováč | Tatarka Room |
| 15:00-17:00 | The Mastermind | Edelman-Landau | TLC |
| 15:00-16:30 | The Present and Future of Religion | Kocúr | Rorty Room |
| 15:00-16:30 | Introduction to Macroeconomics | Hudcovský | Learning Lab |
| 17:05-18:35 | English Grammar | Ingram | Learning Lab |
| **Friday** | | | |
| **9:00-10:30** | Introduction to Sociology | Hurbán | Rorty Room |
| **10:45-12:15** | **Academic Writing B** | Sabo | Rorty Room |
| **27.09**  **13:00-15:00** | *Post-truth and Disinformation in a Critical Year for Democracy* | Thomson | Rorty Room |

| **YEAR 2** | | | |
| --- | --- | --- | --- |
| **Monday** | | **Instructor** | **Location** |
| **9:00-10:30** | Japanese (Beginners) | M. Shiraki | Tatarka Room |
| **9:00-10:30** | Spanish Language | P.Sabáček | Rorty Room |
| **10:45-12:15** | Introduction to Sociology | Diener/Hurbán | Rorty Room |
| **10:45-12:15** | God is Dead A | S.D.Abrahám | Arendt Library |
| **13:15-14:45** | **Introduction to International Relations A** | Tabosa | Tatarka Room |
| **15:00-16:30** | **Introduction to International Relations B** | Tabosa | Rorty Room |
| 16:45-18:15 | God is Dead B | S.D.Abrahám | Tatarka Room |
| 23.9-18.11  16:45-18:45 | *Politics in the USA* | Sprouse | Johnson Room |
| **Tuesday** | | | |
| **9:00-10:30** | The Politics of Weakness: Exploring New Forms of Power in the Contemporary World | Balazs | Johnson Room |
| **9:00-10:30** | Law and Economics | Hanák | Rorty Room |
| **10:45-12:15** | **Comparative Politics** | Kusá | Tatarka Room |
| 13:15-14:45 | Japanese (Advanced) | M. Shiraki | Rorty Room |
| 13:15-14:45 | History and Legacy of the Austro-Hungarian Empire | Kováč | Tatarka Room |
| 13:15-14:45 | The Present and Future of Religion | Kocúr | Johnson Room |
| 13:15-14:45 | Introduction to Macroeconomics | Hudcovský | Learning Lab |
| 15:00-17:00 | **Social Policy** | Radičová | Johnson Room |
| 17.09-31.10 17:15-18:45 | *The Holocaust in Slovakia: Letters to Jozef Tiso about the “Jewish Question (1939-1945)* | Vadkerty | Rorty Room |
| **Wednesday** | | | |
| **9:00-10:30** | **Introduction to International Relations** | Tabosa | Tatarka Room |
| **10:45-12:15** | God is Dead | S.D.Abrahám | Tatarka Room |
| **10:45-12:15** | Human Rights | Tiryaki | Johnson Room |
| 13:15-15:00 | SENAT/ACADEMIC COUNCIL/SOCIETY |  | Spitzer Room |
| **15:00-16:30** | **History of Political Thought II** | Balazs | Johnson Room |
| **Thursday** | | | |
| **9:00-10:30** | The Politics of Weakness: Exploring New Forms of Power in the Contemporary World | Balazs | Johnson Room |
| **9:00-10:30** | Law and Economics | Hanák | Rorty Room |
| **10:45-12:15** | Human Rights | Tiryaki | Johnson Room |
| 13:15-14:45 | **Comparative Politics** | Kusá | Tatarka Room |
| 15:00-16:30 | History and Legacy of the Austro-Hungarian Empire | Kováč | Tatarka Room |
| 15:00-17:00 | The Mastermind | Edelman-Landau | TLC |
| 15:00-16:30 | The Present and Future of Religion | Kocúr | Rorty Room |
| 15:00-16:30 | Introduction to Macroeconomics | Hudcovský | Learning Lab |
| **Friday** | | | |
| **9:00-10:30** | Introduction to Sociology | Hurbán | Rorty Room |
| **10:45-12:15** | **History of Political Thought II** | Balazs | Tatarka Room |
| **27.09**  **13:00-15:00** | *Post-truth and Disinformation in a Critical Year for Democracy* | Thomson | Rorty Room |

| **YEAR 3** | | | |
| --- | --- | --- | --- |
| **Monday** | | **Instructor** | **Location** |
| **9:00-10:30** | Japanese (Beginners) | M. Shiraki | Tatarka Room |
| **9:00-10:30** | Spanish Language | P.Sabáček | Rorty Room |
| **10:45-12:15** | Introduction to Sociology | Diener/Hurbán | Rorty Room |
| **10:45-12:15** | God is Dead A | S.D.Abrahám | Arendt Library |
| **13:15-14:45** | **Bachelor Thesis Seminar** | Siegel | TLC |
| 15:00-16:30 | **M. Weber, J. Schumpeter and C. Schmitt on the Phenomenon of the Political** | Novosád | Tatarka Room |
| 16:45-18:15 | God is Dead B | S.D.Abrahám | Tatarka Room |
| 23.9-18.11  16:45-18:45 | *Politics in the USA* | Sprouse | Johnson Room |
| **Tuesday** | | | |
| **9:00-10:30** | The Politics of Weakness: Exploring New Forms of Power in the Contemporary World | Balazs | Johnson Room |
| **9:00-10:30** | Law and Economics | Hanák | Rorty Room |
| **10:45-12:15** | **Modern Political Theories and Ideologies** | Balazs | Learning Lab |
| 13:15-14:45 | Japanese (Advanced) | M. Shiraki | Rorty Room |
| 13:15-14:45 | History and Legacy of the Austro-Hungarian Empire | Kováč | Tatarka Room |
| 13:15-14:45 | The Present and Future of Religion | Kocúr | Johnson Room |
| 13:15-14:45 | Introduction to Macroeconomics | Hudcovský | Learning Lab |
| 15:00-16:30 | **Enemies, neighbors, friends: Ethnic conflict, history, and memory in Central Europe** | Kusá | TLC |
| 17.09-31.10 17:15-18:45 | *The Holocaust in Slovakia: Letters to Jozef Tiso about the “Jewish Question (1939-1945)* | Vadkerty | Rorty Room |
| **Wednesday** | | | |
| **9:00-10:30** | **Enemies, neighbors, friends: Ethnic conflict, history, and memory in Central Europe** | Kusá | TLC |
| **10:45-12:15** | God is Dead | S.D.Abrahám | Tatarka Room |
| **10:45-12:15** | Human Rights | Tiryaki | Johnson Room |
| **13:00-15:00** | SENAT/ACADEMIC COUNCIL/SOCIETY |  | Spitzer Room |
| **15:00-16:30** | **M. Weber, J. Schumpeter and C. Schmitt on the Phenomenon of the Political** | Novosád | Tatarka Room |
| **Thursday** | | | |
| **9:00-10:30** | The Politics of Weakness: Exploring New Forms of Power in the Contemporary World | Balazs | Johnson Room |
| **9:00-10:30** | Law and Economics | Hanák | Rorty Room |
| **10:45-12:15** | Human Rights | Tiryaki | Johnson Room |
| 13:15-14:45 | **Modern Political Theories and Ideologies** | Balazs | Learning Lab |
| 15:00-16:30 | History and Legacy of the Austro-Hungarian Empire | Kováč | Tatarka Room |
| 15:00-17:00 | The Mastermind | Edelman-Landau | TLC |
| 15:00-16:30 | The Present and Future of Religion | Kocúr | Rorty Room |
| 15:00-16:30 | Introduction to Macroeconomics | Hudcovský | Learning Lab |
| **Friday** | | | |
| **9:00-10:30** | Introduction to Sociology | Hurbán | Rorty Room |
| **27.09 13:00-15:00** | *Post-truth and Disinformation in a Critical Year for Democracy* | Thomson | Rorty Room |



1. **Person responsible for the implementation, development and quality of the study programme (with position and contact details).**

Assoc.Prof. is responsible for the implementation, development and quality of the study programme. Samuel Abrahám, PhD.

## List of persons providing profile subjects of the study programme with assignment to the subject with a link to the central register of university staff, with contact details (they may also be listed in the study plan).

Doc. Samuel Abrahám, PhD., https://www.portalvs.sk/regzam/detail/16360

Prof. PhDr. Iveta Radičová, https://www.portalvs.sk/regzam/detail/5364

PhD. Mgr. Dagmar Kusá, PhD., https://www.portalvs.sk/regzam/detail/16362

Prof. PhDr. František Novosád, CSc., https://www.portalvs.sk/regzam/detail/14542

## Reference to the scientific/artistic and pedagogical characteristics of the persons providing the profile subjects of the study programme.

<https://www.bisla.sk/faculty/>or https://[www.bisla.sk/accreditation/](http://www.bisla.sk/accreditation/)

## List of teachers of the study programme with assignment to the subject and link to the central register of university staff, with contact details (may be included in the study plan).

<https://www.bisla.sk/faculty/>or https://[www.bisla.sk/accreditation/](http://www.bisla.sk/accreditation/)

## List of thesis supervisors with assignment to topics (with contact details).

**Bachelor Thesis 2016/2017**

| **Name and Surname** | **BT Topic - Slovak** | **BT Topic - English** | **Supervisor(s) of the thesis** | **Thesis opponent** |
| --- | --- | --- | --- | --- |
| Tomáš Badin | Medzi Demokraciou a Totalitou je Tenký Ľad: Komparatívna analýza dvoch opozitných manifestov | There’s a Thin Line Between Democracy and Totality: A Comparative Analysis of a Two Opposing Manifestos | *James Griffith* [*jecg99@gmail*](mailto:jecg99@gmail.com)  [*.com*](mailto:jecg99@gmail.com) | *František Novosád*  [*novosad@bisla.sk*](mailto:novosad@bisla.sk) |
| Pavol Fukatsch | Je Eurozóna odsúdená na zánik?: Prechádzanie samodeštrukčným  tendenciám | Is European Monetary Union doomed to fail?: Avoiding self-destructive tendencies | *František Novosád* [*novosad@bisl*](mailto:novosad@bisla.sk)[*a.sk*](mailto:novosad@bisla.sk) | *Iveta Radičová* [*iveta.radicova@g*](mailto:iveta.radicova@gmail.com)[*mail.com*](mailto:iveta.radicova@gmail.com) |
| Simon Horecký  SK | Rozdelenie  Československa, dôvody a príčiny rozdelenia spoločného štátu | Dissolution of Czechoslovakia, reason and causes of dissolution of common state | *Karen Henderson* [*khenderson@*](mailto:khenderson@netax.sk)[*netax.sk*](mailto:khenderson@netax.sk) | *Samuel Abrahám* [*abraham.xyz@gm*](mailto:abraham.xyz@gmail.com)[*ail.com*](mailto:abraham.xyz@gmail.com) |
| Samuel Hyravý | Keď Ľady Tajú:  Komplexný Princíp Rozhodovania v Saudskej Arábii | When the Ice Melts: Comprehensive Principle of decision making in Saudi Arabia | *Aliaksei Kazharski* | *Iveta Radičová* [*iveta.radicova@g*](mailto:iveta.radicova@gmail.com)[*mail.com*](mailto:iveta.radicova@gmail.com) |
| Barbara Kelemen | Pozícia Číny vo vzťahu k  identite Hong-Kongu | The Role of China in the Identity of Hong Kong: | *Aliaksei Kazharski* | *Martin Slobodník* |

|  |  | Re-defining Hong Kong Identity and the Influence of Identity Politics in Hong Kong |  |  |
| --- | --- | --- | --- | --- |
| David Madaj SK | Peňažná Reforma: spôsob ako vzkriesiť demokraciu | The Monetary Reform: a way to restore democracy | *Brigita*  *Schmögnerová* | *František Novosád*  [*novosad@bisla.sk*](mailto:novosad@bisla.sk) |
| Daniel Marcell | Dva štáty, tri narratívy: Kultúrna trauma v slovensko-maďarských vzťahoch a politických diskurzoch | Two States, Three Narratives: Cultural Trauma in Slovak- Hungarian Relations and Political Discourse | *Dagmar Kusá*  [*kusa@bisla.sk*](mailto:kusa@bisla.sk) | *Samuel Abrahám* [*abraham.xyz@gm*](mailto:abraham.xyz@gmail.com)[*ail.com*](mailto:abraham.xyz@gmail.com) |
| Matej Pavlovič  SK | Problémy stredných škôl na Slovensku v závislosti od krajov | Problems of secondary schools in Slovakia according to the regions | *Iveta Radičová* [*iveta.radicova*](mailto:iveta.radicova@gmail.com)[*@gmail.com*](mailto:iveta.radicova@gmail.com) | *Linda Steyne* |
| Terézia Švandová |  | Vertical Horizons in Retribalized Societies: Case Study of Egypt and Tunisia and the Arab Spring | *Dagmar Kusá*  [*kusa@bisla.sk*](mailto:kusa@bisla.sk) | *James Griffith* [*jecg99@gmail.co*](mailto:jecg99@gmail.com)[*m*](mailto:jecg99@gmail.com) |
| Andrea Vlčková | Keď mocenské záujmy  rozhodujú: India ako rušič v kašmírskom zamrznutom konflikte | When Power Interests Matter: India as the Spoiler in the Kashmiri Intractable Dispute | *Dagmar Kusá*  [*kusa@bisla.sk*](mailto:kusa@bisla.sk) | *Aliaksei Kazharski* |

**Bachelor Thesis 2017/2018**

| **Name and Surname** | **BT Topic - Slovak** | **BT Topic - English** | **Supervisor(s) of the thesis** | **Thesis opponent** |
| --- | --- | --- | --- | --- |
| Jennifer  Bergerová | Kantova analýza  Univerzálnej deklarácie ľudských práv | A Kantian Analysis of the Universal Declaration of Human Rights | *James Griffith* [*jecg99@gmail*](mailto:jecg99@gmail.com)  [*.com*](mailto:jecg99@gmail.com) | *Dagmar Kusá* [*kusa@bisla.s*](mailto:kusa@bisla.sk)[*k*](mailto:kusa@bisla.sk) |
| Simona  Fröhlichová | Koncepty vo vzťahu na  komisiu pre pravdu a  zmierenie: prípadová štúdia Južnej Afriky. | Concepts of Forgiveness in Relation to the Truth and Reconciliation Commission: The Case Study of South Africa | *Dagmar Kusá*  [*kusa@bisla.sk*](mailto:kusa@bisla.sk) | *James Griffith* [*jecg99@gmai*](mailto:jecg99@gmail.com)[*l.com*](mailto:jecg99@gmail.com) |

| Anna  Fumačová | Od kvázi-štátov k plnohodnotným  demokraciám: prínos mierových operácií Organizácie spojených národov k stabilite suverénnych štátov | From Quasi-States to Full- Fledged Democracies: the Contribution of the United Nations Peace Operations to Stability of Sovereign States | *Dagmar Kusá*  [*kusa@bisla.sk*](mailto:kusa@bisla.sk) | *Matej*  *Navrátil* |
| --- | --- | --- | --- | --- |
| Ivan Iliev | Bezpečná Európa v Lepšom Svete: Je Európska Únia Efektívna v Boji Proti jej  Hlavným Hrozbám? | A Secure Europe In A Better World: Is The European Union Effectively Tackling its Key Threats ? | *Iveta*  *Radičová* [*iveta.radicova*](mailto:iveta.radicova@gmail.com)[*@gmail.com*](mailto:iveta.radicova@gmail.com) | *Karen Henderson* [*khenderson*](mailto:khenderson@netax.sk)[*@netax.sk*](mailto:khenderson@netax.sk) |
| Tomáš Iliev | Izraelské protiteroristické stratégie v riešení  Palestínskeho terorizmu od  roku 1993 do roku 2010:  Reaktívne alebo Preventívne? | Israeli Counterterrorism in Dealing with Palestinian Terrorism after 1993: Reactive or Pre-emptive? | *Aliaksei Kazharski* | *Dagmar Kusá* [*kusa@bisla.s*](mailto:kusa@bisla.sk)[*k*](mailto:kusa@bisla.sk) |
| Patrícia Kučárová | Národná identita, alebo ako vnímame „našich“ – kto je pravý Slovák a kto sem patrí | Who Belongs? : Narrating Identities of the Foreign Born Slovaks | *Dagmar Kusá*  [*kusa@bisla.sk*](mailto:kusa@bisla.sk) | *Michal Vašečka* [*mike.vasecka*](mailto:mike.vasecka@gmail.com)[*@gmail.com*](mailto:mike.vasecka@gmail.com) |
| Juraj Lichvár | Populárna kultúra:  Disciplinárna sila v súčasných populárnych hudobných videách na Slovensku | Popular Culture: Disciplinary power within contemporary popular music videos in Slovakia | *Linda Steyne* | *Dana Ahern* [*dsstudy@gm*](mailto:dsstudy@gmail.com)[*ail.com*](mailto:dsstudy@gmail.com) |
| Veronika  Novotná | Demokracia a korupcia: zlyhanie demokratického  inštitucionálneho rámca vo vzťahu ku korupcii v Slovenskej Republike | Democracy and Corruption: The failure of democratic form of government in relation to corruption in the Slovak Republic | *Dagmar Kusá*  [*kusa@bisla.sk*](mailto:kusa@bisla.sk) | *James Griffith* [*jecg99@gmai*](mailto:jecg99@gmail.com)[*l.com*](mailto:jecg99@gmail.com) |
| Ľudmila Peruňská | Paradox slobody v diele Leviathan Thomasa Hobbesa | The Paradox of Freedom in  Hobbes’s Leviathan | *James Griffith* [*jecg99@gmail*](mailto:jecg99@gmail.com)  [*.com*](mailto:jecg99@gmail.com) | *František Novosád* [*novosad@bis*](mailto:novosad@bisla.sk)[*la.sk*](mailto:novosad@bisla.sk) |
| Barbora  Sedláčková | Reparácie za otroctvo v Spojených Štátoch: Dlhuje vláda Spojených Štátov  reparácie potomkom otrokov?: Štúdium na základe Johna Locka | The U.S. slavery reparations: Does the government of the United States owe reparations to the descendants of slaves?: A Lockean account | *James Griffith* [*jecg99@gmail*](mailto:jecg99@gmail.com)  [*.com*](mailto:jecg99@gmail.com) | *Peter Šajda* [*sajdus@yaho*](mailto:sajdus@yahoo.com)[*o.com*](mailto:sajdus@yahoo.com) |

| Haniah  Zavodská | Etický dizajn elektrických kompostérov na základe dvoch kategórii Alberta Borgmanna | The design ethics of electric composters according to Borgmann’s device paradigm and focal things and practices. | *James Griffith* [*jecg99@gmail*](mailto:jecg99@gmail.com)  [*.com*](mailto:jecg99@gmail.com) | *Tomáš Beniak* [*tomas.beniak*](mailto:tomas.beniak@gmail.com)[*@gmail.com*](mailto:tomas.beniak@gmail.com) |
| --- | --- | --- | --- | --- |

**Bachelor Thesis 2018/2019**

| **Name and Surname** | **BT Topic - Slovak** | **BT Topic - English** | **Supervisor(s) of the thesis** | **Thesis opponent** |
| --- | --- | --- | --- | --- |
| Veronika  Budaiová | Ako zaviesť verejnosť: mediálny diskurz v komunistickom  Československu | How to Win the Public: Media Discourse in Communist Czechoslovakia | *Dagmar Kusá* [*kusa@bisla.s*](mailto:kusa@bisla.sk)[*k*](mailto:kusa@bisla.sk) | *Iveta*  *Radičová* [*iveta.radicov*](mailto:iveta.radicova@gmail.com)[*a@gmail.co*](mailto:iveta.radicova@gmail.com)[*m*](mailto:iveta.radicova@gmail.com) |
| Laura  Palenčíková | Netransparentné prešľapy Transparentného mesta: Prípadová štúdia mesta Martin | Non-transparent missteps of the Transparent City | *Iveta*  *Radičová* [*iveta.radicov*](mailto:iveta.radicova@gmail.com)[*a@gmail.com*](mailto:iveta.radicova@gmail.com) | *Dagmar Kusá* [*kusa@bisla.s*](mailto:kusa@bisla.sk)[*k*](mailto:kusa@bisla.sk) |
| Jonathán  Pavelka | Energetická bezpečnosť  v EU: Efektivita Európskej Komisie v sekuritizácii Energie | Energy Security in the EU: The effectiveness of the European Commission in the securitization of energy | *Karen Henderson* [*khenderson@*](mailto:khenderson@netax.sk)[*netax.sk*](mailto:khenderson@netax.sk) | *Clarissa Tabosa* [*clarissa-*](mailto:clarissa-tabosa@hotmail.com)[*tabosa@hot*](mailto:clarissa-tabosa@hotmail.com)[*mail.com*](mailto:clarissa-tabosa@hotmail.com) |
| Arnold  Remenár | Čo s Internetom? Prípadová štúdia dôsledkov neregulácie virtuálnych  verejných priestorov | What About the Internet? A Case Study of the Implications of the Non- Regulation of Virtual Public Spaces | *Iveta*  *Radičová* [*iveta.radicov*](mailto:iveta.radicova@gmail.com)[*a@gmail.com*](mailto:iveta.radicova@gmail.com) | *James Griffith* [*jecg99@gmai*](mailto:jecg99@gmail.com)[*l.com*](mailto:jecg99@gmail.com) |
| Bc. Katarína Rožárová | O tempora, o mores! Nerozpoznané napätie medzi jednotlivcom  a komunitou ako faktor prispievajúci ku kolapsu Rímskej republiky | O Tempora O Mores! The Unrecognised Tension Between the Individual and the Community as  a Contributing Factor in the Collapse of the Roman Republic | *James Griffith* [*jecg99@gmai*](mailto:jecg99@gmail.com)[*l.com*](mailto:jecg99@gmail.com) | *Jon Stewart* [*js@jonstewar*](mailto:js@jonstewart.dk)[*t.dk*](mailto:js@jonstewart.dk) |
| Paulína Svatoňová | Nekompetentnosť Slovenskej demokracie: Hľadanie kultúry ľudských práv v Slovenskej obci  Šurany | Incompetence of Slovak Democracy: Searching for Human Rights Culture in the Slovak Municipality of Šurany | *Dagmar Kusá* [*kusa@bisla.s*](mailto:kusa@bisla.sk)[*k*](mailto:kusa@bisla.sk) | *Michal Vašečka* [*mike.vasecka*](mailto:mike.vasecka@gmail.com)[*@gmail.com*](mailto:mike.vasecka@gmail.com) |

| Šimon Vacval | Vplyv športovej diplomacie vo vzťahu medzi Južnou a Severnou Kóreou | The Impact of Sports Diplomacy on the Relations between South and North Korea | *Nicolas*  *Palencsár* [*nicolas.palenc*](mailto:nicolas.palencsar@gmail.com)[*sar@gmail.co*](mailto:nicolas.palencsar@gmail.com)[*m*](mailto:nicolas.palencsar@gmail.com) | *Clarissa Tabosa* [*clarissa-*](mailto:clarissa-tabosa@hotmail.com)[*tabosa@hot*](mailto:clarissa-tabosa@hotmail.com)[*mail.com*](mailto:clarissa-tabosa@hotmail.com) |
| --- | --- | --- | --- | --- |
| Mário Lapoš | Interaktívna a Vzťahová  Komunikácia v Politickom Marketingu: Vedenie dialógu s verejnosťou na sociálnych sieťach | Interactive and Relational Political Marketing Communication: Pursuing Dialogue with the Publics through Social Media | *Matej*  *Gyarfáš* [*matej.gyarfas*](mailto:matej.gyarfas@gmail.com)[*@gmail.com*](mailto:matej.gyarfas@gmail.com) | *Dagmar Kusá* [*kusa@bisla.s*](mailto:kusa@bisla.sk)[*k*](mailto:kusa@bisla.sk) |

**Bachelor Thesis 2019/2020**

| **Name and Surname** | **BT Topic - Slovak** | **BT Topic - English** | **Supervisor(s) of the thesis** | **Thesis opponent** |
| --- | --- | --- | --- | --- |
| Oliver Bakoš | Záujmové skupiny v pozadí skepticizmu v otázke  klimatických zmien v Spojených štátoch amerických | Interest Groups Behind Climate Change Skepticism in United States | *Dagmar Kusá*  [*kusa@bisla.sk*](mailto:kusa@bisla.sk) | *Camila Schiffl* [*camila.schiffl*](mailto:camila.schiffl@gmail.com)[*@gmail.com*](mailto:camila.schiffl@gmail.com) |
| Matej Bílik | Rola rímskokatolíckej farnosti v občianskom  živote slovenského vidieka | The Role of the Roman Catholic Parish in the Civic Life of Slovak Rural Communities | *Dagmar Kusá*  [*kusa@bisla.sk*](mailto:kusa@bisla.sk) | *Sameul*  *Abrahám* [*abraham.xyz*](mailto:abraham.xyz@gmail.com)[*@gmail.com*](mailto:abraham.xyz@gmail.com) |
| Dániel Cséfalvay | Snahy Iránu a Saudskej Arábie o regionálnu  hegemóniu, prípad  Jemenskej vojny | The Saudi-Iranian Quest for Regional Hegemony, The Case of the Yemeni War | *Clarissa do Nascimento Tabosa* [*clarissa-*](mailto:clarissa-tabosa@hotmail.com)[*tabosa@hot*](mailto:clarissa-tabosa@hotmail.com)[*mail.com*](mailto:clarissa-tabosa@hotmail.com) | *Camila Schiffl* [*camila.schiffl*](mailto:camila.schiffl@gmail.com)[*@gmail.com*](mailto:camila.schiffl@gmail.com) |
| Mária Dudžáková | Maskulínna Demokracia? | Masculine Democracy? Through the Lens of Slovak Values | *Dagmar Kusá*  [*kusa@bisla.sk*](mailto:kusa@bisla.sk) | *Michal Vašečka* [*mike.vasecka*](mailto:mike.vasecka@gmail.com)[*@gmail.com*](mailto:mike.vasecka@gmail.com) |
| Adam Duffek | Tolerancia neznášanlivosti?  Pravicový populizmus a extrémizmus ako hrozba liberálnym demokraciám | Tolerance of Intolerant? Right-Wing Populism and Extremism as a Threat to Liberal Democracies | *Michal Vašečka* [*mike.vasecka*](mailto:mike.vasecka@gmail.com)[*@gmail.com*](mailto:mike.vasecka@gmail.com) | *Dagmar Kusá* [*kusa@bisla.s*](mailto:kusa@bisla.sk)[*k*](mailto:kusa@bisla.sk) |

| Jonáš Jánsky | Hranice predpokladov: Derridova a Schlegelova kritika Heideggerovho hermeneutického kruhu | Limits of presuppositions: Derrida’s and Schlegel’s critique of Heidegger’s hermeneutical circle | *Peter Šajda* [*sajdus@yaho*](mailto:sajdus@yahoo.com)[*o.com*](mailto:sajdus@yahoo.com) | *František Novosád* [*novosad@bis*](mailto:novosad@bisla.sk)[*la.sk*](mailto:novosad@bisla.sk) |
| --- | --- | --- | --- | --- |
| Pavlina Jones | Óh *Heller.* Bolo rozhodnutie  sudcu Scaliu správne?  Argument pre morálne zdôvodňovanie ústavy na základe preambuly. | Oh *Heller.* Did Justice Scalia Make the Right Decision? An Argument for Constitutional Moral Reasoning Based on the Preamble | *Peter Šajda* [*sajdus@yaho*](mailto:sajdus@yahoo.com)[*o.com*](mailto:sajdus@yahoo.com) | *Jon Stewart* [*js@jonstewar*](mailto:js@jonstewart.dk)[*t.dk*](mailto:js@jonstewart.dk) |
| Ivona Mičeková | Vplyv Instagramu na  aktuálnu náladu a  nespokojnosť s vlastným  telom  u mladých Sloveniek | The Impact of Instagram on Actual Mood and Body Dissatisfaction of  Young Slovak Adult Females | *Jana Bašnáková, František*  *Gyárfáš*  */*[*frantisek.gya*](mailto:frantisek.gyarfas@gmail.com)[*rfas@gmail.c*](mailto:frantisek.gyarfas@gmail.com)[*om*](mailto:frantisek.gyarfas@gmail.com) | *Dagmar Kusá* [*kusa@bisla.s*](mailto:kusa@bisla.sk)[*k*](mailto:kusa@bisla.sk) |
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| Michal Sagula | Anatómia Rozhodnutia*: Bytie a Udalosť vs. Bytie a Ničota* | The Anatomy of Decision: *Being and Event* vs. *Being and Nothingness* | *Peter Šajda* [*sajdus@yaho*](mailto:sajdus@yahoo.com)[*o.com*](mailto:sajdus@yahoo.com) | *Jon Stewart* [*js@jonstewar*](mailto:js@jonstewart.dk)[*t.dk*](mailto:js@jonstewart.dk) |
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| Slíž Vivien | Dôležitosť feministického hnutia a jeho pokračujúca relevantnosť pre modernú spoločnosť | The Importance of the Feminist Movement and Its Continued  Relevance to Modern Society | *Jon Stewart* [*js@jonstewar*](mailto:js@jonstewart.dk)[*t.dk*](mailto:js@jonstewart.dk) | *Dagmar Kusá*  [*kusa@bisla.sk*](mailto:kusa@bisla.sk) |
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| Sucha Krištof | Násilie výnosnejšie než  mier: Obchod so zbraňami v Izraelsko-palestínskom konflikte | Violence More Profitable Than Peace, Arms Trade In Israel-Palestine Conflict | *Camila Schiffl* [*camila.schiffl*](mailto:camila.schiffl@gmail.com)[*@gmail.com*](mailto:camila.schiffl@gmail.com) | *Clarissa Tabosa* [*clarissa-*](mailto:clarissa-tabosa@hotmail.com)[*tabosa@hotm*](mailto:clarissa-tabosa@hotmail.com)[*ail.com*](mailto:clarissa-tabosa@hotmail.com) |
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| Péteri Maximilián | Assessing the Heterogeneity of Far-Right Movements in  Europe Through the Lens of Migration via the Examples of Italy and Hungary | Rozchadzajuce sa cesty: Posudzovanie heterogenity krajne pravicovych  hnuti v Europe cez prizmu migracie na prikladoch Talianska a Maďarska | Adam Bence Balazs, PhD. balazs@bisla.sk | Mgr. Clarissa do Nascimento Tabosa, Ph.D.  [*tabosa@hotmai*](mailto:clarissa-tabosa@hotmail.com)[*l.com*](mailto:clarissa-tabosa@hotmail.com) |
| Sadloňová Adela | Unveiling the Paradox: Bolsonaro's Openness to Venezuelan Refugees as a Challenge to the Narratives of Right-Wing Populism | Odhalenie paradoxu: Bolsonarova otvorenosť k venezuelským utečencom ako výzva pre naratívy pravicového populizmu | Mgr. Clarissa do Nascimento Tabosa, Ph.D.  [*tabosa@hotmai*](mailto:clarissa-tabosa@hotmail.com)[*l.com*](mailto:clarissa-tabosa@hotmail.com) | Mgr. Dagmar Kusá, PhD. [*kusa@bisla.sk*](mailto:kusa@bisla.sk) |
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| Fáberová Natália | From Pacifism to Preparedness: Game Theory Insights into Japan's Military  Development | Od Pacifizmu k Pripravenosti: Pohľad Teórie Hier do Japonského Vojenského Rozvoja | Mgr. Dagmar Kusá, PhD. [*kusa@bisla.sk*](mailto:kusa@bisla.sk) | Adam Bence Balazs, PhD. balazs@bisla.sk |
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**Jana Bašnáková** studied psychology in Bratislava and cognitive neuroscience in the Netherlands. She worked at the Max Planck Institute for Psycholinguistics in Nijmegen, the Netherlands, and is currently at the Institute of Experimental Psychology, CSPV SAV. She also teaches part-time in the Central European Program at Mei:CogSci at FMFI UK, BISLA, and FSEV UK. She is the author of the book *Psychology for Loving Parents*, which aims to make psychological research on the first year of a baby’s life understandable to parents.

**Dana Červeňáková-Ahern** is a certified life coach, certified PSYCH-K® facilitator, and facilitator of Byron Katie's work. Dana earned a PhD in Sociology from Boston College and a Master's degree in Gender Studies from Central European University, as well as a Master's degree in English and American literature and culture from Masaryk University in Brno. Before BISLA, she was a sociology instructor at Boston College for 10 years.

**James Griffith** obtained a PhD in Philosophy from DePaul University in Chicago, IL, and a Master's degree in Philosophy from New School for Social Research in New York, NY. He specializes in early modern philosophy and continental philosophy. His areas of expertise include political philosophy, ancient Greek philosophy, and critical thinking. Prior to BISLA, he taught at DePaul University and also at Catholic Theological Union in Chicago, IL, and LaGuardia Community College in Long Island City, NY.

**Ing. František Gyárfáš, PhD** is an informatician working at the Faculty of Mathematics, Physics, and Informatics at UK and BISLA in Bratislava. Since 1990, he has contributed to cultural magazines and internet media, mainly writing film reviews but also columns.

**Matej Gyarfáš** completed a Master's degree in psychology at the Department of Philosophy at the University of Comenius in Bratislava. He earned a PhD in Sound Composition from the Film and Television Faculty of the Academy of Performing Arts in Bratislava. His doctoral thesis focused on the psychological aspects of film music.

**Karen Henderson** works at the Institute of European Studies and International Relations.

## Representatives of the students who represent the interests of the students of the (name) study program.**.**

**Student Council**

**2023/2024**

Executive Board:

Tomáš Podubinský a Richard Čapkovič

Economic Secretary

Nina Mária Matanin

Members

Nina mária matanin

Lucia kubucinová

Paulina miklova

Richard cafrlos čapkovič

Bibiana vlkova

Nina petríkova

Isabella rašková

Tomaš podubinský

David adam soki

Nikola krajčíkova

Klara klačanová

Hana cigánova

Emma švorcova

Simona jadudova

**2022/2023**

Executive Board:

Tomáš Čorej,

Adela Sadloňová,

Economic Secretary

Michal Žiga (Class of 2023),

Members

Class of 2023

Natália Fáberová,

Markus Formel,

Lucia Katuščáková,

Lucia Kobzová,

Sofia Kohútová,

Nikola Orlovská,

Class of 2024

Nikola Krajčíková,

Petar Tumbov,

## 2021/2022

Executive Board:

Lucia Kobzová + Markus Formel (1.semester)

Anna Vasilenko

Annamária Pšenková Lucia Katuščáková Michaela Marcinová Alex Nemec

Michal Žiga Natália Fáberová Sofia Kohútová

Viktória Križanová Peter Tumbov Silvia Hrubá

Tomáš Čorej

Adela Sadloňová Nikola Krajčíková

## 2020/2021

Executive Board:

Lucia Ozaniaková + Tomáš Štrba (1.semester) Lucia Kobzová + Markus Formel (2.semester)

Anna Vasilenko

Annamária Pšenková Lucia Katuščáková Michaela Marcinová Alex Nemec

Michal Žiga Natália Fáberová Sofia Kohútová

Viktória Križanová

## 2019/2020

Executive Board:

Mária Dudžáková + Matej Bílik (1.semester) Lucia Ozaniaková + Tomáš Štrba (2.semester)

Marina Avram Pavlina Jones Simona Krasničanová Viktória Križanová Terézia Dominika Lukáčová

Michaela Marcinová Georgios Merkouris

Ivona Mičeková

Annamária Pšenková

Michal Sagula

Alexandra Telepčáková Lucia Trubenová

Anna Vasilenko

## 2018/2019

Executive Board:

Laura Palenčíková + Matej Bílik (1.semester)

Mária Dudžáková + Simona Krasničanová (2.semester)

Martin Balko Pavlina Jones Georgios Merkouris Ivona Mičeková Michal Sagula

Alexandra Telepčáková

## 2017/2018

Matej Bílik (President)

Mária Dudžáková (President) Ivona Mičeková

Veronika Novotná Laura Palenčíková Barbora Sedláčková

Alexandra Telepčáková

## Student body of the Academic Senate 2023/2024

Paulína Miklová (Chair of the Student Section)

Fotios Orfanos

Nina Matanin

Daniel Révay

Jana Bordováčová

Tamás Fehér

David Adam Sóki

Tomáš Čorej

## Student body of the Academic Senate 2022/2023

Lucia Kobzová Laura Blažeková Michal Žiga

Adela Sadloňová Sylvia Hrubá Tomáš Čorej

Paulína Miklová (Predsedníčka študentskej časti) Samuel Mikuláško

Adam Dávid Soki

## Student body of the Academic Senate 2021/2022

Hanna Vasilenka

Michaela Marcinová (predsedníčka študentskej časti) Tomáš Štrba

Lucia Kobzová Laura Blažeková

Michal Žiga Adela Sadloňová Sylvia Hrubá Tomáš Čorej

## Student body of the Academic Senate 2020/2021:

Peter Sterančák

Podpredsedníčka študentskej časti Vivien Slíž

Ostatní členovia

Anna Vasilenka

Michaela Marcinová Lucia Kobzová

Laura Blazseková Michal Žiga

## Student body of the Academic Senate 2019/2020

Predseda študentskej časti

Georgios Merkouris

Podpredsedníčka študentskej časti Ivona Mičeková

Ostatní členovia Michal Sagula Matej Bilík

Laura Pálenčíková

Alexandra Telepčáková

## Student body of the Academic Senate 2018/2019

Jonatán Pavelka (Predseda študentskej časti)

Barbora Sedláčková (Podpredsedníčka študentskej časti) Ostatní členovia

Tomáš Iliev

Veronika Novotná Laura Pálenčíková Ivona Mičeková

Alexandra Telepčáková

Georgios Merkouris

## Student body of the Academic Senate 2017/2018

Jonathán Pavelka (Predseda študentskej časti) Veronika Novotná (Zástupkyňa AS v ŠR VŠ) Tomáš Iliev

Barbora Sedlačková Laura Palenčíková

Ivona Mičeková

Alexandra Telepčáková

Georgios Merkouris

## Representation of BISLA in the Student Council of Higher Education Institutions

Veronika Novotná - Delegate for AS 2016-2018  
 Dániel Cséfalvay - Delegate for the student community, Vice-chair of the Student Council for Foreign Affairs 2017-2019  
 Matej Bílik - Delegate for AS 2018-2020, Vice-chair of the Student Council for Foreign Affairs 2019-2021  
 Michaela Marcinová - Delegate for the student community 2020-2021, Vice-chair for Foreign Affairs 2021  
 Tomáš Čorej - Delegate for AS 2021-2024  
 Paulína Miklová - Delegate 2021-2024

## Academic Advisor for the study program (including contact information and details on how to access counseling and consultation schedule).

The academic advisor is Mgr. Dagmar Kusá, PhD.  
 Office: 31  
 Phone: +421 59234 303  
 Consultation hours:

* Tuesday: 9:00 AM – 12:00 PM
* Thursday: 10:00 AM – 12:00 PM
* Friday: 2:00 PM – 5:00 PM

Access to counseling:

The academic advisor is introduced to students during the initial Orientation. They work with students from all three academic years. The advisor also coordinates the activities of Academic Advisors, who are assigned to individual students throughout their studies, ensuring that advisors address relevant issues at each stage of the student's academic journey. The academic advisor regularly meets with the academic advisors and provides supervision.

The academic advisor also serves as a career counselor and the coordinator of the Teaching and Learning Center, so they are able to guide students to the appropriate support mechanisms available at BISLA if needed.

Additionally, the advisor acts as a liaison for instructors who wish to raise concerns about students' academic progress.

As an internal employee of BISLA, the academic advisor is easily accessible to students on a daily basis and provides an average of 6 consultations per month.

## Other support staff for the study program – assigned study coordinator, career counselor, administration, housing office, etc. (with contacts)

* + Study Coordinator: Mgr. Dagmar Kusá, PhD.
  + Study Department: Bc. Barbora Riháriová
  + Study Referent: Bc. Barbora Riháriová
  + Career Counselor: Mgr. Dagmar Kusá, PhD.
  + Coordinator for Students with Special Needs: Mgr. Dagmar Kusá, PhD.
  + Coordinator for International Exchanges: Mgr. Lucia Sulíková
  + Coordinator of the Teaching and Learning Center: Mgr. Dagmar Kusá, PhD.
  + Recruitment and Outreach: Mgr. Lukáš Siegel, PhD.
  + Academic Advisors: Doc. Samuel Abrahám, PhD., Mgr. Dagmar Kusá, PhD., Mgr. Lukáš Siegel, PhD., Adam Bence Balázs, PhD., Mgr. Clarissa do Nascimento Tabosa, Ph.D.

## BISLA Teaching and Learning Center

Project No. 37924133, EU Recovery Fund, through the Ministry of Education. Since February 2022, BISLA has launched a project generously supported by the European Union’s Structural Funds (162,246 EUR). The goal of the project is to fully realize our potential and provide our students with high-quality, multidimensional skill-based education to adequately prepare them for life after graduation, whether in further academic or professional life. With the help of this project, BISLA aims to establish itself as a center of excellence in teaching and education in Central Europe. The Teaching and Learning Center, which will serve both the faculty and students of BISLA, will offer support services contributing to the development of both personal and life skills far beyond the possibilities of classroom-based education. Several support services, already integrated into BISLA TLC, will be interconnected, developed, and professionally supported to ensure their quality and sustainability. Some aspects of TLC will also be available to other university and high school educators, as well as students from other universities and employees from teaching and learning centers, which are slowly starting to be established in universities in Slovakia. The project will also help equip the Teaching and Learning Center with technology that enables interactive, intercultural education using the rich networks of partner institutions. The project is inspired by the findings of the Big Six College Experiences survey (Gallup, 2015), which shows a very strong connection between students' access to support systems during their education and their success in professional life later on.

The project focuses primarily on professional training for staff responsible for various support services at BISLA, who will then structure the internal teaching and learning system, coach and supervise teachers, and transfer scholarship knowledge into teaching and education, which is still lacking in the Slovak academic environment.

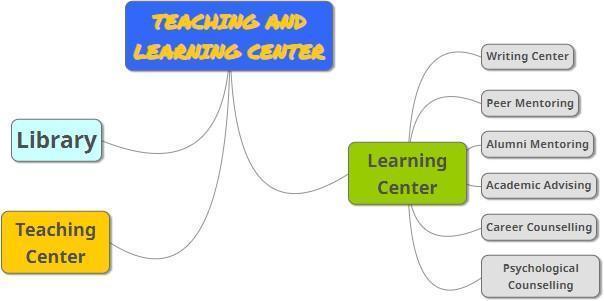
The Teaching Center will serve the internal and auxiliary faculty of BISLA. Four trainers will be trained, who will then prepare training for the incoming faculty, develop a supervision program, and create a repository of best practices, approaches, and modules to support pedagogical development. These will also be available on the TLC portal on the BISLA website. Teaching trainers and supervisors will collaborate with similar centers at partner universities, mostly within the Global Alliance for Liberal Education network.

The Educational Center will include several support services to support student learning to its full potential.

* The Writing Center, which has existed since 2012, will thrive through the professional development of the faculty coordinator as well as student writing tutors. The processes and training of future writing mentors will be streamlined to ensure effective continuity as each generation of writing tutors graduates and passes the torch to the next.
* In 2018, BISLA added a peer mentoring component. This initiative was started and is still organized by the students themselves, and currently involves 7 second- and third-year students and all thirteen first-year students. Peer mentoring has already proven extremely effective in the first year of study in retaining students and offering incoming students the best possible orientation in university education and life. The project will help this initiative through professional training for peer mentoring coordinators, linking them with similar programs at partner universities, and designing a training system for future mentors. In 2021, BISLA also launched an alumni mentoring program, which was tested in a pilot phase and will now be developed similarly. Alumni mentoring will provide structure and support for mentoring and collaboration between alumni-student pairs. Alumni mentors offer career counseling, which may include internship opportunities, co-authoring academic articles, advice on postgraduate education, and much more. Currently, 8 alumni are actively mentoring 10 current BISLA students. The engaged alumni are Samuel Hyravý, Barbara Kelemen, Alžbeta Hájková, Šimon Jeseňák, Tomáš Iliev, Vivien Slíž, Majka Dudžáková, Pavol Fukatsch, and Paula Svatoňová.

The Educational Center will also integrate existing academic counseling services for the internal faculty, career counseling, and psychological counseling. Integrating and coordinating these support systems will provide students with much better access to support, and faculty and staff will be able to more effectively monitor students' needs and provide the necessary support. The project will also technologically equip BISLA TLC, providing the Writing Center with computer technology and software needed to develop academic writing skills. Technological support will also help improve the organization, technology, and services of the BISLA Library, where the library will be directly involved in support services. The library will also provide tutoring and digital research services to students and faculty.

The project is designed to ensure the sustainability of TLC in the future so that all future generations of students and faculty can benefit from its services.





## List and Characteristics of Classrooms for the Study Program and Their Technical Equipment

## Assigned to educational outcomes and subjects (laboratories, project and art studios, workshops, interpretation booths, clinics, seminaries, scientific and technological parks, technology incubators, school enterprises, practice centers, training schools, educational-training facilities, sports halls, swimming pools, sports fields).

## Faculty Spaces:

## Characteristics of information support for the study program (access to study literature according to course information sheets), access to information databases and other information sources, information technologies, etc.

## Information Resource Center:

## Library Services Department:

## All library units are processed in the Clavius library information system. Currently, the library has 5,186 registered books available for home loan and approximately 8,000 unregistered books for in-library study.

## Students, teachers, and the public can use library services both in-person and through loans. An online catalog is available for searching all registered books.

## The library also provides research services managed by a librarian.

## Required literature from mandatory and elective courses is available in the Arendt Library for in-library use and is regularly updated each semester.

## BISLA offers training to students on online scientific research – using both paid and open access databases of scientific literature. Students receive a manual as part of the training.

## Students also undergo training on using library services at the Slovak Academy of Sciences Library.

## Students have access to a computer room with a printer, equipped with desktop computers and laptops (two desktop computers and three laptops).

## The characteristics and scope of distance learning applied in the study program, assigned to subjects. Approaches, manuals for e-learning portals. Procedures for transitioning from in-person to distance learning.

BISLA switched to fully distance learning during the first wave of the pandemic. It must be stated that the transition to distance learning was smooth and, despite the lack of preparation for such a situation, it was relatively quick:

* + The entire teaching was moved to the online system within 2 days of the outbreak of the pandemic (i.e., March 2020).
  + For online teaching, the faculty primarily used the ZOOM platform.
  + Before the transition to online teaching, training sessions titled "How to Teach Online via ZOOM" were held, where educators could clarify any issues they didn’t understand. After the webinars, they were prepared to create an event for the online class and teach it effectively.
  + During regular online meetings for teachers, knowledge and skills in online teaching were gradually expanded, and various interactive platforms like Mentimeter, Kahoot, Perusall, etc., were introduced.
  + The subpage<https://www.bisla.sk/onlineteaching> served as a source for information, tips, and training for BISLA faculty members.
  + Currently, BISLA offers fully in-person studies, which is central to the "student-centered" teaching approach. The distance learning format is only used as an additional option for online guest lectures or for connecting with students from other universities within our partner networks, which some courses frequently include in their curriculum.

## Partners of the university in ensuring the educational activities of the study program and the characterization of their participation.

**Global Liberal Arts Alliance (GLAA):** The Global Liberal Arts Alliance (GLAA) is an organization that brings together liberal arts colleges in the USA (within the Great Lakes Colleges Association) as well as around the world. It currently includes 30 schools with a similar focus to BISLA, located in South America, Africa, and Asia. BISLA has bilateral agreements for exchange and cooperation with several of these schools (e.g., Antioch, IUGB, ICU, Lingnan, FLAME).  
 BISLA became a member in 2011. Membership is based on a subscription fee, which allows institutions to participate in various projects, educational workshops, exchange programs, conferences, research, and more.

GLAA brings immense enrichment to activities that BISLA would otherwise not be able to provide to its students. GLAA has twice sent instructors to BISLA for training faculty members, and BISLA’s research team (Dagmar Kusá and students Arnold Kiss and Veronika Trizuliaková) participated in a three-week workshop on improving skills in digital academic research and conducting their own research at the Library of Congress in Washington D.C.

The Rector of BISLA and the Study Coordinator attend annual meetings that include workshops on the latest approaches in pedagogy, network-building between partner institutions, and new projects and activities.

Every year, one BISLA student participates for free in the prestigious Athens Democracy Forum, where students have the opportunity to meet world leaders and students from various countries.

GLAA also enabled BISLA students to participate twice in a study trip and oral history research in South Africa (more below).

**European Consortium of Liberal Arts and Sciences (ECOLAS):** ECOLAS is a consortium that brings together liberal arts colleges in Europe. It was founded and initiated by BISLA. The consortium networks institutions through joint projects to improve the quality of teaching supported by EU-funded programs (e.g., the BLASTER project), monitors the implementation of the Bologna Process and the quality of undergraduate studies in Europe, and provides grants to support innovative teaching, which have been awarded to some BISLA faculty members, such as for conducting the survey “The Legacy of the Past and the Quality of Democracy.”

**CONNECTED COURSES:** Thanks to its membership in the global network of liberal arts schools (GLAA), BISLA has been able to participate in connected courses since 2012. A connected course is a semester-long collaboration between two or more instructors and their classes at different universities, often on entirely different continents.

The first connected course was "International Conflict and Cooperation" in the spring of 2013, with the partner institution being Denison University in Ohio, offering a similar course in the same semester. The instructors involved in the course were Dagmar Kusá from BISLA and Veerendra Lele from Denison University. Students from both universities worked together on individual assignments and final projects, which were then presented jointly.

Further collaborations took place in 2016 and 2018, with an advanced-level connected course on "Narratives of Peace, Conflict, and Justice." This time, three universities collaborated: in 2016, BISLA, Hope College (Michigan), and the American University of Beirut in Lebanon (Dagmar Kusá, Deirdre Johnston, and Rima Rantisi); and in 2018, BISLA, Hope College, and Foreman Christian College in Lahore, Pakistan (Dagmar Kusá, Deirdre Johnston, and Raheem ul Haq).

The course examined the transition of South Africa from a violent regime, with students analyzing the process of change and subsequent state harmonization. Thanks to their different home countries, students were able to engage in discussions from various social and cultural perspectives. The course methodology focused on discussing issues from multiple viewpoints, which led to knowledge exchange and the breaking down of stereotypes related to entrenched identities. In both years the course was held, students participated in a two-week trip to South Africa as part of the program. They were responsible for conducting field research, collecting over one hundred interviews regarding generational stories of conflict and regime transformation. These responses were later used at the Liberal Herald conference on oral history.

In 2022, the project gained a new partner university in Boston, The Emmanuel College. This connected course covered "Introduction to Social Science Research Methods," co-led by BISLA under Dagmar Kusá and Emmanuel College under Adam Silver.

The inter-class collaborations involve sharing research topic ideas, discussing academic literature and methodology in small groups via Zoom, providing detailed feedback, and presenting research projects to peers from both universities.

BISLA faculty also utilized experts and educators from GLAA, offering individual lectures or moderating discussions with BISLA students both inside and outside of textbooks. The GLAA Speakers Bureau is a database of available speakers and topics, providing enrichment for classroom discussions, extracurricular events, and expert input on a variety of topics from the social and human sciences.

## Characteristics of opportunities for social, sports, cultural, spiritual, and community life.

BISLA regularly provides financial, material, and logistical support for the social, sports, cultural, spiritual, and community life of its students. Since its inception, the university has focused on developing students' communication and organizational skills. The monthly magazine *Il Ponte* has been published since 2012. As mentioned earlier, extracurricular activities are considered just as important as teaching itself, and research confirms that these activities are the most important experience for a successful transition into the workforce after graduation.

Extracurricular activities are largely created and coordinated by the student self-governing body, the Student Council, which receives a budget from BISLA to support these activities.

The Student Council recruits students for clubs that meet every Wednesday afternoon (philosophical, artistic, culinary, etc. — the offerings change according to student demand and initiative). The Student Council also organizes an orientation for first-year students and a welcome event. In addition, it organizes discussions with public figures and school trips.

In addition to student initiatives, students also participate in discussions organized by BISLA and assist in the publication of *Kritika and Kontext*, a journal that has been published alongside BISLA (and previously alongside the Selective Educational Association, the predecessor of BISLA) since 2006.

Since 2012, a team of BISLA faculty and students has organized the annual international conference *The Liberal Herald*, where experts and students from all over the world meet. The conference results in an edited volume of the best contributions, so many students gain their first experience in presenting at an international forum and in academic publishing.

## The possibilities and conditions for student participation in mobility programs and internships (with contact details), instructions for registration, and rules for recognizing this education.

**Partner Universities:**

Within our school, the Erasmus coordinator is responsible for active and regular communication with all international partners. When signing new agreements with new partners, the coordinator discusses the priorities of the institution with the school's leadership and incorporates them into the emerging agreement. The Erasmus coordinator manages the entire agenda for the management and quality of cooperation with international partners. Communication with the contact person from partner organizations primarily occurs around the time when exchange mobilities are announced, and continues before, during, and after the student's mobility. Prior to mobility, there is an exchange of agreements and supporting materials, such as course catalogs, accommodation options, and more. If changes, such as course registrations, need to be addressed during the mobility, the coordinator ensures that everything goes smoothly and that all changes are documented appropriately. This ensures a smooth transfer of credits after the mobility. The coordinator also monitors whether any issues arise during faculty mobility for teaching purposes, and if necessary, assists in resolving them. After the exchange, the academic results of the student are exchanged, and aspects to improve in the future are identified.

**Associations for Higher University Education:**

* The Global Liberal Arts Alliance
* ECOLAS – the European Colleges of Liberal Arts and Sciences
* The Great Lakes Colleges Association, USA

**Partner Universities:**

* Universidad de Navarra, Spain
* Faculty of Humanities, Charles University, Czech Republic
* Tilburg University, Netherlands
* University College Maastricht, Netherlands
* International Christian University (ICU), Tokyo, Japan
* FLAME University, India
* Al Akhwayan University, Côte d’Ivoire
* Lingnan University, Hong Kong

**Other Types of Partnerships:**

* Eurozine, Vienna, Austria
* Institut für die Wissenschaften von Menschen, Vienna, Austria

**Instructions for Registration for ERASMUS+ Study Exchanges:**

The quality and management of the participants are again handled by the Erasmus coordinator in collaboration with the study coordinator. The study coordinator is always an academic staff member of our university who is best familiar with the academic direction of specific students. Therefore, they are well-equipped to advise on suitable foreign partners for student mobility and approve course selections at foreign institutions. Students receive detailed information on exchange opportunities during Erasmus presentations held every semester. These presentations are led by the Erasmus coordinator, and students who have already participated in Erasmus mobility are invited to answer questions from students considering mobility. Students also meet actively with the Erasmus coordinator throughout the semester to learn about all the mobility opportunities available at partner universities abroad. Students who are interested in a mobility exchange register by emailing the Erasmus coordinator by the set deadline. In the email, they must include the semester in which they wish to participate in mobility and are advised to mention at least two institutions where they want to go for the exchange. The first institution is considered the priority, and the second is a backup. The Erasmus coordinator will then provide the transcript of records for all students wishing to take part in an exchange. This transcript serves as a basis for the exchange application reviewed by the selection committee.

The selection committee meets at the announced time and consists of the university rector, a student tutor, and the Erasmus coordinator. They rank the applicants based on their academic average and other activities they are involved in at the university. The results of the selection process are published the following day on the school's website, and successful applicants are informed by email from the Erasmus coordinator. They will also receive information about the next steps needed to successfully begin the mobility. The student also receives an Erasmus Charter, which outlines all their rights and responsibilities.

In the next phase, there is active collaboration between the student coordinator and the student to review the list of courses at the partner institution where the student plans to go for exchange. They will jointly consider the course selection. The university supports the selection of courses that are not available at the home institution, thus expanding the student's academic horizons. On the other hand, it is essential that the university recognizes and assigns credits to the courses completed abroad after the student returns. This cooperation between the student, student tutor, and Erasmus coordinator ensures a smooth process for recognizing courses completed at the partner institution. The completion of the Learning Agreement and the Financial Support Agreement for the study ensures that all necessary information is provided to all three parties: the student, the home university, and the partner university. The Financial Support Agreement is signed by the student, and then the rector of the home institution. The Learning Agreement is signed by all three parties: the student, the Erasmus coordinator from the home institution, and the authorized person from the host institution. All signatures occur before the student's mobility begins.

During the mobility, the Erasmus coordinator is in regular contact with all students abroad. They continuously check if any issues arise that need to be addressed, and also provide mental support or consultations for minor matters.

After the mobility, the Erasmus coordinator receives the student's transcript of records on behalf of the university, consults it with the academic tutor, and the courses are recognized and registered in the academic department. Once the student has completed all necessary requirements, such as filling out the final evaluation report and completing the online language test, the university will send the remaining financial amount the student is entitled to, as specified in the Financial Support Agreement for the study.

The Erasmus coordinator is responsible for active and regular communication with all international partners for our university. They ensure the currency of inter-institutional agreements with partner universities.

The Erasmus coordinator handles the entire management agenda and the quality of cooperation with international partners. Practical communication with the contact person at partner organizations is conducted regularly and flexibly as needed. Communication includes exchange mobilities, specific deadlines for each step, and exchanging supporting materials, such as course catalogs, among others. During mobility, the coordinator ensures that no issues arise that need to be addressed, and if needed, gets involved in communication to resolve them until the situation is successfully resolved. After the exchange, the academic results of the student are exchanged, and areas for improvement in the future are identified.

The Erasmus+ program provides opportunities for students to undertake traineeships (internships) abroad. Here's a summary of the key points related to student internships under Erasmus+:

### Eligible Organizations for Traineeships

* **Private and Public Organizations** from program or partner countries, including:
  + Small, medium, or large companies (including social enterprises)
  + Public authorities at local, regional, or national levels
  + Embassies or consulates
  + Research institutes and universities
  + Non-profit organizations, associations, and NGOs
  + Professional organizations, such as trade unions or chambers of commerce
  + Schools or educational centers at any level (from pre-school to adult education)

However, **EU institutions** and other EU bodies (including specialized agencies) are not eligible as receiving organizations.

### Duration of Traineeships

* Traineeships can last from 2 to 12 months.
* A student can participate in mobility for a maximum of **12 months per level of study**.

### Documentation and Process

1. **Acceptance Letter**:  
   * Must be on the host organization's letterhead, stamped, and signed by the supervisor.
   * It can be in Slovak (for the Czech Republic) or English for other EU countries.
   * The student must send it to the Erasmus coordinator.
2. **Learning Agreement for Traineeships (LA-T)**:  
   * Specifies the start and end dates of the traineeship, the tasks to be performed, and the learning outcomes (knowledge, skills, and competences).
   * If the traineeship involves digital skills, this should be marked.
3. **Language Competencies**:  
   * The receiving organization determines the required language proficiency level to ensure integration.
4. **Travel Insurance**:  
   * Students must secure **comprehensive commercial travel insurance** covering health care, liability, and accidents during the entire duration of the traineeship.
   * The student must submit a copy of the insurance contract and the payment receipt to the Erasmus coordinator.
5. **Bank Account Information**:  
   * Students must provide details of a personal bank account where the Erasmus+ financial grant will be transferred.
6. **Erasmus+ Online Language Support (OLS)**:  
   * Before and during the mobility, students can improve their language skills with OLS, which is required for those who score below B2.

### Financial Grant and Support

* **80% of the grant** is paid before departure.
* **20%** is paid after the return, once all necessary documentation is submitted.
* Students who use **green travel methods** (train, bus, carpooling) may receive an additional **€50** top-up for sustainable travel, along with extra days for travel (up to 2 days before and after the mobility period).

### Post-Internship Requirements

Upon completion of the internship, students must submit:

* Two copies of the **Europass Mobility document**, signed by the company.
* Two copies of the **Traineeship Certificate**.
* Travel tickets, accommodation confirmation, and a survey (EU Survey) regarding the internship.
* A final OLS language test.
* Proof of green travel (if applicable).

### Agreement and Contract

* A **Financial Agreement** will be signed between the student and BISLA. Any changes must be documented in writing.
* The student must not travel without a signed contract.

This program offers a comprehensive framework for internships abroad, ensuring the educational value and professional development for students while also promoting mobility within Europe.

At **BISLA**, students are required to complete mandatory internships with a minimum duration of **60 hours** during their studies. These internships are aligned with students' declared specializations and interests. BISLA collaborates with various organizations, including:

* The **Office of the President of Slovakia**
* Government ministries
* The **European Commission Representation in Slovakia**
* Several **NGOs**, such as GLOBSEC, PDCS, Milan Šimečka Foundation, SFPA, etc.

### Internship Requirements:

* The internships are coordinated with the **Study Coordinator**, who maintains contact with the partner organizations' coordinators.
* Before starting, an agreement is made to ensure the internship meets BISLA's standards, which include:
  + Familiarizing the student with the organization's operations, project management, and events.
  + Participation in planning meetings.
  + Acquiring relevant skills and applying BISLA-acquired competencies, such as high-level academic writing in English, independent research skills, presentation skills, and project proposal preparation.

### Internship Duration:

* While the minimum required internship duration is **60 hours**, most students spend a longer time (typically a full semester) with one or more internships, as recommended by the school. This extended experience significantly contributes to students' success when applying for master's programs.

### Contacts:

* **Erasmus Coordinator**: Mgr. Lucia Sulíková  
   Email: sulikova@bisla.sk  
   Phone: +421 2 59234 312
* **Study Coordinator**: Mgr. Dagmar Kusá, PhD  
   Email: kusa@bisla.sk  
   Phone: +421 2 59234 303

These internships provide valuable professional experience, enhance employability, and foster skills that are highly sought after in the job market.



## Required skills and prerequisites for admission to the study program.

Applicants for studies must have completed secondary education with a high school diploma at the time of admission to BISLA. Studies at BISLA are full-time, conducted in small groups, so the profile of the students accepted to this program must meet certain requirements, primarily a serious interest in challenging studies, a focus on personal development, interest in social sciences and humanities topics, an open mind, and a tolerant attitude. These traits and qualities are best assessed through an admission interview.

Applicants must also have a certain level of proficiency in English, although high-level expertise is not a requirement. BISLA puts a lot of effort into bridging knowledge and skills in this area during the first year of study.

In some cases (especially due to the war in Ukraine and the admission of several Ukrainian students without the required level of English proficiency), BISLA offers a so-called "zero year," during which students complete certain courses without grading, work intensively on improving their English skills, and participate in community life at BISLA.

## The procedures for admission to the study program.

The procedure for admitting applicants to BISLA is governed by the following requirements:

* The admission procedure is regulated according to the general conditions approved by the academic senate of BISLA for the relevant academic year.
* The admission requirements, in accordance with the Higher Education Act and obligations of universities, are published on the BISLA website.
* Applications for university studies are accepted within the deadline published on the BISLA website.
* Specific conditions and requirements for the entrance exam and its components are published within the prescribed timeframe. These requirements are related to the applicant's characteristics and personality traits that ensure successful study, efficient use of study resources, and BISLA's capabilities.
* Admission decisions are based on ranking applicants according to the number of points they have achieved on the entrance exam.
* An applicant who is not admitted may request a review of the rector's decision within 8 days of its delivery. The procedures for the admission process are regulated by the study guidelines.

## Results of the admission process for the recent period.

| **Year** | **Number of applications** | **number of accepted applicants** | **number of enrolled students** | **number of rejected applicants or those who did not attend the interview** |
| --- | --- | --- | --- | --- |
| 2017 | 53 | 35 | 21 | 18 |
| 2018 | 41 | 27 | 12 | 14 |
| 2019 | 74 | 44 | 26 | 30 |
| 2020 | 53 | 42 | 21 | 11 |
| 2021 | 42 | 35 | 17 | 7 |
| 2022 | 75 | 49 | 23 | 26 |
| 2023 | 57 | 37 | 21 | 20 |



1. **Procedures for monitoring and evaluating students' opinions on the quality of the study program.**

The goal of regular monitoring, evaluation, and revision of study programs is to ensure continuous improvement in the quality of the educational process in line with BISLA's mission, its long-term strategic development plan, and the educational process standards defined by SAA.

Regular monitoring and evaluation of study programs focus primarily on:

* The content of study programs in light of the latest research in the respective discipline, ensuring the program remains up-to-date.
* Changing societal needs.
* Student workload, study progress, and completion.
* The effectiveness of student evaluation procedures.
* Student expectations, needs, and satisfaction with the study program.
* The quality of the educational environment, support services, and their suitability and effectiveness for the study program.

Study programs are regularly reviewed and evaluated with the involvement of students and other stakeholders. The gathered information is analyzed, and the programs are adjusted to ensure their relevance. Revised study programs are published.

BISLA regularly monitors and reassesses its study programs in accordance with the Internal System of Quality Assurance in Education at BISLA and the criteria of the Accreditation Agency.

Inputs for the evaluation process come from suggestions, expectations, and interests of all internal and external participants, including requirements from practice, the job market, employers, and the region.

The evaluation also aims to verify and assess the alignment of the study program's title with its content focus, the consistency of the study plan (courses and their sequence) with the graduate profile, the adequacy of the scope of subject instruction, the alignment of the study program with practice requirements, as well as meeting other program goals. In case of discrepancies or outdated content in the study program, the responsible teacher will propose their removal during the preparation of the next accreditation for the program.

Evaluation of the study program is carried out at least once per academic year, taking into account:

* The interest of applicants in the study program.
* Whether the program considers the international dimension of education.
* Whether there is content duplication in the courses.

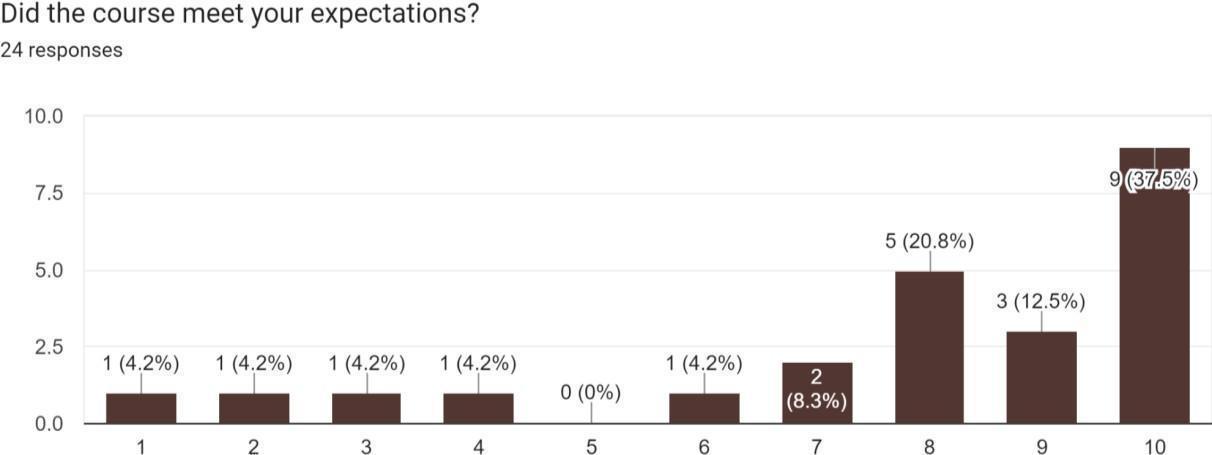
To minimize the risk of students not acquiring the necessary knowledge, skills, and competencies, at the end of each semester, meetings between representatives of teachers and students are held. The purpose of these meetings is to evaluate practice from the perspective of all involved parties and present suggestions for improvement.

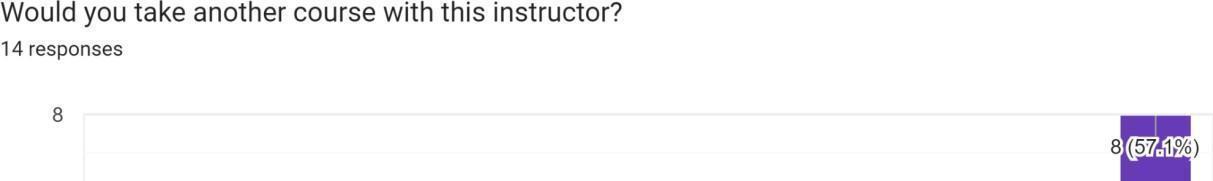
Feedback on courses from students is also continuously gathered through the mentoring relationship between each student and their academic advisor. First-year students also have peer mentors from higher years, so feedback also comes from peer mentors, or is communicated through the Student Council. BISLA also holds regular community meetings – monthly student gatherings, where members of the school administration are also invited.

## Results of student feedback and related measures for improving the quality of the study program.

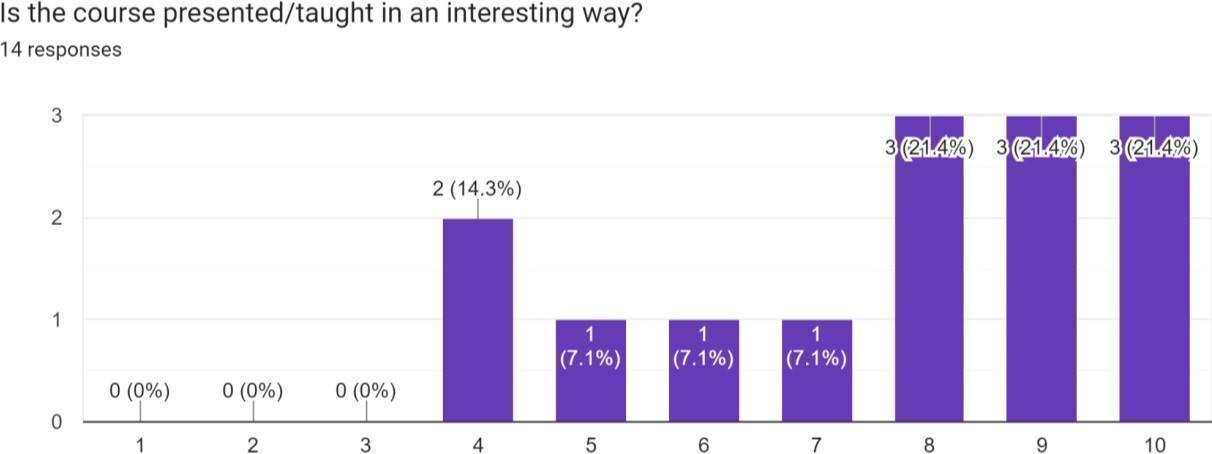
Here are a few examples of questions and outputs from the last five years. The full text of the evaluations is available here:<https://www.bisla.sk/evaluation-monitoring/>

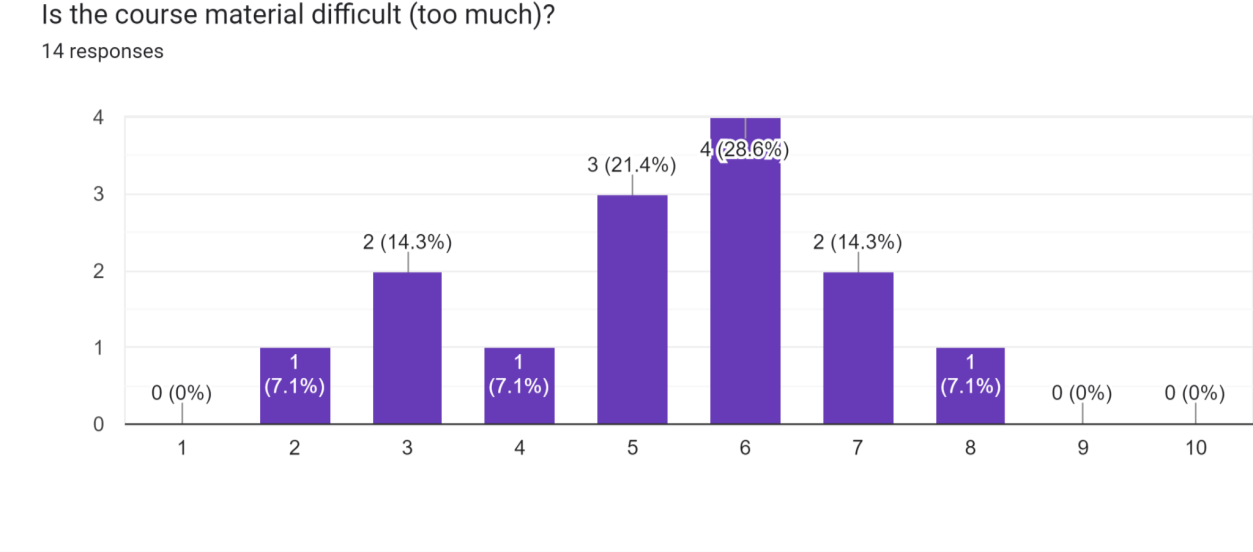
## Academic Year 2017/2018 (Summer semester)



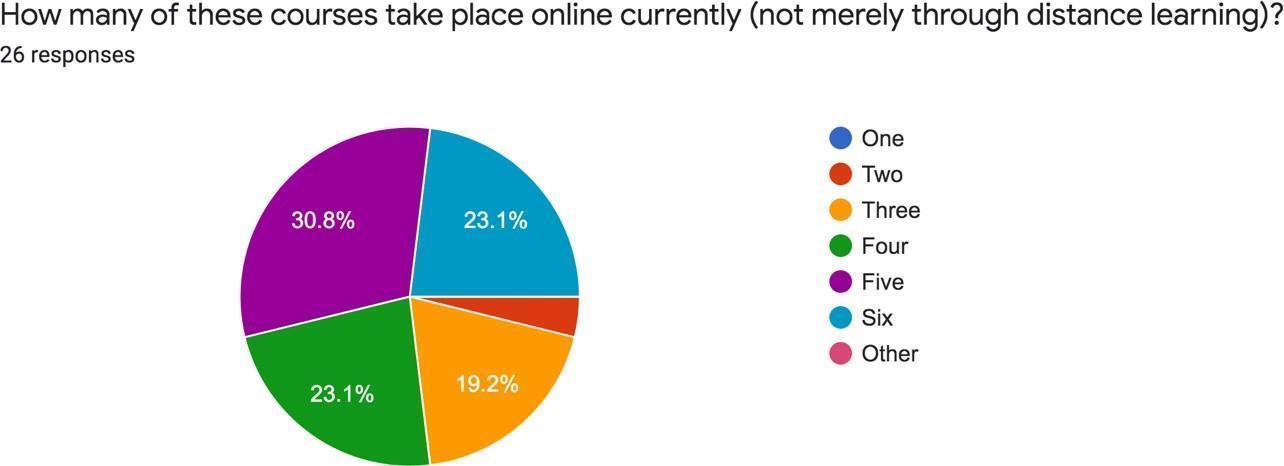
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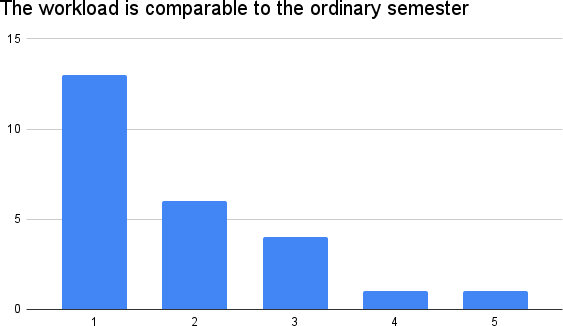
* 1. **Academic Year 2018/2019 (Zimný semester)**

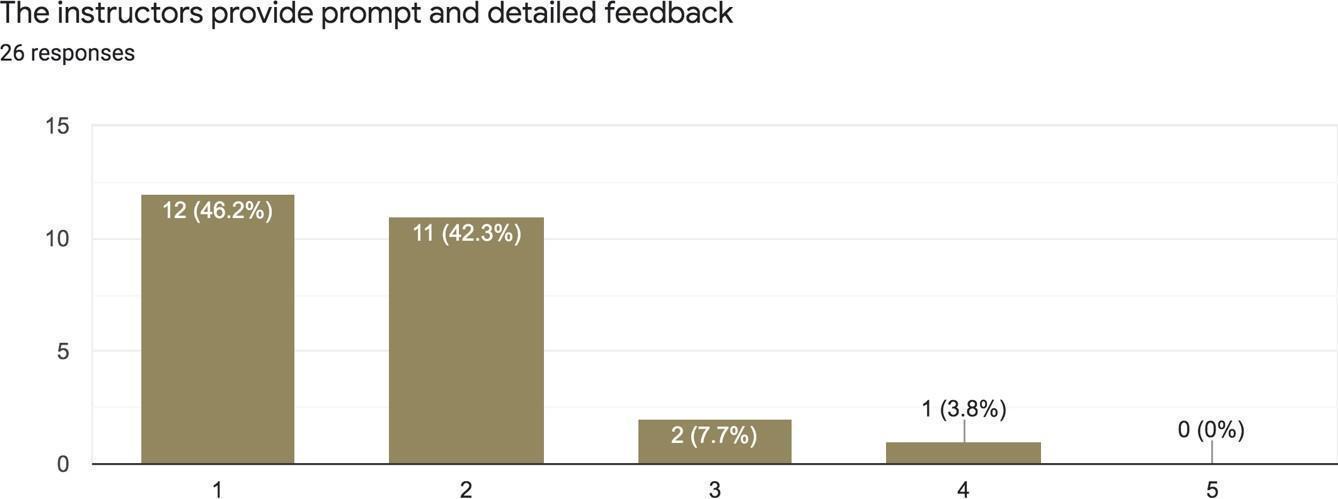




* 1. **Academic Y 2019/2020 (Summer semester)**

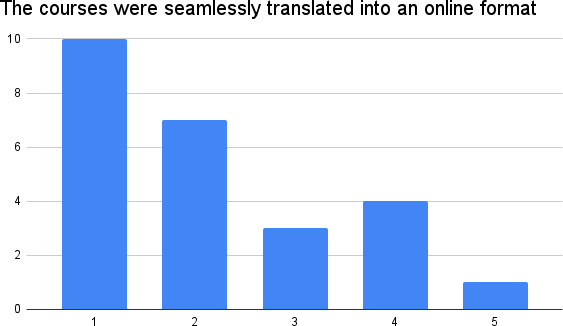






Note: 1 - Strongly agree; 5 - Strongly disagree

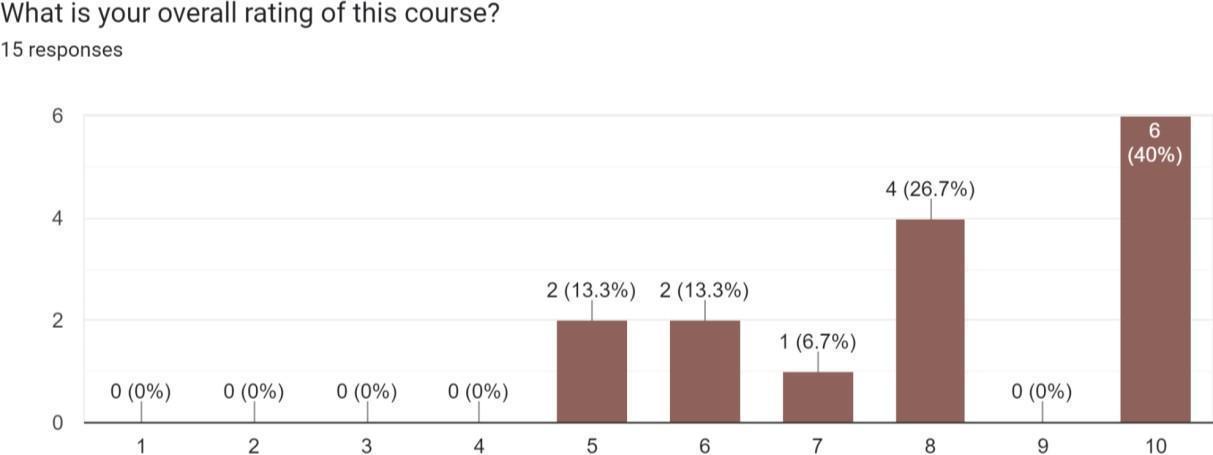
## Academic Year 2020/2021 (Winter semester)

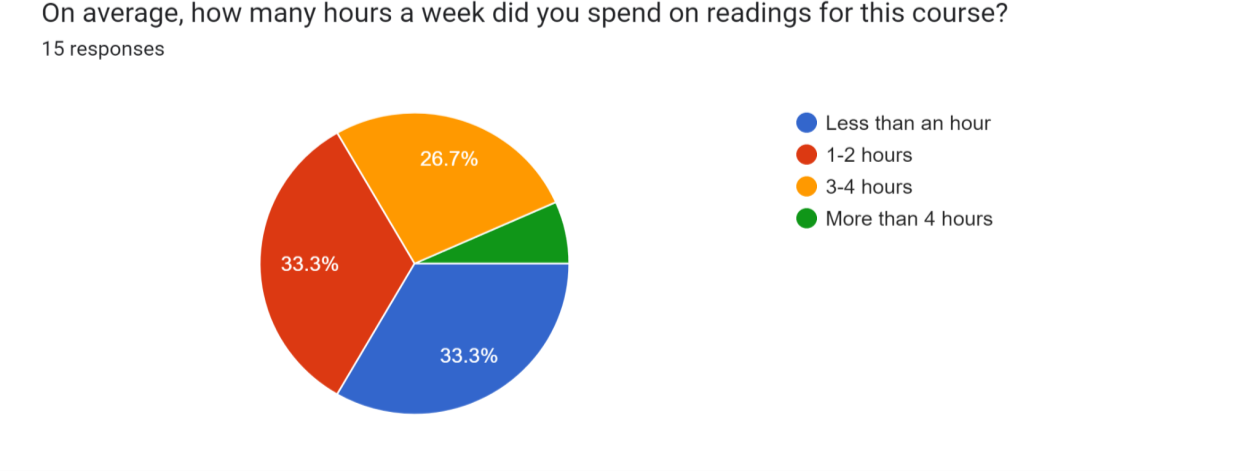


Poznámka: 1 - úplne súhlasím; 5 - úplne nesúhlasím

Note: 1 - Strongly agree; 5 - Strongly disagree

## Academic Year 2021/2022 (Winter semester)





**Survey focused on evaluating courses and instructors – electronic inquiry / written inquiry**

This type of questionnaire is focused on assessing the quality of teaching of a specific course led by a particular instructor. The questionnaire is used continuously throughout the academic year with the goal of identifying strengths and weaknesses related to the specific course and instructor. In the future, BISLA plans to use only the electronic form of inquiry. A disadvantage of electronic inquiry is the lower feedback rate, but in the future, the data collection method will change so that even with electronic questionnaires, the feedback will be the same as with the previous paper-based ones—i.e., by collecting feedback during the last class of each course in the semester.

The individual questionnaires are evaluated individually, and corrective measures are also addressed on an individual basis.

The questionnaire (in both forms) assesses the following parameters:

* Clarity of course objectives
* Quality of syllabus preparation
* Content of the course
* Instructor’s ability to explain the material clearly
* Instructor’s preparation for teaching
* Difficulty, usefulness, and interest of the course
* Demonstration of sufficient knowledge of the subject by the instructor
* Student awareness of tests or final assessments
* Willingness and communication of the instructor
* Strengths and weaknesses of the course
* Suggestions for improvement

The results of the questionnaires can be viewed at:<https://www.bisla.sk/evaluation-monitoring/>

The results of the evaluation of the teaching process are not public but are available in the BISLA repository (can be made available for review upon request).

BISLA’s management processes and evaluates student feedback. It is an important tool for assessing the quality of the educational process and determining student satisfaction in various aspects of student life at BISLA. The results are verified and consequences are drawn, with corrective actions taken. The main tools for correcting issues in the teaching process are:

* Meetings with instructors
* Observational activities (classroom observations)
* Providing assistance to address identified issues

BISLA regularly collects feedback on individual courses and instructors from students. In recent years, this feedback has been collected online, unlike the previous paper-based method. The fact that this change occurred before the introduction of online studies facilitated the collection of feedback during the changes in teaching methods caused by the pandemic.

## The results of graduate feedback and related measures to improve the quality of the study program

BISLA teachers regularly meet with alumni to gather feedback and improve the quality of the educational process. Feedback from alumni is extremely important and provides information necessary for strategic planning of the study content at BISLA. The results of alumni surveys reflect the quality of the study program, its structure, content, and help to more precisely specify and define the graduate profile. The surveys also assist in the process of designing thesis topics (addressing current issues). Regular contact with alumni prompts changes in the study program, as responding to current problems and challenges in dynamic fields like political science is essential.



**References to other relevant internal regulations and information related to the study or student of the study program** (e.g., study guide, accommodation rules, fee directive, guidelines for student loans, etc.).

Scholarship Regulations: https://www.bisla.sk/dokumenty-a-vnutorne-predpisy/

Disciplinary Code: https://www.bisla.sk/dokumenty-a-vnutorne-predpisy/

Directive on Ensuring a Generally Accessible Academic Environment for Students with Special Needs: https://www.bisla.sk/dokumenty-a-vnutorne-predpisy/

Plagiarism Directive: https://www.bisla.sk/dokumenty-a-vnutorne-predpisy/

BISLA Student Code of Ethics: https://www.bisla.sk/dokumenty-a-vnutorne-predpisy/

Procedure for Submitting and Approving Applications for Contributions to Students' Sports and Cultural Activities: https://www.bisla.sk/dokumenty-a-vnutorne-predpisy/

Tuition Fees and Study-Related Fees: https://www.bisla.sk/dokumenty-a-vnutorne-predpisy/

Directive on Tuition Fees and Study-Related Fees: https://www.bisla.sk/dokumenty-a-vnutorne-predpisy/