Third semester manual
Joint Master's Programme in
International Humanitarian Action
Regional specialisation
Semester 3
# Table of content

1. Third semester regional training learning outcomes .................................................. 2
2. Overview of semester offered to NOHA student .......................................................... 3
3. Introduction to the university ...................................................................................... 3
4. Contact information ..................................................................................................... 3
5. Detailed course descriptions ....................................................................................... 4
5.1. Central Asian Politics – An Introduction ................................................................. 4
   5.1.1. General course description ................................................................................. 4
   5.1.2. Main themes ..................................................................................................... 4
   5.1.3. Learning outcomes ........................................................................................... 4
   5.1.4. Teaching & learning methodology ................................................................. 5
   5.1.5. Assessment methods and criteria ..................................................................... 5
5.2. Legal Status of a Non-Governmental Organization .................................................... 5
   5.2.1. General course description ................................................................................. 6
   5.2.2. Main themes ..................................................................................................... 6
   5.2.3. Learning outcomes ........................................................................................... 6
   5.2.4. Teaching & learning methodology ................................................................. 6
   5.2.5. Assessment methods and criteria ..................................................................... 6
5.3. Propaganda Theories ............................................................................................... 7
   5.3.1. General course description ................................................................................. 7
   5.3.2. Main themes ..................................................................................................... 7
   5.3.3. Learning outcomes ........................................................................................... 7
   5.3.4. Teaching & learning methodology ................................................................. 7
   5.3.5. Assessment methods and criteria ..................................................................... 7
5.4. Transitional Justice: Protection of Human Rights ..................................................... 8
   5.4.1. General course description ................................................................................. 8
   5.4.2. Main themes ..................................................................................................... 8
   5.4.3. Learning outcomes ........................................................................................... 9
   5.4.4. Teaching & learning methodology ................................................................. 9
   5.4.5. Assessment methods and criteria ..................................................................... 9
5.5. Economic Transformation: from Command Economy to a New System ................. 9
   5.5.1. General course description ................................................................................. 10
   5.5.2. Main themes ..................................................................................................... 10
   5.5.3. Learning outcomes ........................................................................................... 11
   5.5.4. Teaching & learning methodology ................................................................. 11
   5.5.5. Assessment methods and criteria ..................................................................... 11
5.6. Programme and Project Management in Public Sector Organisations .................... 11
   5.6.1. General course description ................................................................................. 11
   5.6.2. Main themes ..................................................................................................... 12
   5.6.3. Learning outcomes ........................................................................................... 12
   5.6.4. Teaching & learning methodology ................................................................. 12
   5.6.5. Assessment methods and criteria ..................................................................... 13
5.7. Russian Society and Culture ..................................................................................... 13
   5.7.1. General course description ................................................................................. 13
   5.7.2. Main themes ..................................................................................................... 13
   5.7.3. Learning outcomes ........................................................................................... 14
   5.7.4. Teaching & learning methodology ................................................................. 14
   5.7.5. Assessment methods and criteria ..................................................................... 14
6. Internship ...................................................................................................................... 15
7. Practical information .................................................................................................... 15
   7.1. Accommodation ..................................................................................................... 15
   7.2. Living costs ........................................................................................................... 15
   7.3. Useful Links ........................................................................................................... 16
   7.4. Academic calendar ............................................................................................... 16
1. **Third semester regional training learning outcomes**

In conformity with the learning outcomes set out by the NOHA network, by the end of the regional training, the student:

- Has a critical understanding of the humanitarian principles and standards and the problematic nature of the dilemmas involved.
- Has demonstrated the ability to formulate adequate and ethically sound recommendations for humanitarian action grounded in the humanitarian principles and values, translating these in innovative, practical terms to policies, strategies and programme management.
- Takes responsibility for specifying clear ethical standards informed by the humanitarian principles, values and professional codes of conduct.
- Applies innovatively and strategically correct the humanitarian principles and standards to dilemmas in complex and insecure contexts.
- Has highly specialised knowledge and a critical understanding of humanitarian concepts and theories.
- Has innovative expertise on a particular current theme in humanitarian action with an interdisciplinary understanding in terms of its political, legal, anthropological, public health and management aspects.
- Has specialised skills to conceptualise, interpret and critically analyse complex humanitarian crises and interventions on the basis of a variety of sources, generating new interdisciplinary expertise to help solve complex humanitarian problems.
- Has demonstrated the ability to position one's own research findings in the broader context of humanitarian action.
- Has developed an open attitude towards acquiring new knowledge and understanding about professional and academic developments in humanitarian action.
- Has specialised problem-solving skills to promote the best and safest response in humanitarian emergency contexts in terms of personal and social implications and foreseeable harm by humanitarian interventions.
- Acts firmly and appropriately in insecure situations according to the security rules, taking into account advice from security sources and other stakeholders.
- Has demonstrated a range of coaching and management skills to carefully assess the relevant factors for decision making in terms of operative context, possible effects and risks and the best way for successful implementation of strategic decisions.
- Has demonstrated the ability to act on decisions made.
- Has adopted a reflective practice analysing personal learning goals and ways to achieve them.
- Stimulates the involvement and development of team members and partners to achieve a successful humanitarian project.
- Has highly specialised knowledge of the diversity of actors and stakeholders, their interaction and competition, and a thorough understanding of the importance of coordination between different levels in the humanitarian system.
- Has demonstrated the ability to listen to beneficiaries and stakeholders and taking into account their considerations, communicate humanitarian expertise and research findings in a structured, intelligible way to specialists and non-specialists in a multi-cultural humanitarian setting.
- Has the ability to cultivate relations of sensitive respect in terms of cultural and gender diversity and to cooperate in a quest for mutual benefit or compromise.
- Involves partners and team members in different levels of decision-making and acts responsible and accountable concerning own decisions.
- Actively contributes to team building, a balanced distribution of work, and fostering a good atmosphere and cohesion in group projects in an effort to achieve the common goal.
- Has highly specialised knowledge and critical understanding of the impact of various humanitarian action interventions on the needs and rights of crisis-affected people and their interaction with interests of relevant actors in a certain professional regional context.
- Specialised problem-solving skills combining interdisciplinary knowledge and understanding of the range of needs and capabilities of crisis-affected people in a certain regional context toward relevant, evidence-based solutions for effective response.
- Learns from past experiences, identifies opportunities to overcome humanitarian dilemmas and proposes new work methods for increased efficiency, effectiveness and stakeholder accountability in complex and unpredictable humanitarian environments.
2. Overview of semester offered to NOHA student

Semester 3/2017-19
- 3-4 modules
- Internship

6 Sep 2018 – 26 Jan 2019
20 ECTS
10 ECTS

Vilnius University offers regional specialisation in Post-Soviet States with the following modules:

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>ECTS</th>
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<tbody>
<tr>
<td></td>
<td>Compulsory courses:</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Central Asian Politics – An Introduction</td>
<td>5</td>
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<tr>
<td>2.</td>
<td>Legal status of a Non-Governmental Organization</td>
<td>5</td>
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<tr>
<td>3.</td>
<td>Internship</td>
<td>10</td>
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<td></td>
<td>Electives available:</td>
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<tr>
<td>5.</td>
<td>Propaganda Theories</td>
<td>6</td>
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<td>7.</td>
<td>Economic Transformation: from Command Economy to a New System</td>
<td>10</td>
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<tr>
<td>9.</td>
<td>Russian Society and Culture (in Russian)</td>
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Please note that there may be minor changes in the modules presented above according to revisions made by the partner university to adjust the curriculum to the future academic calendars.

3. Introduction to the university

The oldest and largest Lithuanian higher education institution. Since its establishment in the 16th century, Vilnius University, as integral part of European science and culture has embodied the concept of a classical university and the unity of studies and research.

Vilnius University is an active participant in international scientific and academic activities and boasts many prominent scientists, professors and graduates. Scientific development and the expanding relations with global research centres have contributed to the variety of research and studies at Vilnius University. With the support of social partners, the university educates globally-minded specialists who successfully integrate in the modern European community.

The 3rd semester of the NOHA Master Programme in Humanitarian Action offered by the Vilnius University is run jointly by the Faculty of Law, Faculty of Philosophy, Faculty of Philology, Faculty of Communication and Institute of International Relations and Political Science offering their expertise in order to provide the balanced approach to the regional specialisation.

4. Contact information

<table>
<thead>
<tr>
<th>University contact details</th>
<th>Focal person</th>
<th>Academic coordinator</th>
<th>Student coordinator</th>
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<tr>
<td>Vilniaus Universitetas (Lithuania) Faculty of Law International &amp; European Law Institute Sauletekio ave. 9 – I rumai LT-10222 Vilnius, Lithuania Email: <a href="mailto:noha@tf.vu.lt">noha@tf.vu.lt</a> Tel: +370 (5) 236 6179</td>
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<td><a href="https://www.vu.lt/en">link</a></td>
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5. Detailed course descriptions

5.1. Central Asian Politics – An Introduction

Module coordinator/Lecturer: lekt. Fabio Belafatti
Credits awarded: 5 ECTS
Type: Lecture & Seminar

5.1.1. General course description

The purpose of this course is to introduce the most important features of contemporary politics in Uzbekistan, Kazakhstan, Turkmenistan, Kyrgyzstan, Tajikistan and, for comparative purposes, Mongolia, analysing how it developed and changed, sometimes radically, from a feudal order to contemporary authoritarianism, passing through the trials of the Soviet era. In particular, the course’s aim is to give to the students a sound background to understand the most recent socio-political developments in the region and critically engage with academic and media sources dedicated to Central Asian politics. This will help students understand a region that is set to be more and more in the spotlight after the NATO withdrawal from Afghanistan in 2014.

5.1.2. Main themes

1. Theoretical framework: General introduction to the Central Asian region and the Selectorate theory
2. Formal and informal institutions in Central Asia:
   a. Informal institutions: clans, interest groups, patronage, corruption
   b. Formal institutions, electoral processes and their role
3. Cases and patterns of democratization:
   a. Democratization patterns in Central Asia and beyond
   b. Mongolia's democratization success story and its contradictions
   c. Kyrgyzstan's problematic democratization efforts
4. Case studies of Central Asian authoritarian politics
   a. Kazakhstan's political system: “enlightened” authoritarianism?
   b. Uzbekistan's political system: repressive authoritarianism
   c. Tajikistan's political system: “failed state” or kleptocratic stability?
   d. Turkmenistan's political system: sultanism and totalitarianism
5. International relations. Regional level
   a. Regional relations between Central Asian States
   b. Politics of water in Central Asia: conflict or stability?
6. International relations. Global level
   a. International relations: Central Asia, world powers, the EU
   b. Central Asia in the world politics of oil and gas pipelines
7. Political violence and repression
   a. State violence, repression and political control: the case of the 2005 Andijan massacre
   b. State violence, repression and political control: the clashes in Rasht, Khorog and Zhanaozen

5.1.3. Learning outcomes

- To develop skills for analysing various propaganda’s texts
- Will acquire the ability to understand political developments in a strategically important region, whose global relevance is set to grow over the next few decades due to presence of energy resources and security issues.
- Will be able to evaluate and critically engage with media coverage on Central Asia, understanding how events in the region can have an impact on other regions such as South Asia, China and, especially, the Middle East.
- Will learn to understand how societies can change in periods of regime transition, and will be able to apply this knowledge to other case studies using a comparative approach. Will understand which aspects of politics can be expected to show more resilience even in the event of radical institutional transformation.
- Will achieve a thorough understanding of political dynamics in non-democratic societies, understanding how apparently similar authoritarian systems rooted in the same cultural background can develop according to radically different patterns.
- Will be encouraged to find out, through the lens of Central Asian politics, whether some of the features of authoritarianism are also shared with democratic systems, and will learn to use the case of successful or failed democratic transition in Central Asia to understand more about democratization in the whole post-Soviet space.

5.1.4. Teaching & learning methodology

The course is a combination of different methods of work – lectures, group presentations, analysis of case studies. Lectures will use a combined theoretical framework based on Bruce Bueno de Mesquita’s selectorate theory (Bueno de Mesquita et al., 2003) and Kathleen Collins’ clan politics theory (Collins, 2006). The more the students will become acquainted with general principles of Central Asian Politics, the more they will be encouraged to actively use their knowledge through interaction in class and discussions on course topics with the lecturer.

5.1.5. Assessment methods and criteria

- Participation in discussions during lectures, reading of academic literature and participation in class activities, especially in Q/A sessions, regular attendance (30%) - On a 0-30 rating scale, 30 points are given if a student actively participates in discussions, asks and answers questions, and attends all lectures. 0 points if s/he almost does not participate in discussions and misses more than 30% of the lectures for unjustified reasons.
- Final exam: 6 (+1) questions to answer in 140 minutes. Students have to answer to one question per topic (They can choose between three questions per topic), plus one compulsory question on theoretical framework (70%). 70 points in total are assigned based on answers’ clear structure, precision, conciseness and relevance. Max. 10 points per answer, assigned as follows:
  a. 0-1.5 points per question are assigned for answers’ format (structure, clarity of argument, conclusions).
  b. 0-6 points per question are assigned based on answers’ content: factual precision, correct reference to sources and concept presented during the course.
  c. 0-2.5 points per question are assigned for critical thinking and ability to engage with the literature.

Failure to answer properly to the compulsory question about theoretical framework results in 0 points being assigned to the specific question and 20 points being subtracted from the final mark.

5.2. Legal Status of a Non-Governmental Organization

Module coordinator/Lecturer: Gintarė Pažereckaitė

Credits awarded: 5 ECTS

Type: Lecture & Seminar
5.2.1. General course description

The general aim of the course is to analyse international, regional and, where relevant, national legal framework applicable to non-governmental organizations (NGOs), addressing contemporary challenges in their establishment and functioning from a legal point of view. The first part of the course provides comprehensive analysis of general issues concerning legal status of a NGO, including definition of a NGO, process of establishment, applicable rules and guarantees, their accountability, and relations with other subjects, e.g. states and inter-governmental organizations. The second part of the course focuses on legal regulation of NGOs in the context of humanitarian action. Finally, through concrete examples the course addresses challenges currently faced by NGOs, in particular, in the Post-Soviet States region.

5.2.2. Main themes

1. Historic and conceptual background, role of NGOs in a society
2. Definition of NGOs in International Law
3. Governance and modes of operation of international NGOs
4. Rights of NGOs under International Law
5. Current trends in national legal regulation concerning NGOs
6. Standing of NGOs before judicial and quasi-judicial bodies, other means of participation in judicial and quasi-judicial proceedings
7. Participation in international organisations, cooperation with international organisations, role of NGOs in enforcing international legal obligations of states
8. Obligations of NGOs under International Law, accountability, transparency
9. Role of NGOs in time of a crisis: key concepts, actors, possible modes of action, cooperation
10. Actions during an armed conflict, relevant rules of International Humanitarian Law
11. Case studies

5.2.3. Learning outcomes

- Understanding of function of NGOs in a society and their role in the context of ensuring rule of law.
- Extensive knowledge legal regulation of NGOs.
- Ability to critically analyse and evaluate the roles and activities of NGOs from the legal point of view.
- Understanding of current challenges in the international community, which affect activities of NGOs.
- Comprehension of main trends in national legal regulation concerning NGOs.
- Ability to work individually and to analyse complex practical situations in order to identify main problems and to propose possible course of action.
- Ability to present in a persuasive manner legal position based on analysis of relevant legal regulation, case law and practice.

5.2.4. Teaching & learning methodology

The course is a combination of different methods of work – lectures, group presentations, individual work, debates and analysis of case studies.

5.2.5. Assessment methods and criteria

- Independent research work, analysis of practical cases and/or discussions during the course (50%): quality of research, ability to identify key issues, clarity and structure of presentation, creative thinking.
- Written exam (50%): knowledge of the material presented and discussed during the course as well as ability to apply knowledge when analysing concrete practical examples.
5.3. Propaganda Theories

Module coordinator/Lecturer: lect. Liutauras Ulevičius
Credits awarded: 5 ECTS
Type: Lecture & Seminar

5.3.1. General course description
To gain knowledge on the propaganda goals, types, its history, contemporary precedents, its links with educational process; to gain knowledge on the partial social engineering and social propaganda, social campaigns of PR. To develop skills for identifying propaganda texts, information wars in the public communication, to develop critical attitudes of the students towards public communication, to develop skills for analysing such kind of communication in respect to propaganda theories and to ideological positions of communication participants.

5.3.2. Main themes
1. The formation of masses society. Ideology and its essence. The links between ideology and utopia
2. Propaganda’s essence and its functions. An order, persuasion, manipulation, propagation, PR campaign, advertising.

5.3.3. Learning outcomes
- To develop skills for analysing various propaganda’s texts
- To develop skills for identifying ideological messages in the public communication
- To develop negative attitudes towards populist demagogy, formed by the tools of propaganda
- To develop positive attitudes towards social constructivism and positive forms of society’s mobilization

5.3.4. Teaching & learning methodology
The course is a combination of different methods of work – participating in the lecture, problems based teaching, examples’ analysis.

5.3.5. Assessment methods and criteria
- Analytical project (50%) - Analysis of practical cases of propaganda under the criteria, discussed during the lectures. The cases analysed must be chosen by the students themselves under the consultations of the teacher. The project will be evaluated in the system of 10 grades.
Exams (semi-closed test) (50%) - A test will consist of 20 closed and open questions and will be implemented in the virtual environment. The test will be evaluated in the system of 100 percent; the result of the test will be reduced to the system of 10 grades.

5.4. Transitional Justice: Protection of Human Rights

Module coordinator/Lecturer: Dr Nika Bruskina
Credits awarded: 5 ECTS
Type: Lecture & Seminar

5.4.1. General course description

Currently, more and more States (e.g. certain European States after the Nazi and the Communist regimes, the conflicts in the Balkans, Cyprus–Turkey conflict, the Northern Ireland conflict as well as certain African and Latin American States) are dealing with the legacies of gross violations of human rights committed during the armed conflict, authoritarian or totalitarian regime. Therefore, over the past decades transitional justice has attracted extremely high interest both among scholars and practitioners. Both the victims and perpetrators claim alleged violation of their human rights while the States are implementing their transitional justice policy.

The purpose of the course is to gain comprehensive knowledge about the concept and the goals of transitional justice and international human rights standards while taking transitional justice measures (criminal prosecution, truth-telling, reparation programs (restitution, compensation), commemoration and guarantees of non-repetition as well as institutional reform (lustration/vetting)). The course mainly focuses on the practice of the European States while coming to terms with the serious human rights abuses.

Particular attention is paid to the soft law (e.g. Van Boven/Bassiouni principles), the case-law of the international human rights institutions (e.g. the United Nations Human Rights Committee, the European Court of Human Rights, the Inter-American Court of Human Rights) and scholarly literature. Programme competences to be developed: to form the abilities to understand and interpret the sources of international and domestic law in the field of transitional justice; to apply appropriately the sources of international law to current human rights issues arising in the States in transition; compare and evaluate different domestic transitional justice policies through the lens of international protection of human rights; on the basis of theoretical knowledge of goals of transitional justice, to compare and evaluate different international approaches to transitional justice; as well as to develop analytical and critical thinking, interpersonal and communication skills.

5.4.2. Main themes

1. Transitional justice: general issues (the concept, historical background, classification and goals of transitional justice; main transitional justice measures; main sources of domestic and international law related to transitional justice)
2. Criminal justice: general issues (the concept; definition of international crimes; the aims of the investigation into the past violations and prosecution of the criminals; different levels of investigation and prosecution (domestic courts, international and hybrid tribunals)
3. Criminal justice: the investigation/prosecution of the past violations and international human rights standards (State’s obligation to conduct effective investigation, procedural guarantees of the accused; legal obstacles to investigation and prosecution (e.g. amnesty, pardon, immunity of State officials, a statute of limitations, non-retroactivity of criminal law)
4. Lustration, vetting, purge: general issues (the concept; historical overview; advantages and disadvantages; main relevant sources)
5. Lustration: international human rights standards
6. Truth-telling: general issues (knowing the truth as a human right; the aims of establishing the truth; Truth and reconciliation commissions (the concept, evolution, aims, powers, challenges); access to archives as a tool to seek for the historical truth)
7. Truth-telling and commemorations: international human rights standards and main challenges
8. Reparation: general issues (the concept, historical background; grounds for reparation; victim definition, subjects providing reparation)
9. Reparation: (in)admissibility of the victims’ claims for compensation/restitution and international human rights standards
10. Reparation: how to make it effective (international human rights standards)

5.4.3. **Learning outcomes**

- Students will get to know the sources of international law and domestic law of different States in the field of transitional justice
- Students will be able to understand and interpret the sources of international and domestic law in the field of transitional justice as well as apply them appropriately to concrete current human rights problems arising in States in transition
- Students will be able to compare different transitional justice mechanisms established under domestic law and evaluate them in the light of the relevant international human rights standards, which exist in the transitional justice field
- Students will be able to single out more appropriate, effective transitional justice mechanism established under domestic law having regard to the international human rights standards and the goals of transitional justice
- Students will be able to compare and evaluate different international approaches to transitional justice
- On the basis of the theory of transitional justice and the analysis of the practice of international and domestic institutions (courts, administrative institutions), students will be able to express their own ideas and thoughts in an argumentative, critical and logical way both verbally and in written form.
- Students will learn to work individually and use legal information databases as well as other sources necessary to deepen their knowledge in the protection of human rights in the field of transitional justice.

5.4.4. **Teaching & learning methodology**

The course is a combination of different methods of work – participating in the lecture, seminars, individual work. Discussion questions, case study, quizzes.

5.4.5. **Assessment methods and criteria**

- Independent scientific research work (presentation of one case) (5%) - During the course students will carry out an independent research (present their papers) on one case in the practice of international institutions, connected with the protection of human rights in the field of transitional justice
- Analysis of simulation cases, discussions (5%) - During the course students will have simulation cases, discussions.
- Giving solutions to quizzes (20%) - During the course students will have some very short quizzes
- Written examination (70%) - Students will provide answers to 30 Multiple Choice test questions and answer to one simulation case.

5.5. **Economic Transformation: from Command Economy to a New System**

**Module coordinator/Lecturer:** Dr Nerijus Udrenas
Credits awarded: 10 ECTS  
Type: Lecture & seminar  

5.5.1. General course description

The purpose of the course is to provide students with an in-depth knowledge of the transformation from centralized planned economic system to a market economy, provide analytical skills required for the further analysis and evaluation of the transformation process and its effects in Eastern Europe and Russia. Analysis will focus on the creation of government capacity to develop a system of finance and institutions, improving governance and better resource allocation that would bring desired solutions achieving transition goals.

The course aims to develop a set of generic competences such as the ability to apply theory in practice, solve unexpected complex problems, provide analytical insights and apply them for the whole region. The course also aims to develop a set of subject specific competences such as in-depth understanding of the Russian and Eastern European economic context, ability to analyze assumptions and origins of the implemented economic policies in the region, ability to analyze and evaluate economic integration processes and their effect on national and regional contexts.

Individual and group work will be combined to achieve the most during the seminars. The goal of the course is to combine both individual and collective insights, to compare and contrast political and economic transformation trajectories of East Central and East European countries. Therefore, students would be combined into pairs to present each other readings on selected country or topic. Then a pair would be randomly selected to give a presentation to the whole class. One student would present the synopsis of the author, while the other would present a critique of the same reading. Class discussion and the main takeaways would conclude the session.

The main attention during the evaluation will be given to the understanding of the required reading, its critical evaluation, participation in discussion and attendance. Another 50% of evaluation comprises a written essay. The subject of essay could be chosen freely, but associated clearly with the overall subject of economic transformation in East Central Europe. The structure of the essay should correspond to the regular analytical text: the subject of the analysis is presented at the beginning clearly posing questions which would be attempted to answer, short description of the literature on the given subject, the theoretical model and the line of argumentation. Evidence presented should be assessed using the proposed theoretical scheme and conclusions offered at the end. References and the list of literature is a must. The essay should not be longer than 14 pages (one and a half lines spacing, the font - 12 Times New Roman).

5.5.2. Main themes

1. Introduction. The concept of traditional and modern society. Institutional Economics: Time and Institutions. Development theory: The modernization and dependency theory. The engine of development: Cooperation or Competition?
2. Episodes in Comparative History of East Central Europe.
5. Soviet economic system: key aspects and collapse. Why CHINA did not collapse?
6. Economic transformation - liberalisation and stabilisation of the economy. Shock therapy. POLAND
7. Privatising as the main process of economic transformation. CZECHOSLOVAKIA
8. Two decades in the post-communist state economic evolution. Russian economic development.
9. Interactions and relationship between democracy and market. Hungary and Slovakia
10. Restoration of the independence of the Baltic states and their economic transformation. BALTIC States
11. EU and Russian economic relations: reforms and evolution. Georgia
12. Ukraine between the Eurasian Union and EU.
14. CONCLUSION - historical legacies in shaping the outcomes of economic, social and political reforms
15. Presentation
16. Written assignment

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<thead>
<tr>
<th>5.5.3. Learning outcomes</th>
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<tbody>
<tr>
<td>- Will be able to analyse processes of the fall of central planning systems and its transformation to market economy.</td>
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<td>- Will be able to independently examine and critically evaluate transformation of economic systems in the context of specific states and regionally.</td>
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<td>- Will be able to apply historical and theoretical knowledge on transformation of the economic systems in post-communist states for the further examination and research.</td>
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<td>- Will be able to evaluate course of the economic transformation in specific post-communist states, forecast possible further course of the economic development.</td>
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<tr>
<th>5.5.4. Teaching &amp; learning methodology</th>
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<td>The course is a combination of different methods of work – lectures, discussions, independent work, presentation, Discussions, independent work, presentation, essay.</td>
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<tr>
<th>5.5.5. Assessment methods and criteria</th>
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<td>- Performance during seminars (50%): Quality of comments, insights and relevant remarks (15%); quality of the presentation (25%)</td>
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<td>- Essay (50%) : Uniqueness of the research (10%); Knowledge of academic literature of the chosen topic (10%); Depth of analysis of the topic (10%); Ability to present results in an appropriate coherent form (10%).</td>
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<th>5.6. Programme and Project Management in Public Sector Organisations</th>
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<td><strong>Module coordinator/Lecturer:</strong> Assoc prof. dr. Egle Sumskiene</td>
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<td><strong>Credits awarded:</strong> 5 ECTS</td>
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<td><strong>Type:</strong> Lecture &amp; Seminar</td>
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<th>5.6.1. General course description</th>
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<tbody>
<tr>
<td>Human rights is a dynamic and constantly evolving concept, finding its allies and associates, as well as targets for its activism among representatives of law, policy, economics and social work. Human rights have a long tradition in social work theory and practice. The professions commitment to values and principles of human rights are explicitly reflected in the Global Definition of the Social Work Profession (2014), the national and international Codes of Ethics in Social Work. This commitment means a lot more than a verbal and written pledge for theoretical foundations of the profession. It should bring human rights as a central, regulative idea into the whole discipline and practice of social work, which means bringing it into the debates about social work’s object and explanatory base as well as its value base and practice (Healy, Link, 2011).</td>
</tr>
</tbody>
</table>
Moreover, it is the social worker’s professions’ responsibility identifying connections between individual human rights issues and the broader political, social, economic and cultural context where injustice occur. Thus, social workers need to become catalysts bringing attention to the need to craft solutions to human rights violations that take into account global human rights standards (Clayton, Hopps 2013).

The purpose of the course is to gain comprehensive knowledge about the concept and the goals of the social work as a human rights profession. Main themes to be discussed during the course: What are human rights violations in the action field of social work? What are their reasons and consequences for individuals, groups and the entire society? What is the role of an international community preventing violations of human rights, protecting and rehabilitating the victims of violations, which already occurred? What is the impact of international treaties on local social work practices? What is the influence of human rights for the professional mandate of social workers? How are the principles of human rights perceived and implemented on the micro, mezzo, and macro levels? What are the key measures to raise awareness in the society about human rights and intolerance towards their violation?

Programme competences to be developed: to interpret social work and human rights in a broad social, legal, political and economic context. Critically analyze and systematically assess social services organization and contribute to its development from the perspective of human rights and social work ethics. Identify faulty social work practices, violating client’s human rights. Generate measures and models how to protect client’s rights on micro, mezzo or macro level.

5.6.2. Main themes

Social work – human rights profession.
Human rights in social work practice.
Stigma and discrimination.
Human rights violations: micro, mezzo and macro perspectives.
Human rights protection: micro, mezzo and macro perspectives.
Human rights monitoring in closed institutions.
Advocacy for human rights.
The role of NGOs in human rights protection.
Social work in developing countries.
The impact of international treaties on local social work practices (in particular CRPD, CRC and CEDAW)

5.6.3. Learning outcomes

- Understanding the role of social work in human rights protection.
- Understanding the peculiarities of social rights violations.
- Ability to assess the reasons under which occur violations of human rights.
- Extensive knowledge on the methods to prevent violations of human rights and to help victims of these violations.
- Extensive knowledge on values, principles and guarantees stipulated in international human rights treaties.
- Ability to work in group to analyze practical situations and provide solutions

5.6.4. Teaching & learning methodology

The course is a combination of different methods of work – lectures, discussions. The course material is based on world-recognized project management standards and methodological principles. The project management methodology developed and widely used by the UK Government PRINCE2® (PRojects IN Controlled Environments) methodology has been selected as the core methodological tool for this course for its applicability in the public sector
Nevertheless, during the course students are actively encouraged to familiarize themselves with other world-class project management standards (e.g., PMBOK, Effective Project Management, CMMI).

### 5.6.5. Assessment methods and criteria

- Research group work and discussions during the course (40%): quality of research, ability to identify key themes, quality of presentation.
- Written exam (60%): knowledge of the material presented and discussed during the course.

### 5.7. Russian Society and Culture

**Module coordinator/Lecturer:** Assoc. Prof. Pavel Lavrinec

**Credits awarded:** 5 ECTS

**Type:** Lecture & seminar

#### 5.7.1. General course description

To develop students’ competence:
- to introduce students to the specific features of Russian society and culture, the patterns of its development, the main achievements in Russian culture and its major names, to discuss the role of Russian culture in world culture;
- to develop the understanding of a different country’s culture and customs, the ability to analyse and assess the phenomena of Russian language and literature in the wider context of Russian history as well as Russian public and cultural life; to develop the ability to compare the processes of Russian culture with the processes of other societies and other cultures.

The course also aims at developing the ability of critical thinking, independent work and learning.

#### 5.7.2. Main themes

1. The phenomenon of Russian culture, its specificity and significance. Peculiarities of the Russian nationality and the formation of the Russian state. The heritage of the Old Rus, development of Moscow state, the Romanov Empire, the Soviet Union, post-communist Russia.
2. State symbols, national mythology and ideology, traditional and national festivals.
4. Development of secular culture. Changes in the social order and creation of European cultural institutions in 17–19 c.: reforms of Peter the Great, cultural politics of Catherine II, features of the era of Alexander I of Russia, war of 1812, reforms of Alexander II. Traditional societal caste structure.
5. Main trends of the development of art and architecture. Cultural achievements in the 19c. Russia (literature, art, music, theatre), famous artists, writers, composers; peculiarities of Russian philosophy; the emergence and role of the intelligentsia.
6. 20 c. Russian history and culture: "The Silver Age", the Bolshevik revolution, Stalinism, USSR in World War II; features of the Soviet society, culture and daily life; socialist realism; cult films; official and non-official culture; characters of jokes and anecdotes; Russian diaspora.
7. Economy, culture, politics and media of the post-communist Russia. Peculiarities of the high and the popular culture. Russian culture outside Russia.
5.7.3. Learning outcomes

Having completed the course, students will:
- have the knowledge about the main periods of the Russian history and the trends in Russian cultural development in the context of European culture: they will be able to explain the key features of Russian culture, the specificity of Russian public and cultural life;
- be able to analyse, interpret and critically assess Russian cultural phenomena, to compare Russian public and cultural phenomena with those of other cultures, to apply the context of public and historical affairs in analysing and interpreting Russian literary texts and the peculiarities of the Russian language;
- be ready to develop their knowledge autonomously: to find, describe, organise materials on a given issue and to present it in writing as well as orally.

5.7.4. Teaching & learning methodology

Lectures; problem-based learning, focus on history and culture, comparative analysis, demonstration; methods of active learning and teaching (brainstorming, group discussion); research methods (information search, preparing and delivering a presentation).

5.7.5. Assessment methods and criteria

- Participation in seminars and discussions (20%):
  a. 2 points: student demonstrates good preparation, actively participates in discussions, answers questions, formulates problems and raises questions, comments on peers’ answers, provides critical comments;
  b. 1 point: student participates in discussions, answers questions when asked;
  c. 0 points: student demonstrates practically no participation or has missed more than 1/3 of the seminars.
- Presentation on a chosen phenomenon of the Russian culture, an author, an artistic trend (30%):
  a. 3 points: a phenomenon of the Russian culture, an author, an artistic trend is analysed in the context of Russian history and the relevant European or world literature and culture, the presentation reflects the latest research data, is presented in an audience-friendly form and effective manner;
  b. 2 points: a phenomenon of the Russian culture, an author, an artistic trend is presented correctly and clearly, in an audience-friendly form and effective manner;
  c. 1 point: a phenomenon of the Russian culture, an author, an artistic trend is presented correctly and clearly.
- Written examination (2 open-ended questions) (50%):
  a. 5 points, if a student does not only answer the two examination questions in an exhaustive manner with no errors but also provides a critical account of the cultural and literary context; takes into consideration the general criteria of reasoning consistently, accurately and showing the ability to reflect the diversity of the approaches towards the issue under consideration;
  b. 4 points, if a student answers the two examination questions exhaustively and with no errors;
  c. 3 points, if a student answers both examination questions accurately with no major errors;
  d. 2 points, if a student answers the questions inexhaustively, with major errors;
  e. 1 point if a student answers only one question.
6. Internship

Information about internship opportunities will be provided at a later stage.

7. Practical information

Lithuania is at a crossroad between west and east Europe, and throughout its complicated history has developed a unique culture, which encompasses both deep respect for traditions and robust wish to learn and innovate. Lithuania is a member of EU and NATO, and is among the most bilingual and educated nations in Europe, however costs of living here are lower than in western countries, which makes Lithuania great for tourism, education or business. Average-seized, cosy Vilnius is the capital of Lithuania. Vilnius is the heart of the country, the centre of science, economy, culture and politics. Vilnius has always been an international city – it seems like over hundreds of years half of Europe’s nations have added their flavours to the melting pot. Such a rich history has resulted in a vibrant city full of culture and colours. The historical center of Vilnius, the Old Town, is one of the largest old towns in Eastern Europe and is included in the UNESCO World Heritage List. During the academic year, the city of Vilnius boasts about 63 000 students. The strong and visible presence of students in Vilnius gives the city a youth and modern feel, and creates an atmosphere of enthusiasm and optimism. The Official Gateway of Studies in Lithuania

Faculties and research institutes of Vilnius University are scattered all over the city on eight academic campuses. The complex of Old Campus extends over a whole block of the Old Town. The construction of the University buildings was carried on over the centuries under the changing influences of the Gothic, Renaissance, Baroque, and Classical styles. Bounded by four streets, the campus is composed of 13 buildings, some of them having multiple structures, the Church of St. John, and the belfry. At present the Rector's Office, the Library, the Faculties of Philology, Philosophy, and History, as well as Institute of Foreign Languages and the Centre of Oriental Studies are situated there. Campus map.

7.1. Accommodation

Accommodation in Vilnius University dormitories is available only for Vilnius University students during the academic year (i.e. from September 1st until June 30th). Application for Accommodation must be submitted at least one month before the scheduled arrival.

The contacts for accommodation are:
Accommodation Officer
E-mail: accommodation@vub.lt
Contact telephone number +370 5 268 7168

More information about university accommodation is available here.

Information on renting private accommodation is available here.

7.2. Living costs

Estimated average living expenses for a single person for one month in University residences

<table>
<thead>
<tr>
<th>Cost of living/ per month/ per person (EUR)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation at VU dormitories</td>
<td>~100</td>
</tr>
<tr>
<td>Food</td>
<td>175</td>
</tr>
<tr>
<td>Materials for studies</td>
<td>43</td>
</tr>
<tr>
<td>Social/leisure</td>
<td>75</td>
</tr>
<tr>
<td>Public transport</td>
<td>6</td>
</tr>
<tr>
<td>Hygiene goods</td>
<td>30</td>
</tr>
<tr>
<td>Other</td>
<td>60</td>
</tr>
<tr>
<td>TOTAL</td>
<td>489</td>
</tr>
</tbody>
</table>
Compare prices in Vilnius and your country (EUR)

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>A cup of regular coffee</td>
<td>2.00</td>
</tr>
<tr>
<td>Photocopy (1 page)</td>
<td>0.05</td>
</tr>
<tr>
<td>Bread (1 kg in a shop)</td>
<td>1.50</td>
</tr>
<tr>
<td>Milk (1 litre)</td>
<td>1.00</td>
</tr>
<tr>
<td>Day menu in café (soup, main dish, soft drink)</td>
<td>5.00</td>
</tr>
<tr>
<td>Cinema ticket</td>
<td>5.50</td>
</tr>
<tr>
<td>Book (popular book, hard cover)</td>
<td>12.00</td>
</tr>
</tbody>
</table>

7.3. Useful Links

**International Relations Office**
Universiteto str. 3, room 242
Email: trs@cr.vu.lt

**Students’ representation**
**Library**
**Vilnius University International Student Guide**

7.4. Academic calendar

**Academic year 2018-2019**

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation days</td>
<td>August 30 – September 5</td>
</tr>
<tr>
<td>Lecture period</td>
<td>September 6 - December 23</td>
</tr>
<tr>
<td>Christmas/Easter Holiday</td>
<td>December 24 - January 1</td>
</tr>
<tr>
<td>Exam days</td>
<td>January 2 - 26</td>
</tr>
<tr>
<td>Winter/Summer break</td>
<td>January 27 - February 3</td>
</tr>
</tbody>
</table>