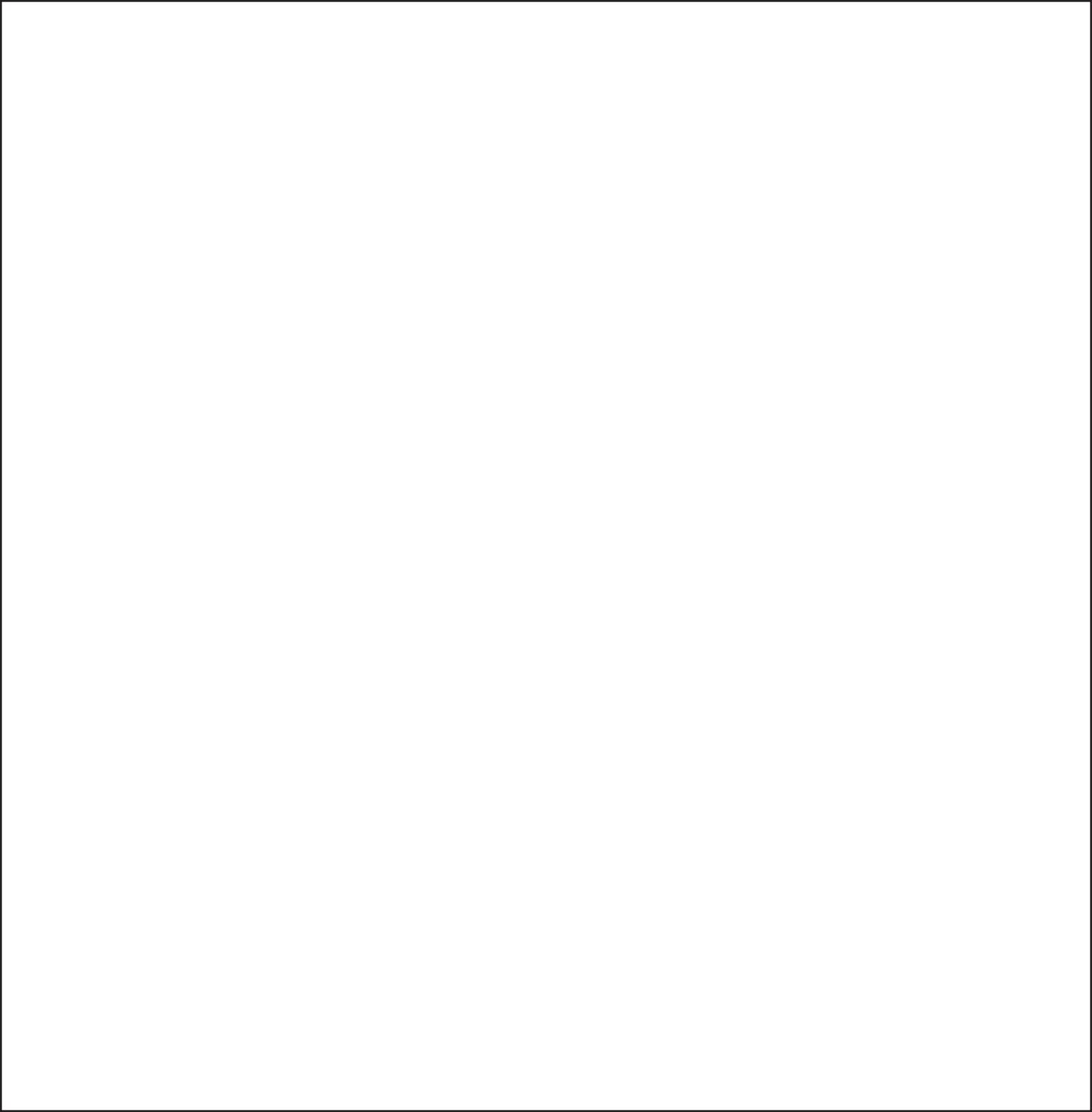




## HANDBOOK

| THE MA IN POLITICS AND  
SECURITY PROGRAMME

| THE MA IN ECONOMIC GOVERNANCE  
AND DEVELOPMENT PROGRAMME



# TABLE OF CONTENTS

Welcome to the OSCE Academy! .....	4
The Organization for Security and Cooperation in Europe (OSCE) .....	5
Why the OSCE Academy? .....	5
Scholarship .....	8
Academic Regulations.....	9
Code of Conduct.....	23
The Master of Arts in Politics and Security Programme (Central Asia).....	28
Programme Objectives .....	29
Course Descriptions .....	30
Faculty .....	41
The Master of Arts in Economic Governance and Development Programme .....	43
Programme Objectives .....	44
Course Descriptions .....	45
Faculty .....	55
Appendix 1 Guidelines for Grading .....	58
Appendix 2 Instructions for Visa and Registration.....	63
Appendix 3 Declaration.....	65
Staff .....	66

# WELCOME TO THE OSCE ACADEMY!

Since its establishment in 2002, the OSCE Academy in Bishkek has turned the values of the OSCE into action as a regional centre for post-graduate education, capacity building, research, and dialogue. The OSCE Academy's Master of Arts in Politics and Security and Master of Arts in Economic Governance and Development Programmes are unique opportunities for up to 60 graduate students per year from Central Asia and outside of the region.

The Academy also strengthens regional expert capacity through professional training. Customized workshops and short courses for government officials and business leaders in conflict prevention, human rights, and organizational development have turned the Academy into a regional hub for capacity building and applying OSCE values to solve contemporary problems.

The Academy's research profile is strongly focused on regional issues to build academic resources and data about Central Asia. The Academy encourages and supports regional research to address overlooked issues and link them to scholars and academic institutions all over the world.

The Academy also provides regional and international public forums for debate, and learning about international relations, comprehensive security, conflict analysis, democratization, the rule of law and human rights.

# THE ORGANIZATION FOR SECURITY AND COOPERATION IN EUROPE (OSCE)

The OSCE is the world's largest regional security organization whose 57 participating States span the geographical area from Vancouver to Vladivostok. It offers a forum for political negotiations and decision-making in the fields of early warning, conflict prevention, crisis management and post-conflict rehabilitation, and puts the political will of the participating States into practice through its unique network of field missions. It conducts a wide range of activities related to all three dimensions of security on the basis of the OSCE's concept of comprehensive security.

## WHY THE OSCE ACADEMY?

There are many graduate programmes in Central Asia, but the OSCE Academy has made, and continues to make, unique contributions to Central Asia and beyond. In many ways, the Academy is a promoter of the OSCE values and ideals and a model for reforming the region's higher education and research systems. Engaging with the Academy is a lasting investment in one's professional and personal advancement and contributes to the positive development of Central Asia.

The MA programmes include specially designed courses and modules on comprehensive security, democratization, rule of law, conflict prevention, international organizations, macro and micro economics, good governance, economic governance and regulation, economics of the energy sector etc. No other educational institution in the region offers such an integrated curriculum to address current issues.

The deliberate regional and gender-balanced composition of students, researchers, and training participants selected for each class creates a dynamic mix of perspectives in coursework and research not seen in any other programmes in Central Asia. Our beneficiaries bring their personal experiences and knowledge about each society to test their assumptions and develop innovative solutions to chronic social and political problems.

As dissenting opinions and freedom of expression in Central Asia come under pressure, the Academy remains a truly open forum for vigorous debates, open exchange of views, and broad perspectives on policies affecting the political, social, and economic problems of Central Asia. Critical thinking, objective reasoning, and seeking the truth are encouraged in every lesson and assignment.

In a region where many higher education institutions and programs suffer from grade buying, diplomas issued without merit, and other forms of academic dishonesty, the Academy maintains strict standards of integrity in student selection, assessment, and granting of degrees/certificates.

The facilities and resources available to our beneficiaries in the Academy are among the best of higher education institutions in the region. Students have unlimited access to the latest software, the Internet, and a growing library of resources to support their coursework.

The alumni of the MA Programmes form a regional network of young professionals, working in international organizations, government, research institutions, and private sector. They are also successful scholars pursuing degrees in institutions such as George Mason University, Central European University, University of York, University of St Andrews, University of Tsukuba, University of Heidelberg, Max Planck Institute for Social Anthropology, Otto von Guericke University, University of Kassel, Erasmus University Rotterdam.



# I SCHOLARSHIP

The Academy's MA Programmes are extremely demanding and require full-time study. To maximize students' achievement and pass rates, all admitted students automatically receive the following financial support:

- Full tuition fee waiver
- Stipend – 300 euros per month
- Medical insurance (Kyrgyz citizens are not eligible)
- Round trip travel expenses to Bishkek (economy class)

## EQUAL OPPORTUNITY

The OSCE Academy is an equal-opportunity institution. It operates on the principle of non-discrimination. All recruitment decisions are made on the basis of selecting the most qualified candidates, taking into consideration regional and gender balance. The OSCE Academy encourages applications from nationals of OSCE participating States, OSCE Partners for Co-operation, and OSCE Mediterranean Partners for Co-operation.

# ACADEMIC REGULATIONS

Students *sign a written statement* that they have read and clearly understood all provisions of Academic Regulations and the Code of Conduct and will not breach the rules under any circumstances.

## **§1 PURPOSE**

The present regulations are designed to effectively organize and manage the OSCE Academy's MA in Politics and Security and Economic Governance and Development Programmes academic activities and to specify the requirements for the award of a Master of Arts degree.

## **§2 ENROLLMENT**

Candidates admitted to the MA Programmes must be enrolled at the OSCE Academy for the whole period of their studies on a full-time basis. Enrolled students must not be employed full-time throughout the duration of the programme.

## **§3 LANGUAGES**

The working language of the Academy is English.

## **§4 LENGTH AND STRUCTURE**

The academic year of the MA in Politics and Security and Economic Governance and Development Programmes lasts 16 months. The academic year is divided into four semesters:

- 1) In Fall 2019, Winter 2020, Spring 2020 semesters students take full-term and modular courses. Additionally, students attend various public lectures and round tables. At the end of Spring 2020 students defend their MA thesis proposals at the final Colloquium. In the summer period students conduct research for their MA thesis.

- 2) In Fall 2020 semester students conduct their internships, write and submit their MA thesis and take Comprehensive State Exams and defend their MA thesis.

### §5 DEGREE REQUIREMENTS

In order to qualify for the MA degree, students must acquire programmes' credit requirements, have GPA of more than 2.00 and meet other commitments set by the Academy.

MA in Politics and Security Programme Graduation Requirements	
Full-term Courses	44
Modules	26
Internship	12
MA Thesis	20
Research Work	18
<b>TOTAL Credits to be earned (min)</b>	<b>120</b>

MA in Economic Governance and Development Programme Graduation Requirements	
Full-term Courses	44
Modules	16
Internship	12
MA Thesis	20
Research Work	36
<b>TOTAL Credits to be earned (min)</b>	<b>128</b>

## **§6 COLLOQUIUM**

Final colloquium is held at the end of the Spring Semester. The aim of the final colloquium is to give students critical feedback and guidance on the quality of their MA thesis proposals. Students must prepare and submit their MA thesis proposals before the deadline set by the Academy. The final version of the MA thesis proposal must be 10-12 pages long and include all features of a research proposal, such as introduction, statement of a problem, purpose and significance, methods, literature review, research questions/hypotheses and references.

The colloquium committee consists of the OSCE Academy faculty members, the administration and external academics and researchers. The final colloquium is a pass/fail exam with a chance to repeat it once within two weeks after the initial colloquium. Please consult MA Thesis Proposal Writing Guide for more information on <http://www.osce-academy.net/en/masters/>

## **§7 MA THESIS**

The MA thesis demonstrates student's ability to conduct original research and report the results formally. The process of researching and writing the thesis improves the student's research, analytical and writing skills. It must reflect the student's independent work, deep understanding of the subject investigated, appropriate research methods used, and it should be written in a clear and precise manner with logical presentation.

The text part of thesis is expected to be 45-60 pages excluding bibliography and appendices. If the thesis exceeds the specified maximum length, the supervisor and external examiners will not read further than the specified limit, and shall therefore not take into account any work beyond the specified limit when grading the thesis. If the thesis is shorter than required, it will not be accepted for evaluation by the Academy.

The thesis must be written in the format determined in the Chicago Manuscript Format and the MA Thesis Policy and Style Manual. The thesis must be properly

referenced, and there should be a bibliography listing the sources used in research.

If the thesis does not comply with the Chicago Manuscript Format, it will not be accepted for evaluation by the Academy.

Students must submit a hard copy (must be bound) of their thesis and an electronic copy (in Word format only) by the deadline. All copies must be in the format, determined in the MA Thesis Policy and Style Manual. More information on MA thesis is detailed in the MA Thesis Policy and Style Manual on <http://www.osce-academy.net/en/masters/>

### **§8 INTERNSHIP**

All enrolled students must conduct an internship in the Fall 2020 (September and October) semester of the academic programme. The internship is an important practical educational experience and a prerequisite for successful future professional activities. During the internship, students become acquainted with practical activities in relevant fields and consider them in the light of the theoretical knowledge obtained during the academic programme.

It is the responsibility of the student to choose a suitable institution for the internship as well as to complete an internship. The Academy management in charge of the internship does not procure internships but offer advice and support.

The internship should be conducted during the Fall 2020 semester of the programme. It should be completed and officially verified prior to the submission of the MA Thesis. The minimum duration of the internship is eight weeks.

All internships are considered to be on a voluntary basis and students should not receive any remuneration or compensation of any costs from the internship provider. If the internship provider still offers any remuneration in any form, the student must immediately inform the OSCE Academy management.

Employment of any kind is NOT considered as internship. Further information and requirements are set out in the Internship Regulations <http://www.osce-academy.net/en/masters/>

### **§9 COMPREHENSIVE STATE EXAMINATIONS**

The Comprehensive State Examinations (CSE) consist of two components: 1) an examination, which tests students' knowledge on at least two main subjects that they have taken during the entire course-work; and 2) MA thesis defense.

In order to qualify for the Kyrgyz state diplomas as well as the Academy certificate, all students are required to pass the CSE. The CSE are conducted at the end of the Fall 2020 semester by specially organized CSE Committee. According to the rules of the Ministry of the Kyrgyz Republic, the Chair of the Committee must be chosen outside of the Academy, amongst qualified academics. The members of the Committee are chosen from current faculty members.

Students are informed about the date and general topics of the CSE one month in advance. The minimum passing grade for the CSE is C-. There is no possibility of an electronic or online exam.

### **§10 DEADLINES**

Students are expected to submit assignments by deadlines set by the course instructor. Failure to meet the deadline may lead to consequences as a lower grade or additional assignment or any other penalty determined by the course instructor and compatible with the regulations and policy of the OSCE Academy.

All students must meet MA thesis submission deadline. No exceptions are made. Individual extensions are given only in the case of medical or family emergency. If, due to such an emergency, a student cannot meet the deadline, he/she must immediately contact the course instructor and/or the Head of Department of Graduate Education. In the event of a medical emergency, the student must present certification from the health service.

## §11 ACADEMIC HONESTY

Students of the Academy are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to steal the words or ideas of another, to cheat in an examination, to allow another person to commit, or assist another in committing an act of academic dishonesty, corrupt the process by which knowledge is advanced contradicts Academic Honesty.

### **Cheating**

Cheating is an act or attempted act of deception through which an individual seeks to unjustifiably show that he/she has mastered the subject matter in an academic project, or an attempt to gain an advantage for oneself or others, usually academic, by the use of illegitimate means. Examples include:

- Copying from another student's test paper;
- Allowing another student to copy from one's test paper;
- Using the course text, or other material such as a notebook, brought to class but unauthorized for use during a test;
- Collaborating during a test with another person by receiving or providing information without the permission of the instructor;
- Using or possessing specifically prepared materials during a test that are unauthorized.

Cheating is academically fraudulent and an offence against the OSCE Academy discipline. For a student to invent or falsify data, evidence, references, experimental results or other material contributing to any student's assessed work or for a student knowingly to make use of such material is considered cheating. Any student found to have cheated or attempted to cheat in an assessment, may be deemed to have failed that assessment and disciplinary action may be taken. Submitting the same piece of work in more than one class is considered cheating.

## **Plagiarism**

Plagiarism is the act of copying or including in one's own work, without adequate acknowledgement, intentionally or unintentionally, the work of another, for one's own benefit. It is academically fraudulent and an offence against the OSCE Academy's Academic Regulations and the Code of Conduct. Plagiarism, at whatever stage of a student's course, whether discovered before or after graduation, will be investigated and dealt with appropriately by the Academy management.

All work submitted for assessment by students is accepted on the understanding that it is the student's own effort without falsification of any kind. Students are expected to offer their own analysis and presentation of information gleaned from research, even when group exercises are carried out. In addition, students are required to acknowledge all help and other assistance that they have received. This should be done both in the formal list of acknowledgements in the written work and at the appropriate places in the work. Any failure adequately to acknowledge or properly reference other sources in submitted work and to properly acknowledge help and assistance received will lead to the failure to complete the Master of Arts degree at the OSCE Academy.

In so far as students rely on sources, they should indicate what these are according to the appropriate convention in their discipline. The innocent misuse or citation of material without formal and proper acknowledgement can constitute plagiarism, even when there is no deliberate intent to cheat. Work may be plagiarized if it consists of close paraphrase or unacknowledged summary of a source, as well as word-for-word transcription.

When an individual submits work that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references and, if verbatim statements are included, through quotation marks or other accepted citation practices. This includes electronic information and, in particular, internet resources. By placing his/her name on a piece of work, the student certifies the originality of all parts of the work that are not otherwise identified by appropriate acknowledgment.

Plagiarism would thus include representing as one's own any academic exercise prepared totally or in part by another. An individual will not be charged with plagiarism if there is an acknowledgment of indebtedness whenever one:

- quotes another person's actual words;
- uses another person's ideas, opinions, or theories, even if they are completely paraphrased in one's own words;
- borrows facts, statistics, or other illustrative materials, unless the information is common knowledge.

The Academy's management and lecturers reserve the right to verify the authenticity and originality of all pieces of work submitted. If an Instructor suspects that a written work contains evidence of plagiarism or/and cheating, he or she will inform the Head of Department of Graduate Education. Evidence of the suspected plagiarism or/and cheating should be collected together by the Head of Department of Graduate Education and a report made to the OSCE Academy Director. On the basis of this report and in consultancy with both the Head of Department of Graduate Education and the Instructor, the Director will decide whether the plagiarism or/and cheating is minor or significant. If the plagiarism or/and cheating is minor, the Instructor will be advised to take it into account in determining the academic quality of the work. If the plagiarism or/and cheating is significant, it will lead to the failure of the MA Programme by a student and his/her exemption from the Academy. This decision will be taken by the OSCE Academy Director and the Head of Department of Graduate Education in consultancy with the Instructor. The decision will be final with no appeal allowed. The report and an official letter will be sent to the student by e-mail.

## **Fabrication**

Fabrication is the falsification of research or other findings. Examples include:

- Citation of information not taken from the source indicated;
- Listing in a bibliography sources not actually consulted;
- Inventing data or other information for research or other academic projects.

The above lists of academic dishonesty are for illustration only. They should not be construed as a restrictive or exhaustive enumeration of the various forms of conduct that constitute academic dishonesty.

## **Measures of Protection from Academic Dishonesty**

- Prepare thoroughly for examinations and assignments. This includes attending classes actively and attentively;
- Take the initiative to prevent other students from copying your exams or assignments;
- Use a recognized material for instruction on citing source materials in papers. Consult with individual lecturers when in doubt;
- Discourage dishonesty among other students;
- Refuse to assist students who cheat.

## **Academic Sanctions**

Academic sanctions include:

- requiring the student to redo/resubmit the assignment, test, or project;
- lowering the grade for the assignment, test, or project;
- a verbal reprimand;
- a written reprimand (by email).
- exclusion from the MA programme.

## § 12 GRADING

The OSCE Academy's grading guide (grading system) is used for all courses and modules, including Comprehensive State Examinations (CSE).

The grades for the diplomas issued by the Kyrgyz Ministry of Education and Science are in a numerical format. Consequently, the Academy's letter grades are converted to numerical grades according to the standards of the Ministry of Education of the Kyrgyz Republic.

GPA (Grade Point Average) is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted. Your grade point average may range from 0.0 to 4.0. P/NP (Pass/no Pass) courses are not factored in the student's GPA. I (Incomplete) does not receive grade points and do not have an effect on the GPA.

Assessment of a course and the student's work in the framework of a course is to be done in a form and by methods determined by the course instructor in agreement with the Head of Department of Graduate Education. Methods of assessment may include but not limited to tests, papers & essays, presentations (oral and/or written), examinations (oral and/or written, mid-term and/or final).

The minimum passing grade of a full-term course and module is D-. Any full-term course or module evaluated with an F can be retaken by the student twice and subject to meeting the deadlines set by the course instructor in agreement with the Administration of the OSCE Academy. If student wishes to retake an exam, he/she must contact the Head of Department of Graduate Education in written. If successful, student will be able to continue with his/her studies.

Attendance of the required modules is mandatory. Individual permissions to skip modules are given only in actual cases of medical or family emergency supported by official documents. If, due to such an emergency, a student cannot attend the required module, he/she must immediately contact the course instructor and the Head of Department of Graduate Education who will further notify a student of the decision taken.

For full-term courses of the MA in Politics and Security Programme, research/position paper with a minimum of 2.500 words is compulsory. The research/position paper grade must contribute to 30% of the final course grade.

For the CSE, the lowest passing grade is C-. The grades for the CSE are given by the CSE Committee. In grading MA thesis, the Committee will rely on written evaluations (review) made by independent reviewers, student's final presentation, and overall quality of the work.

MA thesis and/or CSE evaluated below C- (and therefore failed) can be rewritten twice within the next two years. If student wishes to retake an exam, he/she must contact the Head of Department of Graduate Education in written.

In all cases of exam retaking by a particular student, the OSCE Academy reserves the right to suspend payment of his/her monthly stipend.

Anyone with a GPA less than 2.00 fails the programme and will not be allowed to take CSE. For further information on how the grading works at the Academy, please read carefully the OSCE Academy's grading guide in Appendix 1.

### **§13 GRADE REVIEW**

It is the policy of the OSCE Academy that the responsibility for grading lies solely with the faculty while students have the right for fair and impartial assessment of their academic performance.

Faculty members are expected to evaluate students' academic performance based on their professional judgment. Faculty members have the responsibility to clarify their course requirements, grading procedures and expected standards of academic performance, to evaluate all students' performance equitably and using the same criteria for grading.

Students are responsible for familiarizing themselves with the OSCE Academy regulations and policy as well as with the requirements of courses and modules.

A formal grade review is available only in relation to final full-term course grades, Comprehensive State Examinations.

A formal grade review can be initiated in the following circumstances:

- If a contested grade reflects discrimination of any kind meaning it was given based on the students' race, sex, nationality, color, religion, age, disability, sexual orientation or any other basis other than academic performance;
- If a contested grade was assigned based on standards and assessment methods inconsistent with those specified in the course syllabus and declared by the course instructor in the beginning of the course, and/or these standards and assessment methods were different from those applied to other students.
- In case a student decides to make a grade review request, she/he shall apply the following procedure:
- The student shall consult with the respective course instructor and express his/her concerns about the final course grade. In case of MA thesis and final examination grades, the student shall consult with the Head of Department of Graduate Education;
- In case the grievance was not resolved through consultation, the student shall submit a written request for review of the contested grade to the Head of Department of Graduate Education. As the burden of proof rests on the student, the grade review request must include a detailed explanation of reasons for the grade review, steps made to resolve the grievance, and any evidence supporting the student's allegations.
- The Head of Department of Graduate Education will immediately send a copy of the student's request to the respective course instructor and request a written reply within 5 working days;
- After the receipt of the reply from the course instructor, the Grade Review Panel will be convened within 5 working days. The Grade Review Panel shall consist of the Academy's Director and/or Deputy Director, the Head of Department of Graduate Education and at least one external member. The members of the Panel shall agree a) on the acceptance of

the grade review request; and b) on the procedure for the reassessment of the grade. The decision on the acceptance/procedure shall be taken unanimously by the Panel. If the Panel rejects the grade review request by the student, the initial assessment shall be valid. If the grade review request is accepted, the Panel shall agree unanimously on a grade review procedure. If the Panel cannot agree unanimously, the director shall convene a second Panel with at least 6 members (including all members of the first Panel) in which the decision shall be taken by simple majority of votes of the Panel members. The decision of the Grade Review Panel is final and will be reported in writing to the parties.

#### **§ 14 ACADEMIC LEAVE**

Academic leave is a period when a student is released from the academic courses. Academic leave can be granted for one year upon approval of the Director of the OSCE Academy. Given that the OSCE Academy charges no tuition and fully funds students' expenses related to their travel to and stay in Bishkek, there are several conditions under which a student may be granted an academic leave:

- Academic leave is granted in exceptional cases when a student faces severe health problems that require prolonged hospitalization. Relevant evidence must be provided.
- To be eligible a student must have completed at least one semester and have a GPA of minimum 2.00. Request for an academic leave will not be considered until all grades of the first semester are reviewed;
- Academic leave is granted for one year only and is active from the date when this form is approved. If a student fails to appear at the Academy after the expiration date, he/she will be expelled without further consultations;
- Scholarship (all types of financial allowances) is not available for the academic leave period. Scholarship resumes once a student returns on expected date and terms;
- No exceptions will be made to the policies indicated above. No appeal is allowed in case of the change of the circumstances with the applicant.

## § 15 EXCULSION FROM THE MA PROGRAMME

Student may be excluded from the MA programme for:

- Failure to fulfill curriculum requirements;
- Failure to meet academic regulations and rules of the OSCE Academy;
- Failure to meet the requirements of the Code of Conduct of the OSCE Academy;
- Breach and/or failure to properly comply with the provisions of the Grant Contract.

### **Expulsion procedure:**

- Expulsion order is prepared within 3 working days upon reveal of one or several circumstances for student expulsion with further notification of an interested student.
- If expelled, the student will receive an academic transcript in accordance with the OSCE Academy's format after completing check-out list. The expelled student's right to use an email associated with the OSCE Academy terminates accordingly.
- An expelled student maintains the right to be re-admitted subject to the following requirement: successful completion of two previous semesters with GPA minimum 2.00. Decision on re-admitting will be made by the OSCE Academy's administration based on availability of vacancies in a particular MA programme and funding.

# CODE OF CONDUCT

The code of conduct is aimed at supporting the core mission of the OSCE Academy through creating a safe, friendly, inspiring, and motivating learning environment, while protecting people, property, and the working process of the Academy. Every student must obey the provisions of the code of conduct. Students sign a written statement that they clearly understand all provisions of the Code and will not breach them under any circumstances. More information is detailed below:

## §1 RIGHTS OF STUDENTS

- All students have the right to take part in the academic process on an equal basis regardless of sex, race, citizenship, language, culture, religion, disability, sexual orientation or other personal status;
- All students have the right to freely express their opinions provided this does not infringe on the rights of others;
- All students have equal rights of access to IT and library facilities unless these have been suspended due to violations indicated below;
- If students feel they have been unfairly treated by staff members, lecturers or other students they have a right to seek redress initially through the Student Council or directly through the Head of Department of Graduate Education or Director.

## §2 RESPONSIBILITIES OF STUDENTS

Students must:

- be honest and act in good faith;
- show respect to staff members, lecturers and other students;
- accept responsibility for their actions and the consequences of these;
- attend all courses they have subscribed to;
- inform Academy management about any part-time job taken during an academic year (students are enrolled on a full time basis and have no right to be employed full time by any other organization);

- notify in advance Programme Assistant about inability to attend classes in case of illness or due to family circumstances;
- arrive punctually for classes and do not leave earlier without permission of a lecturer;
- meet deadlines for all tasks and assignments;
- actively prepare for and contribute to class activities, while giving others equal opportunities to contribute;
- be considerate to the needs and rights of others in use of the library, computer room, canteen and social room.

### **§3 DISORDERLY/OFFENSIVE BEHAVIOR**

As members of the Academy community, students are encouraged to set an exemplary standard with regard to their conduct. The Academy will take disciplinary action against any student who is guilty of physical abuse, drunkenness, lewd conduct, or participation in disturbances of the peace of the Academy, or who threatens the safety and security of any member(s) of the Academy community. Students are advised to seek to resolve all conflicts using peaceful means.

### **§4 SEXUAL MISCONDUCT AND HARRASSMENT**

Students should be fully aware that any kind of unwelcome verbal, written or physical misconduct of a sexual nature will not be tolerated. This includes, but is not limited to, undesired bodily contact, name-calling, lewd jokes, display of pornography and making offensive gestures or suggestions. Students breaching this rule may receive penalties ranging from warning letters and fines to expulsion from the programme.

### **§5 VANDALISM, MUTILATION AND THEFT**

All acts of vandalism, mutilation of books and theft of library books, personal property of staff members, lecturers or other students or other items will be dealt with by the Academy Management. A student found guilty by the Academy Management is liable to expulsion from the Academy, and legal action may be sought.

## **§6 SMOKING/ALCOHOL/DRUGS/GAMBLING**

The Academy building is smoke-free. Fire detectors are installed in each room and a false fire alarm causes unnecessary organizational and financial costs. Therefore, smoking is only allowed in the Academy yard. Breaches of this rule will render students liable for disciplinary action.

Students are not allowed to attend classes under the influence of alcohol. Students breaching this rule could be excluded from the Academy. Students should not manufacture, use, sell or distribute illegal drugs on the premises of the Academy. Students breaching these rules will be excluded and proper legal action will be sought.

Gambling is prohibited on the premises of the Academy. Breaches of this rule will render students liable for disciplinary action.

## **§7 USE OF MOBILE PHONES**

Students are advised to exercise tact, discretion and sound judgment in the use of mobile phones, particularly during lectures, seminars and public lectures. Common courtesy and mutual respect dictate that it is polite to switch off all mobile phones to silent mode when in the library and computer room. Mobile phones must be switched off during all classes.

## **§8 USE OF COMPUTERS AND ELECTRONIC DEVICES**

Academy students and authorized users are reminded to use the computers appropriately. Serious misuse of computers will lead to the suspension of computer accounts and perpetrators will be denied network access. Depending on the severity of the case, further disciplinary action ranging through fines, exclusion from examinations, and expulsion from the Academy to legal action will be taken. Users are also reminded that unauthorized access to or interception of computer programs or data can amount to serious criminal offences under OSCE rules and regulations, as well as under the Kyrgyz Republic legislation. For further details regarding acceptable use of computer facilities please read the Computer

Room Usage Guidelines. The guidelines can be found in the computer room and will be announced by the staff.

### **§9 ACADEMIC MISCONDUCT**

Academic misconduct is the violation of Academy policies by tampering with grades or participating in the distribution of any part of a test before its administration. Examples include:

- Stealing, buying, or otherwise obtaining all or part of an unadministered test;
- Selling or giving away all or part of an unadministered test, including answers to an unadministered test;
- Bribing, or attempting to bribe, any other person to obtain an unadministered test or any information about the test;
- Buying, or otherwise acquiring, another's course paper and submitting it as one's own work, whether altered or not;
- Entering a building, office, or computer for the purpose of changing a grade in a grade book, on a test, or on any other work for which a grade is given.

### **§10 LITTERING**

Students are urged to play an active part in keeping the building and public places clean. Co-operation and understanding in disposing of waste materials in waste bins or other appropriate manners is expected.

### **§11 SERVICE ROOMS**

Rooms with a sign "staff only" are solely for the use of staff members. Students are forbidden from entering and using these rooms.

### **§12 STUDENT ROOM**

The student room is a room for students to freely socialize, read and complete their assignments. Students must respect and take care of all equipment in the room. The student room should not be a space for students to miss classes. If the student room is abused, the privilege of its use may be withdrawn from certain students or the student body as a whole.

### **§13 LIBRARY**

Students must respect and take care of the resources in the library (books, magazines, newsletters, educational CDs and etc.). On borrowing, resources should be registered in the logbook kept by the librarian. They should be returned by the date indicated by the librarian. Literature should be returned in its original condition. Any mutilation of the resources, such as making notes in marker, pen or pencil; tearing out pages; folding pages; or staining resources is not allowed. Stealing information resources is strictly forbidden. Breaching these rules will lead to fines, (5 times fee of the cost of a destroyed or lost book).

Smoking, eating, drinking, talking or otherwise causing unnecessary disturbances are prohibited in order to create a good atmosphere for learning. In order to allow all students equal opportunities to use them, resources should be returned at least three days before any exam or test and cannot be reissued within that three-day period.

### **§14 CONFIDENTIALITY**

It is the student's duty during and also after completion of the Grant contract period to preserve confidentiality and discretion with regard to all matters related to the Academy, its donors and partners which became available to him/her due to his/her performance services under this Contract. In particular this duty applies to matters that touch upon the reputation of the Academy as an OSCE affiliated institution and their implication for the reputation of the OSCE in its entirety.

# THE MASTER OF ARTS IN POLITICS AND SECURITY (CENTRAL ASIA) PROGRAMME 2019-2020

The Master of Arts in Politics and Security (Central Asia) Programme is a 16 months programme that offers an interdisciplinary curriculum in areas of politics, security and international relations based on international standards of teaching. The programme is designed for students who wish to broaden their education and gain the knowledge and skills necessary for professional or academic careers in areas of politics, security, international relations, conflict prevention and international development.

Students have the opportunity to meet and to be taught by leading academics, experts, and representatives of international organizations. Because the programme meets international educational standards, it attracts many of the most talented and qualified graduate students throughout Central Asia and out of region.

The programme is accredited by the Agency for Quality Assurance in Education "EdNet", and supported by the OSCE Programme Office in Bishkek, interested OSCE participating and partner States, and other parties. The international partner institutions, the Board of Trustees and Advisory Council of the OSCE Academy provide assistance in elaborating curricular details, conducting classes, organizing internships, and carrying out other activities.

# PROGRAMME OBJECTIVES

Combine rigorous theoretical and practical training through multidisciplinary full-term courses and practice-oriented short modular courses;

Provide students with contemporary approaches and tools to work in the fields of political science, international relations, security, democratization and human rights, sustainable development, nationalism, and ethnicity-both in general and as applied in the Central Asian context;

Expand students' professional opportunities by improving their competencies necessary for their future careers;

Introduce students to the professional world through the internship programme, use of practitioners as guest lecturers, and a network of professionals, Academy alumni, and current students;

Familiarize students with the mission, principles, and activities of the OSCE within its three dimensions with a special focus on Central Asia;

Establish a stimulating learning environment and provide close interaction between students, faculty and administration; and

Encourage friendship and respect in a culturally, nationally, and ethnically diverse environment of the Academy.

# COURSE DESCRIPTIONS

*Note: Course descriptions are subject to change at any time and are offered below only as a general guide.*

## FULL-TERM COURSES

### **Contemporary Security Issues**

In this course we will address a variety of topics relevant for a security course not covered by other courses in the MA programme. The course intends to complement knowledge. Its focus is security in all its contexts. Its main aim is to present and discuss topics related to the underlying thinking on security both historically and with the help of main security concepts that underline the activity of the states and other security actors. The course will begin with an analysis of the expectations towards the state and a warming up on the state as still the most important actor of international relations. It will move on to a little historical introduction and its repercussions for our era. Then different approaches and ways of thinking to international security will be presented followed by the structure of the current international system and then approaches of various security institutions. The course is divided into three sections that focus on a) the expectations towards the state and its potential to deliver on expectations. The emphasis is on the way how states differ and function, b) Following a historical introduction to the current system of international relations the course will present the main contemporary (and somewhat less contemporary) ideas on international security, and followed by the structure of international relations and security nowadays and end with the study of, c) international institutions, which represent one approach to security or the other. (We will avoid or at least minimize overlaps with the Central Asian Politics and Security course.)

We will build a puzzle that will complement the topics studied at other courses. It is our expectation that by the end of the first semester the students will gain close familiarity with the thinking and the foundations of the working of the

international security system and the world of international politics as seen from the vantage point of security.

Guiding questions for our course are the following: What is the state, what are our expectations towards the state? How does the state work? Are there alternative models? What is the effect of the “professionalization of politics”? What was the Cold War? Do we live with consequences of the Cold War? Are we returning to the Cold War? What are the main characteristic features of the post-Cold War international system? What are the main tendencies of the changing international order? What is the role of multilateralism? What are the prospects of great power politics? What are the main views on security studies? Is there a preponderant view on the structure of the current international system? What is the role of integration in international relations? What is the role of collective defence and collective defence organizations? What are the other options to provide for national security?

### **International Relations**

This course is structured for graduate students of Political Science. It serves as an overall introduction in International Relations (IR), exposing students to the basic concepts, units of analysis, and key issues of the discipline. The course explores the general principles and theories of IR as well as some of the mainstream and controversial issues in contemporary world politics. Students will learn to analyze factors that influence the behavior of states and relate learnt principles and theories to important current issues in the world, including security in the post-Cold War and post-9/11 eras, the re-emergence of nationalism, and the international political economy. Upon completion of this course, students are expected to be better able to understand and be prepared to participate in ongoing public debates in international affairs. Students will also have acquired the knowledge and intellectual skills necessary for more specialized courses in IR and to have improved their ability to think, read, listen, write and speak more critically and clearly. This is a graduate lecture and discussion course, which in addition to the instructor’s input, will heavily rely on the participation, presentations and discussions by and among the students.

### **Research Methods**

Social research is a way of finding answers to questions about the world around us. It involves a variety of methods and techniques to produce knowledge. This course is a general introduction to research methods and will cover three broad topics: the structure of social research, data collection, and data analysis. In this course, students will develop the skills needed to understand methods and techniques used in social science; formulate research questions and design appropriate research; collect data using a variety of methods; develop ability to interpret research findings; and coherently describe conclusions in written and oral forms.

### **Political Institutions and Processes**

The course covers political institutions, comparing and contrasting them with application to specific examples relevant for Central Asia. The overall purpose of this course is to introduce students to the latest theoretical advances in the study of institutions in their historical evolution. Particular attention is paid to explanation of the functioning of institutions involved in the creation and implementation of international politics in different international contexts. The Programme starts with presentations on various international regimes, the role of multilateralism and regionalism and then following some excursions to the importance of norms engaged in the role and potential of various institutions/ organizations.

### **Central Asian Politics and Security**

This is an introductory course on Central Asian Politics offering a helicopter overview of main ideas, concepts, problems, and practical issues arising in regional politics. The course begins with the definition of 'Central Asia' and what this notion includes. Central Asia is analyzed from inside through relations between states and non-state actors, and from outside through politics of foreign states towards Central Asia. Certain issues such as regional security, border management, economic development, co-operation between CA states and their foreign policy are examined in detail. This course may include guest lecture presentations and round tables with the participation of Central Asian politicians.

## **History of Political Thought**

Western political theory is two and a half millennia of attempts to explain political behavior from moral and general philosophical points of view. Practical politics and philosophical reflection together always raise questions about the ultimate reasons for anyone to get involved in political interaction, accept or decline moral constraints, fulfill a promise or renege on it. Political theory starts with such ultimate questions and attempts to explain or justify the place of individuals vis-a-vis society and political order. Thus, political theory combines normative and positive reasoning, aiming at the problem of what I “ought” to do but also increasing our knowledge of what I am likely to do. This course is designed with two goals in mind: it is an introduction to some classical and modern theories and it is a forum for discussion of several key issues in political theory. Four broad topics are included: social contract and the relevant normative and positive theories; freedom and relations between the individual and society; attempts to define an ideal polity with an emphasis on democracy; and specific current issues that represent an intersection between public policy and political theory.

## **International Political Economy**

The course discusses four areas of contemporary political economy and global (international) political economy: development, trade, energy and global monetary regimes. In the context of this discussion we introduce a number of theoretical tools that help us model economic policies and their effects. Students who have taken economics may find them familiar, but previous exposure to economics is not required for successful completion of this course. The course is divided into two parts: Development and Underdevelopment and Trade, Energy, and Money. The general strategy is to combine history and theory, facts and explanations. Particular attention is paid to the multiplicity of explanatory factors used in political economy. There are a few themes from economics that will reappear throughout the course: market failures and regulatory failures, the principal-agent relations, the natural monopoly and its regulation, issues of coordination, reputation, and trust. These will be presented in a non-technical, self-contained way so that even those without any economics background whatsoever will be able to understand. The course is focused on

finding explanations for various politico-economic phenomena. Why do certain economies develop and others stagnate? Why do global monetary regimes change? Why is the politics of gas pipelines so different from the politics of oil pricing? Why did OPEC delay its show of power until 1973? Why did the dollar not become a top currency until after the WWII? Such are the questions we are going to discuss.

## **MODULES**

### **The OSCE**

This is an intensive modular course taught by professionals who have worked for or are currently working for the OSCE at its headquarters in Europe and its field operations in Eurasia. They will share their ideas and experiences of the OSCE with the students in an interactive manner. The course requires students to read and discuss analytical and critical articles on the OSCE. An exam at the end of the week will cover the presentations and assigned readings. The module begins with a history of the Cold War (by reviewing readings and viewing documentaries), and will continue with background to the formation of the OSCE, its functions and its historical and political challenges, including discussions on the Organization's structures and current activities. Presentations and readings will be on the three dimensions of Political-Military, Economic-Environment, and Human and their applications in the OSCE region, including Central Asia. Students are highly encouraged to engage in thoughtful discussion, to think critically and to pose relevant questions to the instructor and guest speakers.

### **International Law and Human Rights**

The course objective is to acquaint students with the principles, concepts, and methods of international public law with a focus on human rights law in the second half of the course. Students will learn more about international legal systems, law-making processes, law enforcement, main intergovernmental organizations, and settlement of disputes between states and non-state actors. The second part of the course will focus on human rights, introducing main ideas about human rights and how they were implemented in legal instruments.

Human rights law will be explored through various concepts such as the death penalty, development, detention, fair trial, education, international crimes, racism, and religion.

### **Conflict Management**

The course will give an overview of theory of violence, peace and conflict transformation. It will explore the definitions of conflict, violence and peace; it will explain the dynamics of escalation of conflicts and explore visible and invisible effects of violence. Conflict handling styles will be dealt with and different conflict transformation approaches will be compared. In conflict management/resolution many forms of complex interdependence need to be considered. Most conflict resolution approaches have been aimed at improving aspects of relationships through negotiation, dialogue, and mediation by getting counterparts to meet with each other. But this is only one aspect. Often these dialogues and mediation processes do not achieve the desired result, – a sustainable resolution to the conflict -, because conflicting parties are not really ready and prepared for a genuine dialogue and for taking into consideration also the needs of the other.

### **Political Islam**

The course “Islam and Politics in Central Asia” is designed as an intensive seminar introducing contemporary research debates on Islam, formations of ‘political Islam’ and the specific developments in post-Soviet Central Asia. 70 years of Soviet rule as well as the complex post-Soviet transformation processes have generated diverse realities of ‘Islam’ in Central Asia influencing private and public religious practice as well as perception. Identity and authenticity, religious practice and normativity as well as manipulation and control by secular authoritarian states are the central topic discussed in the course.

### **European Politics**

This course is about Europe, the European Union and the history and forms of political integration. A first part will cover historical developments toward integration, a second part will introduce into decision making procedures in Europe and a third part will deal with Europe’s foreign policies. Questions

addressed in this course relate to the founding ideas for a unified Europe, to institutional settings and the management of integration in the EU, to global political developments and Europe's responses. Finally, the EU's financial crisis as well as the elections to the European Parliament in May 2014 will serve to start a discussion about the nature of politics in an integrated Europe.

### **Central Asia and China**

This course explores relations between Central Asian states and China from historical, political, economic, cultural, and religious perspectives. The course includes a historical and philosophical analysis of China's external relations to the Central Asian region, analysis of these relations after the collapse of the Soviet Union, contemporary developments in CA-Chinese relations, border relations, questions of ethnic and national identities, economic co-operation, security, and the SCO.

### **Central Asia and Russia**

The aim of the module is to provide students of the OSCE Academy with introduction to the nature of the engagement between Post-Soviet Russian Federation (RF) and the states comprising Central Asia (CA states). The module will look at the foreign policy motivations behind cooperation between RF and CA states, institutional frameworks of cooperation (bilateral and multilateral links), threat perceptions and venues for further cooperation.

### **Central Asia and the Middle East**

This week-long seminar on the Central Asian-Middle Eastern linkages and relations is, clearly, an exploration of a rather little covered, low-key direction of Central Asian foreign relations. It has only been starting recently that Central Asian leaders frequent various Middle Eastern capitals, and some Middle Eastern leaders attend Central Asian events. Despite the geographic proximity, some cultural affinities and certain political parallels, the two regions remain under-explored by and for each other. This state of affairs, however, is unlikely to remain so for very long. In anticipation of increased interaction between the two regions and the groups of states in these regions, it is very much worth engaging in this exploration.

## **Energy Politics**

The aim of the course is to give an overview of energy issues in Central Asia and the broader Eurasian region and to introduce to students the main concepts and theories in the study of energy politics. Students will learn political issues related to both the petroleum sector and renewable energy and discuss essay and thesis topics related to energy politics. The aim of the course is to give 1) an overview of energy issues in Central Asia and the broader Eurasian region; 2) an introduction to the main concepts and theories in the study of political economy of energy issues – both national and international political economy; 3) help the students to see the value of applied political science for their job prospects; 4) discussion of thesis topics related to energy politics.

## **Nation, State and Nationalism**

This course offers an introduction to central concepts and theories in the study of nationalism and ethnicity. It includes discussion of the development of various kinds of nations, nation-states, and nationalisms from pre-modern Europe to the present with a special emphasis on the Soviet and the post-Soviet space, and nationalism and the international system (state sovereignty, secession, national self-determination). The aim of the course is to give an introduction to 1) central concepts and theories in the study of nations and nationalism; 2) nation, nationalism and the international system (state sovereignty, national self-determination, secession); 3) the development of the understanding of nation, nation state and nationalism and its political implications from pre-modern Europe to the present with a special emphasis on the Russian Empire, the Soviet Union and the post-Soviet space.

## **Sustainable Development**

The course supplies students a basic understanding of the theory and practice of sustainable development with a focus on climate change and natural resource management. It looks at why some states manage to achieve their full development potential and others do not. It highlights the challenges, options and dilemmas development specialists often face when supporting governments to implement effective programmes, particularly in Central Asia.

## **Migration and Human Trafficking**

Migration has become a core topic of social sciences. But still it seems to remain a topic with a poorly developed theoretical basis. This course explores and new, explicit and hidden, theoretical views as well as explanations of the reasons and effects of international migration. It also aims to show which theoretical assumptions underlie empirical descriptions. The aim of the course is to give an introduction to 1) central theories and analytical concepts in the study of migration, in all its forms as well as on human trafficking; and 2) the understanding of migration and transnationalism and political implications with a special emphasis on the Soviet and the post-Soviet space.

## **CURRICULUM 2019-2020**

*Note: MA in Politics and Security programme curriculum is subject to change at any time and is offered below only as a general overview of courses that will be offered in 2019-2020. All courses, modules, and Comprehensive State Exams are graded. MA thesis seminar, internship and colloquium are pass/fail.*

The academic year of the MA in Politics and Security Programme is divided into four semesters. Full-term and modular courses are offered in Fall 2019, Winter 2020 and Spring 2020 semesters. Fall 2020 semester is devoted to the completion of writing MA thesis and internship. The following schedule represents the planned dates for the four semesters:

Fall 2019	2 September, 2019 – 20 December, 2019
Winter 2020	6 January, 2020 – 24 April, 2020
Spring 2020	4 May, 2020 – 28 August, 2020
Fall 2020	1 September, 2020 – 15 December, 2020

Two types of courses are offered for students: full-term courses and short-term modules. Full-term courses designed to broaden theoretical knowledge of students and strengthen their analytical and research skills. Modules (modular courses) are one or two-week short-term courses, intensively scheduled and taught by experts in a certain field. All full-term and modular courses are required and graded except for MA thesis Seminar and Current Affairs Lectures.

## **Fall 2019**

Required full-term courses:

- 1) Political Institutions and Processes, 4 credits
- 2) International Relations, 4 credits
- 3) History of Political Thought, 4 credits
- 4) Quantitative Methods in IR, 3 credits
- 5) German Language or Russian Language, 4 credits

Credits required from full-term courses: 19 credits

Required modules:

- 1) The OSCE, 2 credits

Elective modules (minimum 2 modules are required):

- 2) Human Rights and International Law, 2 credits
- 3) European Politics, 2 credits
- 4) Political Violence and Terrorism, 2 credits

Credits required from modules: 6 credits

Total credits required for Fall 2019 semester are 25 credits

## **Winter 2020**

Required full-term courses:

- 1) Research Methods, 4 credits
- 2) International Political Economy, 4 credits
- 3) Contemporary Security Issues, 4 credits
- 4) Central Asian Politics and Security, 4 credits
- 5) German for political scientists or Russian for political scientists, 3 credits
- 6) MA Thesis Seminar, 3 credits

Credits required from full-term courses: 22 credits

Required modules:

- 1) Conflict Management, 2 credits
- 2) Political Islam, 2 credits

Credits required from modules: 4 credits

Research Work, 8 credits

Total credits required for Winter 2020 semester are 34 credits

## **Spring 2020**

Required full-term courses:

- 1) MA Thesis Seminar, 3 credits

Credits required from full-term courses: 3 credits

Required modules:

- 1) Central Asia and Russia, 2 credits
- 2) Central Asia and the USA, 2 credits
- 3) Central Asia and China, 2 credits

Elective modules (minimum 5 modules are required):

- 1) Central Asia and Middle East, 2 credits
- 2) Energy Politics, 2 credits
- 3) Sustainable Development, 2 credits
- 4) Migration and Human Trafficking, 2 credits
- 5) Nation, State and Nationalism, 2 credits
- 6) International Cyber Security, 2 credits

Credits required from modules: min. 19 credits

Research Work, 10 credits

Total credits required for Spring 2020 semester are 29 credits.

Credits to be earned in Fall 2019, Winter 2020 and Spring 2020 semesters: min. 88 credits.

## **Fall 2020**

1. Internship (minimum 8 weeks), 12 credits
2. MA Thesis, 20 credits

Total credits to be earned in the Fall 2020 semester are 32 credits.

# FACULTY

*Note: The following list of faculty reflects this (2019-2020) academic year only. Please note that the list is subject to some changes as more recruitment is expected during the Winter term.*

The OSCE Academy faculty consists of highly qualified lecturers and experts from regional and international partner institutions, western universities and international organizations.

## CORE FACULTY

**Dr Emilbek Dzhuraev** is a Senior Lecturer of the Politics and Security (Central Asia) Programme. Dr Dzhuraev has a PhD in Political Science from the University of Maryland, USA. Dr Dzhuraev teaches Political Institutions and Processes and Central Asian Politics and Security.

**Dr Farhad Kerimov** is Teaching Fellow of the OSCE Academy. Dr Kerimov has PhD in Politics, University of Exeter, 2016. Dr Kerimov teaches History of Political Thought.

**Dr Anja Mihr** is DAAD long term visiting Professor (LZD) at the OSCE Academy. Dr. Mihr has PhD from Freie University of Berlin. Dr. Mihr teaches International Human Rights Law and Transitional Justice.

**Dr David Karas** is Teaching Fellow. Dr David Karas has a PhD in Political and Social Science from the European University Institute, 2015. Dr David Karas teaches International Relations.

**Dr Baktybek Urmambetov** is Teaching Fellow. Dr Baktybek Urmambetov has a PhD in Physical and Mathematical Science from the Al-Farabi Kazakh National University, 1993. Dr Baktybek Urmambetov teaches Quantitative Methods in IR.

## VISITING FACULTY

**Dr Helge Blakkisrud** is Head of the Centre for Russian Studies, Norwegian Institute of International Affairs, Norway. He has a PhD in Political Science from the University of Oslo. Dr Blakkisrud teaches Nation, State and Nationalism.

**Dr Tim Epkenhans** is Professor from University of Freiburg, Germany. Dr Epkenhans was Director of the OSCE Academy from 2004 to 2009. He has a PhD degree in Islamic Studies from the University of Bamberg. Dr Epkenhans teaches Political Islam.

**Mr Augustin Nicolescou** is Project Manager and Researcher of Herbert C. Kelman Institute for Interactive Conflict Transformation, Austria. He has MA in Peace and Conflict Studies from the University of Vienna. Mr Nicolescou teaches Conflict Management.

**Dr Indra Overland** is Head of the Russian and Eurasian Studies Department, the Norwegian Institute of International Affairs. He has a PhD in Geology and Geography from the University of Cambridge. He teaches Energy Politics.

**Dr Pal Dunay** is Professor of NATO and European Security Issues George C. Marshall European Center for Security Studies. Dr Pal Dunay holds a Ph.D. in International Relations from the Budapest University of Economics. He teaches the OSCE module.

**Dr Clara Portela** is currently a full-time faculty member in Political Science at the University of Valencia (Spain). Dr Portela holds a PhD from the European University Institute in Florence, Italy. She teaches European Politics module.

**Dr Daniela Irrera** is Associate Professor of Political Science and IR at the University of Catania, where she teaches International Politics and Global civil society. Dr. Irrera holds a PhD in International Relations from the University of Catania. She teaches Political Violence and Terrorism module.

# MASTER OF ARTS IN ECONOMIC GOVERNANCE AND DEVELOPMENT PROGRAMME 2019-2020

The Master of Arts in Economic Governance and Development is a 16-month programme that offers an interdisciplinary curriculum in economics, governance and development based on international standards of teaching. The programme is designed for students who wish to broaden their education and gain the knowledge and skills necessary for professional or academic careers in the fields of economics, development and governance.

Students have the opportunity to meet and to be taught by leading academics, experts, and representatives of international organizations. Because the programme meets international educational standards, it attracts many of the most talented and qualified graduate students throughout Central Asia and wider OSCE region.

The programme is accredited by the Agency for Quality Assurance in Education "EdNet". The curriculum of the programme is approved by the Ministry of Education and Science of the Kyrgyz Republic, and it is supported by the OSCE Centre in Bishkek, interested OSCE participating and partner States, and other parties. The international partner institutions and the Board of Trustees of the OSCE Academy provide assistance in elaborating curricular details, conducting classes, organizing internships, and carrying out other activities.

# PROGRAMME OBJECTIVES

Combine rigorous theoretical and practical training through multidisciplinary full-term courses and practice-oriented short modular courses;

Provide students with contemporary approaches and tools to work in the fields of economics, development, public policy and regulation - both in general and as applied in the Central Asian context;

Expand students' professional opportunities by improving their competencies necessary for their future careers;

Introduce students to the professional world through the internship program, use of practitioners as guest lecturers, and a network of professionals, Academy alumni, and current students;

Familiarize students with the OSCE mission, principles, and activities with a special focus on Central Asia;

Establish a stimulating learning environment and provide close interaction between students, faculty and administration; and

Encourage friendship and respect in a culturally, nationally, and ethnically diverse environment of the Academy.

# COURSE DESCRIPTIONS

*Note: Course descriptions are subject to change at any time and are offered below only as a general guide.*

## **FULL TERM COURSES**

### **Microeconomics**

The objective of this course is to equip students with fundamental concepts and methods of the modern economic theory focusing on rational behavior of consumers and producers. Using rigorous mathematical methods, the course derives demand and supply functions under different market structures, e.g. perfect competition, monopolistic competition, oligopoly and monopoly, from the optimization behavior of economic agents, and examines various determinants of the demand and supply functions. Specifically, the following topics are covered: preferences, budget constraints, the consumer's choice problem and demand function, the firm's production problem and supply function, market equilibrium, monopoly, oligopoly, game theory and its economic applications, externalities, public goods, and asymmetric information.

### **Macroeconomics**

The course is aimed at providing students with the tools of modern macroeconomic theory at the intermediate level. Models are developed to explain how output, unemployment and inflation are determined. These models then are used to analyze monetary and fiscal policies.

### **Economic Governance and Regulation**

This is an introduction to topics in political economy of governance and regulation. The material is split between general theory, international cases and Central Asian cases. The purpose is to enable the student to identify the trade-offs in economic governance common to any country and often many sectors of the economy. The course also discusses alternative concepts of "governance" and "regulation" with some illustration from Central Asian practices.

### **Research Methods and Research Design**

The course is aimed to equip students with the essential qualitative and quantitative research tools required for modern economic analysis and decision-making. Specifically, ethnography, participant observation, interview and other qualitative research methods will be discussed. Further, surveys, sampling techniques, statistical analysis (regressions, tests) and other quantitative methods will be covered. Students will be guided through all stages of research design and writing an economic research paper, including posing a well-defined research question, data collection and analysis, literature review, statement of the problem, describing model, describing data and estimation methods, interpreting and summarizing results.

### **International Development**

The course is aimed at teaching the theories and the history of international development and development aid with a focus on competing paradigms and cases in Central Asia. The course builds on basic macro and microeconomic models to teach analytical tools in identification of causal links and policy trade-off in development aid. The course also looks at the basics of evaluation of the effectiveness of aid.

### **Econometrics**

This course provides a self-contained introduction to econometrics. The objective of the course is to learn statistical tools needed to understand empirical economic research and to plan and execute independent research projects. Topics include single and multiple regressions, generalized least squares, instrumental variables, panel data and time series techniques.

### **International and Regional Trade Arrangements**

Students acquire a working knowledge of theories of international trade; the structure, roles and political economy of the WTO and regional trade arrangements. The Central Asian cases are considered, including the EurAsEc and the Customs Union of Russia, Belarus and Kazakhstan, as well as the initiatives of international organizations and states to promote new trade rules and policies.

## **International Financial System**

This module discusses the theory, history and current policies of the IMF, major national monetary authorities, including the EU, and the global corporate financial players. Special attention is devoted to the mechanisms of financial crises, the role of exchange rate, fiscal and regulatory policies, and the emerging new ideas on how to prevent and management financial crises.

## **Academic Writing**

This course offers students to learn about the requirements of Academic Writing, discuss model texts, and produce essays for several genres. Students will learn how to approach a writing task and take into consideration the expectations of readership in the Academic Writing context; develop your writing process through generating ideas, outlining, drafting, peer-editing, revising, and editing your essays; become familiar with and practice the genres mentioned above; learn how to use and document sources in your papers; become aware of style and register appropriate for Academic Writing; and become familiar with such linguistic aspects of writing as collocations, linking devices, English capitalization and punctuation.

## **MODULES**

### **Good Governance in Central Asia**

Students will be introduced to the general concepts and principles of Good Governance. They will also be introduced to the concepts and theories of modern Democracy, Autocracy, Authoritarianism and how these different modes of governance include aspects of good and bad governance. Students will be familiarized with the difference between Government and Governance. Furthermore, they will be introduced into the concept of Public Policy and to the framework of Multi-Stakeholder governance as well as Global Constitutionalism which all include aspects of Good Governance on international/global, national and local levels. Case studies from the Central Asian region in relation, for example, to the UN Sustainable Development Goals (SDGs) will be used to illustrate the differences between Good and Bad Governance, Democracy and Autocracy, and between the different modes of local, national and global governance.

### **Industrial Policy**

Industrial policy is a course in industrial organization, the study of firms in markets. The special focus will be made on firm behavior in imperfectly competitive markets. Analyzes of the acquisition and use of market power by firms, strategic interactions and competitiveness among firms, productivity and the role of government in competition policy will be scrutinized. The behavior of natural monopolies and regulatory options for dealing with them will be covered as well. The special attention will be paid to development v. predation issues. The course will approach this subject from both theoretical and applied perspectives.

### **The OSCE: Economic Development, Environment and Comprehensive Security**

This is an intensive modular course that makes you familiar with the OSCE in its evolution and current shape. The presentations will combine scholarly views with the experience of practitioners, those who “do” the OSCE or more accurately, make it work. Special attention will be paid to the role of OSCE missions generally and their activity in Central Asia.

### **Integrated Water Management**

The course teaches the concept of IWM, its policy implications and specific cases of successful as well as unsuccessful water management. The case of Central Asia is given a special attention, including presentation of current national and international policies and projects. The course also contains practical analytical exercises, honing quantitative and qualitative skills of students.

### **Economics and Sustainable Management of Mineral Resources**

The course introduces students already familiar with micro and macroeconomic models to the issues of governance in extractive industries. This includes the role of extractive industries in political economies of states, the issue of resource curse, comparative quality of governance. The development and peculiarities of international markets of oil, gas and metals are discussed in connection with their political implications. Particular attention is paid to the role of extractive industries in conflict or otherwise politically sensitive areas.

## **Economics of Sustainable Development**

The course introduces students to theories and practice of sustainable development as part of good socioeconomic governance. The course combines interactive presentation of the theoretical basis of sustainable development, current policies in key sectors and hands-on practical training in application of policy analysis tools. The latter include cost-benefit analysis and its varieties (including calculation of net present value), qualitative analysis of policy cycle and basic analysis of statistical data.

## **Economics and Regulation of Energy Sector**

Energy is one of the vast and important businesses on this fast moving world. It affects all fields of economy, and well-being of the countries. There are several major issues of energy supply-related issues, demand-related issues, distribution and environmental issues. This course presents above mentioned issues, and their role in economic growth and development of the country. Different types of energy sources will be examined including oil, gas, coal, clean and renewables. Also, this course includes problems of them, and their impact on environment, security and social life. At the end, there will be discussions on future of energy.

## **ELECTIVE COURSES**

### **Statistics**

This course introduces students to basic statistical methods and their applications in economics and business. Throughout the course students will develop an understanding of how statistical analysis are created, performed and interpreted. Topics include descriptive statistics, probability distributions of discrete and continuous random variables, sampling, and estimation. The student will demonstrate mastery of basic statistical terminology through defining and discussing the terminology as well as applying it to materials in homework and exams; read statistical studies intelligently and critically; describe fundamental characteristics of data both graphically and numerically; apply essential statistical tools to business and economic decisions; and use software to perform data analysis.

### **Introduction to Stata**

The course provides a hands-on introduction to Stata. Stata is currently one of the most popular statistical packages used by applied researchers including economists. It allows to enter, present, modify, explore and analyze large statistical data sets in a flexible and efficient way. Stata has also a rich variety of built-in commands for regression analysis, including least squares and maximum likelihood estimators, time series and panel data model estimators, classification methods etc. The first part of the course acquaints students with general data processing commands in Stata, including data entering and modification, data exploration and management commands. The second part of the course focuses on regression analysis using Stata. Least squares estimation, logistic regression, prediction, confidence intervals, and various hypotheses tests are discussed and illustrated with Stata examples.

### **Project Management**

Course is designed to cover the basic principles of project management discipline, which is relatively new for management education programme. The project management discipline is designed to give unique information on how to handle and manage a project. It is an obligatory course for business schools. Without knowledge on how to manage a project, managers cannot be successful in any field of business specialization. At present, almost all responsibilities of managers in business companies related to project management.

### **Economic Effects of Migrations**

International migration is becoming an increasingly visible and important component of globalization. Recent migration within CIS countries has reached significant scale by world standards, with Russian Federation becoming the world's second largest immigration country after the United States, and Ukraine and Kazakhstan being among top ten immigration countries in the world. Migration and remittances they send to families left behind are especially important for the source countries in the region, including Kyrgyz Republic. It is estimated that about 30 percent of Kyrgyz labor force lives and works abroad. Remittances these migrants send to Kyrgyzstan were 22 percent of GDP, or 43 percent of Kyrgyz exports, far exceeding other sources of foreign income such as FDI and Official development aid, and placing Kyrgyzstan among top

15 remittance receiving countries in the world. In line with these developments the purpose of this course is to present a detailed picture of international migration today, to understand the forces behind the patterns of its evolution, and to analyze both theoretically and empirically the ways it affects the sending economies. At a theoretical level we will aim at conveying the intuition using simple economic models. At the empirical level we will discuss the results from selected studies. The course will focus on international and development economics as well as policy issues.

### **Economic Law**

Students will acquire a working knowledge of economic law with a strong emphasis on its international (global as well as regional) dimension. Following a short introduction to law as a social construct or as a result of social engineering, the course will give a short introduction to trade law. It will provide a fairly detailed idea about the GATT – WTO system, including the dispute settlement mechanism of the WTO. Following presentations on the international protection of investments the course will address a variety of topics relevant for a course dealing with economic governance and development. It will extend to the legality of economic sanctions and relations between sanctions and the WTO system. It will address the international monetary system both in its global and regional context, extending also to those international banks that provide financial assistance to developing countries and states facing temporary liquidity problems. The financial architecture, including international financial institutions ranging from IMF and IBRD to the EBRD, the ADB and AIIB will be presented. The international financial architecture will also extend to the financial aspects of the European Union, its financial architecture, including the regulations applied in the euro-zone. The competition law of the European Union as the most developed regional regulation will be presented.

### **International Economic Indices and Economy Rankings**

More and more rankings have emerged recently reflecting a modern trend of systematization and measuring political and economic developments. The short course on international economic indices and economy rankings provides an overview of existing rankings and indices that aim at measuring various phenomena: economic development and progress, political transition, reform

implementation, business climate, good governance and many others. The course introduces a critical look at methodology, applicability, relevance, caveats and limitations of the rankings as well as presents case studies of existing widely used and cited rankings and indices. In the course the students also participate in an interactive game by employing new knowledge and ranking methodology.

### **MA Thesis Seminar**

The goal of this course is to guide students through the process of writing their MA thesis papers. Specifically, students will be guided along the process of researching the literature on a specific topic, posing a well-defined research question, data collection and processing, selection of appropriate research methodology, and estimation and presentation of results.

The course is not designed to teach you empirical or theoretical tools. Rather, the idea is to help students apply the tools that they already have (e.g., your knowledge of micro, macro, or econometrics) and develop the skills necessary to come up with a well-posed research topic, develop a framework to analyze the question and/or bring data to support or counter hypothesis.

### **CURRICULUM**

*Note: The OSCE Academy's MA in Economic Governance and Development Programme curriculum is subject to change at any time and are offered below only as a general overview of courses that will be offered in 2019-2020.*

The academic year of the MA in Economic Governance and Development Programme is divided into four semesters. Full-term and modular courses are offered in Fall 2019, Winter 2020 and Spring 2020 semesters. Fall 2020 semester is devoted to the completion MA thesis and internship. The following schedule represents the planned dates for the four semesters:

Fall 2019	2 September, 2019 – 20 December, 2019
Winter 2020	6 January, 2020 – 24 April, 2020
Spring 2020	4 May, 2020 – 28 August, 2020
Fall 2020	1 September, 2020 – 15 December, 2020

Two types of courses are offered for students: full-term courses and short-term

modules. Full-term courses designed to broaden theoretical knowledge of students and strengthen their analytical and research skills. Modules (modular courses) are one or two-week short-term courses, intensively scheduled and taught by experts in a certain field. Modules deliver a practice-oriented approach and allow students to practice their knowledge using real-life examples under the topics assigned for each class. All full-term and modular courses are required and graded.

### **Fall 2019**

Required full-term courses:

- 1) Macroeconomics, 4 credits
- 2) Microeconomics, 4 credits
- 3) Academic Writing, 4 credits

Elective courses:

- 1) Statistics, 2 credits
- 2) Stata, 2 credits
- 3) Economy of Border Management and Transport Routs, 2 credits

Modules (required):

- 1) The OSCE, 2 credits
- 2) International and Regional Trade Arrangements, 4 credits
- 3) Economics of Sustainable Development, 2 credits

### **Winter 2020**

Required full-term courses:

- 1) Econometrics, 4 credits
- 2) Research Methods and Design, 4 credits
- 3) Economic Governance and Regulation, 4 credits

Elective courses:

- 1) Mixed Methods to Understand Economic and Other Human Behavior, 3 credits
- 2) German as a Foreign Language, 4 credits,

- 3) Economic Law, 4 credits
- 4) Project Management, 2 credits
- 5) Economic Effects of Migration, 2 credits
- 6) International Economic Indices and Economy Rankings, 1 credit

Modules (required):

- 1) Industrial Policy, 2 credits
- 2) Good Governance in Central Asia, 2 credits

### **Spring 2020**

Required full-term courses:

- 1) International Development, 2 credits
- 2) International Financial System, 2 credits
- 3) Economics and Regulation of Energy Sector, 4 credits

Modules (required):

- 1) Integrated Water Management, 2 credits
- 2) Economics and Sustainable Management of Mineral Resources, 2 credits

Elective courses:

- 1) MA Thesis seminar, 2 credits
- 2) Energy Politics, 2 credits
- 3) German as a foreign language, 2 credits

Credits to be earned in Fall 2019, Winter 2020 and Spring 2020 semesters:

Min 60 credits.

*Note: The list of electives is preliminary and the Academy reserves the right to modify it to satisfy the interest in specific topics. Students must obtain minimum 12 credits out of offered elective courses.*

### **Fall 2020**

Fall 2020 semester lasts from August through December. During the Fall semester 2020, students will fulfill their internships, conduct research, write and defend their MA theses, and take the State Exam.

- 1) Internship (minimum 8 weeks), 12 credits
- 2) MA Thesis, 20 credits

Total credits to be earned in the Fall 2020 semester: 32 credits

# FACULTY

*Note: The following list of faculty reflects this (2019-2020) academic year only. Please note that the list is subject to some changes as more recruitment is expected during the year. The OSCE Academy faculty consists of highly qualified lecturers and experts from regional and international partner institutions, western universities and international organizations. This guarantees that students are exposed to the latest teaching methodologies and research trends.*

## CORE AND PART-TIME FACULTY

**Dr Nazgul Zhenish** is a Senior Lecturer of the Economic Governance and Development Programme. She holds a PhD degree in Economics from the University of Maryland, USA. Dr Nazgul Zhenish teaches Microeconomics, Stata, Research Methods and Research Design, and International Development. E-mail: n.zhenish@osce-academy.net

**Dr Agim Kukeli** is a Visiting Professor at the OSCE Academy, Kyrgyzstan. He has a PhD degree in Economics from the Colorado State University, Fort Collins, Colorado, USA. Dr Agim Kukeli teaches Macroeconomics, Econometrics, Statistics and International Financial System. E-mail: a.kukeli@osce-academy.net

**Ms. Diana Biba** is an instructor at the OSCE Academy, Kyrgyzstan. She is a holder of the TESOL (Teaching English for Speakers of Other Languages) Certificate from the School for International Training, Washington, DC. Ms. Diana Biba teaches Academic Writing. E-mail: d.biba@osce-academy.net

## VISITING FACULTY

**Dr Jo Thori Lind** is a Senior Research Fellow at the Department of International Economics, Norwegian Institute of International Affairs, Norway. He has a PhD degree in Economics from the University of Oslo. Dr. Jo Thori Lind teaches Economics of Sustainable Development.

**Dr Lukasz Gruszczynski** is an Assistant Professor of International Law at the Institute of Law Studies, Polish Academy of Sciences (Warsaw, Poland). In

2008 he earned his PhD from the European University Institute in Florence. Dr Gruszczynski teaches International and Regional Trade Arrangements course.

**Dr Indra Overland** is Head of the Russian and Eurasian Studies Department, the Norwegian Institute of International Affairs. He has a PhD in Geology and Geography from the University of Cambridge. He teaches Energy Politics.

**Dr Roman Vakulchuk** is a Senior Research Fellow at NUPI. He holds a PhD degree in Economics from Jacobs University Bremen, Germany. His spheres of expertise are Economic Growth, Trade, Russia and Eurasia, and Climate.

**Dr Gordana Pesakovic** is a Professor at Herzing University, USA. She holds a PhD degree in Economics from University of Belgrade, Serbia. She teaches Industrial Policy. APPENDIX 1

# APPENDIX

## APPENDIX 1

# GUIDELINES FOR GRADING

Grading system for full semester courses, modules, and other items (thesis, internship, and Comprehensive State Exams)

Letter Grades	Grade	Grade Points	Grade Percentages
A	Excellent	4.00	Above 92.49%
A-	Excellent	3.67	89.50% – 92.49%
B+	Good	3.33	85.50% – 89.49%
B	Good	3.0	82.50% – 85.49%
B-	Good	2.67	79.50% – 82.49%
C+	Average	2.33	75.50% – 79.49%
C	Average	2.0	72.50% – 75.49%
C-	Average	1.67	69.50% – 72.49%
D+	Poor	1.33	65.50% – 69.49%
D	Poor	1.0	62.50% – 65.49%
D-	Poor	0.67	59.50% – 62.49%
F	Fail	0.0	Below 59.50%
I	Incomplete	Not used in computation of GPA	
P	Passed for degree credit, only on a pass/fail basis	Not used in computation of GPA	

*Note: These grades are used for all of the courses at the Academy, as well as the MA theses and Comprehensive State Examinations and will be reflected in the transcripts of the students. The grades for the diplomas issued by the Kyrgyz Ministry of Education are in a numerical form. Consequently, the letter grades will be converted to numerical grades according to the standards of the Ministry of Education of the Kyrgyz Republic.*

## GRADING CRITERIA FOR COURSES

The following guidelines offer a broad-brush characterization of the type of work that might be associated with various ranges of grades. The intent here is to encourage general consistency across the faculty rather than to provide precise specifications. Academy courses are mandated to encourage vigorous intellectual exchange, the expression of various viewpoints, and the ability to speak effectively and cogently.

**[A-, A]** Excellent performance: strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base; high level of motivation.

**[B-, B, B+]** Good performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; regular attendances of classes; productive contribution to the discussion by sharing thoughts and questions that demonstrate familiarity with the material; interest in other students' contributions.

**[C-, C, C+]** Average performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigour; meeting the basic requirements of preparedness and regular attendance; rare participation in class discussion. **[D-, D, D+]** Poor performance: inconsistency in attendance and preparation for classes; lack of participation in class discussions; absence of respect to other students' contribution.

**[F]** Inadequate performance: little or no evidence of understanding of the subject matter; weakness in critical and analytic skills; limited or irrelevant use of the literature.

**I (Incomplete)** – indicates that a student has not completed the requirements of the course (or a section of it) due to extenuating circumstances such as illness or a family emergency. These reasons should be reported to the Head

of Department of Graduate Education and the Course Organiser. The grade “incomplete” is given by a course organizer personally in consultation with the Head of Department of Graduate Education, and in this case the student, the Head of Department of Graduate Education, and the course organiser agree on a timeframe and what should be done by the student to complete the course (or section) requirements. If a student fails to complete the required work by the end of the agreed timeframe, he or she will automatically receive F for the course.

**P (Pass)** does not allow a student to get additional quality points.

### **GRADING CRITERIA FOR WRITTEN ASSIGNMENTS**

(essays, exams, research papers)

**[A]** Outstanding: a paper has distinctive ideas, perfectly organized, and is of exceptional quality; a thorough and thoughtful treatment of the topic presented in a logical and convincing manner; the paper has a clearly articulated thesis; the ideas are original and complex; sources are used carefully and appropriately to support the original argument; careful attention is paid to language and to details of expression and presentation.

**[A-]** Excellent: a paper has mostly excellent ideas and content is organized suitably; the paper is well-structured, with clear themes supported by evidence; the ideas are original and complex; sources are used carefully and appropriately; careful attention is paid to language and to details of expression and presentation. Occasional lapses in expressions, in the development of ideas, or in the handling of evidences / or sources.

**[B+]** Very Good: a paper is thorough and thoughtful but lacks originality, comprehensiveness or insight; effective and appropriate structure; mostly relevant evidence is used to support the main argument; the writing style is less fluid or sophisticated than the ‘A’ papers; attention is paid to language and to details of expression and presentation but with only a few lapses.

**[B]** Generally Very Good: a paper is well-reasoned and well-organized but with little originality; effective and appropriate structure; mostly relevant evidence is used to support the main argument; ideas are well developed and can be easily followed but occasional errors may distract from the content; the writing style is less fluid or sophisticated than the 'A' papers; attention is paid to language and to details of expression and presentation but with only a few lapses.

**[B-]** Good: a paper is well-reasoned and well-organized but with little originality; clear and appropriate structure; mostly relevant evidence is used to support the main argument but difficulties with incorporation of the sources into the line of the argument is evident; ideas are well developed and can be easily followed but occasional errors may distract from the content; attention is paid to language and to details of expression and presentation but with some lapses.

**[C+]** Average: a paper is well-reasoned and well-organized, and shows competency on the subject matter; adequate structure, but there are problems or limitations in logic, argumentation, insights, or organization; the main argument shows good critical skills and originality of thought, but that struggles with problems of expression and presentation. Overall, ideas need to be developed in proper depth but can be followed.

**[C]** Satisfactory: a paper is well-reasoned and well-organized, and shows competency on the subject matter; adequate structure, but there are significant problems or limitations in logic, argumentation, insights, or organization; errors in expression and presentation distract from the development of content. Overall, ideas can usually be followed but need further exploration and deeper development.

**[C-]** Satisfactory: a paper is well-developed but lacks coherence: either because of distracting lapses in language that make ideas difficult to understand or lack of connections and transitions between ideas; Support from sources is weak and not developed enough; nevertheless, this paper meets basic requirements.

**[D+]** Poor: a paper shows a serious attempt but with limited success; there

is no clear focus or thesis holding the paper together; evidence is scanty and not clearly linked to the main argument; the handling of evidence raises some concerns; attention to language and presentation is wavering and uncertain; errors in grammar, punctuation; or spelling distract from the content, but these appear in only a minority of the sentences.

**[D]** Poor: a paper shows an attempt but with limited success; there is no clear focus or thesis holding the paper together; evidence is scanty and not clearly linked to the main argument; the handling of evidence raises serious concerns, as the evidence is too unsubstantial or too unrelated to the main idea; attention to language and presentation is erratic and uncertain; errors in grammar, punctuation; or spelling distract from the content, but these appear in only a minority of the sentences. This paper contains more errors and or less satisfying development of the content than 'D+' paper.

**[D-]** Very poor: a paper neither demonstrates understanding of the material nor articulates any coherent argument about it; the paper might wander among several ideas without developing any single one; there is no thesis; the paper is relied on quotations rather than developing original ideas; attention to language and presentation is erratic and uncertain; errors in grammar, punctuation; or spelling distract from the content. **[F]** Fail: a paper fails to address the assignment in fundamental ways and reveals serious writing problems of the author. The paper is plagiarized from other source.

## APPENDIX 2

# INSTRUCTIONS FOR VISA AND REGISTRATION

Please, read the instructions very thoroughly as it is essential that you follow this guidance. Even if you believe to know the regulations applicable to you please, accurately follow the instructions below. We ask each student to read the text and sign the declaration, thus confirming awareness of the rules.

- 1) Students are expected to arrive between the 1<sup>st</sup> and the 4<sup>th</sup> of August. Those who plan to arrive in Kyrgyzstan earlier than that must inform the OSCE Academy in advance.
- 2) All students, with exception of 10 countries (see next point) must receive entry visa (three-month student visa) upon your arrival. This applies even to citizens of countries that have visa free access to Kyrgyzstan for a limited period of time.
  - Exception is made for citizens of Azerbaijan, Armenia, Georgia, Moldova, Belarus, Kazakhstan, the Russian Federation, Tajikistan, Vietnam, Democratic People’s Republic of Korea (North Korea) who do not need visa to enter and stay in Kyrgyzstan. Citizens of these countries still need to register upon arrival in Bishkek, so, please, see notes regarding registration.
- 3) Entry visa (three -month student visa) will be acquired at the Kyrgyz Embassy in your home country, in case you do not have Kyrgyz Embassy the visa will be acquired at “Manas” International Airport upon arrival. The OSCE Academy will provide Reference Number for your visa application no later than two weeks before your expected arrival.

- 4) Once you are in Bishkek and at the OSCE Academy, your visa will be extended through the Ministry of Foreign Affairs for a year and then prolonged later for the rest of your study period.
- 5) The extended visa will be a multiple entry visa.
- 6) All foreign students need to be registered within 5 days. This means you need to approach the Junior finance admin assistant of the OSCE Academy as soon as possible, preferably the next day after your arrival. The duration of stay allowed without registration may be different for some countries, which have separate agreements with Kyrgyzstan. To be on the safe side, please come to the Academy as soon as you arrive to Bishkek so that the Academy could register you in a timely manner.
- 7) The Academy will assist with gaining visas only twice: once at the start of the programme and once when it is prolonged until the end of the study period. If you have to get extra visa due to the passport validity, it is your own responsibility to obtain a new entry visa. The Academy, as a matter of principle will not assist you with getting it.
- 8) Please always check your visa and registration after getting Kyrgyz visa. The OSCE Academy is here to assist you (since you study full time and do not have time to run after visa and registration), but by all means it is the student's responsibility to get registered on time, maintain proper visas and find out what is needed for exiting the country and being properly accepted in your home countries upon your return.

## APPENDIX 3

# DECLARATION

*(This is a sample. The declarations form will be signed together with the grant contract.)*

I have read the OSCE Academy's Academic Regulations, Code of Conduct, Instructions for obtaining Kyrgyz visa and registration and I am familiar with the OSCE Academy's Grading system.

I understand that any breach of the Code of Conduct and violations of Academic regulations may lead to disciplinary sanctions and exclusion from the Master of Arts Programme of the OSCE Academy in Bishkek.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

# I STAFF

Name	Position	E-mail	Off. No.	Duties/ Responsibilities
 <b>Alexander Wolters</b>	Director	a.wolters@osce-academy.net	2	General management of the OSCE Academy
 <b>Indira Satarkulova</b>	Deputy Director	i.satarkulova@osce-academy.net	13	General management of the OSCE Academy
 <b>Cholpon Osmonalieva</b>	Head of Department of Graduate Education	c.osmonalieva@osce-academy.net	11	Responsible for the running of the Master Programmes
 <b>Nazira Abakirova</b>	Programme Assistant, MA in Politics and Security	n.abakirova@osce-academy.net	11a	Assisting MA Programme related issues

 <b>Jazgul Bolotkyzy</b>	Programme Assistant, MA in Economic Governance and Development	j.bolotkyzy@osce-academy.net	11a	Assisting MA Programme related issues
 <b>Victoria Orazova</b>	Head of International Office	v.orazova@osce-academy.net	17	Alumni affairs, communication and cooperation activities
 <b>Nargiz Kulmyrzaeva</b>	Finance Manager	n.kulmyrzaeva@osce-academy.net	5	Financial issues
 <b>Ruslan Beishekeev</b>	Financial Specialist	r.beishekeev@osce-academy.net	2	Scholarship, salary, taxation
 <b>Katia Argynova</b>	Librarian/ Archivist	k.argynova@osce-academy.net	4	Library management

 <b>Rysbek Kurmanov</b>	IT Manager	superadmin@osce-academy.net	12	IT related issues
 <b>Gulzat Omuralieva</b>	Junior Finance-Administrative Assistant	g.omuralieva@osce-academy.net	5a	Procurement, visa and registration issues, booking tickets
 <b>Venera Mambaeva</b>	Research and Training Assistant	v.mambaeva@osce-academy.net	17	Research and Training
 <b>Alina Alymkulova</b>	HR Specialist	a.alymkulova@osce-academy.net	3	Administrative issues
 <b>Gulnaza Akramova</b>	Junior Administrative Assistant	g.akramova@osce-academy.net	3	Administrative issues