



Tbilisi State University  
TSU

**Master of Public Administration  
Syllabi**

**Teaching Course**

<i>Course Title</i>	<b>Constitutional Law (national and comparative perspective)/</b> საკონსტიტუციო სამართალი – (ნაციონალურ და შედარებით პერსპექტივაში)
<i>Author/Authors</i>	Prof. Dr. Karl-Peter Sommermann Prof. Dr. Irakli Kobachidze
<i>Lecturer/Lecturers</i>	Prof. Dr. Karl-Peter Sommermann, DHV Speyer sommermann@duv-speyer.de; Prof. Dr. Irakli Kobachidze, TSU ikobakhidze@yahoo.com
<i>Course Code</i>	
<i>Course Status</i>	Faculty of Law
	This Course is intended for Master Students Level and is a mandatory part of the Joint-Master Program in Public Administration. Module I – Foundations of Law
	Required
<i>Aims of the Course</i>	The course is designed to provide the students of the Public Administration MA programme with basic theoretical and applied knowledge on the essence, fundamental principles and main elements of Constitutional Law. Particular attention will be devoted to the objectives of a State based on the rule of law, especially the protection of human dignity and fundamental rights, the key democratic institutions exercising the state powers in Georgia – Parliament, President, Government, Constitutional Court, Common Courts, regional and local authorities. Each aspect of Constitutional Law will be analysed in a comparative perspective exploring various models of legal solutions applied in different democratic countries. The students will learn to analyze the mechanisms and scope of

	influence of public international law, especially of the European Convention on Human Rights, on domestic Constitutional Law
Number of Credits and Distribution of Hours According to Student's Workload (ECTS)	<ul style="list-style-type: none"> <li>• 4 ECTS;</li> <li>• Contact Hours per Semester- 20</li> <li>• Hours of Student's Independent Work per Semester - 55</li> <li>• Time for Preparing and Taking Midterm Examination – 10</li> <li>• Time for Preparing and Taking Final Examination - 15</li> </ul>
Course Admission Prerequisites	<ul style="list-style-type: none"> <li>• Without any prerequisites</li> </ul>
Learning Outcomes	<p><b>Knowledge and Perception</b></p> <p>Student has deep and systematical knowledge about the general principles of constitutional law, Structure and content of the protection of human rights (which are guaranteed by the constitution) by the institutions exercising the state powers;</p> <p><b>Ability for using the knowledge in practice</b></p> <p>Graduates are able to Search new and original ways to solve complex problems using of the newest methods and approaches ( in the frame of the paper);</p> <p><b>Ability for conclusion</b></p> <p>Formation of well-founded conclusion basis of the critical analysis of difficult and incomplete information. Graduates can make innovative synthesis of information using of the court practice;</p> <p><b>Ability for communication</b></p> <p>Student can communicate to academic and professional society in written and oral form in national language and also in foreign language with using of standarts of academic honesty and the challenges of informational-communicational technologies.</p> <p><b>Ability for study</b></p> <p>Student can analyse the character of studying process and make stategical planning on high level, direct studying process independently.</p> <p><b>Values</b></p> <p>Student can avaluation of the own and others atttude about the legal and</p>

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	social values and take a part in establishment of new values.
Course Content	See Annex I.
Teaching/Learning Methods	<ul style="list-style-type: none"> <li>• Verbal/ Oral Method.</li> <li>• Discussion/ Debates</li> <li>• Heuristic Method</li> <li>• Case study</li> <li>• Induction, Deduction, Analyze and Synthesis</li> <li>• Explanation Method</li> <li>• Action Oriented Teaching</li> <li>• The Method of Written Work</li> </ul>
Evaluation Criteria	<p>Student evaluation will be based on thesis and final exam:</p> <p>Attandance and oral participation /Presentation - 40 %</p> <p>Paper/MidTerm– 20%</p> <p>Final Exam – 40%</p> <p>Final Evaluation – 100%</p>
Number of Credits and Distribution of Hours According to Student’s Workload (ECTS)	<ul style="list-style-type: none"> <li>• 4 ECTS;</li> <li>• Contact Hours per Semester- 30</li> <li>• Hours of Student’s Independent Work per Semester - 45</li> <li>• Time for Preparing and Taking Midterm Examination – 10</li> <li>• Time for Preparing and Taking Final Examination - 15</li> </ul>
Evaluation	<p>Student evaluation will be based on thesis and final exam:</p> <p>Attandance and oral participation/Presentation- 40</p> <p>Paper – 20%</p> <p>Final Exam – 40%</p> <p>Final Evaluation – 100%</p>
Mandatory Literature	<ul style="list-style-type: none"> <li>- Avtandil Demetrashvili, Irakli Kobakhidze, Constitutional Law, Tbilisi, 2008.</li> <li>- Irakli Kobakhidze, Law of Political Associations, 2008.</li> <li>- Konstantine Kublashvili, Human Rights, Tbilisi, 2003.</li> <li>- Izoria/Korkelia/Kublashvili/Khubua, Commentaries to the Constitution of Georgia, 2005.</li> <li>- Irakli Kobakhidze, Human Rights: Standard Examination Schemes for Hypotheticals. Examination Samples. Institutional</li> </ul>

	<p>Guarantees of Human Rights Implementation, 2010.</p> <ul style="list-style-type: none"> <li>- Norman Dorsen/Michel Rosenfeld/Sajo Andras/Susanne Baer (eds.): Comparative Constitutionalism: Cases and Materials, (American Casebook Series), St Paul 2003 (extracts).</li> <li>- Vicki C. Jackson/Mark Tushnet: Comparative Constitutional Law, (University Casebook Series), New York 1999 (extracts).</li> <li>- Karl-Peter Sommermann: The Rule of Law and Public Administration in a Global Setting, in: International Institute of Administrative Sciences (ed.), Governance and Public Administration in the 21st Century: New Trends and New Techniques, Brussels 2002, pp. 67-81.</li> <li>- Christian Starck: Constitutional Interpretation, in: Starck, Christian (ed.), Studies in German Constitutionalism, Baden-Baden 1995, pp. 47-70.</li> <li>- European Ombudsman, The European Code of Good Administrative Behaviour, 2005</li> </ul>
<p>Additional Literature and other study materials</p>	<ul style="list-style-type: none"> <li>- J. E. Cooke (Ed.): The Federalist, Middletown/Conn. 1982.</li> <li>- Jack Donnelly, Universal Human Rights in Theory and Practice, Paperback 2002.</li> <li>- Micheline R. Ishay, The History of Human Rights: From Ancient Times to the Globalization Era, Paperback 2004.</li> <li>- Eibe Riedel/Rüdiger Wolfrum (eds.), Recent Trends in German and European Constitutional Law, German Reports Presented to the XVIIth International Congress on Comparative Law (Utrecht, 16 to 22 July 2006), Berlin, Heidelberg, New York 2006.</li> <li>- Geoffrey R. Stone, Louis M. Seidman, Cass R. Sunstein, Mark V. Tushnet, Pamela S. Karlan, Constitutional Law, Aspen Publishers, Fifth edition, 2005.</li> <li>- Kathleen M. Sullivan, Gerald Gunther, Constitutional Law, University Casebook Series: Foundation Press, Fifteenth Edition, 2004.</li> <li>- Cass R. Sunstein, Democracy and the Problem of Free Speech, the Free Press 1995.</li> </ul> <p>Recommendations for Students who can read German:</p> <ul style="list-style-type: none"> <li>- Hartmut Maurer, Staatsrecht I: Grundlagen, Verfassungsorgane, Staatsfunktionen, 6. Aufl., München 2010.</li> <li>- Bodo Pieroth/Bernhard Schlink, Grundrechte: Staatsrecht II, 25., Aufl., Tübingen 2009.</li> </ul> <p><b>Key Legal Acts</b></p>

	<ul style="list-style-type: none"> <li>- Constitution of Georgia</li> <li>- Constitutional Law on the Status of the Autonomous Republic of Adjara</li> <li>- Law on Normative Acts</li> <li>- Regulations of the Parliament</li> <li>- Law on Status, Competencies and Rules of Activities of the Government of Georgia</li> <li>- Organic Law on Common Courts</li> <li>- Organic Law on the Constitutional Court of Georgia</li> <li>- Election Code</li> <li>- Organic Law on Referendum</li> <li>- Organic Law on Political Associations of Citizens</li> <li>- The Organic Law on Local Self-government</li> <li>- European Convention on Human Rights</li> <li>- European Charter of Fundamental Rights</li> </ul> <p><b>Jurisprudence</b></p> <ul style="list-style-type: none"> <li>- German Federal Constitutional Court: Lüth Case (1958), BVerfGE 7, Translation taken from: Donald Kommers: The Constitutional Jurisprudence of the Federal Republic of Germany, London 1989, pp. 368-375.</li> <li>- German Federal Constitutional Court: Numerus Clausus Case (1972), BVerfGE 33, 303, Translation taken from: Donald Kommers: The Constitutional Jurisprudence of the Federal Republic of Germany, London 1989, pp. 295-304.</li> </ul>
Results of the Course	<p>After successful accomplishment of the course the students will get acquainted with the fundamental principles of Constitutional Law, key institutions exercising state powers as well as the content and structure of human rights guaranteed by modern constitutions. Besides, they will gain practical skills to examine cases in the field of Constitutional Law and Human Rights</p>
Methods of teaching and studying	<p>Combination of lectures and interactive teaching methods, especially by using case studies. The students will learn to structure and present a constitutional subject in a short oral presentation.</p> <p>In preparation of the course, students are given a reader with the relevant materials they are expected to study.</p>

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Additional requirements of completion of the Course	N/A
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**Teaching Course**

<i>Course Title</i>	<b>General Principles of Administrative Law; Introduction to Georgian Administrative Law/</b> ადმინისტრაციული სამართლის ძირითადი პრინციპები; შესავალი ქართულ ადმინისტრაციულ სამართალში
<i>Author/Authors</i>	Prof. Dr. Ulrich Stelkens
<i>Lecturer/Lecturers</i>	Prof. Dr. Ulrich Stelkens Deutsche Hochschule für Verwaltungswissenschaften Speyer Freiherr-vom-Stein-Str. 2 D-67346 Speyer <a href="mailto:stelkens@dhv-speyer.de">stelkens@dhv-speyer.de</a>  Dr.Tamar Gvaramadze- TSU <a href="mailto:tgvaramadze@gmail.com">tgvaramadze@gmail.com</a> Prof. Dr. Paata Turava – TSU <a href="mailto:fosta.turava@yahoo.de">fosta.turava@yahoo.de</a>
<i>Course Code</i>	
<i>Course Status</i>	Faculty of Law This Course is intended for Master Students Level and is a mandatory part of the Joint-Master Program in Public Administration. <i>Modul I– Foundations of Law</i> Required
Course Goal	The aim of the lecture is to explain general principles of administrative law, particularly on the basis of the work of the Council of Europe on this subject. These "Pan-European-Administrative-Law-Principles" will be analysed on the basis of the jurisprudence of the European Court of Human Rights and the Court of Justice of the European Union, the reports and the documents of the European Ombudsman and - in particular - the jurisprudence of the German administrative courts. Furthermore the lecture will give an overview of different conceptions of

	administrative law by comparing namely the German, the French and the British way of handling administrative law issues.
Number of Credits and Distribution of Hours According to Student's Workload (ECTS)	<ul style="list-style-type: none"> <li>• 3 ECTS;</li> <li>• Contact Hours per Semester- 30</li> <li>• Hours of Student's Independent Work per Semester- 45</li> <li>• Time for Preparing and Taking midterm and Final Examination- 25</li> </ul>
Course Admission Prerequisites	Without any prerequisites
Learning Outcomes	<p><b>Knowledge and Perception</b></p> <p>Student has deep and systematical knowledge about the Principles of European administrative law, basic institutions, functions of European Council in the sphere of administrative law;</p> <p><b>Ability for using the knowledge in practice</b></p> <p>Graduates are able to Search new and original ways to solve complex problems;</p> <p><b>Ability for conclusion</b></p> <p>Formation of well-founded conclusion basis of the critical analysis of difficult and incomplete information. Graduates can make innovative synthesis of information using of the practice of European Court of Human Rights and German Federal court, the reports of European Ombudsman;</p> <p><b>Ability for communication</b></p> <p>Student can communicate to academic and professional society in written and oral form in national language and also in foreign language with using of standarts of academic honesty and the challenges of informational-communicational technologies.</p> <p><b>Ability for study</b></p> <p>Student can analyse the character of studying process and make stategical planning on high level, direct studying process independently.</p> <p><b>Values</b></p> <p>Student can avaluation of the own and others attude about the</p>

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	legal values and take a part in establishment of new values.
Course Content	See Annex I.
Teaching/Learning Methods	<ul style="list-style-type: none"> <li>• Verbal/ Oral Method.</li> <li>• Discussion/ Debates</li> <li>• Heuristic Method</li> <li>• Case study</li> <li>• Induction, Deduction, Analyze and Synthesis</li> <li>• Explanation Method</li> <li>• Action Oriented Teaching</li> <li>• The Method of Written Work</li> </ul>
Evaluation Criteria	Attendance and participation -40 Midterm - 20 Final Exam - 40
Required Literature	Script.
Additional Literature and other Teaching Materials	<ul style="list-style-type: none"> <li>- See <a href="http://www.dhv-speyer.de/stelkens/AdministrativeLaw/">http://www.dhv-speyer.de/stelkens/AdministrativeLaw/</a></li> <li>- User-Name: TSU</li> <li>- Password: admin2</li> </ul>
Additional Information/Conditions	N/A



## Contents of the Course

### Introduction

- A) Course Objective
- B) Pan-European Administrative Law and European Administrative Law
- C) Problems of Teaching Administrative Law in English

### § 1 Fundamental Terms and Definitions

- A) What Is Ment by "Administration"?
- B) Different Approaches to Administrative Law
- C) Forms of Administrative Action

### § 2 The Council of Europe and the Emergence of Pan-European-Principles of Administrative Law

- A) Aims and Instruments of the Council of Europe
- B) The European Convention for the Protection of Human Rights and Fundamental Freedoms and Its Impact on Administrative Law
- C) Other Conventions in Terms of Art. 15 § a of the Statute of the Council of Europe
- D) Recommendations in Terms of Art. 15 § b of the Statute of the Council of Europe

### § 3 Sources of Administrative Law

- A) Relation between Public Law and Private Law
- B) Statutory Law Sources: Constitution, Acts of Parliament, Delegated Legislation/Regulations, By-Laws
- C) Hierarchy and Collision of Norms
- D) Unwritten Administrative Law - Case Law
- E) Excursus: Administrative Guidelines

### § 4 Legality of Administration

- A) Priority of Law: Prohibition to Act Against Law
- B) Legal Reservation: Prohibition to Act without Legal (Statutory) Basis
- C) Consequences of Illegality

### § 5 Administrative Bodies and Distribution of Competences

- A) General Aspects
- B) Decentralization, Deconcentration, Devolution
- C) Competences ratio loci, ratio materiae and ratio instantiae
- D) Legitimacy of Outsourcing and Privatization

### § 6 If-then-clauses, Indefinite Legal Terms, Margin of Appreciation, Discretion

- A) "Intensity" of the Binding of Administration by Law
- B) If-Then-Clauses and Aim-oriented Clauses
- C) Indefinite Legal Terms, Margin of Appreciation and Judicial Control (German Approach)
- D) Discretion (German Approach)

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- E) Concept of Discretion of the Council of Europe
- F) Excursus: The Principle of Proportionality

### **§ 7 Legal Certainty and Protection of Legitimate Expectations**

- A) Legal Certainty in Favour of the Administration? Time-Limit for Appeal
- B) Protection of Legitimate Expectations of the Citizen
- C) Legal Certainty and Nullity/Inexistence of Administrative Acts and Contracts

### **§ 8 Administrative Procedure and Individual Rights**

- A) Right to Fair and Clear Treatment
- B) Right to Objectiveness and Neutrality
- C) Right to be Heard
- D) Right to Advice and Information
- E) Obligation of the Administration to give reasons
- F) Principle of Investigation
- G) Consequences of Defects in Procedure

### **§ 9 State Liability**

- A) Reasons for and Foundation of State Liability
- B) Responsibility for Unlawful Administrative Measures
- C) Responsibility for Accidents
- D) Responsibility for Lawful Administrative Measures
- E) Responsibility for Legislation
- F) Extent and Limits of State Liability

## Teaching Course

<i>Course Title</i>	<b>Judicial Control of Public Administration/საჯარო მმართველობის სამართლებრივი კონტროლი</b>
<i>Author/Authors</i>	Prof. Dr. Karl-Peter Sommermann
<i>Lecturer/Lecturers</i>	Prof. Dr. Karl-Peter Sommermann, DHV Speyer <a href="mailto:sommermann@dhv-speyer.de">sommermann@dhv-speyer.de</a> Prof. Dr. Maia Kopaleishvili, TSU <a href="mailto:mkopaleishvili55@gmail.com">mkopaleishvili55@gmail.com</a>
<i>Course Code</i>	
<i>Course Status</i>	Faculty of Law Course for Master Students; mandatory part of the Joint Georgian-German Master Program in Public Administration. Module I – Foundations of Law Required
Course Goal	The students will have deep and systematic knowledge about the objectives, principles, procedures and implementation of judicial control of Public Administration. The judicial control is considered on the background of constitutional principles and in the context of other instruments of control on national and international level. The basic elements of an effective judicial protection are discussed on the basis of a comparative analysis.
Number of Credits and Distribution of Hours According to Student's Workload (ECTS)	<ul style="list-style-type: none"> <li>• 3 ECTS;</li> <li>• Contact Hours per Semester- 15</li> <li>• Hours of Student's Independent Work per Semester- 25</li> <li>• Time for Preparing and Taking midterm and final Examination - 35</li> </ul>
Course Admission Prerequisites	<ul style="list-style-type: none"> <li>• Without any prerequisites administrative law.</li> </ul>
Learning Outcomes	<p><b>Knowledge and Perception</b></p> <p>Student has deep and systematic knowledge about the Principles of national legislation and international standards, goals of the judicial control of public administration, procedures and the ways to fulfill them;</p> <p><b>Graduates perceive</b> the ways of solving particular problems in frame of European Convention of Human Right with taking into the consideration the existing international and national precedents;</p>

	<p><b>Ability for using the knowledge in practice</b></p> <p>Graduates are able to Search new and original ways to solve complex problems in the frame of the national and international law;</p> <p><b>Ability for conclusion</b></p> <p>Formation of well-founded conclusion basis of the critical analysis of difficult and incomplete information. Graduates can make innovative synthesis using of the national and international practice;</p> <p><b>Ability for communication</b></p> <p>Student can communicate to academic and professional society in written and oral form in national language and also in foreign language with using of standarts of academic honesty and the challenges of informational-communicational technologies.</p> <p><b>Ability for study</b></p> <p>Student can analyse the character of studying process and make stategical planning on high level, direct studying process independently.</p> <p><b>Values</b></p> <p>Student can avaluation of own and others' atttude about the democratic and legal values and take a part in establishment of new values.</p>
Course Content	See Annex I.
Teaching/Learning Methods	<ul style="list-style-type: none"> <li>• Verbal/ Oral Method.</li> <li>• Discussion/ Debates</li> <li>• Heuristic Method</li> <li>• Case study</li> <li>• Induction, Deduction, Analyze and Synthesis</li> <li>• The Method of Written Work</li> </ul>
Evaluation Criteria	<p>Student evaluation will be based on an oral presentation and a written examination.</p> <p>Attandance and oral participation - 40 %</p> <p>Midterm/presentation – 20 %</p> <p>Final Exam – 40%</p>

	Final Evaluation – 100%
Required Literature	<p><b><i>Recommendations of the Council of Europe</i></b></p> <p>Recommendation Rec(2001)9 of the Committee of Ministers to member states on alternatives to litigation between administrative authorities and private parties</p> <p>Draft of Recommendation Rec(2001)9 / Explanatory memorandum on the Recommendation Rec(2001)XX</p> <p>Recommendation Rec(2003) 16 of the Committee of Ministers to member states on the execution of administrative and judicial decisions in the field of administrative law</p> <p>Recommendation Rec(2004)20 of the Committee of Ministers to member states on judicial review of administrative acts</p> <p>CM Documents Recommendation Rec(2004)20</p> <p><b><i>National Legislation</i></b></p> <p>Administrative Courts Code of Germany [Verwaltungsgerichtsordnung (VwGO)] of January 21, 1960, with amendments up to 1997</p> <p>Source: Speyerer Forschungsberichte No. 180, Speyer 1998, pp.151-215.</p> <p>The Administrative Procedures Code of Georgia of July 23, 1999</p> <p>Source:</p> <p><a href="http://www.gncc.ge/files/7050_3556_252672_administrative%20procedures%20code%20of%20georgia.pdf">http://www.gncc.ge/files/7050_3556_252672_administrative%20procedures%20code%20of%20georgia.pdf</a></p> <p><b><i>Jurisprudence of the European Court of Justice (press releases)</i></b></p> <p>Judgement of 25 July 2002, Case C-50/00 P (Unión de Pequeños Agricultores)</p> <p>Judgment of 3 September 2008, Joined Cases C-402/05 P and C-415/05 P (Kadi)</p> <p><b>Articles</b></p> <p><i>Hauschild, Christoph</i>: Administrative Aspects of an Administrative Courts System, in: Siedentopf/Hauschild/Sommermann (eds.), Implementation of administrative law and judicial control by administrative courts, Speyerer Forschungsberichte Nr. 180, Speyer 1998, pp. 73-90.</p> <p><i>Sommermann, Karl-Peter</i>: Implementations of Laws and the Role of</p>

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	<p>Administrative Courts, in: Siedentopf/Hauschild/Sommermann (eds.), Modernization of Legislation and Implementation of Laws, Speyerer Forschungsberichte Nr. 142, Speyer 1994, pp. 93-107.</p> <p><i>Sommermann, Karl-Peter</i>: Procedures of Administrative Courts in Germany, in: Siedentopf/Hauschild/Sommermann (eds.), Implementation of administrative law and judicial control by administrative courts, Speyerer Forschungsberichte Nr. 180, Speyer 1998, pp. 55-71.</p> <p>- See</p> <p><a href="http://www.dhv-speyer.de/tiflis">http://www.dhv-speyer.de/tiflis</a></p> <p>- User-Name: TSU</p> <p>Password: admin2</p>
<p>Additional Literature and other Teaching Materials</p>	<p>Eliantonio, Mariolina: Europeanisation of Administrative Justice?, Groningen 2008.</p> <p>Fromont, Michel: Droit administratif des États européens, Paris 2006, p. 111-207.</p> <p>Observatoire des Mutations Institutionnelles et Juridiques (ed.), La justice administrative en Europe / Administrative Justice in Europe, Paris 2007.</p> <p>Sommermann, Karl-Peter: Das Recht auf effektiven Rechtsschutz als Kristallisationspunkt eines gemeineuropäischen Rechtsstaatsverständnisses, in : F. Kirchhof/H.-J. Papier/H. Schäffer (Hrsg.), Rechtsstaat und Grundrechte. Festschrift für Detlef Merten, Heidelberg 2007, p. 443-461.</p>
<p>Additional Information/Conditions</p>	<p>N/A</p>

**Contents of the Course**

**§ 1 The objectives of judicial control**

- I. The protection of the objective legal order
- II. The protection of individual rights
- III. The judicial review in the system of external controls

**§ 2 Development of specialized judicial organs for public law disputes**

- I. Monistic and dualistic judicial systems
- II. Organisational requirements
- III. Functional requirements

**§ 3 The right to effective judicial protection**

- I. Constitutional guarantees
- II. International and supranational guarantees
- III. Content of the right
  1. Completeness of judicial protection
  2. Affectivity of judicial protection

**§ 4 The concretisation of the right to judicial protection by procedural law**

- I. Admissible claims
- II. Procedural principles and requirements
- III. The “density of control” by the courts as for the merits
- IV. Instruments of interim relief
- V: Forms of appeal

**§ 5 Multilevel governance and judicial control**

- I. The relationship between national and international courts
- II. Judicial protection of individual rights in the European Union
- III. Judicial protection of individuals in case of acts issued by an international organisation and having direct concern to them

## Teaching Course

<i>Course Title</i>	<b>European cooperation and integration</b> – Towards a value-based community of states and citizens – / საჯარომართვის ევროპეიზაცია და ინტერნაციონალიზაცია
<i>Author/Authors</i>	Prof. Dr. iur. Siegfried Magiera, M.A. (Political Science)
<i>Lecturer/Lecturers</i>	Prof. Dr. iur. Siegfried Magiera, M.A. (Political Science) Jean Monnet Chair of European Law German University of Administrative Sciences Speyer magiera@uni-speyer.de
<i>Course Code</i>	
<i>Course Status</i>	Faculty of Law MA in Public Administration (implemented in partnership with the German University of Public Administration Speyer) Module II-Public Administration in the European Context Mandatory
<i>Course Goal</i>	The participants will have deep and systematic knowledge about the challenges of modern public administration in all countries, including Georgia and also about the regional and international organizations.  in view of the growing interdependence with other countries as well as regional and universal international organizations. Public administration can and will be efficient, competitive and successful in the long run only, if it integrates transnational as much as domestic aspects into its planning and activities.  The aim of the course is to pay special attention on the partnership between the EU and Georgia.
Number of Credits and Distribution of Hours According to Student's Workload (ECTS)	<ul style="list-style-type: none"> <li>• 3 ECTS;</li> <li>• Contact Hours per Semester- 15</li> <li>• Hours of Student's Independent Work per Semester- 20</li> <li>• Time for Preparing and Taking Midterm Examination- 15</li> <li>• Time for Preparing and Taking Final Examination- 25</li> </ul>
<i>Course Admission Prerequisites</i>	<ul style="list-style-type: none"> <li>• Without any prerequisites</li> </ul>
<i>Learning Outcomes</i>	<b>Knowledge and Perception</b>  Student has deep and systematic knowledge about the principles and policy of EU, basic institutions of EU,



	<p>necessities for new member states according the EU legislation, EU citizens and fundamental rights, European neighborhood policy, in particular, about the legal mechanisms of the participation of Georgia. Principles and goals ;</p> <p><b>Ability for using the knowledge in practice</b></p> <p>Graduates are able to Search new and original ways to solve complex problems;</p> <p><b>Ability for conclusion</b></p> <p>Formation of well-founded conclusion basis of the critical analysis of difficult and incomplete information. Graduates can make innovative synthesis using of the demands of European Court of Human rights;</p> <p><b>Ability for communication</b></p> <p>Student can communicate to academic and professional society in written and oral form in national language and also in foreign language with using of standarts of academic honesty and the challenges of informational-communicational technologies.</p> <p><b>Ability for study</b></p> <p>Student can analyse the character of studying process and make stategical planning on high level, direct studying process independently.</p> <p><b>Values</b></p> <p>Student can avaluation of own and others' atttude about the legal values in EU legislation and take a part in establishment of new values.</p>
Course Content	See Annex 1

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Teaching/Learning Methods	<ul style="list-style-type: none"> <li>• Verbal/ Oral Method.</li> <li>• Discussion/ Debates</li> <li>• Heuristic Method</li> <li>• Case study</li> <li>• Induction, Deduction, Analyze and Synthesis</li> <li>• Explanation Method</li> <li>• Action Oriented Teaching</li> <li>• The Method of Written Work</li> </ul>
Evaluation Criteria	<p>Attandance and participation -40  Midterm/ presentation - 20  Final Exam - 40</p>
Required Literature	<p>Consolidated versions of the “Treaty on European Union” (TEU) and the “Treaty on the Functioning of the European Union” (TFEU) with 37 Protocols, 65 Declarations and Tables of Equivalences as well as the “Charter of Fundamental Rights of the European Union” (Charter) Published in the Official Journal of the European Union. No. C 83 of 30 March 2010 pp. 1-403.  This – or any equivalent – collection of the basic EU treaty texts is indispensable for participation in the course, i.e. for preparing the introductory presentation, for participating in class discussion and for writing the subsequent test paper.</p>
Additional Literature and other Teaching Materials	<p>As the Treaty of Lisbon has been in force only since the end of 2010  There are few suitable text books available. For participation in the course it will be sufficient, however, to use the EU treaty texts (mentioned above) and documents accessible via internet on the home Page of the European Union (<a href="http://europa.eu">http://europa.eu</a>).</p>
Additional Information/Conditions	<p>Additional Information/Conditions Related to the Course (If Any).</p>

## Teaching Course

<i>Course Title</i>	<b>European Law of Human Rights/ადამიანის უფლებების ევროპული სამართალი</b>
<i>Author/Authors</i>	Prof. Konstantin Korkelia
<i>Lecturer/Lecturers</i>	Prof. Konstantin Korkelia E-mail: kkorkelia@hotmail.com
<i>Course Code</i>	
<i>Course Status</i>	Faculty of Law This Course is intended for Master Students Level and is a mandatory part of the Joint-Master Program in Public Administration. Module II – Public Administration in the European Context Required
<i>Course Goal</i>	The aim of the course is give the students deep and systematic knowledge about the selected topic of European Law of Human Rights.
<i>Number of Credits and Distribution of Hours According to Student's Workload (ECTS)</i>	<ul style="list-style-type: none"> <li>• 3 ECTS;</li> <li>• Contact Hours per Semester- 20</li> <li>• Hours of Student's Independent Work per Semester- 20</li> <li>• Time for Preparing and Taking Midterm Examination - 15</li> <li>• Time for Preparing and Taking Final Examination- 20</li> </ul>
<i>Course Admission Prerequisites</i>	<ul style="list-style-type: none"> <li>• Without any prerequisites</li> </ul>
<i>Learning Outcomes</i>	<p><b>Knowledge and Perception</b></p> <p>Student has deep and systematic knowledge about the Principles of European Law of Human Rights;</p> <p><b>Graduates percieve</b> the ways of solving particular problems in the frame of European Law;</p> <p><b>Ability for using the knowledge in practice</b></p> <p>Graduates are able to Search new and original ways to</p>

	<p>solve complex problems using of the case law in the frame of the European Human Rights law;</p> <p><b>Ability for conclusion</b></p> <p>Formation of well-founded conclusion basis of the critical analysis of difficult and incomplete information. Graduates can make innovative synthesis of Information using of the practice of European Court of Human Rights;</p> <p><b>Ability for communication</b></p> <p>Student can communicate to academic and professional society in written and oral form in national language and also in foreign language with using of standarts of academic honesty and the challenges of informational-communicational technologies.</p> <p><b>Ability for study</b></p> <p>Student can analyse the character of studying process and make stategical planning on high level, direct studying process independently.</p> <p><b>Values</b></p> <p>Student can avaluation of the own and others atttude about the legal values in Human Rights Sphere and take a part in establishment of new values.</p>
Course Content	See Annex I.
Teaching/Learning Methods	<ul style="list-style-type: none"> <li>• Verbal/ Oral Method.</li> <li>• Discussion/ Debates</li> <li>• Heuristic Method</li> <li>• Case study</li> <li>• Induction, Deduction, Analyze and Synthesis</li> <li>• Explanation Method</li> <li>• Action Oriented Teaching</li> <li>• The Method of Written Work</li> </ul>

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<p>Evaluation Criteria</p>	<p>Student evaluation will be based on:</p> <p>Attendance – 10%;  oral participation - 25 %  Mid term exam - 25 %  Final Exam - 40%</p>
<p>Required Literature</p>	<ul style="list-style-type: none"> <li>• M. Shaw, International Law, Cambridge University Press, latest ed.;</li> </ul>
<p>Additional Literature and other Teaching Materials</p>	<ul style="list-style-type: none"> <li>• Brownlie, Principles of Public International Law, Clarendon Press: Oxford, 2011.</li> <li>• D. Harris, Cases and Materials of International Law, Latest ed.;</li> <li>• Aust, Modern Treaty Law and Practice, 2000;</li> <li>• H. Schermers &amp; N. Blokker, International Institutional Law, 2007;</li> <li>• International Law Dictionary, (in Georgian), 2003;</li> <li>• K. Korkelia, New Trends Regarding the Relationship between International and National Law; <i>Review of Central and East European Law</i>; Journal of Leiden University, 1997, N2/3;</li> <li>• K. Korkelia, International Treaty in International and National Law, Tbilisi University Press (in Georgian), 1998;</li> <li>• K. Korkelia, International Law in the Georgian Legal Order, <i>Columbia University Journal of East European Law</i>, Vol. 6, N4, 1999;</li> <li>• K. Korkelia, Treaty Law and Practice in Georgia, <i>Review of Central and East European Law</i>; Journal of Leiden University, 1999, N3;</li> <li>• Georgia and International Law, K. Korkelia (Ed.), (in Georgian), 2001;</li> <li>• K. Korkelia, New Challenges to the Regime of Reservations under the International Covenant on Civil and Political Rights, <i>European Journal of International Law</i>, 2002, Vol. 13, N2;</li> </ul>
<p>Additional Information/Conditions</p>	<p>N/A</p>

**Contents of the Course**

**Lecture 1** – Introduction in international Law of Human Rights (Universal and Regional Systems)

**Lecture 2** – European Convention on Human Rights: Institutional system and the rights protected

**Lecture 3** – Requirements for applying to the European Court of Human Rights

**Lecture 4** – Right to respect for private and family life

**Lecture 5** – *Case Study*

**Lecture 6** – Freedom of Thought, Conscience and Religion

**Lecture 7** – Prohibition of Torture

**Lecture 8** – Georgian experience in the European Court of Human Rights

**Lecture 9** - Freedom of Assembly and Association

**Lecture 10** – *Case-Study*

**Lecture 11** – Georgia and Protection of Human Rights

**Lecture 12** - Right to a Fair Trial

**Lecture 13** - Freedom of Expression

**Lecture 14** - Other European Human Rights Instruments of the Council of Europe

**Lecture 15** – Influence of European HR standards on Georgian practice

## Teaching Course

<i>Course Title</i>	<b>European Union and its Public Administration /</b> ევროგაერთიანება და მისი საჯარო მმართველობა
<i>Author/Authors</i>	Ekaterine Svanidze
<i>Lecturer/Lecturers</i>	Ekaterine Svanidze, invited lecturer. 899 58 05 35, eko.svanidze@gmail.com
<i>Course Code</i>	
<i>Course Status</i>	Faculty of Law This Course is intended for Master Students Level and is a mandatory part of the Joint-Master Program in Public Administration. Modul II – Public Administration in the European Context Required
<i>Course Goal</i>	Students will have deep and systematic knowledge about the institutional aspect of the European Union.
<i>Number of Credits and Distribution of Hours According to Student's Workload (ECTS)</i>	<ul style="list-style-type: none"> <li>• 2 ECTS;</li> <li>• Contact Hours per Semester- 10</li> <li>• Hours of Student's Independent Work per Semester- 15</li> <li>• Time for Preparing and Taking Midterm Examination- 10</li> <li>• Time for Preparing and Taking Final Examination- 15</li> </ul>
<i>Course Admission Prerequisites</i>	<ul style="list-style-type: none"> <li>• Without any prerequisites</li> </ul>
<i>Learning Outcomes</i>	<p><b>Knowledge and Perception</b></p> <p>Student has deep and systematic knowledge about the constitutional aspects of EU, characters of its working, EU legislation and its basic institutions ( EU Parliament, European Council, European Courts);</p> <p><b>Ability for conclusion</b></p> <p>Formation of well-founded conclusion basis of the critical analysis of difficult and incomplete information about the important aspects for European integration.</p> <p><b>Ability for communication</b></p>

	<p>Student can communicate to academic and professional society in written and oral form in national language and also in foreign language with using of standarts of academic honesty and the challenges of informational-communicational technologies.</p> <p><b>Ability for study</b></p> <p>Student can analyse the character of studying process and make stategical planning on high level, direct studying process independently.</p> <p><b>Values</b></p> <p>Student can avaluation of own and others' atttude about the democratic and legal values and take a part in establishment of new values.</p>
Course Content	See Annex I.
Teaching/Learning Methods	<ul style="list-style-type: none"> <li>• Verbal/ Oral Method.</li> <li>• Discussion/ Debates</li> <li>• Heuristic Method</li> <li>• Case study</li> <li>• Induction, Deduction, Analyze and Synthesis</li> <li>• Explanation Method</li> <li>• Action Oriented Teaching</li> <li>• The Method of Written Work</li> </ul>
Evaluation Criteria	<p>Attandance and participation/ presentation -40</p> <p>Midterm - 20</p> <p>Final Exam - 40</p>
Required Literature	<p>Consolidated versions of the Treaty on European Union and the Treaty on the Functioning of the European Union – available at <a href="http://eur-lex.europa.eu/en/treaties/index.htm">http://eur-lex.europa.eu/en/treaties/index.htm</a>;</p> <p>C. Tobler, Jacques Beglinger, “Essential EC Law in Charts” – available at my personal library.</p> <p>P. Craig, G. De Burca, “EU Law, Text, Cases and Materials” – available at my personal library.</p>
Additional Literature and other Teaching Materials	TBA
Additional Information/Conditions	N/A



## Contents of the Course

N	Topic of the Lecture/Seminar/Practicum/Laboratory work etc.	Literature (with according page numbers)
1	<b>Introduction to the European Union, its history and development and Constitutional aspects.</b>	<p>Treaty On European Union (TEU) –Articles 1-8, 47-55;</p> <p>C. Tobler, Jacques Beglinger, “Essential EC Law in Charts” – pages 19-20, 26-28.</p> <p>P. Craig, G. De Burca, “EU Law, Text, Cases and Materials”; pages 1-36.</p> <p>Van gend en Loos v Nederlandse Administratie der Belastingen [1963] ECR 1.</p>
2	<b>The Primacy of EU Law (from the perspective of European Court of Justice and National Courts).</b>	<p>TEU – Article 4;</p> <p>C. Tobler, Jacques Beglinger, “Essential EC Law in Charts” – pp. 87-89;</p> <p>P. Craig, G. De Burca, “EU Law, Text, Cases and Materials”; pages 344-377.</p> <p>Costa vs ENEL [1964] ECR 585.</p>
3	<b>EU’s Single Institutional Framework with extra emphasis on the composition of the members of institutional bodies and their eligibility and working standards requirements (part I, Commission, Council and the European Council).</b>	<p>TEU – Articles 13-19; TEFU – Articles 244-250; 237-243; 235-236.</p> <p>C. Tobler, Jacques Beglinger, “Essential EC Law in Charts” – pp. 67-74;</p> <p>P. Craig, G. De Burca, “EU Law, Text, Cases and Materials”;</p>

		pages 38-57.
4	<b>EU's Single Institutional Framework with extra emphasis on the composition of the members of institutional bodies and their eligibility and working standards requirements (part II, European Parliament and the Courts).</b>	<p>TEU – Articles 13-19; TEFU – Articles 223-234, 251-281, 285-287.</p> <p>C. Tobler, Jacques Beglinger, “Essential EC Law in Charts” – pp. 67-74;</p> <p>P. Craig, G. De Burca, “EU Law, Text, Cases and Materials”; pages 57-80.</p>
5	<b>Decision-Making and Legislation</b>	<p>TFEU (Treaty on Functioning of the European Union) – 114-115, 288-294, 352-353;</p> <p>C. Tobler, Jacques Beglinger, “Essential EC Law in Charts” – pp. 77-85;</p> <p>P. Craig, G. De Burca, “EU Law, Text, Cases and Materials”; pages 108-143;</p> <p>Commission v Council [2004] ECR I-4829.</p>

## Teaching Course

<i>Course Title</i>	<b>Governance in the EU multi-level system</b> /მართვასხვადასხვა დონის სისტემებში
<i>Author/Authors</i>	Prof. Dr. Nana Macharashvili
<i>Lecturer/Lecturers</i>	Prof. Dr. Nana Macharashvili TSU <a href="mailto:nana.macharashvili@tsu.ge">nana.macharashvili@tsu.ge</a> Dr. Tanja Klenk <a href="mailto:tklenk@uni-potsdam.de">tklenk@uni-potsdam.de</a>
<i>Course Code</i>	
<i>Course Status</i>	Faculty of Law This Course is intended for Master Students Level and is a mandatory part of the Master Program in Public Administration. Modul II – Public Administration in the European Context Required
<i>Course Goal</i>	This course has two main perspectives: one is to look at the nature of EU multilevel governance from a theoretical and empirical perspective. The second aim is to ask what does actually happen when Europe “hits home”.  The course overviews the discussion on the following themes: the specific nature of democracy and the ‘deficits’ of democracy, different modes of governance and policy-making of and within the institutions of the European Union, , the ‘Europeanization’ of national politics, procedures and results of EU integration and regionalization caused by EU integration.
Number of Credits and Distribution of Hours According to Student’s Workload (ECTS)	<ul style="list-style-type: none"> <li>• 4 ECTS;</li> <li>• Contact Hours per Semester- 20</li> <li>• Hours of Student’s Independent Work per Semester- 40</li> <li>• Time for Preparing and Taking midterm and Final Examination- 40</li> </ul>
Course Admission Prerequisites	<ul style="list-style-type: none"> <li>• Without any prerequisites</li> </ul>
<i>Learning Outcomes</i>	<b>Knowledge and Perception</b>  Student has deep and systematical knowledge about the following issues in political sciences: <ul style="list-style-type: none"> <li>• theoretical approaches to EU multi-level governance;</li> </ul>

	<ul style="list-style-type: none"> <li>• concepts of Europeanization;</li> <li>• institutional structure of the EU;</li> <li>• democratic theory and EU integration;</li> <li>• accession policy of the EU and transformation of the East and South European member states;</li> <li>• adaptation of ministerial bureaucracies and parliaments to the EU institutional setting; regionalisation reforms of new member states</li> </ul> <p><b>Ability for communication</b></p> <p>Student can communicate to academic and professional society in written and oral form in national language and also in foreign language with using of standarts of academic honesty and the challenges of informational-communicational technologies.</p> <p><b>Values</b></p> <p>Student can avaluation of the own and others atttude about the legal and democratic values and take a part in establishment of new values.</p>
Course Content	See Annex I.
Teaching/Learning Methods	<ul style="list-style-type: none"> <li>• Verbal/ Oral Method.</li> <li>• Discussion/ Debates</li> <li>• Heuristic Method</li> <li>• Case study</li> <li>• Induction, Deduction, Analyze and Synthesis</li> <li>• Explanation Method</li> <li>• Action Oriented Teaching</li> <li>• The Method of Written Work</li> </ul>
Evaluation Criteria	<p>Attandance and participation -40</p> <p>Midterm/presentation - 20</p> <p>Final Exam - 40</p>
Required Literature	<p>Auel, Katrin/Benz, Arthur. 2005. The Politics of Adaptation: The Europeanisation of National Parliamentary Systems, in: Journal of Legislative Studies, 11:3/4, 372-393.</p> <p>Grabbe, Heather. 2003. Europeanization Goes East. Power and Uncertainty in the EU Accession Process. In: Featherstone, Kevin; Radaelli, Claudio M. (Hrsg.): The Politics of Europeanization. Oxford, New York: Oxford University. Press, pp. 303-327.</p> <p>Hix, Simon/Høyland, Bjørn. 2011. The Political System of the European Union, 3rd ed., London: Palgrave.</p>

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	<p>Moravcsik, A. 1994. Why the European Union Strengthens the State. Domestic Politics and International Cooperation. Center for European Studies. Cambridge. (CES Working Paper Series, 52). <a href="http://www.ces.fas.harvard.edu/publications/docs/pdfs/Moravcsik52.pdf">http://www.ces.fas.harvard.edu/publications/docs/pdfs/Moravcsik52.pdf</a>.</p> <p>Radaelli, Claudio. 2003. The Europeanization of Public Policy. In: Featherstone, Kevin/Radaelli, Claudio (eds.): The Politics of Europeanization. Oxford: Oxford University Press, pp. 27-56.</p> <p>Vivien A. Schmidt. 2005. Democracy in Europe: The Impact of European Integration. In: Perspectives on Politics, 3(4), S. 761-778.</p>
<p>Additional Literature and other Teaching Materials</p>	<p><a href="http://europa.eu/">http://europa.eu/</a> (<i>access to relevant documents in different languages</i>)</p> <p><i>See also below (Topics 1 to 9)</i></p>
<p>Additional Information/Conditions</p>	<p>N/A</p>

## Contents of the Course

N	Topic of the Seminar	Literature
1	<p><b>Part 1 (Monday) – The political system of the EU – an overview</b>  <i>(lecture, group work)</i></p> <ol style="list-style-type: none"> <li>a. Institutional setting of the EU and its development</li> <li>b. Involvement of national and supranational actors into EU policymaking</li> </ol>	<p>Hix, Simon/Høyland, Bjørn. 2011. The Political System of the European Union, 3rd ed., London: Palgrave (extracts).</p> <p>Rainer Eising, <a href="http://europeangovernance.livingreviews.org/Articles/lreg-2008-4/">Interest groups in EU policy-making, Living Review in European Governance 3 (4), 2008.</a>  <a href="http://europeangovernance.livingreviews.org/Articles/lreg-2008-4/">http://europeangovernance.livingreviews.org/Articles/lreg-2008-4/</a></p>
2	<p><b>Part 2 (Monday) – Europeanization – what it is and what it is not</b>  <i>(lecture, 1 oral presentation, group work)</i></p> <ol style="list-style-type: none"> <li>a. Theoretical concepts and definitions</li> <li>b. EU integration – Europeanization as different approaches</li> <li>c. “multi-level governance”</li> </ol>	<p>Börzel, Tanja A./Risse, Thomas. 2007. Europeanization: The Domestic Impact of European Union Politics, in: Jørgensen, Knud E./Pollack, Mark/Rosamond, Ben (eds.): The SAGE Handbook of European Union Politics. London: Sage, pp. 483-504.</p> <p>Radaelli, Claudio. 2003. The Europeanization of Public Policy. In: Featherstone, Kevin/Radaelli, Claudio (eds.): The Politics of Europeanization. Oxford: Oxford University Press, pp. 27-56.</p>
3	<p><b>Part 3 (Tuesday) – National executives as winners of EU integration?</b>  <i>(lecture, 2 oral presentations, students’ panel discussion)</i></p> <ol style="list-style-type: none"> <li>a. Redistribution of resources between national parliaments and governments <ul style="list-style-type: none"> <li>• Ideas</li> <li>• Institutions</li> <li>• Initiative</li> <li>• Information</li> </ul> </li> <li>b. Institutional adaptation of national government organisation to the EU <ul style="list-style-type: none"> <li>• Two-track system vs. one track system (oral presentation)</li> <li>• How the national government is linked to the EU Commission and the EU</li> </ul> </li> </ol>	<p>Moravcsik, A. 1994. Why the European Union Strengthens the State. Domestic Politics and International Cooperation. Center for European Studies. Cambridge. (CES Working Paper Series, 52).  <a href="http://www.ces.fas.harvard.edu/publications/docs/pdfs/Moravcsik52.pdf">http://www.ces.fas.harvard.edu/publications/docs/pdfs/Moravcsik52.pdf</a>.</p> <p>Derlien, Hans-Ulrich. 2000. Germany. Failing Successfully?, in: Hussein, Kassim /Peters, B. Guy / Wright, Vincent (Hrsg.): The National Co-ordination of EU Policy. The Domestic Level. Oxford, 54-78.</p> <p>Papadimitriou, Dimitris, and Phinnemore, David. 2004. Europeanization, Conditionality and Domestic Change: The Twinning Exercise and Administrative Reform in Romania, in: JCMS Volume 42. Number 3.</p>

	<p style="text-align: center;">Council</p> <p>c. Involvement of national bureaucrats in EU policymaking- still the primacy of politics?</p> <ul style="list-style-type: none"> <li>• Working groups attached to the Commission and the Council (oral presentation)</li> <li>• Comitology</li> <li>• Seconded officials</li> </ul> <p>d. <b>Students' panel discussion (4 participants):</b>  Transferring experiences with former EU accession policy to the Georgian case: How could the ministerial bureaucracy of Georgia be adapted to the EU policymaking process?  What challenges are to be expected?</p>	pp. 619–39.
4	<p><b>Part 4 (Wednesday) – National bureaucracies in the EU – self-understanding, role definitions and Europeanization</b>  <i>(lecture, 2 oral presentations)</i></p> <ol style="list-style-type: none"> <li>a. Role models: classical vs. politicized bureaucrats</li> <li>b. Case study: Hungary (oral presentation)</li> <li>c. Europeanization of role definitions</li> <li>d. Multiple roles</li> <li>e. Role definitions of seconded officials – comparative empirical results (oral presentation)</li> </ol>	<p>Meyer-Sahling, J.H. 2007. The changing colours of the post-communist state: The politicisation of the senior civil service in Hungary. In: European Journal of Political Research. 47(1): 1-33.</p> <p>Gajduschek, G. 2007. Politicisation, professionalisation, or both? Hungary's civil service system. Communist and Post-Communist Studies. 40(3): 343-362.</p> <p>Trondal, Jarle. 2006. Governing at the Frontier of the European Commission: The Case of Seconded National Experts, in: West European Politics 29 (1), 147-160.</p> <p>Karin Geuijen/Paul t 'Hart/Sebastiaan Princen/Kutsal Yesilkagit. 2008. The New Eurocrats. National Civil Servants in EU Policy-making, Amsterdam 2008.</p>
5	<p><b>Part 5 (Wednesday) – National parliaments in the EU: post-parliamentarism or re-</b></p>	<p>ANDERSEN, Svein S. / BURNS, Tom R. 1996. The European Union and the Erosion of Parliamentary</p>

	<p><b>parliamentarization?</b> <i>(lecture, 1 oral presentation)</i></p> <ul style="list-style-type: none"> <li>a. "Post-parliamentarism"</li> <li>b. "re-parliamentarization"</li> <li>c. Multi-level parliamentarism</li> <li>d. Parliaments in the new member states – transformation and Europeanization</li> <li>e. Strong and weak parliaments in the EU (oral presentation)</li> </ul>	<p>Democracy: A Study of Post-parliamentary Governance. In: ANDERSEN, Svein S. / ELIASSEN, Kjell A. (Hrsg.): The European Union: How Democratic Is It? London u.a., pp. 227-251.</p> <p>Raunio, Tapio. 2005. Holding Governments Accountable in European Affairs. Explaining Cross-National Variation, in: Journal of Legislative Studies, 11, pp. 319-342.</p> <p>Raunio, T./Hix, S. 2000. Backbenchers Learn to Fight Back. European Integration and Parliamentary Government. In: West European Politics. 23(4): 142-168.</p>
6	<p><b>Part 6 (Thursday) – National parliaments in the EU: organizational adaptation, formal and informal channels</b> <i>(1 oral presentation, group work)</i></p> <ul style="list-style-type: none"> <li>a. Organisational adaptation</li> <li>b. Committee structure: EU committees and specialised committees</li> <li>c. Parliamentary working units, parliamentary party groups and adaptational mechanisms</li> <li>d. Informal strategies and channels to EU actors and institutions</li> <li>e. Subsidiarity control and national legislation (oral presentation)</li> </ul>	<p>Auel, Katrin/Benz, Arthur. 2005: The Politics of Adaptation: The Europeanisation of National Parliamentary Systems, in: Journal of Legislative Studies, 11:3/4, 372-393.</p> <p><u>AUEL</u>, Katrin. 2006. The Europeanisation of the German Bundestag: Institutional Change and Informal Adaptation. In: German Politics, 15, pp. 249-268.</p> <p>Kropp, Sabine. 2010. German Parliamentary Party Groups in Europeanised Policymaking – Awakening from the Sleep? Institutions and Heuristics as MPs' Resources, in: German Politics, Vol. 19, No. 2, pp. 123-147.</p> <p>Raunio, Tapio. 2010. Destined for Irrelevance? Subsidiarity Control by National Parliaments (WP), <a href="http://www.realinstitutoelcano.org/wps/portal/rielcano_eng/Content?WCM_GLOBAL_CONTEXT=/elcano/Elcano_in/Zonas_in/DT36-2010">http://www.realinstitutoelcano.org/wps/portal/rielcano_eng/Content?WCM_GLOBAL_CONTEXT=/elcano/Elcano_in/Zonas_in/DT36-2010</a></p> <p><a href="http://www.cosac.eu/en/info/earlywarning/">http://www.cosac.eu/en/info/earlywarning/</a></p>
7	<p><b>Part 7 (Thursday) – Accession politics of the EU</b> <i>(lecture, 2 oral presentations)</i></p> <ul style="list-style-type: none"> <li>a. Copenhagen criteria</li> </ul>	<p>Grabbe, Heather. 2003. Europeanization Goes East. Power and Uncertainty in the EU Accession Process. In: Featherstone, Kevin; Radaelli, Claudio M. (Hrsg.): The Politics of Europeanization. Oxford, New York:</p>



	<ul style="list-style-type: none"> <li>• Democracy</li> <li>• Rule of law</li> <li>• Human rights</li> <li>• Protection of minorities</li> </ul> <p>b. Experiences of the CEE member states</p> <p>c. Current debate on EU enlargement</p>	<p>Oxford University. Press, pp. 303-327.</p> <p><a href="http://ec.europa.eu/enlargement/press_corner/key-documents/reports_nov_2010_en.htm">http://ec.europa.eu/enlargement/press_corner/key-documents/reports_nov_2010_en.htm</a></p> <p><a href="http://ec.europa.eu/enlargement/press_corner/key-documents/index_archive_en.htm">http://ec.europa.eu/enlargement/press_corner/key-documents/index_archive_en.htm</a></p>
8	<p><b>Part 8 (Friday) – Europeanization and regionalization of EU member states</b> <i>(1 oral presentation, students’ panel discussion)</i></p> <p>a. Regional adaptation</p> <p>b. NUTS</p> <p>c. The Hungarian case (oral presentation)</p> <p><b>d. Students’ panel discussion (4 participants):</b> Regionalization as a precondition for accession. How could Georgia be regionalized? Which problems would Georgia face?</p>	<p>Arpad Rozsas. 2004. Regional Policy in Hungary: Institutional Preparations for EU Accession. In: Attila Agh (ed.), Europeanization and Regionalization. Hungary’s Preparation for EU Accession. Budapest, pp. 78-112.</p> <p>Ilona Palne Kovacs. 2005. Regional capacity-building in South-Transdanubia. In: Attila Agh (ed.), Institutional Design and Regional Capacity-Building in the Post-Accession Period. Budapest, pp. 205-224.</p>
9	<p><b>Part 9 (Friday) – The democratic deficit in the EU</b> <i>(lecture, 1 oral presentation)</i></p> <p>a. Models of democracy</p> <ul style="list-style-type: none"> <li>• Representative democracy</li> <li>• Direct democracy</li> <li>• Associative democracy</li> <li>• Input – output legitimacy</li> <li>• Combination of different models and its implications</li> </ul> <p>b. Compound and simple democracies in the EU (oral presentation)</p> <p>c. Post-democracy?</p>	<p>COMMISSION OF THE EUROPEAN COMMUNITIES. 2001. European Governance. A White Paper, Brüssel, <a href="http://europa.eu.int/comm/governance/white_paper/en.pdf">http://europa.eu.int/comm/governance/white_paper/en.pdf</a>.</p> <p>Vivien A. Schmidt. 2005. Democracy in Europe: The Impact of European Integration. In: Perspectives on Politics, 3(4), S. 761-778.</p> <p>Colin Crouch. 2004. Post-Democracy, Oxford 2004 (extract)</p>

## Teaching Course

<i>Course Title</i>	<b>Competition Policy, Regulation and Public Enterprises/კონკურენციის პოლიტიკა, რეგულირება და საჯარო ინიციატივები</b>
<i>Author/Authors</i>	Prof. Dr.Dr. h.c. Andreas Knorr
<i>Lecturer/Lecturers</i>	Prof. Dr. Dr. h.c. Andreas Knorr- Speyer <a href="mailto:knorr@uni-speyer.de">knorr@uni-speyer.de</a>  Prof. Dr. Davit Narmania –TSU <a href="mailto:davit.narmania@tsu.ge">davit.narmania@tsu.ge</a>
<i>Course Code</i>	
<i>Course Status</i>	Faculty of Law  This Course is intended for Master Students Level and is a mandatory part of the Joint-Master Program in Public Administration. Module III – State and Economics  Required
Course Goal	The students will have deep and systematic knowledge on the theory of market failure. They learn how to identify market failure and which instruments exist to overcome it. Different forms of market organization can be identified by the students, they know which consequences collusion and cartels, the abuse of dominant positions and market concentration have. Regulatory measures, their consequences and preconditions are focused on with a view to the economic theory of competition as well as with a view to the implementation of these instruments through the government or specific regulatory bodies. Furthermore, the students learn about the limits of competition policy and regulation, e.g. regulatory failure, and the need for competition policy in specific sectors, such as net infrastructure.
Number of Credits and Distribution of Hours According to Student’s Workload (ECTS)	<ul style="list-style-type: none"> <li>• 3 ECTS;</li> <li>• Contact Hours per Semester-20</li> <li>• Hours of Student’s Independent Work per Semester- 25</li> <li>• Time for Preparing and Taking midterm and Final Examination- 40</li> </ul>

Course Admission Prerequisites	<ul style="list-style-type: none"> <li>Without any prerequisites</li> </ul>
Learning Outcomes	<p><b>Knowledge and Perception</b></p> <p>Student has deep and systematic knowledge about the theory of market failure. Graduates can define the market failure and the instruments to overcome it. They know different forms of market organization, consequences of collusion and cartels;</p> <p><b>Ability for using the knowledge in practice</b></p> <p>Graduates are able to search new and original ways to solve complex problems in the sphere of competitive policy;</p> <p><b>Ability for conclusion</b></p> <p>Formation of well-founded conclusion basis of the critical analysis of difficult and incomplete information;</p> <p><b>Ability for communication</b></p> <p>Student can communicate to academic and professional society in written and oral form in national language and also in foreign language with using of standards of academic honesty and the challenges of informational-communicational technologies.</p>
Course Content	See Annex I.
Teaching/Learning Methods	<ul style="list-style-type: none"> <li>Verbal/ Oral Method.</li> <li>Discussion/ Debates</li> <li>Induction, Deduction, Analyze and Synthesis</li> <li>Explanation Method</li> </ul>
Evaluation Criteria	<p>Attendance and participation- 40</p> <p>Midterm - 20</p> <p>Final Exam – 40</p>
Required Literature	<ul style="list-style-type: none"> <li>Ellig, J. (Hrsg.): Dynamic competition and public policy: technology, innovation, and antitrust issues, Cambridge (Mass.), 2001.</li> <li>Gal, M.: Competition Policy for Small Market Economies, Cambridge (Mass.) und London, 2003.</li> </ul>

	<ul style="list-style-type: none"> <li>• High, J. (Hrsg.): Competition, Cheltenham/Northampton 2002.</li> <li>• Laffont, J.-J.: Regulation and Development, Cambridge u.a. 2005.</li> <li>• Motta, M.: Competition Policy. Theory and Practice, Cambridge 2004.</li> <li>• OECD: Competition and Trade Policies. Their Interaction, Paris 1984.</li> <li>• Parkin, M./Powell, M./Matthews, K. (2005), Economics, 6th Edition, Harlow (Essex, England).</li> <li>• Shermer, M. (2008), The Mind of the Market – Compassionate Apes, Competitive Humans, and Other Tales from Evolutionary Economics, New York.</li> <li>• Scherer, F.: Competition Policies for an Integrated World Economy, Washington 1994.</li> <li>• Scherer, F./D. Ross: Industrial market structure and economic performance, 3. Auflage, Boston 1990.</li> <li>• Viscusi, W.K./J. Harrington/J. Vernon: Economics of Regulation and Antitrust, 4th edition, Cambridge (Mass.) und London 2005.</li> </ul>
Additional Literature and other Teaching Materials	<p><i>Official Website of the European Union on Competition Policy:</i>  <a href="http://ec.europa.eu/competition/index_en.html">http://ec.europa.eu/competition/index_en.html</a>  <i>Current Volume of the Journal “World Competition”</i></p>
Additional Information/Conditions	N/A

## Contents of the Course

N	Topic of the Lecture/Seminar/Practicum/Laboratory work etc.	Literature (with according page numbers)
1	I. Market Organisation and Market Failure - Market Organisation and the Consequences for the Economy - Theory of Market Failure - Natural Monopolies, Externalities, ...	Ellig, J. (Hrsg.): Dynamic competition and public policy: technology, innovation, and antitrust issues, Cambridge (Mass.), 2001.  Shermer, M. (2008), The Mind of the Market – Compassionate Apes, Competitive Humans, and Other Tales from Evolutionary Economics, New York.  Scherer, F./D. Ross: Industrial market structure and economic performance, 3. Auflage, Boston 1990.
2	II. Regulation - Theory of Regulation – Positive Theory, Normative Theory - Aims of Regulation - Regulatory Instruments - Regulatory Failure - Public Sector Regulation	Viscusi, W.K./J. Harrington/J. Vernon: Economics of Regulation and Antitrust, 4th edition, Cambridge (Mass.) und London 2005.  Laffont, J.-J.: Regulation and Development, Cambridge u.a. 2005.
3	III. Competition Policy 1) Actors and Aims of Competition Policy 2) Competition Policy on Specific Sectors – Case Studies 3) Competition Policy in the European Union	Gal, M.: Competition Policy for Small Market Economies, Cambridge (Mass.) und London, 2003. High, J. (Hrsg.): Competition, Cheltenham/Northampton 2002. Motta, M.: Competition Policy. Theory and Practice, Cambridge 2004. OECD: Competition and Trade Policies. Their Interaction, Paris 1984. Scherer, F.: Competition Policies for an Integrated World Economy, Washington 1994.

<i>Course Title</i>	<b>Introduction to Economics/ ეკონომიკური პოლიტიკის საფუძვლები</b>
<i>Author/Authors</i>	Prof. Dr. Dr. h.c. Andreas Knorr
<i>Lecturer/Lecturers</i>	Prof. Dr. Dr. h.c. Andreas Knorr knorr@uni-speyer.de
<i>Course Code</i>	
<i>Course Status</i>	Faculty of Law This Course is intended for Master Students Level and is a mandatory part of the Joint-Master Program in Public Administration. Module III – State and Economics Required
<i>Course Goal</i>	The students get deep and systematic knowledge about the key concepts of economics, the models used as well as the most important theoretical concepts, indicators used in economic analysis, and the politico-economic decision-making process. In particular, the role and the different functions of the government are focused on. The students learn how to differentiate between government failure and market failure and get a first overview on instruments to overcome it, respectively..
<i>Number of Credits and Distribution of Hours According to Student's Workload (ECTS)</i>	<ul style="list-style-type: none"> <li>• 3 ECTS;</li> <li>• Contact Hours per Semester-20</li> <li>• Hours of Student's Independent Work per Semester-20</li> <li>• Time for Preparing and Taking midterm and Final Examination- 35</li> </ul>
<i>Course Admission Prerequisites</i>	<ul style="list-style-type: none"> <li>• Without any prerequisites</li> </ul>
<i>Learning Outcomes</i>	<p><b>Knowledge and Perception</b></p> <p>Student has deep and systematic knowledge about the basic concepts of economic; indicators used in economic analysis, and the politico-economic decision-making process.</p> <p><b>Graduates percieve</b> main defferences between the government failure and martket failure and effective ways of solving them;</p> <p><b>Ability for communication</b></p> <p>Student can communicate to academic and professional society in written and oral form in national language and also in foreign language with using of standarts of academic honesty and the challenges of informational-communicational technologies.</p>
<i>Course Content</i>	See Annex I.

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Teaching/Learning Methods	<ul style="list-style-type: none"> <li>• Verbal/ Oral Method.</li> <li>• Discussion/ Debates</li> <li>• Induction, Deduction, Analyze and Synthesis</li> <li>• Explanation Method</li> </ul>
Evaluation Criteria	<p>Attandance and participation- 40</p> <p>Midterm - 20</p> <p>Final examination -40</p>
Required Literature	<ul style="list-style-type: none"> <li>• Crampton, E. (2007), Market Failure, in: D.S. Clark (Ed.), Encyclopedia of Law and Society, Thousand Oakes (CA, USA), pp 983 – 985.</li> <li>• Koeppel, S./Ürge-Vorsatz, D. (2007), Assessment of Policy Instruments for Reducing Greenhouse Gas Emissions from Buildings – Report for the UNEP-Sustainable Buildings and Construction Initiative, Internetdokument: <a href="http://www.unep.org/themes/consumption/pdf/SBCI_CEU_Policy_Tool_Report.pdf">http://www.unep.org/themes/consumption/pdf/SBCI_CEU_Policy_Tool_Report.pdf</a>, pp. 91, 25.03.2010.</li> <li>• OECD (2009), OECD Factbook 2009 – Economic, Environmental and Social Statistics, Paris.</li> <li>• Parkin, M./Powell, M./Matthews, K. (2005), Economics, 6th Edition, Harlow (Essex, England).</li> <li>• Shermer, M. (2008), The Mind of the Market – Compassionate Apes, Competitive Humans, and Other Tales from Evolutionary Economics, New York.</li> <li>• Sowell, T. (2004), Basic Economics – A Citizen’s Guide to the Economy, revised and expanded Edition, New York.</li> <li>• The Economist (2009), Pocket World in Figures, 2010 Edition, London.</li> </ul>
Additional Literature and other Teaching Materials	<ul style="list-style-type: none"> <li>• Coyle, D. (2002), Sex, Drugs &amp; Economics – An Unconventional Introduction to Economics, New York.</li> <li>• Le Grand, J. (1991), The Theory of Government Failure, in: British Journal of Political Science, Vol. 21, No. 4, pp. 423-442.</li> <li>• Wheelan, C. (2002), Naked Economics – Undressing the Dismal Science, New York.</li> <li>• OECD Data Base, World Bank Data Base</li> </ul>
Additional Information/Conditions	N/A

## Contents of the Course

N	Topic of the Lecture/Seminar/Practicum/Laboratory work etc.	Literature (with according page numbers)
1	I. Key Concepts of Economics - Unlimited Human Desires - Scarcity of Resources - The Knowledge/Information Problem - Formal vs. Informal Rules - The Crucial Role of Incentives and Disincentives	Parkin, M./Powell, M./Matthews, K. (2005), Economics, 6th Edition, Harlow (Essex, England).
2	II. How Useful Are Economic Statistics – And How Exact Are Country Comparisons? - Size of Government - Growth and Poverty: GDP - (Un)Employment - Inflation	OECD (2009), OECD Factbook 2009 – Economic, Environmental and Social Statistics, Paris. The Economist (2009), Pocket World in Figures, 2010 Edition, London.
3	III. Government Functions	Parkin, M./Powell, M./Matthews, K. (2005), Economics, 6th Edition, Harlow (Essex, England).
4	IV. Market Failure vs. Government Failure - Why Do Markets Fail? What Can and Should Governments Do About It? - Why Do Governments Fail? What Can and Should Be Done About it? (A Rent-Seeking/Public Choice Perspective)	Crampton, E. (2007), Market Failure, in: D.S. Clark (Ed.), Encyclopedia of Law and Society, Thousand Oakes (CA, USA), pp 983 – 985. Shermer, M. (2008), The Mind of the Market – Compassionate Apes, Competitive Humans, and Other Tales from Evolutionary Economics, New York. Le Grand, J. (1991), The Theory of Government Failure, in: British Journal of Political Science, Vol. 21, No. 4, pp. 423-442



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5	<p>V. Economic Policy</p> <ul style="list-style-type: none"><li>- The Objectives of Economic Policy</li><li>- General Economic Policy vs. Sector-Specific Economic Policies</li><li>- The Instruments of Economic Policy<ul style="list-style-type: none"><li>a.) Fiscal Instruments: Taxes and State Aids</li><li>b.) Regulatory and other Non-Fiscal Instruments</li></ul></li><li>- Globalization and Domestic Economic Policy</li></ul>	<p>Koeppel, S./Ürge-Vorsatz, D. (2007), Assessment of Policy Instruments for Reducing Greenhouse Gas Emissions from Buildings – Report for the UNEP-Sustainable Buildings and Construction Initiative, Internetdokument: <a href="http://www.unep.org/themes/consumption/pdf/SBCI_CEU_Policy_Tool_Report.pdf">http://www.unep.org/themes/consumption/pdf/SBCI_CEU_Policy_Tool_Report.pdf</a>, pp. 91, 25.03.2010.</p>
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## Teaching Course

<i>Course Title</i>	<b>Process Management and e-government</b> (პროცესის მენეჯმენტი და ელექტრონული მართვა)
<i>Author/Authors</i>	Friederike Thessel
<i>Lecturer/Lecturers</i>	Friederike Thessel Potsdam eGovernment Competence Center (IfG.CC) Am Neuen Markt 9c D-14467 Potsdam Telefon: +49 (0)331 740 367 63 Telefax: +49 (0)331 240 649 E-Mail: <a href="mailto:ftessel@ifg.cc">ftessel@ifg.cc</a>  Merab Labadze <a href="mailto:mlabadze@gmail.com">mlabadze@gmail.com</a>
<i>Course Code</i>	
<i>Course Status</i>	Faculty of Law This Course is intended for Master Students Level and is a mandatory part of the Joint-Master Program in Public Administration.Modul IV – Organization and Management Required
<i>Course Goal</i>	The course aims to explain changes and developments of public administration induced by Process Management and eGovernment. The first session (out of five in total) outlines the context in which these developments are embedded (e.g. New Public Management). Sessions two and three turn to Process Management. Students are made familiar with the merits of Process Management, with what Process Management attempts to overcome and with how it has been implemented in public administration. Sessions four and five deal with eGovernment, its chances for modernising public administration but also with the pitfalls which might arise in this area.
<i>Number of Credits and Distribution of Hours According to Student's Workload (ECTS)</i>	<ul style="list-style-type: none"> <li>• 4 ECTS</li> <li>• Contact Hours perSemester-20</li> <li>• Hours of Student's Independent Work</li> </ul>

	<p>perSemester- 40</p> <ul style="list-style-type: none"> <li>• Time for Preparing and Taking Final Examination- 40</li> </ul>
Course Admission Prerequisites	<ul style="list-style-type: none"> <li>• Without any prerequisites</li> </ul>
Learning Outcomes	<p><b>Knowledge and Perception</b></p> <p>Student has deep and systematic knowledge about the the following them in Process Manamgmt and eGovernment:</p> <ul style="list-style-type: none"> <li>– advantages of Process Management and eGovernment for public administration;</li> <li>– the hindrances in implementing Process Management and eGovernment;</li> <li>– the limits of applying Process Management and eGovernment in public administration as opposed to the private sector;</li> <li>– the importance of national characteristics for change processes;</li> <li>–</li> </ul> <p><b>Ability for using the knowledge in practice</b></p> <p>Graduates are able to Search new and original ways to solve complex problems in the sphere of Process Management and eGovernment;</p> <p><b>Ability for communication</b></p> <p>Student can communicate to academic and professional society in written and oral form in national language and also in foreign language with using of standarts of academic honesty and the challenges of informational-communicational technologies.</p>
Course Content	see Annex I.
Teaching/Learning Methods	<ul style="list-style-type: none"> <li>• Verbal/ Oral Method.</li> <li>• Discussion/ Debates</li> <li>• Induction, Deduction, Analyze and Synthesis</li> <li>• Explanation Method</li> <li>• Action Oriented Teaching</li> <li>• the Method of Written Work</li> </ul>
Evaluation Criteria	Attendance and participation/ presentation 40%

	<p>Midterm – 20%</p> <p>Final examination 40%;</p>
<p>Required Literature</p>	<p>Bekkers, V (2005): The Governance of Back Office Integration in E-Government: Some Dutch Experiences, In: Wimmer, M.A. et al. (Eds.) EGOV 2005, LNCS 3591, pp. 12-25. Berlin, Amsterdam.</p> <p>Castells, M. (1996): The Information Technology Revolution, In: Castells, M: The Rise of the Network Society, Vol 1: Informational Age, Oxford, pp. 29-65.</p> <p>Davenport, T (1993): Information Technology as an Enabler of Process Innovation, In: Process Innovation. Reengineering Work through Information Technology. Boston, pp. 37-93.</p> <p>Hammer, Michael; Champy James (2001): Reengineering the Corporation - A Manifesto for Business Revolution, New York.</p> <p>Janssen, M; Wagenaar, R (2004): An Analysis of a Shared Services Centre in E-government, In: Proceedings of the 37<sup>th</sup> Hawaii International Conference on System Sciences.</p> <p>Lenk, K (2002): Electronic Service Delivery – A driver of public sector modernization, In: Information Polity 7, pp. 87-96.</p> <p>Lenk, K (2007): Reconstructing Public Administration Theory from below, In: Information Polity 12, pp. 207-212.</p> <p>Lenk, K; Schuppan, T (2010): An Unsuccessful Effort to Implement One Stop Government in Germany. Paper for EGPA 2010, 8-10 September 2010, Toulouse (France)</p> <p>Lips, M.; Boogers, M; Weterings, R (2000): Reinventing territory in Dutch local government: Experiences with the development and implementation of GIS in the Amsterdam region, In:</p>

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	<p>Information Infrastructure and Policy 6, pp. 171-183.</p> <p>Taylor, J (1998): Informatization as X-ray: What is Public Administration for the Information Age?, In: Snellen, I.Th.M. and van de Donk, W.B.H.J.: Public Administration in an Information Age. Amsterdam; pp. 21-32.</p> <p>Zuurmond, A (1998): From Bureaucracy to Infocracy: Are Democratic Institutions Lagging Behind?, In: Snellen, I.Th.M. and van de Donk, W.B.H.J.: Public Administration in an Information Age. Amsterdam; pp. 199-211.</p>
Other Teaching Materials	Powerpoint-slides are being distributed; an additional reader with optional literature may be compiled if requested.
Additional Information/Conditions	N/A

## Contents of the Course

N	Topic of the Lecture/Seminar/Practicum/Laboratory work etc.	Material
1	Understanding e-government (2 h) <ul style="list-style-type: none"> <li>• Differences of private and public sector</li> <li>• From 'old' to 'new' administrations</li> <li>• Basic terms and concepts</li> <li>• Process perspective as theory from below</li> <li>• Basic organizational principles</li> </ul>	Handout Literature: <ul style="list-style-type: none"> <li>▪ Lenk 2002</li> <li>▪ Lenk 2007</li> <li>▪ Taylor 1998</li> <li>▪ Zuurmond 1998</li> <li>▪ Castells 1996</li> </ul>
2	Access to public services (2 h) <ul style="list-style-type: none"> <li>• Physical access channels</li> <li>• Other access channels</li> </ul> Networked organization <ul style="list-style-type: none"> <li>• Single contact center</li> <li>• SSC</li> <li>• New forms of outsourcing</li> </ul>	Handout Literature: <ul style="list-style-type: none"> <li>▪ Bekkers 2005</li> <li>▪ Janssen/Wagenaar 2004</li> </ul>
3	Selected fields (I) <ul style="list-style-type: none"> <li>• E-government in Georgia (support by tandem partner)</li> <li>• Implementing e-government</li> </ul>	Handout
4	Selected fields (II) (2 h) <ul style="list-style-type: none"> <li>• Geographic information systems</li> <li>• eHealth/Telemedicine</li> </ul>	Handout Literature: <ul style="list-style-type: none"> <li>▪ Lips/ Boogers/ Weterings 2000</li> </ul>
5	Business process management (I) (2 h) <ul style="list-style-type: none"> <li>• Application to public administration</li> <li>• Processes (Types of processes, modes of processes)</li> </ul>	Handout Literature: <ul style="list-style-type: none"> <li>▪ Hammer/Champy 2001</li> <li>▪ Davenport 1993</li> </ul>
6	Business process management (II) (6 h) <ul style="list-style-type: none"> <li>• Process modeling approach</li> <li>• Notations for process modeling</li> <li>• Implementation of process management</li> <li>• Exercise: Process modeling</li> </ul>	Handout

## Teaching Course

<i>Course Title</i>	<b>Strategy Management und Quality Management/ სტრატეგიისა და ხარისხის მართვის მენეჯმენტი</b>
<i>Author/Authors</i>	Dr. Kai Masser
<i>Lecturer/Lecturers</i>	Dr. Kai Masser – Uni Speyer <a href="mailto:masser@uni-speyer.de">masser@uni-speyer.de</a>  Larisa Pataraiia <a href="mailto:larisa_pataraiia@iliauni.edu.ge">larisa_pataraiia@iliauni.edu.ge</a>
<i>Course Code</i>	
<i>Course Status</i>	Faculty of Law This Course is intended for Master Students Level and is a mandatory part of the Joint-Master Program in Public Administration. Module IV – Organization and Management Required
<i>Course Goal</i>	<p>These days new challenges and opportunities call for a more effective and efficient public administration. For this it is important to move towards a proactive and strategic approach of 'leading to the future', rather than the existing paradigm of 'managing the present'. The course is designed to provide the students of the Public Administration MA programme with the tools and proceedings of such a forward strategic management (e.g. Balanced Scorecard, SWOT-Analysis and so on). Besides the students should get to know new approaches like for example a “public value management”. Particular attention will also be devoted to the “management of the unexpected”, the “management of crisis and catastrophes” and “risk management”.</p> <p>Based on the rights to a “good governance” and “good administration” the management of performance and quality management is an important duty for every administration. Therefore several conceptions of</p>

	<p>quality management systems (like TQM, CAF, ISO) will be analysed and tested for their practicability. Quality awards will be introduced as opportunities to receive “best-practice-examples”. Furthermore a comparative review about quality management in a few selected European states is given.</p> <p>Finally the students should be aware, which problems and risks may arise from the existing quality management systems and in which aspects quality potentials for the future can be detected.</p>
Number of Credits and Distribution of Hours According to Student’s Workload (ECTS)	<ul style="list-style-type: none"> <li>• 3 ECTS;</li> <li>• Contact Hours per Semester- 20</li> <li>• Hours of Student’s Independent Work per Semester- 25</li> <li>• Time for Preparing and Taking midterm and Final Examination-30</li> </ul>
Course Admission Prerequisites	<ul style="list-style-type: none"> <li>• Without any prerequisites</li> </ul>
Learning Outcomes	<p><b>Knowledge and Perception</b></p> <p>Student has deep and systematical knowledge about the principles of Strategic and Quality Management, graduates know relevant tools and methods;</p> <p><b>Ability for using the knowledge in practice</b></p> <p>Graduates are able to Search new and original ways to solve complex problems in the sphere of Strategic and Quality Management;</p> <p><b>Ability for conclusion</b></p> <p>Formation of well-founded conclusion basis of the critical analysis of difficult and incomplete information;</p>
Course Content	See Annex I.
Teaching/Learning Methods	<ul style="list-style-type: none"> <li>• Verbal/ Oral Method.</li> <li>• Discussion/ Debates</li> <li>• Heuristic Method</li> <li>• Case study</li> <li>• Brain storming</li> <li>• Role and Situation playing</li> <li>• Induction, Deduction, Analyze and Synthesis</li> </ul>



	<ul style="list-style-type: none"> <li>• Explanation Method</li> <li>• Action Oriented Teaching</li> <li>• The Method of Written Work</li> </ul>
Evaluation Criteria	<p>Attendance and participation/ short presentation/ working groups -40</p> <p>Midterm - 20</p> <p>Final Exam - 40</p>
Required Literature	<p>Robert S. Kaplan und David P. Norton (1992): The Balanced Scorecard - Measures that Drive Performance. In: Harvard Business Review 1/2, pp. 71-79.</p> <p>Moore, Mark (1998): Creating Public Value. Strategic Management in Government, Cambridge/London: Harvard University</p> <p>Bryson, John M. (2004): Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining</p> <p>Lubin, David /Esty Daniel (2010) The sustainability Imperative, in: Harvard Business Review, May 2010, pp. 44-50.</p> <p>Jocelyne Bourgon (2009) New Directions in Public Administration, Serving Beyond the Predictable, <a href="http://ppa.sagepub.com/content/24/3/309">http://ppa.sagepub.com/content/24/3/309</a></p> <p>Drewry, Gavin/Greve, Carsten/Tanquerel, Thierry (2005), Contracts, Performance Measurement and Accountability in the Public Sector, Amsterdam 2005</p> <p>Bouckaert, Geert/Halligan, John (2008): Managing Performance: International Comparisons, London/New York: Routledge.</p> <p>Žurga, Gordana (2008): Quality management in public administrations of the EU member states: comparative analysis. Ljubljana.</p>

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	<p><u>In german language:</u></p> <p>Proeller, Isabella (2007): Strategische Steuerung für den Staat. Internationale Ansätze im Vergleich, Gütersloh: Bertelsmann</p> <p>Jock, Christian (2009): Qualitätsmanagement in Europa – Entwicklungen, Probleme, Ausblick. In: Hill, H. (Ed.): Verwaltungsmodernisierung im europäischen Vergleich. Baden-Baden, pp. 35-59.</p> <p>Hill, Hermann (2008): Qualitätsmanagement im 21. Jahrhundert - ein Neuanatz. In: Die öffentliche Verwaltung, Jg. 61, H. 19, pp. 789-797.</p>
Additional Literature and other Teaching Materials	N/A
Additional Information/Conditions	<p>On the one hand the Lecturer will deliver traditional lectures to the students. On the other hand interactive teaching methods will be actively applied during the sessions. The students should also work together in teams and present the results of this group works in short oral presentations.</p>

## Teaching Course

<i>Course Title</i>	<b>Territorial Organisation and Decentralisation / ტერიტორიული მოწყობა და დეცენტრალიზაცია</b>
<i>Author/Authors</i>	Prof. Dr. Giorgi Khubua
<i>Lecturer/Lecturers</i>	Prof. Dr. Giorgi Khubua giorgi.khubua@tum.de
<i>Course Code</i>	
<i>Course Status</i>	Faculty of Law This Course is intended for Master Students Level and is a mandatory part of the Master Program in Public Administration. Modul IV - Organization and Management Required
<i>Course Goal</i>	The students will have deep and systematic knowledge about following themes: <ul style="list-style-type: none"> <li>• Institutional structures, the functional responsibilities and the decision-making processes at the local level of government.</li> </ul>
<i>Number of Credits and Distribution of Hours According to Student's Workload (ECTS)</i>	<ul style="list-style-type: none"> <li>• 3 ECTS</li> <li>• Contact Hours per Semester-15</li> <li>• Hours of Student's Independent Work per Semester- 30</li> <li>• Time for Preparing and Taking midterm and final Examination- 30</li> </ul>
<i>Course Admission Prerequisites</i>	<ul style="list-style-type: none"> <li>• Without any prerequisites</li> </ul>
<i>Learning Outcomes</i>	<p><b>Knowledge and Perception</b></p> <p>Student has deep and systematic knowledge about the Principles of Local Self-Governments. Student knows:</p> <ul style="list-style-type: none"> <li>• institutional structure of local government systems in Germany and Georgia;</li> <li>• Local government systems in Germany and in Georgia and about the necessities and standards of European Charter of Self-Government;</li> <li>• functional responsibilities, resources and organization of local governments;</li> <li>• intergovernmental relations between state/ central government and local government</li> <li>• principles of local decision-making; actor-constellations</li> <li>• reform discourses and strategies in local democracy and</li> </ul>

	<p>participatory reforms; their impacts and consequences</p> <p><b>Ability for using the knowledge in practice</b></p> <p>Graduates are able to Search new and original ways to solve complex problems about the Local Self-Governments;</p> <p><b>Ability for conclusion</b></p> <p>Formation of well-founded conclusion basis of the critical analysis of difficult and incomplete information using of the comparative analysis of German and Georgian Local Self- Government systems. Graduates can make innovative synthesis using of the court practice;</p> <p><b>Ability for communication</b></p> <p>Student can communicate to academic and professional society in written and oral form in national language and also in foreign language with using of standarts of academic honesty and the challenges of informational-communicational technologies.</p> <p><b>Ability for study</b></p> <p>Student can analyse the character of studying process and make stategical planning on high level, direct studying process independently.</p> <p><b>Values</b></p> <p>Student can avaluation of own and others' atttude about the democratic and legal values and take a part in establishment of new values.</p> <ul style="list-style-type: none"> <li>• institutional structure of local government systems in Germany and Georgia;</li> <li>• functional responsibilities, resources and organization of local governments;</li> <li>• intergovernmental relations between state/ central government and local government</li> <li>• principles of local decision-making; actor-constellations reform discourses and strategies in local democracy and participatory reforms; their impacts and consequences</li> </ul>
Course Content	See Annex I.
Teaching/Learning Methods	<ul style="list-style-type: none"> <li>• Verbal/ Oral Method.</li> <li>• Discussion/ Debates</li> <li>• Heuristic Method</li> </ul>

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	<ul style="list-style-type: none"><li>• Case study</li><li>• Induction, Deduction, Analyze and Synthesis</li><li>• Explanation Method</li><li>• Action Oriented Teaching</li><li>• The Method of Written Work</li></ul>
Evaluation Criteria	Attandance and participation -40 Midterm - 20 Final Exam - 40
Required Literature	Dieter Haschke: Local Government Administration in Germany <a href="http://www.iuscomp.org/gla/literature/localgov.htm">http://www.iuscomp.org/gla/literature/localgov.htm</a>
Additional Literature and other Teaching Materials	European Charter of Local Self-Government <a href="http://conventions.coe.int/Treaty/Commun/QueVoulezVous.asp?NT=122&amp;CM=1&amp;CL=ENG">http://conventions.coe.int/Treaty/Commun/QueVoulezVous.asp?NT=122&amp;CM=1&amp;CL=ENG</a>
Additional Information/Conditions	N/A

## Teaching Course

<i>Course Title</i>	<b>Cost-Benefit Analysis/ ეკონომიკური კონტროლი და ანალიზი</b>
<i>Author/Authors</i>	Prof. Dr.Dr. h.c. Andreas Knorr
<i>Lecturer/Lecturers</i>	Prof. Dr. Dr. h.c. Andreas Knorr knorr@uni-speyer.de
<i>Course Code</i>	
<i>Course Status</i>	Faculty of Law This Course is intended for Master Students Level and is a mandatory part of the Joint TSU-DHV Speyer Master's Program in Public Administration. Module V – Budget and Finances Required
Course Goal	The students will have deep and systematic knowledge about the cost-benefit analysis and additional tools in economic policy design and assessment. They will learn the basic steps of these analytical tools and are instructed about potential shortcomings and errors in their application to real-world problems. As discounting is crucially important in every cost-benefit analysis, the lecture will additionally focus on discounting itself with special consideration of the choice and on uncertainty risk.
Number of Credits and Distribution of Hours According to Student's Workload (ECTS)	<ul style="list-style-type: none"> <li>• 3 ECTS;</li> <li>• Contact Hours per Semester-15</li> <li>• Hours of Student's Independent Work per Semester- 30</li> <li>• Time for Preparing and Taking midterm and Final Examination - 30</li> </ul>
Course Admission Prerequisites	<ul style="list-style-type: none"> <li>• Without any prerequisites</li> </ul>
Learning Outcomes	<b>Knowledge and Perception</b> Student has deep and systematic knowledge about the cost-benefit analysis, planning the economic policy, additional measures and mechanisms for evaluation. Graduates know basic steps of analytical tools and they are able to foresee future risks and results;

	<p><b>Ability for using the knowledge in practice</b></p> <p>Graduates are able to Search new and original ways to solve complex problems in economic, among them, foreseeing future risks and searching new, original ways to solve them;</p> <p><b>Ability for conclusion</b></p> <p>Formation of well-founded conclusion basis of the critical analysis of difficult and incomplete information in economic;</p> <p><b>Ability for communication</b></p> <p>Student can communicate to academic and professional society in written and oral form in national language and also in foreign language with using of standarts of academic honesty and the challenges of informational-communicational technologies.</p>
Course Content	See Annex I.
Teaching/Learning Methods	<ul style="list-style-type: none"> <li>• Verbal/ Oral Method.</li> <li>• Discussion/ Debates</li> <li>• Induction, Deduction, Analyze and Synthesis</li> <li>• Explanation Method</li> </ul>
Evaluation Criteria	Attandance and participation – 40 Midterm - 20 Final Exam –40
Required Literature	<ul style="list-style-type: none"> <li>• Field, B.C./ Field, M.K.: Environmental Economics – An Introduction, 5th edition, New York 2009.</li> <li>• Fuguitt, D./Wilcox, S.J.: Cost-Benefit Analysis for Public Sector Decision Makers, Westport 1999.</li> <li>• Mishan, E.J./Quah, E.: Cost Benefit Analysis, 5th edition, New York 2007.</li> <li>• Pearce, P./Atkinson, G./Mourato, S.: Cost-Benefit Analysis and the Environment – Recent Developments, Paris 2006.</li> </ul>
Additional Literature and other Teaching Materials	N/A
Additional Information/Conditions	N/A

## Contents of the Course

N	Topic of the Lecture/Seminar/Practicum/Laboratory work etc.	Literature (with according page numbers)
1	I. Market Organisation and Market Failure - Market Organisation and the Consequences for the Economy - Theory of Market Failure - Natural Monopolies, Externalities, ...	Ellig, J. (Hrsg.): Dynamic competition and public policy: technology, innovation, and antitrust issues, Cambridge (Mass.), 2001.  Shermer, M. (2008), The Mind of the Market – Compassionate Apes, Competitive Humans, and Other Tales from Evolutionary Economics, New York.  Scherer, F./D. Ross: Industrial market structure and economic performance, 3. Auflage, Boston 1990.
2	II. Regulation - Theory of Regulation – Positive Theory, Normative Theory - Aims of Regulation - Regulatory Instruments - Regulatory Failure - Public Sector Regulation	Viscusi, W.K./J. Harrington/J. Vernon: Economics of Regulation and Antitrust, 4th edition, Cambridge (Mass.) und London 2005.  Laffont, J.-J.: Regulation and Development, Cambridge u.a. 2005.
3	III. Competition Policy 1) Actors and Aims of Competition Policy 2) Competition Policy on Specific Sectors – Case Studies 3) Competition Policy in the European Union	Gal, M.: Competition Policy for Small Market Economies, Cambridge (Mass.) und London, 2003. High, J. (Hrsg.): Competition, Cheltenham/Northampton 2002. Motta, M.: Competition Policy. Theory and Practice, Cambridge 2004. OECD: Competition and Trade Policies. Their Interaction, Paris 1984. Scherer, F.: Competition Policies for an Integrated World Economy, Washington 1994.



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<i>Course Title</i>	<b>Accounting and reporting in the public sector/ ბუღალტერია და ხარჯთაღრიცხვა საჯარო მმართველობაში</b>
<i>Author/Authors</i>	<b>Zurab Tolordava</b>
<i>Lecturer/Lecturers</i>	<b>Zurab Tolordava</b> Ministry of Finance, Treasury Service Head of Accounting Methodology and Analysis Department Mob: 577051971; 599912965. Tel: 8322261524; 8322217487 E-mail: z.tolordava@yahoo.com
<i>Course Code</i>	
<i>Course Status</i>	1.Faculty of Law
	2.Master Program „Public Administration“, ModuleV–Budget and Finance
	3.Mandatory
	4. The course is held in Georgian language
<i>Course Goal</i>	In this module students are taught the following issues: the methodology of financial accounting and reporting in public sector;Specifics of accounting and reporting, rules, principles and methods by budgets funded organizations; Budget execution with the principles of Treasury Services, Implementation of the budget and the principles of integration of financial reporting by the budget organization.
<i>Number of Credits and Distribution of Hours According to Student’s Workload (ECTS)</i>	<ul style="list-style-type: none"> <li>• 3 ECTS;</li> <li>• Contact Hours per Semester- 20;</li> <li>• Hours of Student’s Independent Work per Semester - 30;</li> <li>• Time for Preparing and Taking midterm and final Examination – 25 hours.</li> </ul>
<i>Course Admission Prerequisites</i>	<ul style="list-style-type: none"> <li>• Without any prerequisites</li> </ul>
<i>Learning Outcomes</i>	<b>Knowledge and Perception</b>  Students have deep and systematic knowledge of the

	<p>methodology of financial accounting and reporting in public sector; Specifics of accounting and reporting, rules, principles and methods by budgets funded organizations;The student realizes the importance of Implementation of the budget and the principles of integration of financial reporting by the budget organization.</p> <p><b>Ability for using the knowledge in practice</b></p> <p>The student is able to find new, original ways of complex Problems' solution in the field of accounting and reporting in public sector.</p>
<i>Course Content</i>	Annex 1.
<i>Teaching/Learning Methods</i>	<ul style="list-style-type: none"> <li>• Verbal/ Oral Method.</li> <li>• Discussion/ Debates</li> <li>• Induction, Deduction, Analyze and Synthesis</li> <li>• Explanation Method</li> <li>• Action Oriented Teaching</li> <li>• The Method of Written Work</li> </ul>
<i>Evaluation Criteria</i>	<p>Evaluation Criteria are fully based on the rules of Tbilisi State University:</p> <ul style="list-style-type: none"> <li>• Attendance and participation 40%</li> <li>• Midterm 20%</li> <li>• Final exam 40%</li> <li>• Final estimation 100%</li> </ul>
<i>Required Literature</i>	<p>Required Literature:</p> <ol style="list-style-type: none"> <li>1. The instructions about “Accounting of Budget Funded Organizations” approved by the order of Minister of Finance N 1321 on December 28, 2007;</li> <li>2. The instructions about “Implementation Rules of the State Treasury Service Organisations” approved by the order of Minister of Finance N 1318 on December 28, 2007</li> <li>3. “Approval of the accounting forms of budget funded organizations” approved by the order of Minister of</li> </ol>

	<p>Finance N 364 on April 16, 2008.</p> <p>4. The Budget Code of Georgia</p> <p>Web: <a href="http://www.matsne.gov.ge">www.matsne.gov.ge</a></p>
<p><i>Additional Literature and other Teaching Materials</i></p>	<ol style="list-style-type: none"> <li>1. The IMF "Government Finance Statistics 2001“;</li> <li>2. The Law of Georgia "Accounting and Reporting Regulation“;</li> <li>3. "Budget classification of Georgia" approved by the order of Minister of Finance N 672 on August 25, 2010;</li> <li>4. “Approval of the Primary accounting documents and accounting registers forms of the State Budget Organizations” approved by the order of Minister of Finance №511 on July 28, 2004;</li> </ol>

## Course Content

N	Topic	Learning material
1	<b>lecture: 1-2</b>  Accounting Basics of Budget Funded Organizations	The instructions about “Accounting of Budget Funded Organizations”
2	<b>lecture: 3-4</b>  Principles of Treasury service and Budget implementation by the Treasury account	The instructions about “Implementation Rules of the State Treasury Service Organisations”
3	<b>lecture: 5-6</b>  Accounting of stocks and flows by the Budgets funded organizations	The instructions about “Accounting of Budget Funded Organizations”  Forms of Primary accounting documents and accounting registers of the State Budget Organizations
4	<b>lecture: 7-8</b>  Reporting by the budget funded organizations	Forms of Primary accounting documents and accounting registers of the State Budget Organizations
5	<b>lecture: 9-10</b>  Accounting Reform, aim of reform and its progress in public sector  <b>Exercise:</b> accrued expenses: assets and liabilities; Balance sheet	“Accounting Reform Strategy” approved by the order of Minister of Finance

## Teaching Course

<i>Course Title</i>	<b>Human Resources Management/</b> პერსონალის მართვის მენეჯმენტი
<i>Author/Authors</i>	Jörg Senn
<i>Lecturer/Lecturers</i>	Jörg Senn Visiting Lecturer joergsenn@yahoo.de
<i>Course Code</i>	
<i>Course Status</i>	Faculty of Law This Course is intended for Master Students Level and is a mandatory part of the Joint-Master Program in Public Administration. Module VI -Staff and Management Required
<i>Course Goal</i>	The participants will <ul style="list-style-type: none"> <li>- have deep and systematic knowlegde in the fields of human resources management (HRM);</li> <li>- get an understanding of HRM as an strategic management approach including the links to organisational development and organisational performance.</li> </ul>
<i>Number of Credits and Distribution of Hours According to Student's Workload (ECTS)</i>	<ul style="list-style-type: none"> <li>• 2 ECTS;</li> <li>• Contact Hours per Semester- 10</li> <li>• Hours of Student's Independent Work per Semester-20</li> <li>• Time for Preparing and Taking midterm and Final Examination- 20</li> </ul>
<i>Course Admission Prerequisites</i>	- Without any prerequisites
<i>Learning Outcomes</i>	<p><b>Knowledge and Perception</b></p> <p>Student has deep and systematical knowledge about Human Resource Managment.</p> <p><b>Ability for communication</b></p> <p>Student can communicate to academic and professional society in written and oral form in national language and also in foreign language with using of standarts of academic honesty and the challenges of informational-communicational</p>

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	technologies.
Course Content	See Annex I.
Teaching/Learning Methods	<ul style="list-style-type: none"> <li>• Verbal/ Oral Method.</li> <li>• Discussion/ Debates</li> <li>• Induction, Deduction, Analyze and Synthesis</li> <li>• Explanation Method</li> <li>• Action Oriented Teaching</li> <li>• The Method of Written Work</li> </ul>
Evaluation Criteria	Evaluation components: <ul style="list-style-type: none"> <li>- Attendance and Participation / Working Groups – 40</li> <li>- Midterm - 20</li> <li>- Written exam - 40</li> </ul>
Required Literature	Handout.
Additional Literature and other Teaching Materials	Will be provided during the course, if applicable.
Additional Information/Conditions	N/A




## Contents of the Course

N	Topic of the Lecture/Seminar/Practicum/Laboratory work etc.	Literature (with according page numbers)
1	- Section 1: a) Introduction into HRM b) Recruitment / Selection / Onboarding <sup>1</sup>	
2	- Section 2: Performance Management / Management by Objectives / Staff Talks	
3	- Section 3: Learning Organisation / Instruments of Participation and Feedback	
4	- Section 4: Employment Conditions (incl. Compensation, Benefits and Incentives)	
5	- Section 5: Career Development / Training / Talent Management	

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<sup>1</sup> All topics will be reviewed by purpose, challenges, procedures, responsibilities

## Teaching Course

<i>Course Title</i>	<b>Civil Service Law/ სამოხელეო სამართალი</b>
<i>Author/Authors</i>	<b>Paata Turava</b>
<i>Lecturer/Lecturers</i>	<b>Prof. Dr. Paata Turava, TSU</b>   e-mail:paata.turava@tsu.ge  :  : 577 55 33 89
<i>Course Code</i>	
<i>Course Status</i>	1. Faculty of Law  2. Master Program, module VI – Staff and Management  3. Mandatory
<i>Course Goal</i>	Students to be able to use their knowledge in the field of Administrative Procedure Law and the Administrative Law taking into the consideration the specifics of Civil Service Law. The students will learn main institutes of Civil Service Law.
<i>Number of Credits and Distribution of Hours According to Student's Workload (ECTS)</i>	<ul style="list-style-type: none"> <li>• 2ECTS;</li> <li>• Contact Hours per Semester- 10;</li> <li>• Hours of Student's Independent Work per Semester - 25;</li> <li>• Time for Preparing and Taking midterm and final Examination- 15 hours.</li> </ul>
<i>Course Admission Prerequisites</i>	Without any prerequisites
<i>Learning Outcomes</i>	<b>Knowledge and Perception</b>  The students are given deep and systematic knowledge in Civil



	<p>Service Law.</p> <p><b>Ability for using the knowledge in practice</b></p> <p>The student can find new and original solutions of complex problems in the field of Public Service Law.</p> <p><b>Values</b></p> <p>Estimation of legal values independently and taking part into creation of new values.</p>
<i>Course Content</i>	Annex 1.
<i>Teaching/Learning Methods</i>	<ul style="list-style-type: none"> <li>• Verbal/ Oral Method.</li> <li>• Discussion/ Debates</li> <li>• Case study</li> <li>• Induction, Deduction, Analyze and Synthesis</li> <li>• Explanation Method</li> <li>• Action Oriented Teaching</li> <li>• The Method of Written Work</li> </ul>
<i>Evaluation Criteria</i>	<p>Evaluation Criteria are fully based on the rules of Tbilisi State University:</p> <ul style="list-style-type: none"> <li>• Attendance and participation- 10 points</li> <li>• Thesis - 10 points</li> <li>• Midterms - 20 points (2 midterms - 40 points)</li> <li>• Final exam - 40 points.</li> </ul> <p>The final examination is held at the end of semester in written form. The subject is passed successfully when a student receives at least 50% of the final exam estimation.</p>
<i>Required Literature</i>	<p><b>1. The guide for General Administrative Law</b></p> <p><i>(Team of authors: Zurab Adeishvili... Paata Turava... Dimitri Kitoshvili... Tbilisi, 2005.</i></p> <p><b>2. The guide for General Administrative Law</b></p> <p><i>Paata Turava, Natia Tskepladze, Tbilisi, 2010.</i></p> <p><i>TSU library</i></p>

## Annex 1

## Course Content

N	The topics of lectures
1	<p><i>Introduction.</i></p> <p>The first working hour will devoted to the clearance of the subject of the learning course. The system of the course and main sources of the course should be explained to the students. The focus will be on the constitutional and legal grounds of the subject and the determination of the scope of the General Administration and the Administrative Procedure Code.</p>
2	Main and principles of Civil Service Law.
3	State Politics in Civil Service Law. Organizational support to the policy-making processes.
4	Types of public servants and Civil Service.
5	Public servant as a subject with main rights
6	The duties of a public servant
7	General rules of public servants' behaviour. Disciplinary misconduct
8	Rights and guarantees of public servants
9	Beginning of official-legal relations, change and termination
10	Legal mechanisms to protect the right of a public servant

## Teaching Course

<i>Course Title</i>	<b>Culture and Ethics in Public Administration / საჯარო მმართველობის კულტურა და ეთიკა</b>
<i>Author/Authors</i>	Prof. Dr. Giorgi Khubua ( <a href="mailto:giorgi.khubua@tsu.ge">giorgi.khubua@tsu.ge</a> ) & Ass. iur. Claudia Hipp ( <a href="mailto:hipp@uni-speyer.de">hipp@uni-speyer.de</a> )
<i>Lecturer/Lecturers</i>	Prof. Dr. Giorgi Khubua ( <a href="mailto:giorgi.khubua@tsu.ge">giorgi.khubua@tsu.ge</a> ) & Ass. iur. Claudia Hipp ( <a href="mailto:hipp@uni-speyer.de">hipp@uni-speyer.de</a> )
<i>Course Code</i>	
<i>Course Status</i>	Faculty of Law This Course is intended for Master Students Level and is a mandatory part of the Master's Program in Public Administration at TSU in cooperation with the German University of Administrative Sciences Speyer. Module VI – Staff and Management Required
<i>Course Goal</i>	The main goal of the course is to give the students deep and systematic knowledge about good administration and the values of democratic structure. Participants will know different mechanisms and tools how an ethical infrastructure in professional life can be set up.
<i>Number of Credits and Distribution of Hours According to Student's Workload (ECTS)</i>	<ul style="list-style-type: none"> <li>• 2 ECTS;</li> <li>• Contact Hours per Semester- 10</li> <li>• Hours of Student's Independent Work per Semester- 25</li> <li>• Time for Preparing and Taking midterm and Final Examination – 15</li> </ul>
<i>Course Admission Prerequisites</i>	<ul style="list-style-type: none"> <li>• Without any prerequisites</li> </ul>
<i>Learning Outcomes</i>	<p><b>Knowledge and Perception</b></p> <p>Student has deep and systematic knowledge about the necessities of the ethic and legal principles ;</p> <p><b>Ability for communication</b></p> <p>Student can communicate in the sphere of ethic in public administration to academic and professional society in written and oral form in national language and also in foreign language with using of standards of academic honesty and the challenges of informational-communicational technologies.</p>

	<p><b>Values</b></p> <p>Student can evaluation of the own and others attitude about the legal and ethical values and take a part in establishment of new values.</p>
Course Content	<p>1. lecture –</p> <ul style="list-style-type: none"> <li>- Introduction, Group Work, Definition of Ethics, Values in Public Sector and Change of Values, NPM, Distinction between Law and Ethics, Task for at Home</li> </ul> <p>2. &amp; 3. Lecture –</p> <ul style="list-style-type: none"> <li>- Legal Theory concerning Ethics, Ethical Measures in Georgian Public Administration</li> </ul> <p>4. lecture –</p> <ul style="list-style-type: none"> <li>- Repetition of the session on Wednesday, presentations of the homework</li> <li>- presentations of different national and international organizations and measures which aim to ensure and improve ethical standards in public administration</li> <li>- advantages and disadvantages of ethics and ethical measures – sum up</li> </ul>
Teaching/Learning Methods	<ul style="list-style-type: none"> <li>• Verbal/ Oral Method.</li> <li>• Discussion/ Debates</li> <li>• Induction, Deduction, Analyze and Synthesis</li> <li>• Explanation Method</li> <li>• Action Oriented Teaching</li> <li>• The Method of Written Work</li> </ul>
Evaluation Criteria	<p>Attendance and participation/ presentation/ working groups -40</p> <p>Midterm - 20</p> <p>Final Exam - 40</p>
Required Literature	<p>Will be provided during the course:</p> <ul style="list-style-type: none"> <li>- American Society for Public Administration, ASPA CODE OF ETHICS, <a href="http://www.aspanet.org/public/ASPA/Resources/Code_of_Ethics/ASPA/Resources/Code%20of%20Ethics1.aspx?hkey=acd40318-a945-4ffc-ba7b-18e037b1a858">http://www.aspanet.org/public/ASPA/Resources/Code_of_Ethics/ASPA/Resources/Code%20of%20Ethics1.aspx?hkey=acd40318-a945-4ffc-ba7b-18e037b1a858</a></li> <li>- OECD, PUMA Policy Brief, Public Management occasional papers No. 14, Ethics in the Public service: Current issues and practice, 1996, <a href="http://www.oecd.org/dataoecd/59/60/1899269.pdf">http://www.oecd.org/dataoecd/59/60/1899269.pdf</a>; 13/02/2012.</li> </ul>

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	<p>- The European Code of Good Administrative Behavior, <a href="http://www.ombudsman.europa.eu/resources/code.faces">http://www.ombudsman.europa.eu/resources/code.faces</a>; 13/02/2012.</p> <p>- Anti-Corruption Network country monitoring reports, <a href="http://www.oecd.org/corruption/acn/anticorruptionnetworkcountrymonitoringreports.htm">http://www.oecd.org/corruption/acn/anticorruptionnetworkcountrymonitoringreports.htm</a>; 13/02/2012.</p> <p>Links sent by Email "learn more about corruption", just watch: <a href="http://www.transparency.org/whatwedo">http://www.transparency.org/whatwedo</a></p> <p>here you can find the Corruption Index of nearly all countries from TI:  <a href="http://www.transparency.org/whatwedo/pub/corruption_perceptions_index_2012">http://www.transparency.org/whatwedo/pub/corruption_perceptions_index_2012</a></p> <p>and here is the report of TI about Georgia:  <a href="http://www.transparency.org/country#GEO">http://www.transparency.org/country#GEO</a></p>
Additional Literature and other Teaching Materials	N/A
Additional Information/Conditions	<p>On the one hand the Lecturers will deliver traditional lectures to the students. On the other hand interactive teaching methods will be actively applied during the sessions. The students should also work together in teams and present the results of their group works in short oral presentations.</p>

## Teaching Course

<i>Course Title</i>	<b>Change Management/ ცვლილებების მენეჯმენტი</b>
<i>Author/Authors</i>	Dr. Gerhard Fuckner
<i>Lecturer/Lecturers</i>	Dr. Gerhard Fuckner
<i>Course Code</i>	
<i>Course Status</i>	Faculty of Law This Course is intended for Master Students Level and is a mandatory part of the Joint-Master Program in Public Administration. Module VI – Staff and Management Required
Course Goal	The goal of the course is giving the students deep and systematic knowledge how to organize the changes, implementation in organisation, especially, in public sector.
Number of Credits and Distribution of Hours According to Student's Workload (ECTS)	<ul style="list-style-type: none"> <li>• 2 ECTS</li> <li>• Contact Hours per Semester- 10</li> <li>• Hours of Student's Independent Work per Semester- 25</li> <li>• Time for Preparing and Taking Midterm and final examination -15</li> </ul>
Course Admission Prerequisites	<ul style="list-style-type: none"> <li>• Without any prerequisites</li> </ul>
Learning Outcomes	<p><b>Knowledge and Perception</b></p> <p>Student has deep and systematic knowledge about the Principles of change Management in Public Administration;</p> <p><b>Ability for using the knowledge in practice</b></p> <p>Graduates are able to Search new and original ways to solve complex problems;</p> <p><b>Ability for communication</b></p> <p>Student can communicate to academic and professional society in written and oral form in national language and also in foreign language with</p>

	<p>using of standarts of academic honesty and the challenges of informational-communicational technologies.</p> <p><b>Ability for study</b></p> <p>Student can direct studying process independently.</p>
Course Content	See Annex I.
Teaching/Learning Methods	<ul style="list-style-type: none"> <li>• Verbal/ Oral Method.</li> <li>• Discussion/ Debates</li> <li>• Brain storming</li> <li>• Role and Situation playing</li> <li>• Induction, Deduction, Analyze and Synthesis</li> <li>• Explanation Method</li> <li>• Action Oriented Teaching</li> <li>• The Method of Written Work</li> </ul>
Evaluation Criteria	<p>Student evaluation will be based on:</p> <p>Attandance and oral participation/ Presentations and Roleplaying - 40 %</p> <p>Mid term exam - 20 %</p> <p>Final Exam - 40%</p>
Required Literature	<p>Managing Change in the New Public Sector,by Roger Lovell</p> <p>Managing Change and Innovation in the Public Service Organizations, by Stephen P. Osborne and Kerry Brown</p> <p>Managing Change, by Christopher Maybe (Editor) and Bill Mayon-White (Editor)</p> <p>Change Handbook : Group Methods for Shaping the Future, by Peggy Holman (Editor), Tom Devane (Editor)</p> <p>Change Management Handbook : A Road Map to Corporate Transformation, by Lance A. Berger et al.</p> <p>The Human Side of Change : A Practical Guide to</p>

	<p>Organization Redesign, by Timothy J. Galpin</p> <p>Leading Change, by John P. Kotter</p> <p>Leading in a Culture of Change, by Michael G. Fullan</p> <p>Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organizational Change Management, by Esther Cameron and Mike Green</p> <p><u>In German Language:</u></p> <p>Change Management – by Kerstin Stolzenberg and Krischan Heberle</p> <p>Durch Veränderung zum Erfolg – by Helmut Friedrichsmeier and Heinz Frühauf</p> <p><a href="http://www.dhv-speyer.de/tiflis">http://www.dhv-speyer.de/tiflis</a></p> <p>User-Name: TSU</p> <p>Password: admin2</p>
Additional Literature and other Teaching Materials	N/A



## Teaching Course

<i>Course Title</i>	<b>Communication between the State and Citizen; Communication between Politicians and Civil Servants / კომუნიკაცია სახელმწიფოსა და მოქალაქეებს შორის; კომუნიკაცია პოლიტიკოსებსა და საჯარო მოხელეებს შორის</b>
<i>Author/Authors</i>	Dr.Gerhard Fuckner Ekaterina Basilaia
<i>Lecturer/Lecturers</i>	Dr. Gerhard Fuckner  Ekaterina Basilaia E-mail: <a href="mailto:ekaterine.basilaia@tsu.ge">ekaterine.basilaia@tsu.ge</a>
<i>Course Code</i>	
<i>Course Status</i>	Faculty of Law This Course is intended for Master Students Level and is a mandatory part of the Joint-Master Program in Public Administration. Module VII- Communication Required
<i>Course Goal</i>	The participants will have deep and systematic knowledge about the character of “communication”. Communication to employees, to the superiors, between politicians and public services and between public services and the citizen ist an essential element of the sucessful operation of the executives.  On the base of theoretical topics of communication ( section 1) the students get familiar with some tools to analyse typical situations of communication (secition 2). Afterwards the course will apply the results to the communication between the public services to the political level (section 3) and from public services to the citizen (section 4).
<i>Number of Credits and Distribution of Hours According to Student’s Workload (ECTS)</i>	<ul style="list-style-type: none"> <li>• 3 ECTS</li> <li>• Contact Hours per Semester- 20</li> <li>• Hours of Student’s Independent Work per Semester-30</li> <li>• Time for Preparing and Taking midterm and final Examination- 25</li> </ul>
<i>Course Admission Prerequisites</i>	<ul style="list-style-type: none"> <li>• Without any prerequisites</li> </ul>
<i>Learning Outcomes</i>	<b>Knowledge and Perception</b>

	<p>Student has deep and systematical knowledge about the basic characters of communication and types of communication;</p> <p><b>Ability for using the knowledge in practice</b></p> <p>Graduates are able to Search new and original ways to solve complex problems;</p> <p><b>Ability for communication</b></p> <p>Student can communicate to academic and professional society in written and oral form in national language and also in foreign language with using of standarts of academic honesty and the challenges of informational-communicational technologies.</p>
Course Content	See Annex 1
Teaching/Learning Methods	<ul style="list-style-type: none"> <li>• Verbal/ Oral Method.</li> <li>• Discussion/ Debates</li> <li>• Role and Situation playing</li> <li>• Explanation Method</li> <li>• Action Oriented Teaching</li> <li>• The Method of Written Work</li> </ul>
Evaluation Criteria	<p>Attandance and Participation / Working Groups – 40</p> <p>Midterm - 20</p> <p>Written exam – 40</p>
Required Literature	Handout.
Additional Literature and other Teaching Materials	<p><i>Schulz von Thun, Friedemann (1981): The square of Communication. Excerpt from the first chapter of Miteinander Reden. Reinbek, translated by Katrin Krollpfeiffer, in: Friedemann Schulz von Thun, Six Tools for Clear Communication, published by Institut für Kommunikation, Hamburg</i></p> <p><i>Schulz von Thun, Friedemann (2004): Communication an Social Competence, in: “Von den Besten profitieren”, in: Friedemann Schulz von Thun, Six Tools for Clear Communication, published by Institut für Kommunikation, Hamburg</i></p> <p><i>Christopf Thomann/ Friedemann Schulz von Thun: People and Diversity – The Thoman-Riemann-Model for the Working World, in: Friedemann Schulz von Thun, Six Tools for Clear Communication, published by Institut für Kommunikation, Hamburg</i></p> <p><i>Geert Hofstede, Gerd Jan Hofstede, Michael Minkov (2010): Cultures and Organizations. New York</i></p>

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	<p><i>Stefanie Delhees, Karl-Rudolf Korte, Florian Schartau, Niko Switek, Kristina Weissenbach (2008): Wohlfahrtsstaatliche Reformkommunikation. Baden Baden</i></p> <p><i>Demo.net - Introducing eParticipation. Demo-net booklet series no 1.</i></p> <p><a href="http://www.ifib.de/publikationsdateien/Introducing_eParticipation_DEMO-net_booklet_1.pdf">http://www.ifib.de/publikationsdateien/Introducing_eParticipation_DEMO-net_booklet_1.pdf</a> (31.03.2011)</p> <p>Poiwer-Point slides are being distributed</p>
Additional Information/Conditions	N/A

## Teaching Course

<i>Course Title</i>	<b>Budget planning and management; Funding public expenditure/ ბიუჯეტის დაგეგმვა და მართვა/საჯარო ხარჯების დაფინანსება</b>
<i>Author/Authors</i>	Prof. Dr. Tea Kasradze
<i>Lecturer/Lecturers</i>	Prof. Dr. Tea Kasradze Doctor of economic science Tel/fax: 98 20 84; 877 42 02 37; e-mail: Tkasradze@hotmail.com; Tea.kasradze@undp.org.ge
<i>Course Code</i>	
<i>Course Status</i>	Faculty of Law This Course is intended for Master Students Level and is an elective part of the Master Program in Public Administration. Module VIII – Elective elective
<i>Course Goal</i>	The aim of this course is to give the students deep and systematic knowledge what is necessary for this module. Special attention will be paid on following themes: <ul style="list-style-type: none"> <li>• the major theoretical and practical issues of public finances;</li> <li>• the structure of state budget,</li> <li>• the rationale and functions of state budget,</li> <li>• Budget organisation,</li> <li>• the principles of formation of budget system – its structure and types;</li> <li>• Analysis of public expenditure and financing public expenditure;</li> <li>• The bodies of budgetary control and their functions, the types, categories and methods of budgetary control and its importance.</li> </ul>
<i>Number of Credits and Distribution of</i>	• 3 ECTS;

Hours According to Student's Workload (ECTS)	<ul style="list-style-type: none"> <li>• Contact Hours per Semester- 20</li> <li>• Hours of Student's Independent Work per Semester- 25</li> <li>• Time for Preparing and Taking midterm and Final Examination- 30</li> </ul>
Course Admission Prerequisites	Without any prerequisites
Learning Outcomes	<p><b>Knowledge and Perception</b></p> <p>Student has deep and systematical knowledge about the following themes:</p> <ul style="list-style-type: none"> <li>• Public finances and the state role in economic system;</li> <li>• Structure of state budget, and functions of state budget, budgetary structure, the principles of formation of budgetary system;</li> <li>• The stages and methods of foreseeing and planning budgetary incomes;</li> <li>• Public expenditures – its structure and categories;</li> <li>• The bodies of budgetary control and their functions,</li> <li>• the importance of budgetary control;</li> <li>• Types, categories, and methods of budgetary control;</li> <li>• Sanctions for violations;</li> </ul> <p><b>Ability for using the knowledge in practice</b></p> <p>Graduates are able to Search new and original ways to solve complex problems, among them, graduates can prepare the budget, discuss , approve and implement it;</p> <p><b>Ability for conclusion</b></p> <p>Formation of well-founded conclusion basis of the critical analysis of difficult and incomplete</p>

	<p>information;</p> <p><b>Ability for communication</b></p> <p>Student can communicate to academic and professional society in written and oral form in national language and also in foreign language with using of standarts of academic honesty and the challenges of informational-communicational technologies.</p>
Course Content	See Annex I.
Teaching/Learning Methods	<ul style="list-style-type: none"> <li>• Verbal/ Oral Method.</li> <li>• Discussion/ Debates</li> <li>• Heuristic Method</li> <li>• Induction, Deduction, Analyze and Synthesis</li> <li>• Explanation Method</li> <li>• Action Oriented Teaching</li> <li>• The Method of Written Work</li> </ul>
Evaluation Criteria	<p>Student evaluation will be based on written exam, attendance and active participation, in particular:</p> <p>attendance and participation – 40%</p> <p>midterm – 20%</p> <p>final exam – 40 %</p> <p>Final evaluation – 100%.</p>
Required Literature	<p>5. Public Finance – Theory and Practice in Central European Transition; Edited by Juraj Nemeč &amp; Glen Wright, NISPAcee, Bratislava, Slovak Republic.</p> <p>6. Guidelines for Public Expenditure Management – Barry H. Potter and Jack Diamond, International Monetary Fund, 1999.</p>
Additional Literature and other Teaching Materials	<ul style="list-style-type: none"> <li>• Robert Heilbroner and Peter Bernstein, The debt and the Deficit, Falce Alarmd/Real</li> </ul>

	<p>Possibilities, W.W. NORTON &amp; COMPANY, New York. London.</p> <ul style="list-style-type: none"> <li>• Tax Administration in Transition Countries, Edited by Mihaly Hogue, Budapest, Hungary, 2000</li> <li>• The Politics of Taxation, A Comparative Perspective, B. Guy Peters</li> <li>• The Development of Property Taxation in Economies in Transition, Case Study from Central and Eastern Europe, Edited by Jane H. Malme and Joan M. Youngman, The World Bank, Washington D.C., 2001;</li> </ul> <ol style="list-style-type: none"> <li>1. Law of Georgia “On State Budget”;</li> <li>2. Law of Georgia “On Foreign Loan”;</li> <li>3. Law of Georgian “On National Loan”;</li> <li>4. The major directions and data of the Georgian Government for 2008-2011.</li> <li>5. The materials and information of the Ministry of Finance. E-address: <a href="http://WWW.mof.ge">WWW.mof.ge</a></li> <li>6. Budget office of the Parliament, special, personal researches and publications, conclusions. E-address: <a href="http://www.pbo.ge">www.pbo.ge</a></li> </ol>
Additional Information/Conditions	N/A

## Contents of the Course

N	Topic of the Lecture/Seminar/Practicum/Laboratory work etc.	Literature (with according page numbers)
1	<p><b>LECTURES 1-2. introduction. The rationale of public finances, public finances as part of public economy</b></p> <p>The rationale of public finances.</p> <p>Why to study public finances?</p> <p>State's role in economic system and its functions</p>	<p>Public Finance – Theory and Practice in Central European Transition; Edited by Juraj Nemec &amp; Glen Wright, NISPAcee, Bratislava, Slovak Republic.</p> <p>Guidelines for Public Expenditure Management – Barry H. Potter and Jack Diamond, International Monetary Fund, 1999.</p>
2	<p><b>LECTURES: 3-4. State budget</b></p> <p>The rationale and functions of state budget;</p> <p>Budgetary organisation, the principles of budgetary system formation;</p> <p>The competence of state bodies in governing budgetary relations;</p> <p>Structure of State budget.</p>	
3	<p><b>LECTURES 5-6. Planning state budget – planning budgetary incomes;</b></p> <p>Description of budgetary incomes;</p> <p>Foreseeing budgetary incomes and the stages of their</p>	



	<p>planning;</p>	
4	<p><b>LECTURES 7-8. Public expenditure – its structure and types</b></p> <p>The rationale of public expenditures.</p> <p>The objective of public expenditures – equality and effectiveness.</p> <p>The major problems encountered when planning public expenditures.</p> <p>Factors, which influence the dynamics of public expenditure.</p> <p>The structure of public expenditures (current expenditures, investment expenditures, transfer payments).</p> <p>Types of public expenditures (contents)</p>	
5	<p><b>LECTURES 9-10. Analysis of public expenditures</b></p> <p>Evaluation of the necessity of special programmes.</p> <p>Public expenditures for special programmes.</p> <p>Various special programmes on the Georgian example.</p>	

	<p><b>LECTURES 11-16. Financing public expenditure</b></p> <p>Taxes and tax incomes</p> <p>Non-tax incomes</p> <p>State loan</p> <p><b>LECTURES 17-20. Budget management (administration):</b></p> <p>Budget drafting, discussion and approval:</p> <ul style="list-style-type: none"><li>- Who is responsible for drafting budget?</li><li>- The major stages of budget drafting</li><li>- Typical problems occurring in drafting budget</li></ul> <p>Budget implementation:</p> <ul style="list-style-type: none"><li>- Who is responsible for budget implementation?</li><li>- how is it possible to make changes to budget in the course of the year?</li><li>- What are the problems encountered during budget implementation?</li></ul> <p>Budgetary control:</p> <ul style="list-style-type: none"><li>- Importance of budgetary control</li><li>- The bodies of budgetary control and their functions</li><li>- The types, categories and methods of budgetary control</li><li>- sanctions for violations</li></ul>	
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## Teaching Course

<i>Course Title</i>	<b>Municipal Law/ მუნიციპალური სამართალი</b>
<i>Author/Authors</i>	Prof. Dr. Irakli Kobakhidze
<i>Lecturer/Lecturers</i>	Prof. Dr. Irakli Kobakhidze LL.M- TSU Email: <a href="mailto:irakli.kobakhidze@tsu.ge">irakli.kobakhidze@tsu.ge</a> ; Phone: 599102280
<i>Course Code</i>	
<i>Course Status</i>	Faculty of Law
	This Course is intended for Master Students Level and is an elective part of the Master Program in Public Administration. Module VIII – Elective
	Elective
<i>Course Goal</i>	The course is aiming to provide the students with advanced theoretical knowledge on the basic principles and institutes of the Georgian municipal law in comparative perspectives. In the frame of the course, the Georgian municipal law will be analysed in comparative perspective with experience of different western and central European countries. The students will get acquainted with the legal basis of decentralization and political aspects of this process.
<i>Number of Credits and Distribution of Hours According to Student's Workload (ECTS)</i>	<ul style="list-style-type: none"> <li>• 3 ECTS;</li> <li>• Contact Hours per Semester- 20</li> <li>• Hours of Student's Independent Work per Semester-25</li> <li>• Time for Preparing and Taking midterm and Final Examination- 30</li> </ul>
<i>Course Admission Prerequisites</i>	<ul style="list-style-type: none"> <li>• Without any prerequisites</li> </ul>
<i>Learning Outcomes</i>	<p><b>Knowledge and Perception</b></p> <p>Student has deep and systematic knowledge about the fundamental principles and values of municipal law; basic institutes of the Georgian municipal law.</p> <p><b>Graduates perceive</b> the ways of solving particular problems in local self governments.</p> <p><b>Ability for using the knowledge in practice</b></p> <p>Graduates are able to Search new and original ways to solve complex problems;</p>

	<p><b>Ability for conclusion</b></p> <p>Formation of well-founded conclusion basis of the critical analysis of difficult and incomplete information. Graduates can make innovative synthesis using of the national and international practice using of the international practice;</p> <p><b>Ability for communication</b></p> <p>Student can communicate to academic and professional society in written and oral form in national language and also in foreign language with using of standarts of academic honesty and the challenges of informational-communicational technologies.</p> <p><b>Ability for study</b></p> <p>Student can analyse the character of studying process and make statetical planning on high level, direct studying process independently.</p> <p><b>Values</b></p> <p>Student can avaluation of own and others' attitude about the democratic and legal values and take a part in establishment of new values.</p>
Teaching/Learning Methods	<ul style="list-style-type: none"> <li>• Verbal/ Oral Method.</li> <li>• Discussion/ Debates</li> <li>• Heuristic Method</li> <li>• Case study</li> <li>• Induction, Deduction, Analyze and Synthesis</li> <li>• Explanation Method</li> <li>• Action Oriented Teaching</li> <li>• The Method of Written Work</li> </ul>
Evaluation Criteria	<p>Students' performance will be evaluated according to the following criteria:</p> <ul style="list-style-type: none"> <li>- Active participation: 20 points</li> <li>- Presentation: 10 points</li> <li>- Mid-term exam: 30 poitns</li> <li>- Final exam: 40 points</li> </ul>

	<p style="text-align: center;"><b>Total: 100 points</b></p> <p>Students will be requested to read the assigned materials prior to each lecture. Active participation in each lecture will be evaluated by 2 points.</p> <p>At the mid-term exam students will be requested to demonstrate the knowledge of different institutes of the Georgian municipal law. At the final exam the students will be requested to interpret and evaluate different regulations of the Georgian municipal law in a comparative perspective. Students will get detailed information about the content of the mid-term and final exams at the lectures.</p> <p>Credit will be granted to those students who have gained at least 20 points for the final exam and at least 51 points in total.</p>
Required Literature	The readers prepared by the lecturer shall be applied as the basic source by the students. The readers will be sent to the students via email after each lecture.
Additional Literature and other Teaching Materials	<ul style="list-style-type: none"> <li>- Avtandil Demetrashvili, Irakli Kobakhidze, Constitutional Law, 2010, Tbilisi</li> <li>- Alexander Svanishvili, Institutional arrangement of local self-governments, Poligraph ltd, 2009, Tbilisi</li> <li>- David Zardiashvili, Constitutional regulation of the status of local self-government, Poligraph ltd, 2009, Tbilisi</li> <li>- David Zardiashvili, Competencies of local self-governments, Poligraph ltd, 2009, Tbilisi</li> <li>- Recommendations of the Council of Europe on Local Self-government, Poligraph ltd, 2009, Tbilisi</li> <li>- Decentralisation in Georgia: Where We Are Now and Ways Forward, Aradani, 2008, Tbilisi</li> <li>- Draft Decentralization Strategy</li> <li>- State Strategy of Regional Development</li> <li>- Draft Training Concept for Civil Servants of Local</li> </ul>

	<p>Authorities</p> <ul style="list-style-type: none"> <li>- Legal acts: <ul style="list-style-type: none"> <li>o Constitution of Georgia;</li> <li>o European Charter of Local Self-government;</li> <li>o Organic Law on Local Self-government;</li> <li>o Law on the Capital of Georgia – Tbilisi;</li> <li>o Constitutional Law on Status of the Autonompmous Republic of Adjara;</li> <li>o Law on Property of Local Self-government Entity;</li> <li>o Law on State Supervision Over Activities of Local Authorities;</li> <li>o Budgetary Code of Georgia;</li> <li>o Law on the Status, Competencies and Rule of Activities of the Government of Georgia.</li> </ul> </li> </ul>
Additional Information/Conditions	N/A

Course Content		
N	Topic	Teaching Material
1	<p><b><i>Hystorical development of local self-government.</i></b> <b><i>Key principles of municipal law</i></b></p> <p>Key definitions: decentralization, deconcentration and devolution;</p> <p>European Charter of Local Self-government: definition and concept of local self-government; provisions on institutional arrangement of municipalities; competencies of local self-government; protection of boundaries of local self-governments; administrative structures and resources for the tasks of local authorities;</p> <p>Administrative supervision of local authorities' activities; Financial resources of local authorities;</p> <p>Local authorities' right to associate; legal protection of local self-government;</p>	<p><b><i>Required:</i></b> Reader prepared by the lecturer.</p> <p><b><i>Additional:</i></b> Avtandil Demetrashvili, Irakli Kobakhidze, Constitutional Law, 2010, Tbilisi; Recommendations of the Council of Europe on Local Self-government, Poligraph ltd, 2009, Tbilisi; Constitution of Georgia; David Zardiashvili, Constitutional regulation of the status of local self-government, Poligraph ltd, 2009, Tbilisi; European Charter of Local Self-government; Organic Law on Local Self-government.</p>

	<p>Constitution of Georgia: Definition of local self-government; new Chapter 7<sup>1</sup> of the Georgian Constitution; local self-governments' right to appeal to the Constitutional Court of Georgia;</p> <p>Six areas of autonomy of local self-governments: jurisdiction autonomy; autonomy in lawmaking; organizational autonomy; autonomy in civil servants' recruitment; financial autonomy; planning autonomy.</p>	
2	<p><b><i>Local self-government system in Georgia</i></b></p> <p>Hystorical development of local self-government worldwide and in Georgia;</p> <p>Administrative-teritorial division; regional government: Autonomous Republics, Temporary Administrative-territorial unit and 9 quasiregions; local self-government; key legislation on local self-government; Competencies, institutional arrangement, revnues and property of local authorities (basics); termination of authorities of the local self-government bodies.</p>	<p><b><i>Required:</i></b> Reader prepared by the lecturer.</p> <p><b><i>Additional:</i></b> Avtandil Demetrashvili, Irakli Kobakhidze, Constitutional Law, 2010, Tbilisi; Recommendations of the Council of Europe on Local Self-government, Poligraph ltd, 2009, Tbilisi; Decentralisation in Georgia: Where We Are Now and Ways Forward, Aradani, 2008, Tbilisi; Organic Law on Local Self-government; Law on the Capital of Georgia – Tbilisi; Constitutional Law on Status of the Autonpמוש Republic of Adjara; Law on the Status, Competencies and Rule of Activities of the Government of Georgia.</p>
3	<p><b><i>Institutional arrangement of local authorities</i></b></p> <p>Representative body of local self-government: status, structure and competencies; status of coucellors; executive body of local self-government: status, structure and competencies; Chair of the Council: status and competencies; officials of local authorities; legal acts of local self-government bodies/officials; peculiarities of the capital of Georgia – Tbilisi city.</p>	<p><b><i>Required:</i></b> Reader prepared by the lecturer.</p> <p><b><i>Additional:</i></b> Avtandil Demetrashvili, Irakli Kobakhidze, Constitutional Law, 2010, Tbilisi; Alexander Svanishvili, Institutional arrangement of local self-governments, Poligraph ltd, 2009, Tbilisi; David Zardiashvili, Constitutional regulation of the status of local self-government, Poligraph ltd, 2009, Tbilisi; Recommendations of the Council of Europe on Local Self-government, Poligraph ltd, 2009, Tbilisi;</p>

		Organic Law on Local Self-government; Law on the Capital of Georgia – Tbilisi.
4	<p><b><i>Competencies of local self-governments</i></b></p> <p>Constitutional framework; types of competencies: own competencies; delegated competencies; sectoral competencies; problems raising in the process of harmonization of the sectoral legislation with the Organic Law on Local Self-government; competencies of the Tbilisi City.</p>	<p><b><i>Required:</i></b> Reader prepared by the lecturer.</p> <p><b><i>Additional:</i></b> Avtandil Demetrashvili, Irakli Kobakhidze, Constitutional Law, 2010, Tbilisi; David Zardiashvili, Competencies of local self-governments, Poligraph ltd, 2009, Tbilisi; Recommendations of the Council of Europe on Local Self-government, Poligraph ltd, 2009, Tbilisi; Constitution of Georgia; European Charter of Local Self-government; Organic Law on Local Self-government; Law on the Capital of Georgia – Tbilisi; Selected sectoral laws.</p>
5	<p><b><i>Revenues and property of local self-government</i></b></p> <p>Fiscal Autonomy of LSGs; Revenues of LSGs: Local Fees, local taxes, borrowings, equalizing transfer, special transfers, targeted transfers, other revenues; budgetary process; reserve fund and emergency budget; Document of Priorities of local self-government unit; citizens' participation in local budgeting; municipal property, transfer of the state property to local authorities; share of local revenues in the consolidated budget: Georgian case and western experience.</p>	<p><b><i>Required:</i></b> Reader prepared by the lecturer.</p> <p><b><i>Additional:</i></b> Avtandil Demetrashvili, Irakli Kobakhidze, Constitutional Law, 2010, Tbilisi; Recommendations of the Council of Europe on Local Self-government, Poligraph ltd, 2009, Tbilisi; Organic Law on Local Self-government; Law on Property of Local Self-government Entity; Budgetary Code of Georgia.</p>
6	<p><b><i>State supervision over activities of local authorities</i></b></p> <p>Legal framework; types of state supervision; supervision bodies; key principles of state supervision; legal consultations; legal supervision; expedience-motivated supervision; ensuring implementation of delegated competencies by the supervision body.</p>	<p><b><i>Required:</i></b> Reader prepared by the lecturer.</p> <p><b><i>Additional:</i></b> Avtandil Demetrashvili, Irakli Kobakhidze, Constitutional Law, 2010, Tbilisi; Recommendations of the Council of Europe on Local Self-government, Poligraph ltd, 2009, Tbilisi; Constitution of Georgia; European Charter of Local Self-government; Law on State Supervision Over Activities of</p>



		Local Authorities; Law on the Status, Competencies and Rule of Activities of the Government of Georgia.
7	<p><b><i>Local self-government system in Europe</i></b></p> <p>Local self-government systems in England, Germany, France, Denmark and Poland: administrative-territorial division, institutional arrangement, competencies and revenues.</p>	<p><i>Students will be requested to collect relevant materials for the presentations in the libraries and via internet.</i></p>
8	<p><b><i>Local self-government system in Europe</i></b></p> <p>Local self-government systems in Hungary, Lithuania, Latvia, Estonia and Russia: administrative-territorial division, institutional arrangement, competencies and revenues.</p>	<p><i>Students will be requested to collect relevant materials for the presentations in the libraries and via internet.</i></p>
9	<p><b><i>Strategic planning of the local self-government reform. Citizens' participation in local self-government</i></b></p> <p>Strategic documents developed in support of the local self-government reform: draft Decentralization Strategy; State Strategy of Regional Development; draft Training Concept for Civil Servants of Local Authorities; Citizens' participation in local self-government.</p>	<p><b><i>Required:</i></b> Reader prepared by the lecturer.</p> <p><b><i>Additional:</i></b> Draft Decentralization Strategy; State Strategy of Regional Development; Draft Training Concept for Civil Servants of Local Authorities.</p>
10	<p><b><i>Summerizing overview</i></b></p> <p>Competencies, property and financial capacities of local self-governments: comparative analysis of the current situation and future prospects.</p>	<p><b><i>Required:</i></b> Reader prepared by the lecturer.</p>

## Teaching Course

<i>Course Title</i>	Technique of the legal drafting; Judicial basis of the State Organization and Authority Organization / სახელმწიფოს ორგანიზაციული და სამართლებრივი საფუძვლები; ადმინისტრაციული აქტების შედგენის ტექნიკა
<i>Author/Authors</i>	Paata Turava
<i>Lecturer/Lecturers</i>	<p>Prof. Dr. Paata Turava, TSU</p> <p>✉ e-mail: paata.turava@tsu.ge</p> <p>☎ : 577 55 33 89</p> <p>Tandem partners: Prof. Maia Kopaleishvili Prof. Irma Kharshiladze</p>
<i>Course Code</i>	
<i>Course Status</i>	<p>1. Faculty of Law</p> <p>2.Master Program, ModuleIII – State and Economics</p> <p>3.Mandatory</p> <p>4. The course is held in Georgian language</p>
<i>Course Goal</i>	In this course students will learn the Technique of the legal drafting. They will be able to use received knowledge in practice. The students are given deep and systematic knowledge about the main institutions of Judicial basis of the State Organization.The goal of teaching is students to be able to make organizational and functional differentiation of the public administration bodies.
<i>Number of Credits and Distribution of Hours According to Student's Workload (ECTS)</i>	<ul style="list-style-type: none"> <li>• 3 ECTS;</li> <li>• Contact Hours per Semester- 10;</li> <li>• Hours of Student's Independent Work per Semester - 45;</li> <li>• Time for Preparing and Taking midterm and final Examination- 20 hours.</li> </ul>

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<i>Course Admission Prerequisites</i>	Without any prerequisites
<i>Learning Outcomes</i>	<p><b>Knowledge and Perception</b></p> <p>The students are given deep and systematic knowledge in Technique of the legal drafting and knows Judicial basis of the State Organization.</p> <p><b>Ability for using the knowledge in practice</b></p> <p>The student can find new and original solutions of complex problems regarding technique of the legal drafting in the field of State Organization.</p>
<i>Course Content</i>	Annex 1.
<i>Teaching/Learning Methods</i>	<ul style="list-style-type: none"> <li>• Verbal/ Oral Method.</li> <li>• Discussion/ Debates</li> <li>• Case study</li> <li>• Induction, Deduction, Analyze and Synthesis</li> <li>• Explanation Method</li> <li>• Action Oriented Teaching</li> <li>• The Method of Written Work</li> </ul>
<i>Evaluation Criteria</i>	<p>Evaluation Criteria are fully based on the rules of Tbilisi State University:</p> <ul style="list-style-type: none"> <li>• Attendance and participation- 10 points</li> <li>• Thesis - 10 points</li> <li>• Midterms - 20 points (2 midterms - 40 points)</li> <li>• Final exam - 40 points.</li> </ul> <p>The final examination is held at the end of semester in written form. The subject is passed successfully when a student receives at least 50% of the final exam estimation.</p> <p><u>Additional Requirements:</u>Students who are cheating on an exam will be kicked out from an exam and their estimation will be Negative.</p>
<i>Required Literature</i>	<b>3. The textbook for General Administrative Law</b>

	<p><i>(Team of authors: Zurab Adeishvili... Paata Turava... Dimitri Kitoshvili... Tbilisi, 2005.</i></p> <p><b>4. The textbook for General Administrative Law</b> <i>Paata Turava, Natia Tskepladze, Tbilisi, 2010.</i></p> <p><i>TSU library</i></p> <p><b>5. Supportive textbook of Administrative Law</b> <i>Paata Turava, Natia Tskepladze, Tbilisi, 2005.</i></p> <p><b>6. Administrative proceedings</b> <i>Paata Turava, Irma Kharshiladze, Tbilisi 2006.</i></p> <p><i>Tsu library</i></p>
<i>Additional literature and other materials</i>	Will be given to the students when necessary.

## Course Content

N	Topic of lecture	Literature (with relevant pages)
1	<p><b><i>Introduction.</i></b></p> <p>The first working hour will devoted to the clearance of the subject of the learning course.</p> <p>The system of the course and main sources of the course should be explained to the students.The focus will be on the constitutional and legal grounds of the subject and the determination of the scope of the General Administration and the Administrative Procedure Code.</p> <p>Constitutional Principles of organizational structure of public administration.</p>	<p><b>1. The textbook for General Administrative Law</b> <i>(Team of authors: Zurab Adeishvili... Paata Turava... Dimitri Kitoshvili... Tbilisi, 2005.Pages: 102-158</i></p> <p><b>2. The textbook for General Administrative Law</b> <i>(Team of authors: Zurab Adeishvili... Paata Turava... Dimitri Kitoshvili... Tbilisi, 2005.Pages: 53-78</i></p>
2	<p><b>Requisites of the administrative act</b></p>	<p><b>The textbook for General Administrative Law</b> <i>Paata Turava, Natia Tskepladze,Tbilisi, 2010.</i> <i>Pages:102-133;</i></p>
3.	<p><b>Administrative proceedings and stages of decision-making</b></p>	<p><b>The textbook for General Administrative Law</b> <i>(Team of authors: Zurab Adeishvili... Paata Turava...</i></p>

		<i>Dimitri Kitoshvili... Tbilisi, 2005.Pages: 229-250</i>
4.	<b>The method of decision-making</b>	<i>Special learning material</i>
5.	<b>The form of decision-making and its legal characteristics</b>	<b>The textbook for General Administrative Law</b> <i>(Team of authors: Zurab Adeishvili... Paata Turava... Dimitri Kitoshvili... Tbilisi, 2005.Pages: 254-260</i>
6.	<b>Competence of the Government</b> <b>Legal acts of the Government</b>	<b>1. The textbook for General Administrative Law</b> <i>(Team of authors: Zurab Adeishvili... Paata Turava... Dimitri Kitoshvili... Tbilisi, 2005.Pages: 53-78</i>  <b>2. Constitutional Law</b> <i>Avtandil Demetrashvili, Irakli Kobakhidze, Tbilisi 2008, Pages: 289-331</i>
7.	<b>Communication between the President and the Government</b> <b>Government Officials</b> <b>Government Chancellery</b>	<b>Constitutional Law</b> <i>Avtandil Demetrashvili, Irakli Kobakhidze, Tbilisi 2008, Pages: 266-331</i>
8.	<b>Ministries</b>	<b>Constitutional Law</b>

	<b>State agencies</b>  <b>Advisory body</b>	<i>Avtandil Demetrashvili, Irakli Kobakhidze, Tbilisi 2008, Pages: 178-331</i>
9.	<b>State Representative - Governor</b>	<b>Constitutional Law</b>  <i>Avtandil Demetrashvili, Irakli Kobakhidze, Tbilisi 2008, Pages: 31-331</i>

### Teaching Course

<i>Course Title</i>	<b>German language1.</b> <b>Practical course of German language</b>
<i>Course Code</i>	
<i>Course Status</i>	TSU in cooperation with Speyer University of Administrative Sciences (Germany); Master Program of Public Administration; Mandatory Course
<i>Number of Credits and Distribution of Hours According to Student's Workload (ECTS)</i>	<ul style="list-style-type: none"> <li>• 2ECTS;</li> <li>• Contact Hours per Semester- 30;</li> <li>• Hours of Student's Independent Work per Semester -10;</li> <li>• Time for Preparing and Taking midterm and final Examination – 10 hours.</li> </ul>
<i>Lecturer/Lecturers</i>	Tamar Chakhnashvili Teacher of German language TSU, Humanitarian Faculty, Foreign Language Center TEL: 63–61–53 <a href="mailto:tamro24@hotmail.com">tamro24@hotmail.com</a>
<i>Course Goal</i>	The student will study German language at (reading, writing, listening and speaking) A1 level. <ul style="list-style-type: none"> <li>• <b>Reading:</b> student will be able to read familiar A1 level German topic and in accordance with the rules and intonation and also get relevant information from the topic.</li> <li>• <b>Speaking:</b> Students will develop their speaking skills, develop their vocabulary skills in verbal communication processes and make grammatically correct speech.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b><u>Listening</u></b>: students will develop listening skills, as they could understand a conversation between foreign speakers (dialogues, interviews) on simple topics.</li> <li>• <b><u>Writing</u></b>: Students will develop their skills in spelling to learn how to write an informal letter.</li> <li>• <b><u>Grammar</u></b>: To have basic knowledge of German relevant to A1 level.</li> <li>• <b><u>Vocabulary</u></b>: to extend student's vocabulary.</li> <li>•</li> </ul>
<i>Course Admission Prerequisites</i>	Without any prerequisites
<i>Course Format</i>	Practical course of German language
<i>Course Content</i>	<p><u>Language</u></p> <ul style="list-style-type: none"> <li>❖ Language is taught in common. Structure and forms of language is realised and relevant competences are improved (writing, listening, reading, speaking).</li> </ul> <p><u>Texts</u></p> <ul style="list-style-type: none"> <li>❖ Working on the different texts such as articles, interviews, advertisement and ect.</li> </ul> <p><u>At the cultural level</u></p> <ul style="list-style-type: none"> <li>❖ The course includes knowledge of culture, history, literature of German speaking nations and countries.</li> </ul> <p><u>Annex 1.</u></p>
<i>Evaluation Criteria</i>	<p>Attendance –10%</p> <p>Participation – 20%</p> <p>1.Mid term–15%</p> <p>2.Mid term – 15%</p> <p>Final Exam – 40%</p> <p>Total -100%</p> <p>Mid term – with open and closed questions the prerequisites to attend an exam – 11%</p>
<i>Required Literature</i>	<p>1. Lagune 1, Kursbuch Hartmund Aufderstrasse, Jutta Müller, Thomas Stolz. Hueber Verlag 2007</p> <p>2. Lagune 1, Arbeitsbuch Hartmund Aufderstrasse, Jutta Müller, Thomas Stolz. Hueber Verlag 2007</p>



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<p><i>Additional Literature and other Teaching Materials</i></p>	<p>Generation E          Deutschsprachige Landeskunde im europäischen Kontext          M. Berger, M Martin. Klett 2006</p> <p>Journal Deutsch perfekt  <a href="http://www.deutsch-perfekt.com">www.deutsch-perfekt.com</a></p>
<p><i>Learning Outcomes</i></p>	<p>The student knows German language at (reading, writing, listening and speaking) A1 level.</p> <ul style="list-style-type: none"> <li>• <b><u>Reading</u></b>: student is able to read familiar A1 level German topic and in accordance with the rules and intonation and also get relevant information from the topic.</li> <li>• <b><u>Speaking</u></b>: Students develop their speaking skills, develop their vocabulary skills in verbal communication processes and make grammatically correct speech.</li> <li>• <b><u>Listening</u></b>: students develop listening skills, as they could understand a conversation between foreign speakers (dialogues, interviews) on simple topics.</li> <li>• <b><u>Writing</u></b>: Students develop their skills in spelling to learn how to write an informal letter.</li> <li>• <b><u>Grammar</u></b>: Students have basic knowledge of German relevant to A1 level.</li> <li>• <b><u>Vocabulary</u></b>: Student's vocabulary is relevant to A1 level.</li> </ul>
<p><i>Teaching/Learning Methods</i></p>	<ul style="list-style-type: none"> <li>• Verbal/ Oral Method.</li> <li>• Discussion/ Debates</li> <li>• Group work, debates</li> <li>• Brain storming</li> <li>• Action Oriented Teaching</li> </ul>
<p><i>Additional Conditions Concerning the Course</i></p>	<p>Computer, Internet, other audio-video equipment</p>

## Annex 1

## Content of the course

N	Topic of lecture	Literature (with relevant pages)
1	<u>Menschen und Reisen</u> Am Bahnhof	Lagune 1, Kursbuch S.8 Lagune 1, Arbeitsbuch S. 6-11
	Jan und Sara	Lagune 1, Kursbuch S.12-15 Lagune 1, Arbeitsbuch S. 12-17
	Reisende im Gespräch	Lagune 1, Kursbuch S.16-19 Lagune 1, Arbeitsbuch S.18-23
2	Bekannte und Familie	Lagune 1, Kursbuch S.20-23 Lagune 1, Arbeitsbuch S. 24-28
	Urlaubsgrüße	Lagune 1, Kursbuch S.24-29 Lagune 1, Arbeitsbuch S.29-33
3	<u>Personen und Aktivitäten</u> Auf dem Campingplatz	Lagune 1, Kursbuch S.32-35 Lagune 1, Arbeitsbuch S. 36-42
	Rekorde	Lagune 1, Kursbuch S.36-39 Lagune 1, Arbeitsbuch S. 43-49
	Im Supermarkt	Lagune 1, Kursbuch S.40-43 Lagune 1, Arbeitsbuch S. 50-54
4	Woher kommen Sie?	Lagune 1, Kursbuch S.44-47 Lagune 1, Arbeitsbuch S. 55-60
	Arbeit und Hobby	Lagune 1, Kursbuch S.48-51 Lagune 1, Arbeitsbuch S. 61-66
5	<u>Wohnen und leben</u> Alltagsdinge	Lagune 1, Kursbuch S.56-59 Lagune 1, Arbeitsbuch S. 69-74
	Ein Krokodil und kein Telefon	Lagune 1, Kursbuch S.60-63 Lagune 1, Arbeitsbuch S. 75-81
	Möbel	Lagune 1, Kursbuch S.64-67 Lagune 1, Arbeitsbuch S. 82-88
6	Wie findest du?	Lagune 1, Kursbuch S.68-71 Lagune 1, Arbeitsbuch S. 89-95
	Auf Reisen in Europa	Lagune 1, Kursbuch S.72-75 Lagune 1, Arbeitsbuch S. 96-104
7	Kontrollarbeit	
8	<u>Wollen und Sollen</u> Wollen und sollen	Lagune 1, Kursbuch S.80-83 Lagune 1, Arbeitsbuch S.105-112

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	<b>Ich möchte nicht mehr sollen müssen</b>	Lagune 1, Kursbuch S.84-87 Lagune 1, Arbeitsbuch S.113-119
	<b>Probleme überall</b>	Lagune 1, Kursbuch S.88-91 Lagune 1,Arbeitsbuch S. 120-125
9	<b>Wollen wir zusammen lernen?</b>	Lagune 1, Kursbuch S.92-95 Lagune 1,Arbeitsbuch S. 126-130
	<b>Kleine Nachrichten</b>	Lagune 1, Kursbuch S.96-102 Lagune 1, Arbeitsbuch S.131-137
10	<b><u>Bewertung und Orientierung</u></b> <b>Der Wurm sitzt auf dem Turm</b>	Lagune 1, Kursbuch S.103-107 Lagune 1,Arbeitsbuch S. 138-144
	<b>Notarztwagen</b>	Lagune 1, Kursbuch S. 108-111 Lagune 1,Arbeitsbuch S. 146-153
	<b>Einladung und Gäste</b>	Lagune 1, Kursbuch S.112-115 Lagune 1, Arbeitsbuch S.154-161
11	<b>Wie komme ich zu...?</b>	Lagune 1, Kursbuch S.116-119 Lagune 1, Arbeitsbuch S.162-168
	<b>Luzern im Internet</b>	Lagune 1, Kursbuch S.120-125 Lagune 1, Arbeitsbuch S.169-174
12	<b><u>Alltag un Träume</u></b> <b>Was haben sie gemacht</b>	Lagune 1, Kursbuch S.127-131 Lagune 1, rbeitsbuch S. 175-183
	<b>Wer soll denn die Arbeit machen?</b>	Lagune 1, Kursbuch S.132-135 Lagune 1,Arbeitsbuch S.184-192
13	<b>Guten Morgen!</b>	Lagune 1, Kursbuch S.136-139 Lagune 1, Arbeitsbuch S.193-201
	<b>Kannst du bitte...</b>	Lagune 1, Kursbuch S.140-143 Lagune 1, Arbeitsbuch S.202-209
14	<b>Terminkalender</b>	Lagune 1, Kursbuch S.144-147

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		Lagune 1, Arbeitsbuch S.210-213
	<b>Im Großraumbüro</b>	Lagune 1, Kursbuch S.148-150 Lagune 1, Arbeitsbuch S.214-219
15	<b>Kontrollarbeit</b>	

## Teaching Course

<i>Course Title</i>	<b>German language 2.</b> <b>Practical course of German language</b>
<i>Course Code</i>	
<i>Course Status</i>	TSU in cooperation with Speyer University of Administrative Sciences (Germany); Master Program of Public Administration; Mandatory Course
<i>Number of Credits and Distribution of Hours According to Student's Workload (ECTS)</i>	<ul style="list-style-type: none"> <li>• 2ECTS;</li> <li>• Contact Hours per Semester- 30;</li> <li>• Hours of Student's Independent Work per Semester -10;</li> <li>• Time for Preparing and Taking midterm and final Examination – 10 hours.</li> </ul>
<i>Lecturer/Lecturers</i>	Tamar Chakhnashvili Teacher of German language TSU, Humanitarian Faculty, Foreign Language Center TEL: 63-61-53 <a href="mailto:tamro24@hotmail.com">tamro24@hotmail.com</a>
<i>Course Goal</i>	The student will study German language at (reading, writing, listening and speaking) A2 level. <ul style="list-style-type: none"> <li>• <b>Reading:</b> student will be able to read familiar A2 level German topic and in accordance with the rules and intonation and also get relevant information from the topic.</li> <li>• <b>Speaking:</b> Students will develop their speaking skills, develop their vocabulary skills in verbal communication processes and make grammatically correct speech.</li> <li>• <b>Listening:</b> students will develop listening skills, as they could understand a conversation between foreign speakers (dialogues, interviews) on everyday topics.</li> <li>• <b>Writing:</b> Students will develop their skills in spelling to learn how to write different types of letter.</li> <li>• <b>Grammar:</b> To have basic knowledge of German relevant to A2 level.</li> <li>• <b>Vocabulary:</b> Student's vocabulary is relevant to A2 level.</li> </ul>
<i>Course Admission Prerequisites</i>	Without any prerequisites
<i>Course Format</i>	Practical course of German language 2 hours in a week
<i>Course Content</i>	<u>Language</u> ❖ Language is taught in common. Structure and forms of language is realised and relevant competences are improved (writing, listening, reading, speaking).

	<p><u>Texts</u></p> <ul style="list-style-type: none"> <li>❖ Working on the different texts such as articles, interviews, advertisement and ect.</li> </ul> <p><u>At the cultural level</u></p> <ul style="list-style-type: none"> <li>❖ The course includes knowledg of culture, history, literature of German speaking nations and countries.</li> </ul> <p><u>Annex 1.</u></p>
<i>Evaluation Criteria</i>	<p>Attendance –10%</p> <p>Participation – 20%</p> <p>1.Mid term–15%</p> <p>2.Mid term – 15%</p> <p>Final Exam – 40%</p> <p>Total -100%</p> <p>Mid term – with open and closed questions the prerequisites to attend an exam – 11%</p>
<i>Required Literature</i>	<p>1. Lagune 2, Kursbuch Hartmund Aufderstrasse, Jutta Müller, Thomas Stolz. Hueber Verlag 2007</p> <p>2. Lagune 2, Arbeitsbuch Hartmund Aufderstrasse, Jutta Müller, Thomas Stolz. Hueber Verlag 2007</p>
<i>Additional Literature and other Teaching Materials</i>	<p>Generation E Deutschsprachige Landeskunde im europäischen Kontext M. Berger, M Martin. Klett 2006</p> <p>Jounral Deutsch perfekt <a href="http://www.deutsch-perfekt.com">www.deutsch-perfekt.com</a></p>
<i>Learning Outcomes</i>	<p>The student know German language at (reading, writing, listening and speaking) A2 level</p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> student are able to read familiar A2 level German topic and in accordance with the rules and intonation and also get relevant information from the topic.</li> <li>• <b>Speaking:</b> Students develop their speaking skills, develop their vocabulary skills in verbal communication processes and make grammatically correct speech.</li> <li>• <b>Listening:</b> students develop listening skills, as they can understand</li> </ul>

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	<p>a conversation between foreign speakers (dialogues, interviews) on everyday topics.</p> <ul style="list-style-type: none"> <li>• <b>Writing:</b> Students develop their skills in spelling to learn how to write different types of letter.</li> <li>• <b>Grammar:</b> Students have basic knowledge of German relevant to A2 level.</li> <li>• <b>Vocabulary:</b> students have vocabulary knowledge appropriate to A2 level.</li> </ul>
<i>Teaching/Learning Methods</i>	<ul style="list-style-type: none"> <li>• Verbal/ Oral Method.</li> <li>• Discussion/ Debates</li> <li>• Group work, debates</li> <li>• Brain storming</li> <li>• Action Oriented Teaching</li> </ul>
<i>Additional Conditions Concerning the Course</i>	Computer, Internet, other audio-video equipment

## Content of the course

N	Topic of lecture	Literature (with relevant pages)
1	<u>Feste und Ferien</u> Gratulationen und Geschenke	Lagune 2, Kursbuch S.8-11 Lagune 2, Arbeitsbuch S. 6-9
	Feste und Feiertage in Deutschland	Lagune 2, Kursbuch S.12-15 Lagune 2, Arbeitsbuch S. 10-15
	Weihnachten, Karneval und Neujahr	Lagune 2, Kursbuch S.16-19 Lagune 2, Arbeitsbuch S. 16-18
2	Einladungen	Lagune 2, Kursbuch S.20-23 Lagune 2, Arbeitsbuch S. 19-24
	Glückwunsch- und Grußkarten	Lagune 2, Kursbuch S.24-29 Lagune 2, Arbeitsbuch S.25-30
3	<u>Essen und trinken</u> Einkaufen und Essen	Lagune 2, Kursbuch S.32-35 Lagune 2, Arbeitsbuch S. 31-36
	Lokale	Lagune 2, Kursbuch S.36-39 Lagune 2, Arbeitsbuch S. 37-42
	Einladung zum Essen	Lagune 2, Kursbuch S.40-43 Lagune 2, Arbeitsbuch S. 43-48
4	Im Restaurant	Lagune 2, Kursbuch S.44-47 Lagune 2, Arbeitsbuch S. 49-54
	Rezepte	Lagune 2, Kursbuch S.48-51 Lagune 2, Arbeitsbuch S. 55-60
5	<u>Umzug und Einrichtung</u> Wozu benutzt man...?	Lagune 2, Kursbuch S.56-59 Lagune 2, Arbeitsbuch S. 63-68
	Der Techniker ist da	Lagune 2, Kursbuch S.60-63 Lagune 2, Arbeitsbuch S. 69-74
	Die Traumwohnung	Lagune 2, Kursbuch S.64-67 Lagune 2, Arbeitsbuch S. 75-79
6	Was ist eine Wohnung	Lagune 2, Kursbuch S.68-71 Lagune 2, Arbeitsbuch S. 80-83
	Wohnungstausch	Lagune 2, Kursbuch S.72-75 Lagune 2, Arbeitsbuch S. 84-89
7	Kontrollarbeit	
8	<u>Aussehen und Geschmack</u> Ein heller Stern	Lagune 2, Kursbuch S.48-51 Lagune 2, Arbeitsbuch S. 90-94
	Geschmäcke sind verschieden	Lagune 2, Kursbuch S.48-51 Lagune 2, Arbeitsbuch S. 95-



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9	<b>Wie Sieht die Person aus?</b>	Lagune 2, Kursbuch S.48-51 Lagune 2,Arbeitsbuch S. 102-107
	<b>Ein schlauer Bauer</b>	Lagune 2, Kursbuch S.48-51 Lagune 2, Arbeitsbuch S.108-111
	<b>Das Traumhaus</b>	Lagune 2, Kursbuch S.48-51 Lagune 2, Arbeitsbuch S.112-115
10	<b><u>Ausbildung und Berufswege</u></b> <b>Wie war Ihr Arbeitstag?</b>	Lagune 2, Kursbuch S.103-107 Lagune 2,Arbeitsbuch S. 118-122
	<b>Abituriententreffen</b>	Lagune 2, Kursbuch S. 108-111 Lagune 2,Arbeitsbuch S. 123-129
11	<b>Schule in Deutschland</b>	Lagune 2, Kursbuch S.112-115 Lagune 2, Arbeitsbuch S.130-135
	<b>Eine neue Arbeitsstelle</b>	Lagune 2, Kursbuch S.116-119 Lagune 2, Arbeitsbuch S.136-140
	<b>Lebenswege</b>	Lagune 2, Kursbuch S.120-125 Lagune 2, Arbeitsbuch S.141-148
12	<b><u>Nachrichten und Berichte</u></b> <b>Zeitungsmeldung</b>	Lagune 2, Kursbuch S.127-131 Lagune 2, rbeitsbuch S. 149-154
	<b>Glück im Unglück</b>	Lagune 2, Kursbuch S.132-135 Lagune 2,Arbeitsbuch S. 155-161
13	<b>Nachrichten im Radio</b>	Lagune 2, Kursbuch S.136-139 Lagune 2, Arbeitsbuch S.162-166
	<b>Wie war der Film?</b>	Lagune 2, Kursbuch S.140-143 Lagune 2, Arbeitsbuch S.167-170
	<b>Ein Schwein hatte Glück</b>	Lagune 2, Kursbuch S.144-150 Lagune 2, Arbeitsbuch S.171-

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14	<b><u>Länder und Leute</u></b> <b>Fotos von der Urlaub</b>	Lagune 2, Kursbuch S.151-155 Lagune 2, Arbeitsbuch S.177-181
	<b>Berühmte Sehenswürdigkeiten</b>	Lagune 2, Kursbuch S.155-159 Lagune 2, Arbeitsbuch S.182-187
	<b>Wetter</b>	Lagune 2, Kursbuch S.160-163 Lagune 2, Arbeitsbuch S.188-192
	<b>Wo machen die Leute Urlaub?</b>	Lagune 2, Kursbuch S.164-167 Lagune 2, Arbeitsbuch S.193-196
	<b>Grüße aus dem Urlaub</b>	Lagune 2, Kursbuch S.168-174 Lagune 2,Arbeitsbuch S.197-203
15	<b>Kontrollarbeit</b>	

## Teaching Course

<i>Course Title</i>	<b>Internship</b>
<i>Author/Authors</i>	Prof. Dr. Irakli Burduli
<i>Lecturer/Lecturers</i>	
<i>Course Code</i>	
<i>Course Status</i>	Faculty of Law
	This Course is intended for Master Students Level and is an elective part of the Master Program in Public Administration. Module X– Practice
	Required
Course Goal	The course is designed to give the students deep and systematic knowledge to use theoretical knowledge in practice. Also students will learn activities and mechanisms of state authorities, to learn the ways of discussing and solving the recent issues.
Number of Credits and Distribution of Hours According to Student's Workload (ECTS)	<ul style="list-style-type: none"> <li>• 10 ECTS- 8 Week</li> </ul>
Course Admission Prerequisites	<ul style="list-style-type: none"> <li>• Doing the internship in Georgia</li> <li>• All the exams have to be passed</li> </ul>
Learning Outcomes	<p><b>Knowledge and Perception</b></p> <p>Student perceives the ways of solving particular particular problems in corresponding sphere;</p> <p><b>Ability for using the knowledge in practice</b></p> <p>Student is able to act in new, unforeseeable and multidisciplinary environment, search new and original ways to solve complex problems</p> <p><b>Ability for conclusion</b></p> <p>Formation of well-founded conclusion basis of the critical analysis of difficult and incomplete information.</p>
Course Content	See Annex I.

Teaching/Learning Methods	<ul style="list-style-type: none"> <li>• Verbal/ Oral Method.</li> <li>• Discussion/ Debates</li> <li>• Explanation Method</li> <li>• Group work</li> <li>• Induction, Deduction, Analyze and Synthesis</li> </ul>
Evaluation Criteria	<p><b>Evaluation Components and Criterias</b></p> <p>Evaluation of internship is multicomponent and multiple. Evaluation includes the activity of the students during the internship (max. grade- 60) and report on internship (max. grade- 40).</p> <p>Activity:</p> <ul style="list-style-type: none"> <li>• Aim-10</li> <li>• Operativeness-10</li> <li>• Initiatives-10</li> <li>• Perception of the characters of the work and high level of strategic planning -15</li> <li>• Degree of making tasks-15</li> </ul> <p>Report on internship:</p> <ul style="list-style-type: none"> <li>• Summery-5 ( includes goals of internship and summery of the argumentation of internship results);</li> <li>• Description of the institution-3 (creation the impression about the institution and its activity);</li> <li>• Description and analyze of the students' activity during internship-15 (compliance of the internship goals to the already learnt issues and fulfilled work; Adequacy and objectivity of the analyze and evaluation of fulfilled work during the internship; Description of the fulfilled work and achieved results; listing and description of the developed skills, due to the fulfilled work and learnt issues and its importance for successfully practical activity;</li> <li>• Conclusions-5 (Forming logical and well-founded conclusions);</li> <li>• Annex-2 ( is relevant and supports described facts to be well- founded and visable);</li> <li>• Presentation of the report-10 ( student can introduce the report, present fulfilled work fluently, review of the results, protection of own opinions and present the knowledge and skills).</li> </ul>

	<p>System of evaluation</p> <p>Positive evaluation:</p> <p>(A) “Excellent”- 91% and more</p> <p>(B) “Very good”- 81-90%</p> <p>(C) “Good”- 71-80%</p> <p>(D) “Satisfactory”- 61-70%</p> <p>(E) “Sufficient”- 51-60%</p> <p>Negative evaluation:</p> <p>(FX) “Marginal Fail”- 41-50%, this means that the student needs more working to pass the internship report and is allowed to take an additional presentation</p> <p>(F) “Fail”- 40% and below, this means that work, made by the student is not enough and he/she shall make internship again.</p>
Required Literature	
Additional Literature and other Teaching Materials	
Additional Information/Conditions	<p>It is possible to credit an internship for the MA students who have an employment appropriate to the profile of the master program either in public or in private sector. They must submit a certificate of employment (including job description), review made by their head and estimation in different components within 60 points. Above mentioned documents must be approved with an appropriate signature and stamp.</p> <p>The report is presented in accordance with established rules.</p>

## Syllabus of the Summer School

<i>Title</i>	“Public Administration in a Multi-Level System”
<i>Author/Authors</i>	Claudia Hipp (hipp@uni-speyer.de)
<i>Lecturer/Lecturers</i>	Prof. Dr. Dr. h.c. Karl-Peter Sommermann & Prof. Dr. Dr. h.c. Andreas Knorr and various other Professors and Experts
<i>Course Code</i>	
<i>Course Status</i>	Faculty of Law This Summer School is designed for Master Student ‘s Level and is a mandatory part of the Master ‘s Program in Public Administration at TSU in cooperation with the German University of Administrative Sciences Speyer. Modul XI- Practice and Summer School Required
<i>Course Goal</i>	The Summer School “Public Administration in a Multi-Level System” aims to give the students deep and systematic knowledge about the different kinds and competences of public administration on different levels (municipal, regional, federal & EU). The focus will be on the organization in the federal state of Germany as practical example. The Summer School consists of a strong practical and theoretical part.
<i>Number of Credits and Distribution of Hours According to Student’s Workload (ECTS)</i>	<ul style="list-style-type: none"> <li>• 4 ECTS;</li> <li>• Contact Hours per Semester/Hours of Student’s Independent Work per Semester- 2 Weeks</li> </ul>
<i>Course Admission Prerequisites</i>	<ul style="list-style-type: none"> <li>• Without any prerequisites</li> </ul>
<i>Learning Outcomes</i>	<p><b>Knowledge and Perception</b></p> <p>Student has deep and systematic knowledge about the authorities of public administration on different levels (municipal, regional, federal, EU level);</p> <p><b>Ability for using the knowledge in practice</b></p> <p>Graduates are able to Search new and original ways to solve complex problems in the sphere of national and international law;</p>

	<p><b>Ability for conclusion</b></p> <p>Formation of well-founded conclusion basis of the critical analysis of difficult and incomplete information. Graduates can make innovative synthesis of information using of the practice of national and international court practice;</p> <p><b>Ability for communication</b></p> <p>Student can communicate to academic and professional society in written and oral form in national language and also in foreign language with using of standarts of academic honesty and the challenges of informational-communicational technologies.</p>
Content of the Summer School	<ol style="list-style-type: none"> <li>1. Welcome and Introduction</li> <li>2. Presentations concerning the Internships</li> <li>3. Preparations for the excursions by seminars e.g. Public Administration and Judicial Control in a Multi-level System, Self-government of Municipalities in Germany, Ethics in Civil Service, European Neighborhood Policy, Challenges of the Euro-crisis,...etc.</li> </ol>
Teaching/Learning Methods	<ul style="list-style-type: none"> <li>• Verbal/ Oral Method.</li> <li>• Discussion/ Debates</li> <li>• Heuristic Method</li> <li>• Case study</li> <li>• Induction, Deduction, Analyze and Synthesis</li> <li>• The Method of Written Work</li> </ul>
Evaluation Criteria	<p>Student 's evaluation will be based on:</p> <p>Attandance - 30 %</p> <p>Oral participation 30 %</p> <p>Final presentations of group work - 40 %</p>
Required Literature	Will be provided during the courses
Additional Literature and other Teaching Materials	N/A
Additional Information/Conditions	The Summer School will take place at the German University of Administrative Sciences in Speyer.

## Teaching Course

<i>Course Title</i>	აკადემიური წერა/Academic Writing
<i>Author/Authors</i>	
<i>Lecturer/Lecturers</i>	
<i>Course Code</i>	
<i>Course Status</i>	Faculty of Law This Course is intended for Master Students Level and is a mandatory part of the Joint-Master Program in Public Administration. Modul XI- Scientific Research Required
Course Goal	The course is designed to give the students deep and systematic knowledge, which is necessary for their master's thesis. They will learn contentual and technical issues of scientific research.
Number of Credits and Distribution of Hours According to Student's Workload (ECTS)	<ul style="list-style-type: none"> <li>• 4 ECTS;</li> <li>• Contact Hours per Semester- 20</li> <li>• Hours of Student's Independent Work per Semester - 30</li> <li>• Time for Preparing and Taking Midterm Examination – 20</li> <li>• Time for Preparing and Taking Final Examination - 30</li> </ul>
Course Admission Prerequisites	<ul style="list-style-type: none"> <li>• Without any prerequisites</li> </ul>
Learning Outcomes	<p><b>Knowledge and Perception</b></p> <p>Student has deep and systematic knowledge about the contentual and technical aspects of thesis;</p> <p><b>Ability for using the knowledge in practice</b></p> <p>Graduates are able to make independent research using of the newest methods and approaches;</p> <p><b>Ability for conclusion</b></p> <p>Formation of well-founded conclusion basis of the critical analysis of difficult and incomplete information. Graduates can make innovative synthesis of information using of the court practice;</p>



	<p><b>Ability for communication</b></p> <p>Student can communicate to academic and professional society in written and oral form in national language and also in foreign language with using of standarts of academic honesty and the challenges of informational-communicational technologies.</p> <p><b>Values</b></p> <p>Student can avaluation of the own and others attitude about the legal and social values and take a part in establishment of new values.</p>
Course Content	See Annex I.
Teaching/Learning Methods	<ul style="list-style-type: none"> <li>• Verbal/ Oral Method.</li> <li>• Discussion/ Debates</li> <li>• Explanation Method</li> <li>• Action Oriented Teaching</li> <li>• The Method of Written Work</li> </ul>
Evaluation Criteria	<p>Form of final and mid term exams' evaluation: written or presentation.</p> <p>Attandance and oral participation- 30 % Midterm – 30% Final Exam/Homework – 40%</p> <p><u>Midterm</u>- student will make the presentation of the structure of scientific research. <u>Final exam</u>- student will present the abstract of scientific thesis using of the sources and other necessary contentual and technical standarts of scientific research. Admission prerequisites on final exam- 11 points in pre-exam components.</p>
Required Literature	<ul style="list-style-type: none"> <li>- Shavtvaladze, N./Dundua, SH. Academic Writing. Tbilisi, 2011.</li> <li>- Chakarava, L./ Martskviashvili, KH./ Khechuashvili, L. For the begginers of Academic Writing. Tbilisi, 2007.</li> </ul>

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	- Materials, prepared by the Lecturer.
Additional Literature and other Teaching Materials	Will be delivered during the course.
Additional Information/Conditions	N/A

## Contents of the Course

N	Topic of the Lecture	Literature
1	<p><b>1-2 Hours – Importance of academic writing and general review</b></p> <ul style="list-style-type: none"> <li>a. Importance of the studying of academic writing for the students;</li> <li>b. Normative acts;</li> <li>c. General review of the academic course.</li> </ul>	
2	<p><b>3-4 Hours – Preparation for Master’s Thesis</b></p> <ul style="list-style-type: none"> <li>a. Search for the interest sphere;</li> <li>b. Existence of enough literature or research material;</li> <li>c. Societal importance of the selected topic.</li> </ul>	
3	<p><b>5-6 Hours – Selection of the Theme and Title</b></p> <ul style="list-style-type: none"> <li>a. Differentiation of interest sphere;</li> <li>b. Selection of the Theme and 4 necessary requisites;</li> <li>c. Selection of the title of the theme;</li> <li>d. Importance of the title or the theme for scientific research; <ul style="list-style-type: none"> <li>– “Issue of red line” of the title;</li> <li>– Importance of the title in the frame of the marketing;</li> </ul> </li> </ul>	
4	<p><b>7-8 Hours – Searching the necessary information for the thesis</b></p> <ul style="list-style-type: none"> <li>a. Types of the scientific literature; <ul style="list-style-type: none"> <li>– Primary source</li> <li>– Secondary source;</li> </ul> </li> <li>b. Sorting the information;</li> <li>c. Characters of the working with foreign literature.</li> </ul>	
5	<p><b>9-10 Hours– Creating the draft of the content</b></p> <ul style="list-style-type: none"> <li>a. Importance of the content;</li> <li>b. Draft of the content</li> <li>c. Technical aspects of the selection of the content</li> </ul>	

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6	<p><b>11-12 Hours – Types of scientific explanation</b></p> <ul style="list-style-type: none"> <li>a. Grammar;</li> <li>b. Systematic- logical;</li> <li>c. Historical GENETICAL;</li> <li>d. Teleological;</li> <li>e. Constitutional importance;</li> <li>f. European legal importance.</li> </ul>	
7	<p><b>13-14 ours -The Importance of scientific research</b></p> <ul style="list-style-type: none"> <li>a. The survey, observation, experiment, content analysis;</li> <li>b. Statistics;</li> <li>c. Case study;</li> <li>d. Decision analysis</li> </ul>	
8	<p><b>15-16 Hours – Using of scientific literature and plagiat</b></p> <ul style="list-style-type: none"> <li>a. Citation and its Types;</li> <li>b. Citation and Plagiary;</li> <li>c. Prohibition of Plagiary</li> <li>d. Accept about the originality of the thesis</li> </ul>	
9	<p><b>17-18 Hours – Structure of the Theme</b></p> <ul style="list-style-type: none"> <li>a. Abstract;</li> <li>b. Main part;</li> <li>c. Conclusion.</li> </ul>	
10	<p><b>19-20 Hours – Argumentation</b></p> <ul style="list-style-type: none"> <li>a. Critical opinion;</li> <li>b. expressing own opinion and making argumentation about it;</li> <li>c. Technique of Citation;</li> <li>d. Making the bibliography</li> </ul>	
11	<p><b>21-30 Hours – Review of the Master’s Thesis presented by the student</b></p>	

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Ivane Javakhishvili Tbilisi State University  
Evaluation-Sheet

**Academic Year:**

**Academic Semester:**

**Faculty:** Law

**Direction:** Public Administration

**Subject:**

**ECTS:**

**Professor/s:**

**Evaluation components and maximum points of evaluation:**

I Attendance / Participation / Presentation - 30 points

II Midterm evaluation - 30points

Examination / Re-examination - 40 points

Name, Surname	I	II	Examination	Re-examination	Evaluation points	Semester evaluation

Signatures:

Professor/s:

Dean of the law faculty: