



GENERAL JONAS ŽEMAITIS  
MILITARY ACADEMY OF LITHUANIA



Erasmus+

# INTERNATIONAL SPRING SEMESTER 2025

## DESCRIPTIONS OF MODULES





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<b>MODULE CATALOGUE FOR THE INTERNATIONAL SPRING SEMESTER 2024</b>		
<b>Modules</b>	<b>Contact hours</b>	<b>ECTS</b>
<b>Compulsory module</b>		
Lithuanian History, Culture and Language	36	5
<b>Total:</b>		<b>5</b>
<b>Optional Modules taught alongside Lithuanian cadets in their third year of study</b>		
Organizational Behavior	36	5
Combating terrorism and organized crime	36	5
Computer Networks	36	5
Sustainable Development And Energy Security	36	5
North American Politics	36	5
Warehouse Logistics And Inventory Management	36	5
East Asian Studies	36	5
Terrorism Studies	36	5
Defence Innovation Management	36	5
Cyber Security	36	5
Geopolitics	36	5
Information Security	36	5
Supply Chain Management	36	5
Modern Military Campaigns And Operations	36	5
<b>Total:</b>		<b>70</b>
<b>Optional Modules for the International Cadets only</b>		
Regional Studies	36	5
International Organizations	36	5
Research Paper (topics in the <a href="#">Annex 1</a> )	36	5
<b>Total:</b>		<b>15</b>



Country <b>Lithuania</b>	Institution <b>General Jonas Žemaitis Military Academy of Lithuania</b>	Module <b>Lithuanian History, Culture, and Language</b>	ECTS <b>5</b>
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Language <b>English</b>	<p align="center"><b>Minimum Qualification of Instructors</b></p> <ol style="list-style-type: none"> <li>1. Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR).</li> <li>2. Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.</li> </ol>
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<p><b>Prerequisites for international participants</b></p> <p>English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.</p>	<p align="center"><b>Goal of the Module</b></p> <p>To develop students' cross-cultural competence for successful communication with people of different cultural backgrounds as well as introducing the basic aspects of Lithuanian history and culture. The course begins with the introduction to the Lithuanian language and basic conversational skills of the language. Following the introduction to the language, the course continues with the insights on basic aspects of Lithuanian culture. Then the course proceeds with the introduction to the history of Lithuania, emphasizing its two dimensions – the history of Grand Duchy of Lithuania and the history of the 20<sup>th</sup> century. The course ends with the insights on the most recent phenomena in Lithuania in order to provide the current perceptions of Lithuanian attitude towards security, Europe and the world.</p>
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Learning outcomes	Know-ledge	The general knowledge about Lithuanian history, culture, regional specifics, contemporary society, national values and language.
	Skills	Will be able to better understand the local population, the national character, modern cultural values, to adapt to the local society, maintain intercultural dialogue.
	Compe- tences	<ol style="list-style-type: none"> <li>3. Intercultural competences</li> <li>4. Sociocultural competences</li> <li>5. Personal competences</li> </ol>



**Verification of learning outcomes:**

- **Projects' oral presentations in the class.** Confidence and knowledge of the topic; beforehand preparation; connection with the audience; quality of the information presented; clarity of presentation; structural organisation; effectiveness of the visuals; quality and relevance of the answers to the given questions (weighting coefficient: 40-%).  
**The midterm exam.** The midterm exam consists of a test of 5 open-ended questions based on the topics covered during the course (weighting coefficient: 30 - %).
- **Exam.** The final exam consists of a test of 5 open-ended questions based on the topics covered during the course. (weighting coefficient: 30-%).

**Module details**

Main Topic	Recommended WH	Details
Introduction to Lithuanian Language	5	6. History of Lithianian language 7. Basic conversational skills
Lithuanian Culture	10	8. Literature. Arts. Architecture. 9. Food. Traditions. Celebrations 10. Geographical aspects 11. Etiquette
Main aspects of Lithuanian History before the 20 <sup>th</sup> century	6	12. Formation of Grand Duchy of Lithuania 13. The Lithuanian-Polish Commonwealth 14. Historical nations and cultures of Lithuania
The History of the 20 <sup>th</sup> Century	11	15. Lithuanian National Revival 16. The First Lithuanian Republic 17. Occupations and struggle for independence 18. Independence Restoration 19. Modern Lithuania 20. Central, Eastern, Northern Europe
Exam	2 2	<ul style="list-style-type: none"> <li>• Consultation before the exam</li> <li>• Examination</li> </ul>
<b>Total lecture working hours</b>	<b>36</b>	
<b>Additional hours (WH) to increase the learning outcomes</b>		
Excursions	16	2-3 excursions to different Lithuanian museums/historical sites
Self-Studies	73	Readings in preparation for examination and oral presentation; Unsupervised group work for discussion; Self-development



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<b>Total working hours</b>	<b>125</b>	The detailed number of hours for the respective main topic is up to the course director according to national law or home institution's rules.
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**Recommended literature:**

Snyder, Timothy. 2003. The Reconstruction of Nations: Poland, Ukraine, Lithuania, Belarus, 1569-1999.

Wars of Lithuania. A Systematic Quantitative Analysis of Lithuania's Wars in the Nineteenth and Twentieth Centuries. 2014. Vitkus, Gediminas (ed.).



Country <b>Lithuania</b>	Institution <b>General Jonas Žemaitis Military Academy of Lithuania</b>	Module <b>Organizational Behavior</b>	ECTS <b>5</b>
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Language <b>English</b>	<p align="center"><b>Minimum Qualification of Instructors</b></p> <p>21. Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR).</p> <p>22. Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.</p>
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<p><b>Prerequisites for international participants</b></p> <p>English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.</p>	<p align="center"><b>Goal of the module</b></p> <p>To provide cadets with knowledge that enable them to explain, predict, control and manage personnel behavior in an organization and empower their own professional development.</p>
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<b>Learning outcomes</b>	Know- ledge	Knows general and modern theories of individual and group behavior within an organization with the focus on the military organization; knows how to apply social theories in practice and identify organizational challenges in the fields of defence and security; knows that organizational behavior, especially the process of decision-making, has to be guided by professional conduct of ethics.
	Skills	Ability to settle, prevent, forecast and control current problems of organizational behavior; ability to create and work with and within a group or team with the respect to organizational culture and cultural diversity, do not discriminate, adhere to the principles of democracy, draw correct conclusions, and prepare reasonable proposals.
	Compe- tences	Ability to apply critical and creative thinking, appropriate leadership; ability to behave professionally and ethically following organizational, national and democratic values.

<p><b>Verification of learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• <b>Colloquium.</b> The colloquium consists of 5 open-ended questions after reading an unsupervised self-study of selected literature. The self-assessment questions presented in the Moodle are organized to help get in-depth understanding of the reading material. The tasks are based on the compulsory study resources (weighting coefficient: 30%).</li> <li>• <b>Case analysis.</b> The task consists of a working group discussion about certain cases of organizational behavior. The task is designed to enable cadets to identify behavior problems in an organization and to find out all available solutions. The cadets should defend their opinion based on the literature review in order to prove their solutions are most appropriate to solve certain behavior problems. Critical thinking, creativity and application of the theory in practice are evaluated (weighting coefficient: 40%).</li> <li>• <b>Exam.</b> The test of 2 open-ended and 8 closed-ended questions. The self-assessment questions presented in the Moodle are organized to help cadets to get ready for the exam. The tasks are based on compulsory study sources (weighting coefficient: 30%).</li> </ul>
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Module details		
Main Topic	Recommended WH	Details
<ul style="list-style-type: none"> <li>Introduction and Object of Organizational Behavior, Goals, and Connection with Other Sciences</li> </ul>	2	<ul style="list-style-type: none"> <li>Contemporary problems of organizational behavior, possibilities of solution and prevention</li> <li>Problems of organizational behavior in defence and security institutions</li> <li>Multidisciplinary approach to organizational behavior</li> </ul>
<ul style="list-style-type: none"> <li>Individual Behavior in an Organization</li> </ul>	8	<ol style="list-style-type: none"> <li>Interactions between personal and organizational behaviors</li> <li>Background of individual behavior: values, attitudes, perception, ethics, learning, emotions and personality type</li> <li>Motivation of oneself and others in an organization: from motivation theories to their application</li> <li>Individual/group decision-making, decision-making methods, critical and creative thinking and ethics</li> <li>Individual/group decision-making, decision-making methods, critical and creative thinking and ethics</li> </ol>
<ul style="list-style-type: none"> <li>Group Behavior in an Organization</li> </ul>	8	<ol style="list-style-type: none"> <li>The influence of organizational structure to the behavior of personnel</li> <li>Groups and work teams: creation, efficiency, members/players, typology, distinctions</li> <li>Leadership: from theories to practical behavior</li> <li>Communication process: forms, obstacles, significance in organizational behavior</li> <li>Interaction between leadership and organizational behavior: from theory to practice</li> <li>Authority and organizational policy</li> </ol>
<ul style="list-style-type: none"> <li>Organizational Conflicts and Negotiations</li> </ul>	6	<ul style="list-style-type: none"> <li>Conflict: typology, causes, diagnostic, style of resolution</li> <li>Improvement of conflict management (individual, group and organizational level)</li> </ul>
<ul style="list-style-type: none"> <li>Organizational System and Behavior</li> </ul>	8	<ul style="list-style-type: none"> <li>Interaction between organizational structure and organizational behavior</li> <li>Technological and organizational change, resistance toward an organizational change</li> <li>The model of stress and coping, sources of stress, work-life balance, dealing with stress; organizational culture: concept, creation, maintenance, transformation</li> <li>Military organizational culture</li> <li>Deviated organizational culture: nepotism, mobbing, bossing, etc.</li> <li>Socialization process: concept, methods, mentoring in an organization</li> </ul>
Consultations	2	<ul style="list-style-type: none"> <li>Pre-exam consultation</li> <li>Feedback after the exam</li> </ul>
Exam	2	<ul style="list-style-type: none"> <li>Exam</li> </ul>
<b>Total lecture working hours</b>	<b>36</b>	
<b>Additional hours (WH) to increase the learning outcomes</b>		





Self-Studies	89	<ul style="list-style-type: none"><li>• Unsupervised self-study</li><li>• Unsupervised group work</li><li>• Readings in preparation for examination</li></ul>
<b>Total working hours</b>	<b>125</b>	The detailed number of hours for the respective main topic is up to the course director according to national law or home institution's rules.

**Recommended literature:**

1. Kinicki Angelo, Fugate Mel. (2016) *Organizational Behavior: A Practical, Problem-Solving Approach*. McGraw-Hill, NY. P. 38-70; 292-325; 366-396; 478-511.
2. Denhardt, Robert B., Denhardt J. V., Aristigueta M. P. (2013) *Managing human behavior in public and nonprofit organizations*. SAGE Publications, Inc. P. 19-88; 189-235; 271-380.
3. Tosi Henry, Pilati Masimo (2011) *Managing organizational behavior. Individuals, teams, organization and management*. Edvard Elgar Publishing, Inc., UK. P. 126-154.



Country <b>Lithuania</b>	Institution <b>General Jonas Žemaitis Military Academy of Lithuania</b>	Module <b>Combating terrorism and organized crime</b>	ECTS <b>5</b>
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Language <b>English</b>	<p align="center"><b>Minimum Qualification of Instructors</b></p> <ul style="list-style-type: none"> <li>• Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR).</li> <li>• Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.</li> </ul>
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<p><b>Prerequisites for international participants</b></p> <ul style="list-style-type: none"> <li>• English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.</li> </ul>	<p align="center"><b>Goal of the Module</b></p> <p>To provide cadets with knowledge about the combatting against terrorism and organized crime, to acquaint them with the purpose and peculiarities of this activity in managing the threats posed by terrorism and organized crime to the national security of the Republic of Lithuania, as well as to discuss the challenges posed by measures to prevent these threats and to develop the ability of cadets to apply the acquired knowledge in security and defense decision-making.</p> <p>Working individually and in small groups, cadets will have an opportunity to apply relevant methods and techniques to practical exercises and case studies of combatting terrorism and organized crime.</p>
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<b>Learning outcomes</b>	Know-ledge	Able to define concepts and legal regulation of counter-terrorism and combatting organized crime in the Republic of Lithuania and use theoretical knowledge in practice.
	Skills	Able to use the methods of counter-terrorism and combatting organized crime.
	Compe- tences	Able to analyze threats of terrorism and organized crime, select appropriate threat prevention measures, make decisions, and use them quickly and efficiently.

<p><b>Verification of learning outcomes:</b></p> <ol style="list-style-type: none"> <li>1. <b>Colloquium.</b> Mid-term writing. The colloquium is prepared to the self-assessment questions presented in the Moodle (Topics 2-3). The tasks consist of a test (10 questions), open-ended theoretical questions and practical situations. The tasks are based on compulsory study sources (weighting coefficient: 30%).</li> <li>2. <b>Creative problem solving.</b> Group work (4-5 cadets per group). Cadets analyze the theoretical and legal aspects of counter-terrorism and combatting organized crime, identify a problem, offer a solution to the problem and present it to the group (weighting coefficient: 40%).</li> <li>3. <b>Exam.</b> Writing exam. The exam is prepared according to the self-assessment questions presented in the Moodle (Topics 4-6). The tasks consist of a test (10 questions), open-ended theoretical questions and practical situations. The tasks are based on compulsory study sources (weighting coefficient: 30%).</li> </ol>
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**Module details**



Main Topic	Recommended WH	Details
1. Meaning of Terrorism	4	<ul style="list-style-type: none"> <li>• Meaning of terrorism</li> <li>• History of terrorism</li> <li>• Types of terrorism</li> <li>• Terrorist organizations</li> </ul>
2. Legal regulation of counter-terrorism	4	<ul style="list-style-type: none"> <li>• International legal regulation of counter-terrorism</li> <li>• National legal regulation of counter-terrorism</li> </ul>
3. Methods of combatting terrorism	10	<ul style="list-style-type: none"> <li>• Basic concepts, principles and the system of counter-terrorism</li> <li>• Prevention of terrorism</li> <li>• Intelligence in counter-terrorism</li> <li>• Combat counter-terrorism operations</li> <li>• Case studies of counter-terrorism operations</li> </ul>
4. Meaning of organized crime	4	<ul style="list-style-type: none"> <li>• Meaning of organized crime</li> <li>• History of organized crime</li> <li>• Types of organized crime</li> </ul>
5. Legal regulation of combatting organized crime	4	<ul style="list-style-type: none"> <li>• International legal regulation of combatting organized crime</li> <li>• National legal regulation of combatting organized crime</li> </ul>
6. Methods of combatting organized crime	8	<ul style="list-style-type: none"> <li>• Basic concepts, principles and the system of combatting organized crime</li> <li>• Prevention of organized crime</li> <li>• Law enforcement intelligence in combatting organized crime</li> <li>• Case studies of combatting organized crime</li> </ul>
7. Exam	2	<ul style="list-style-type: none"> <li>• Exam</li> </ul>
<b>Total lecture working hours</b>	<b>36</b>	
<b>Additional hours (WH) to increase the learning outcomes</b>		
Self-Studies	<b>89</b>	<ul style="list-style-type: none"> <li>• Readings in preparation for examination</li> <li>• Unsupervised self-study</li> <li>• Unsupervised group work</li> </ul>
<b>Total working hours</b>	<b>125</b>	The detailed amount of hours for the respective main topic is up to the course director according to national law or home institution's rules.

### Recommended literature:

1. Chaliand, G. and Blin, A. (editors) (2007). The History of Terrorism from Antiquity to Al Qaeda. University of California Press (pages: 12-54, 55-78, 255-313, 349-362).
2. Ronczkowski, M. (2018). Terrorism and Organized Hate Crime: Intelligence Gathering, Analysis and Investigations. Fourth Edition. CRC Press (pages: 15-38, 83-125).
3. Ruggiero, V. (2020). Organized Crime And Terrorist Networks. Routledge Studies in Crime and Society. Routledge Press (pages: 8-25, 26-41).
4. Spindlove, J. and Simonsen, C. (2013). Terrorism Today. The Past, the Players, the Future. Fifth Edition. Pearson (pages: 3-24, 30-49, 482-541, 546-563).
5. Wade, N. (2015). The counterterrorism, WMD & hybrid threat smartbook: a guide to terrorism, hybrid and emerging threats. Lighting Press (pages: Chapter 1. 1-82, Chapter 3. 1-32, Chapter 4. 1-44).
6. Carter, D. (2009). Law Enforcement Intelligence: A Guide for State, Local, and Tribal Law Enforcement Agencies. Second Edition.
7. Clark, R. (2014). Intelligence Collection. CQ Press.
8. Johnson, L. (ed.) (2010). The Oxford Handbook of National Security Intelligence. Oxford University.



Country <b>Lithuania</b>	Institution <b>General Jonas Žemaitis Military Academy of Lithuania</b>	Module <b>Computer Networks</b>	ECTS <b>5</b>
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Language <b>English</b>	<p align="center"><b>Minimum Qualification of Instructors</b></p> <ul style="list-style-type: none"> <li>• Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR).</li> <li>• Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.</li> </ul>
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<p><b>Prerequisites for international participants</b></p> <ul style="list-style-type: none"> <li>• English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.</li> <li>• Introductory information technology skills</li> </ul>	<p><b>Goal of the Module</b></p> <ul style="list-style-type: none"> <li>• To teach students to manage modern telecommunication networks, design computer networks, solve digital communication problems, recognize modern military telecommunication armament, name the principles of its action and describe its application possibilities.</li> </ul>
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<b>Learning outcomes</b>	Know-ledge	<ul style="list-style-type: none"> <li>• Recognize and explain fundamental network operation laws, explain methods applicable to the solutions of complex military network problems.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Able to use modern computer network technologies and design modern network systems; use fundamental technical knowledge while solving management problems related to computer networks.</li> </ul>
	Compe-tences	<ul style="list-style-type: none"> <li>• Able to work in teams by initiating and implementing computer network solutions, to take responsibility for network management decisions and to critically evaluate the acquired knowledge and experience of network management.</li> </ul>

<p><b>Verification of learning outcomes:</b></p> <ol style="list-style-type: none"> <li>1. <b>Tests.</b> Two tests consist of about 15 numeric response and multiple choice problems. A test is passed if half of the questions are answered correctly. The tests are processed by a software learning management system (weighting coefficient: 30%).</li> <li>2. <b>Creative problem solving.</b> Group work (3-4 cadets per group). Using the method of creative problem solving, cadets identify a problem with the computer network, offer a solution and assess the conditions for implementing the proposed solution (weighting coefficient: 20%).</li> <li>3. <b>Exam.</b> Writing exam in a test form. The test consists of about 20 short open-ended questions and one theoretical computer network design task. The exam is passed if half of the questions are answered correctly. The exam is prepared according to the previous tests (weighting coefficient: 30%).</li> </ol>
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Module details		
Main Topic	Recommended WH	Details
1. Introduction to the Modern Computer Networks Module	2	<ul style="list-style-type: none"> <li>The aim, content and task requirements of the module</li> <li>Introduction to modern computer networks</li> <li>Brief history of the evolution of computer networks</li> </ul>
1. Basics of Networking	4	<ul style="list-style-type: none"> <li>Principles of network design</li> <li>Packet and circuit switching</li> <li>Main network architectures</li> <li>Network architecture and standardization</li> <li>Main characteristics of network performance</li> </ul>
2. Physical Layer Technologies	4	<ul style="list-style-type: none"> <li>Transmission links</li> <li>Data encoding and multiplexing</li> <li>Wireless transmission</li> </ul>
3. Local and Personal Area Networks (LAN and PAN)	6	<ul style="list-style-type: none"> <li>Ethernet</li> <li>High-speed Ethernet, Bluetooth</li> <li>RFID</li> <li>Wi-Fi</li> </ul>
4. TCP/IP Internetworking	8	<ul style="list-style-type: none"> <li>TCP/IP protocols</li> <li>Addressing in TCP/IP networks</li> <li>WWW, POP3/SMTP, VoIP services</li> <li>Cloud computing, social networking</li> <li>Cyberwars</li> </ul>
5. Wide Area Networks (WAN)	2	<ul style="list-style-type: none"> <li>Global (core) networks</li> <li>Global and European network infrastructure</li> </ul>
6. Telecommunication Systems	4	<ul style="list-style-type: none"> <li>Common telephone systems</li> <li>4G/5G technologies</li> <li>Using telecommunication networks in the military area</li> </ul>
7. Positioning Systems	2	<ul style="list-style-type: none"> <li>GPS, Galileo, GLONASS</li> <li>Military applications of positioning systems</li> </ul>
Consultations	2	<ul style="list-style-type: none"> <li>Feedback after tests</li> <li>Pre-exam consultation</li> </ul>
Exam	2	<ul style="list-style-type: none"> <li>Exam</li> </ul>
<b>Total lecture working hours</b>	<b>36</b>	
<b>Additional hours (WH) to increase the learning outcomes</b>		
Self-Studies	<b>89</b>	<ul style="list-style-type: none"> <li>Readings in preparation for examination</li> <li>Unsupervised self-study</li> <li>Unsupervised group work</li> </ul>
<b>Total working hours</b>	<b>125</b>	The detailed amount of hours for the respective main topic is up to the course director according to national law or home institution's rules.

### Recommended literature:

1. Tamara Dean. Network+ Guide to Networks. Course Technology, U.S., 2009.
2. Raymond Panko, Julia Panko. Business Data Networks and Telecommunications (8th Edition). Prentice Hall, U.S., 2010.
3. Olifer N., Olifer V. Computer Networks: Principles, Technologies and Protocols for Network Design, 2005.



Country <b>Lithuania</b>	Institution <b>General Jonas Žemaitis Military Academy of Lithuania</b>	Module <b>Sustainable Development and Energy Security</b>	<b>ECTS 5</b>
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Language <b>English</b>	<b>Minimum Qualification of Instructors</b> 28. Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). 29. Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.
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<b>Prerequisites for international participants</b> English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.	<b>Goal of the Module</b> To form theoretical knowledge of sustainable development, energy and energy security; to develop practical skills in energy security, civil and defence energy security and efficiency in planning and energy management.
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<b>Learning outcomes</b>	Know-ledge	By the end of the module, students will be able to: <ul style="list-style-type: none"> <li>Describe the key aspects of sustainable development and energy as one of the key factors of sustainability;</li> <li>Describe and analyze strategic and operational energy issues for security and defence</li> </ul>
	Skills	Students will be able to: <ul style="list-style-type: none"> <li>Analyze the patterns of sustainable and non-sustainable trends and behavior in critical human activity areas such as climate, population, ecosystems, water and food, society, economy and energy;</li> <li>Prepare the energy management plan for a civil/military institution.</li> </ul>
	Compe-tences	By the end of the module, students will be ready to make managerial decisions towards sustainability and better energy management.
<b>Verification of learning outcomes:</b>		
<ul style="list-style-type: none"> <li><b>Mid-term test</b> (20% of the final evaluation). The test will be based on the training materials and compulsory readings and arranged as a multi-choice solution.</li> <li><b>Practical individual assignment</b> (30% of the final evaluation). The students will be assigned to prepare a sustainability analysis of the selected system and to provide the recommendations towards better alignment with sustainability goals.</li> <li><b>Practical individual assignment</b> (30% of the final evaluation). The students will be assigned to prepare the energy management system implementation plan for a selected organizational unit (installation).</li> <li><b>Exam</b> (20% of the final evaluation). The test will be based on the training materials and compulsory readings. The test will be arranged as a multi-choice solution with the focus on the sustainable behavioral aspects.</li> </ul>		



Module details		
Key themes	Recommended WH	Detailed description
7. Introduction to Sustainability and Sustainable Development	4	<ul style="list-style-type: none"> <li>Key aspects of sustainable development</li> <li>Sustainable and non-sustainable development</li> <li>Energy and sustainability, energy security, energy resilience, and energy efficiency</li> </ul>
8. Population	4	<ul style="list-style-type: none"> <li>Population growth, tragedy of commons, ecosystems</li> </ul>
9. Climate, Water and Food Nexus	4	<ul style="list-style-type: none"> <li>Climate change, agriculture, food and water, environmental economics and politics</li> </ul>
10. Society and Economy	4	<ul style="list-style-type: none"> <li>Long-term ambitions/approach and the Monkey Paw effect</li> <li>Emerging threats to societies and economies</li> </ul>
11. Energy, Energy for Security and Defence, Strategic and Operational Energy	4	<ul style="list-style-type: none"> <li>Energy resources, their limits, different types of energy, energy conversion, renewable energy</li> <li>Energy security, energy independence, energy resilience and energy efficiency</li> </ul>
12. Security and Defence Energy Workshop	6	<ul style="list-style-type: none"> <li>Energy workshop: Visits to selected energy generation/transmission and energy security organizations/institutions</li> </ul>
13. Energy Management	6	<ul style="list-style-type: none"> <li>Energy management systems and their implementation at civil/security and defence institutions</li> </ul>
Consultations	2	<ul style="list-style-type: none"> <li>Pre-exam consultation</li> <li>Instructor's post-exam feedback and overall evaluation of the module</li> </ul>
Final Exam	2	<ul style="list-style-type: none"> <li>Exam</li> </ul>
<b>Total lecture working hours</b>	<b>36</b>	
<b>Additional hours (WH) to increase the learning outcomes</b>		
Self-Studies	<b>89</b>	<ul style="list-style-type: none"> <li>Self-study (60)</li> <li>Individual assignment (29)</li> </ul>
<b>Total engagement hours</b>	<b>125</b>	The total of engagement hours is the subject of change based on Course Director's intent or host University internal policies and regulations.

### Recommended literature:

- Sustainability: a Comprehensive Foundation (Theis and Tomkin, Eds. 2012); Access: [https://cnx.org/contents/F0Hv\\_Zza@45.1:nEYgeaoe@5/An-Introduction-to-Sustainability-Humanity-and-the-Environment](https://cnx.org/contents/F0Hv_Zza@45.1:nEYgeaoe@5/An-Introduction-to-Sustainability-Humanity-and-the-Environment)
- The Energy Security Nexus: a Strategic Dilemma (ed. Carolyn W. Pumphrey, 2012)
- NATO Strategic Foresight Analysis 2017. NATO ACT.
- Sustainable Peace and Security in a Changing Climate: Recommendations for NATO 2030. A report for the NATO Secretary General from the North-Atlantic Civil-Society Working-Group on Environment and Security (NCWES). Environment & Development Resource Centre – EDRC. 2021.



Country <b>Lithuania</b>	Institution <b>General Jonas Žemaitis Military Academy of Lithuania</b>	Module <b>North American Politics</b>	ECTS <b>5</b>
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Language <b>English</b>	<p style="text-align: center;"><b>Minimum Qualification of Instructors</b></p> <ul style="list-style-type: none"> <li>• Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR).</li> <li>• Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.</li> </ul>
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<p><b>Prerequisites for international participants</b></p> <ul style="list-style-type: none"> <li>• English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.</li> <li>• A course on the basics of the international relations and/or theory.</li> </ul>	<p><b>Goal of the Module</b></p> <p>To provide essential knowledge on the political, economic and social systems of the Northern American countries and main aspects of their domestic and foreign policies.</p>
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<b>Learning outcomes</b>	Know-ledge	<ul style="list-style-type: none"> <li>• Students will possess a solid grasp of the key actors and institutions of the North American political systems and will be able to understand the main features of the American, Canadian and Mexican domestic and foreign policies.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Students will improve their oral skills and critical thinking through class discussions.</li> </ul>
	Compe-tences	<ul style="list-style-type: none"> <li>• Students will be able to analyze political information regardless of the format in which the information is presented and develop a factually accurate, thoughtful, and well-reasoned opinion regarding this information.</li> </ul>

<b>Verification of learning outcomes:</b>
<ul style="list-style-type: none"> <li>• <b>Mid-term exam.</b> Written mid-term exam of multiple-choice and free-response questions (weighting coefficient: 30%).</li> <li>• <b>Presentation.</b> Cadets will make a presentation on a relevant American, Canadian or Mexican policy issue (weighting coefficient: 20%).</li> <li>• <b>Exam.</b> Written exam of multiple-choice and free-response questions (weighting coefficient: 50%).</li> </ul>





<b>Module details</b>		
<b>Main Topic</b>	<b>Recommended WH</b>	<b>Details</b>
U.S. Political System	8	<ul style="list-style-type: none"> <li>• Separation of powers and functions of the main political institutions: Congress (Senate and House of Representatives), President (including Vice President and the Cabinet), Supreme Court</li> <li>• Political parties</li> <li>• Congressional and presidential elections</li> <li>• Interest groups and lobbyists</li> </ul>
Canadian and Mexican Political Systems	4	<ul style="list-style-type: none"> <li>• Separation of powers and functions of the main political institutions in Canada and Mexico</li> <li>• Political parties in Canada and Mexico</li> <li>• Elections in Canada and Mexico</li> <li>• Interest groups and lobbyists in Canada and Mexico</li> </ul>
Human Rights in North America	2	<ul style="list-style-type: none"> <li>• The main forms of discrimination in the U.S. and Canada, and efforts to fight the discrimination</li> <li>• Human rights violations in Mexico</li> </ul>
Migration	2	<ul style="list-style-type: none"> <li>• Mexico-U.S. corridor as the globe's top migration corridor and Canada as a leading destination for migrants</li> <li>• Fighting illegal migration</li> </ul>
U.S. Foreign Policy	12	<ul style="list-style-type: none"> <li>• U.S. foreign policy decision-making</li> <li>• U.S. foreign policy towards Europe and Russia</li> <li>• U.S. foreign policy towards the Middle East</li> <li>• Regional cooperation in North America</li> <li>• U.S. foreign policy towards China</li> <li>• U.S. foreign policy towards other Asian countries</li> <li>• U.S. foreign policy towards Africa</li> </ul>
U.S. Intelligence Community (IC)	2	<ul style="list-style-type: none"> <li>• Office of the director of the National Intelligence</li> <li>• CIA</li> <li>• National Security Agency</li> <li>• Other IC members</li> </ul>
U.S. Armed Forces	2	<ul style="list-style-type: none"> <li>• The main elements of the U.S. Armed Forces, development, and future perspectives</li> </ul>
Organized Crime	2	<ul style="list-style-type: none"> <li>• Organized crime in the U.S. and Canada</li> <li>• Organized crime in Mexico, including drug wars</li> </ul>
Canadian Foreign Policy	2	<ul style="list-style-type: none"> <li>• The main priorities of the Canadian foreign policy</li> <li>• Canadian foreign policy towards Europe and Russia</li> </ul>
<b>Total lecture working hours</b>	<b>36</b>	
<b>Additional hours (WH) to increase the learning outcomes</b>		
Self-Studies	<b>89</b>	<ul style="list-style-type: none"> <li>• Readings in preparation for examination</li> <li>• Unsupervised self-study</li> </ul>



<b>Total working hours</b>	<b>125</b>	The detailed amount of hours for the respective main topic is up to the course director according to national law or home institution's rules.
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### Recommended literature:

1. Jillson, C. (2018). *American Government: Political Development and Institutional Change*. New York: Routledge.
2. James, B., & Gagnon, A. (2014). *Canadian politics*. Toronto: University of Toronto Press.
3. Brands, H. (2017). The Unexceptional Superpower: American Grand Strategy in the Age of Trump. *Survival*, 59(6), 7-40. doi:10.1080/00396338.2017.1399722.
4. Bruera, H. F. G. (2015). To be or not to be: Has Mexico got what it takes to be an emerging power?" *South African Journal of International Affairs*, 22(2), 227-48. doi:10.1080/10220461.2015.1053978.
5. Marco, C., Dian, M. & Pisciotta, B. (2018). *US foreign policy in a challenging world: building order on shifting foundations*. Cham, Switzerland: Springer.
6. Edmonds-Poli, E., & Shirk A. D. (2016) *Contemporary Mexican Politics*. Lanham: Rowman & Littlefield.
7. Johnson, L. K. (2017). *National security intelligence*. Cambridge: Polity.
8. Patterson, T. E. (2015). *We the people: an introduction to American government*. New York: McGraw-Hill Education.
9. Sapolsky, H. M., Gholz, E., & Talmadge, C. (2017). *US Defense Politics: the Origins of Security Policy*. New York: Routledge.
10. Storey, W. (2015). *US government and politics*. Edinburgh: Edinburgh University Press.
11. Thomas, D. M., & David Biette. (2014). *Canada and the United States: differences that count*. Toronto: University of Toronto Press.



Country <b>Lithuania</b>	Institution <b>General Jonas Žemaitis Military Academy of Lithuania</b>	Module <b>Warehouse Logistics and Inventory Management</b>	ECTS <b>5</b>
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Language <b>English</b>	<p style="text-align: center;"><b>Minimum Qualification of Instructors</b></p> <ul style="list-style-type: none"> <li>• Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR).</li> <li>• Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.</li> </ul>
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<p><b>Prerequisites for international participants</b></p> <ul style="list-style-type: none"> <li>• English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.</li> </ul>	<p style="text-align: center;"><b>Goal of the Module</b></p> <p>To provide basic knowledge about inventory management, warehousing processes and necessary resources to ensure a proper warehousing process, as well as to develop skills to apply warehousing and inventory management tools in practice.</p>
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<b>Learning outcomes</b>	Know-ledge	<ul style="list-style-type: none"> <li>• Knows modern technologies and systems of defence, information and logistic support of military forces, the principle of their development and peculiarities of application.</li> <li>• Knows the effective management methods of warehouses and inventory use and the features of their application</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Able to plan, organize, implement and evaluate the technologies necessary for the defence of the country and the measures necessary for the logistical support of the military forces taking into account the financial, informational, human, material and time resources available to the organization, state and allied countries.</li> <li>• Able to efficiently and creatively manage inventory and warehouse operations.</li> </ul>
	Compe-tences	<ul style="list-style-type: none"> <li>• Able to constantly update knowledge and skills and independently collect and analyse data necessary for successful performance of professional tasks, with proper citation and respect for copyright and other intellectual property rights.</li> <li>• Able to properly collect, analyse and apply inventory and warehouse activity information</li> </ul>

<b>Verification of learning outcomes:</b>
<ul style="list-style-type: none"> <li>• <b>Written assignments</b> (closed-ended and open-ended questions). First: cadets answer 10 closed-ended and 4 open-ended questions. Second: cadets answer 10 closed-ended and 1 open-ended question. Responses are evaluated according to the following criteria: factually correct; completeness; logical consistency (weighting coefficient: 40%).</li> <li>• <b>Independent work</b> (solving 3 related tasks and discussing the results: 1 - ABC analysis of the selected goods; 2 - Calculate the optimal order quantity and present the calculated optimal cyclical stock replenishment graphically; 3 – counting loading efficiency). Cadets prepare a report on the solution of each individual task (weighting coefficient: 30%).</li> <li>• <b>Exam.</b> Writing exam. The exam task will consist of test questions, open-ended questions and practical tasks (weighting coefficient: 30%).</li> </ul>



Module details		
Main Topic	Recommended WH	Details
• Inventory Management	2	<ul style="list-style-type: none"> <li>• Inventory (Stocks) in the supply chain</li> <li>• Purpose, types of inventory</li> <li>• Inventory analysis</li> </ul>
	1	<ul style="list-style-type: none"> <li>• Inventory management models (by quantities and by periods)</li> <li>• ABC and XYZ inventory analysis</li> </ul>
	2	<ul style="list-style-type: none"> <li>• Inventory management problems (demand fluctuations, supply disruptions)</li> </ul>
	1	<ul style="list-style-type: none"> <li>• Inventory, audit (inventory storage costs)</li> </ul>
• Storage Purpose(s)	1	<ul style="list-style-type: none"> <li>• Who needs warehouses, what benefits</li> <li>• Warehouse location in the company's logistics system (supply chain and warehouse location)</li> </ul>
• Types of Warehouses	1	<ul style="list-style-type: none"> <li>• Under supply schemes</li> <li>• According to purpose</li> </ul>
• Strategic Warehousing Solutions	4	<ul style="list-style-type: none"> <li>• Warehouse ownership</li> <li>• Location: how to select a location for the warehouse in supply / distribution processes</li> <li>• Warehouse location selection</li> </ul>
• Warehouse Size and Layout	2	<ul style="list-style-type: none"> <li>• Calculation of warehouse areas</li> <li>• Layout of warehouse areas</li> </ul>
• Warehousing Processes. The Flows of Goods in the Warehouse	2	<ul style="list-style-type: none"> <li>• The flows of good in the warehouse (acceptance, storage, selection, packaging)</li> </ul>
• Warehouse Equipment	3	<ul style="list-style-type: none"> <li>• Types of racks and shelves, their advantages and disadvantages</li> </ul>
• Handling Equipment and Efficiency	4	<ul style="list-style-type: none"> <li>• Loading works equipment</li> <li>• Calculation of productivity of different cargo handling works</li> </ul>
• Warehouse Information Provision	1	<ul style="list-style-type: none"> <li>• Warehouse management systems</li> </ul>
• Warehouse Planning and Management	2	<ul style="list-style-type: none"> <li>• Warehouse operations planning and possibilities and types of management</li> </ul>
• Reducing the Environmental Impact of Storage	2	<ul style="list-style-type: none"> <li>• Pollution and reduction of warehouse operations</li> </ul>
• Typical Storage Problems	4	<ul style="list-style-type: none"> <li>• Employees, quantities of goods - inequality of demand for their supply, IT, security</li> </ul>
Consultation	1	<ul style="list-style-type: none"> <li>• Pre-exam consultation</li> </ul>
Exam	2	<ul style="list-style-type: none"> <li>• Examination</li> </ul>
Consultation	1	<ul style="list-style-type: none"> <li>• Feedback after exam</li> </ul>
<b>Total lecture working hours</b>	<b>36</b>	
<b>Additional hours (WH) to increase the learning outcomes</b>		
Self-study	<b>89</b>	<ul style="list-style-type: none"> <li>• Readings</li> <li>• Unsupervised independent task solving</li> <li>• Unsupervised self-study</li> </ul>
<b>Total working hours</b>	<b>125</b>	The detailed amount of hours for the respective main topic is up to the course director according to national law or home institution's rules.



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### Recommended literature:

- Richards G. (2018). Warehouse Management: A Complete Guide to Improving Efficiency and Minimizing Costs in the Modern Warehouse CPI group (UK) LTD, Croidon CRO, 4YY.
- Bozarth, Cecil C. (2016). Introduction to operations and supply chain management / Cecil C. Bozarth, Robert B. Handfield. 4th ed., global ed. Boston [Mass.] : Pearson, 2016. 503 p. : iliustr. ISBN 9781292093420;. (#000169171)
- Gwynne R. (2014). Warehouse management : a complete guide to improving efficiency and minimizing costs in the modern warehouse. London : Kogan Page, xvi, 427 p. : iliustr.
- Logistics and retail management : emerging issues and new challenges in the retail supply chain / [edited by] John Fernie & Leigh Sparks. 5th ed. London : KoganPage, 2019. xxvii, 314 p. : iliustr., diagr., lent. ISBN 9780749481605;. (#000169152)
- Alan C. McKinnon, Michael Browne, Anthony Whiteing, Maja Piecyk (2015) Kogan Page, - Business & Economics - 426 pages
- Armengol G. (2021) Warehouse Inventory Management: Top Warehouse Management Software: Types Of Warehouse Management Systems. Publisher Independently Published, 2021. ISBN 9798727662052, Length 50 pages
- Grant, David B., (2017). Sustainable logistics and supply chain management : principles and practices for sustainable operations and management / David B. Grant, Alexander Trautrimis and Chee Yew Wong. 2nd ed. London : Kogan Page, 2017. xiv, 286 p. : iliustr. ISBN 9780749478278;. (#000143947).



Country <b>Lithuania</b>	Institution <b>General Jonas Žemaitis Military Academy of Lithuania</b>	Module <b>East Asian Studies</b>	ECTS <b>5</b>
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Language <b>English</b>	<p align="center"><b>Minimum Qualification of Instructors</b></p> <ul style="list-style-type: none"> <li>• Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR).</li> <li>• Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.</li> </ul>
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<p><b>Prerequisites for international participants</b></p> <ul style="list-style-type: none"> <li>• English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.</li> <li>• Introduction to International Relations</li> </ul>	<p align="center"><b>Goal of the Module</b></p> <ul style="list-style-type: none"> <li>• To introduce cadets to East Asia as the region of the world which is becoming ever more significant by successively focusing on its most powerful states' contemporary political histories, present-day political systems, and relationships among themselves as well as with the rest of the world.</li> </ul>
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<b>Learning outcomes</b>	Know-ledge	<ul style="list-style-type: none"> <li>• Able to explain in detail the development of individual regions of the world, essential political, social and security processes, or explain in detail the origins, development, effects, and measurements of threats to individual, national, and international security.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Able to apply the concepts, theories and research methods of political science, international relations and security studies in the analysis of international relations, domestic politics and individual, national and international security processes by substantiating the relevance of the chosen research topic, using and critically evaluating primary and secondary sources and research results, and using the latest information technology and academic databases.</li> </ul>
	Compe-tences	<ul style="list-style-type: none"> <li>• Able to work in teams, plan and implement joint projects, take responsibility for their own and colleagues' results, transfer knowledge, and follow professional ethics.</li> </ul>

<p><b>Verification of learning outcomes:</b></p> <ol style="list-style-type: none"> <li>4. Presentation on the contemporary East Asian politics (chosen from the list provided by the lecturer (app. 30 min.)). Weighting coefficient: 50%.</li> <li>5. Final exam --- a critical review of a book. Weighting coefficient: 50%.</li> </ol>
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<b>Module details</b>		
<b>Main Topic</b>	<b>Recommended WH</b>	<b>Details</b>
• Introduction to East Asia Region	2	<ul style="list-style-type: none"> <li>• Definition of East Asia region</li> <li>• Main characteristics of East Asia region</li> <li>• Introduction of ASEAN</li> </ul>
• Contemporary China	12	<ul style="list-style-type: none"> <li>• Modern political history</li> <li>• Evolution of political system and ideology</li> <li>• Challenges of statehood (Tibet, Xinjiang, Hong Kong and Taiwan)</li> <li>• Grand strategy and foreign policy</li> <li>• Defence reform and military capabilities</li> </ul>
• Contemporary Japan	6	<ul style="list-style-type: none"> <li>• Modern political history</li> <li>• Evolution of political system</li> <li>• Foreign policy</li> <li>• Relations with China, South and North Korea, India, and ASEAN</li> </ul>
• Korean Peninsula	4	<ul style="list-style-type: none"> <li>• Security issues and historical development of South-North Korean relations</li> <li>• Comparison of South and North Korean political systems, ideology and socio-economic development</li> <li>• Comparison of South and North Korean foreign policies</li> <li>• South and North Korea relations with China, Japan, India and ASEAN</li> </ul>
• Contemporary India	4	<ul style="list-style-type: none"> <li>• Modern political history</li> <li>• Evolution of political system</li> <li>• Grand strategy and foreign policy</li> <li>• Influence on East Asia region</li> <li>• Relations with China, Japan, South and North Korea and ASEAN</li> </ul>
• Continental Southeast Asian Countries	4	<ul style="list-style-type: none"> <li>• Modern political history of Vietnam, Laos and Cambodia, Thailand and Myanmar</li> <li>• Evolution of the political systems of Vietnam, Laos and Cambodia, Thailand and Myanmar</li> <li>• Foreign policies of Vietnam, Laos and Cambodia, Thailand and Myanmar</li> </ul>
• Maritime Southeast Asian States	4	<ul style="list-style-type: none"> <li>• Modern political history of Indonesia, Philippines, Malaysia and Singapore</li> <li>• Evolution of the political systems of Indonesia, Philippines, Malaysia and Singapore</li> <li>• Foreign policies of Indonesia, Philippines, Malaysia and Singapore</li> </ul>
<b>Total lecture working hours</b>	<b>36</b>	
<b>Additional hours (WH) to increase the learning outcomes</b>		
Self-Studies	<b>89</b>	<ul style="list-style-type: none"> <li>• Readings in preparation for presentation</li> <li>• Preparation of the presentation</li> <li>• Readings in preparation for examination</li> <li>• Unsupervised self-study</li> </ul>
<b>Total working hours</b>	<b>125</b>	The detailed number of hours for the respective main topic is up to the course director according to national law or home institution's rules.

**Recommended literature:**

- Buzo, A. (2020) Routledge Handbook of Contemporary North Korea. Routledge.



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- Feng, H. & He, K. & Li, X. (2019). *How China Sees the World: Insights from China's International Relations Scholars*. Palgrave Macmillan.
  - Gerstl, A. and Wallenböck, U. (2021) *China's Belt and Road Initiative: Strategic and Economic Impacts on Central Asia, Southeast Asia and Central Eastern Europe*. Routledge.
  - Hwang, Y. and Frettingham E. (2020) *Maritime and Territorial Disputes in the South China Sea: Faces of Power and Law in the Age of China's Rise*. Routledge.
  - Midford, P. and Vosse Wilhelm (2021) *New Directions in Japan's Security: Non-U.S. Centric Evolution*. Palgrave Macmillan.
  - Shambaugh, D. (2021) *Where Great Powers Meet: America and China in Southeast Asia*. Oxford University Press.
  - Tanaka, H. (2020) *Historical narratives in East Asia of the 21st century: overcoming the politics of national identity*. Routledge.
  - Zou, K. (2021) *Routledge Handbook of the South China Sea*. Routledge.





Country	Institution	Module	ECTS
Lithuania	General Jonas Žemaitis Military Academy of Lithuania	Terrorism Studies	5

Language English	<p align="center"><b>Minimum Qualification of Instructors</b></p> <ul style="list-style-type: none"> <li>• Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR).</li> <li>• Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.</li> </ul>
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<p><b>Prerequisites for international participants</b></p> <ul style="list-style-type: none"> <li>• English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.</li> </ul>	<p align="center"><b>Goal of the Module</b></p> <p>The aim is to enable students to critically evaluate and interpret the phenomenon of terrorism in different geopolitical and historical contexts and the measures used to prevent and combat terrorism.</p>
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<b>Learning outcomes</b>	Knowledge	<p>Ability to explain in detail the development of different world regions, essential political, social and security processes, or the origins, evolution and impact of different threats to individual, national and international security and ways to counter them.</p> <p>Ability to apply the concepts, theories and research methods of political science, international relations and security studies for the analysis of international relations, internal policy and individual, national and international security processes by basing the relevance of the chosen research topic on critical assessment of primary and secondary sources, personal research results and the latest information technologies and academic databases.</p>
	Skills	Ability to work in teams for planning and implementing joint projects, bearing responsibility for common results, transferring knowledge and following professional ethics and citizenship.
	Competences	Ability to continuously update knowledge and skills and individually collect and analyze data for successful completion of professional tasks by accurately quoting and respecting copyright and other intellectual property rights.

<p><b>Verification of learning outcomes:</b></p> <p><b>Mid-term written examination (open-ended questions, test, mixed assignments) (40%).</b> Students respond to four open-ended questions, perform other tasks (maps, diagram drawing and interpretation) and analyze the influence of the major political movements in the Middle East and North Africa on the formation of political institutions and relations among political groups.</p> <p><b>Performing tasks in seminars (20%).</b> Students analyze a chosen scientific article on the Middle East and North African studies and prepare a presentation of the theory formulated in it.</p>
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**Written examination (open-ended questions, test, mixed assignments) (40%).** Students respond to six open-ended questions based on the leading sources of compulsory studies.

<b>Module details</b>		
<b>Main Topic</b>	<b>Recom- mended WH</b>	<b>Details</b>
Introduction to Terrorism Studies	4	<ul style="list-style-type: none"> <li>• Definitions of Terrorism, Dynamics, Typology</li> <li>• State and Terrorism</li> <li>• Terrorism, Guerrilla Warfare, and Insurgency</li> <li>• David Rapoport Four Waves of Modern Terrorism Theory</li> <li>• Fifth Wave of Modern Terrorism Theories (predictions)</li> </ul>
Terrorism Trends	4	<ul style="list-style-type: none"> <li>• Left-wing Terrorism</li> <li>• Right-wing Terrorism. Atomwaffen Division</li> <li>• Nationalist Terrorism. ETA, IRA.</li> <li>• Terrorism and Religion</li> </ul>
Terrorism and Mass Media	4	<ul style="list-style-type: none"> <li>• Narratives of Radicalization of Terrorist Groups. Online Strategies</li> <li>• Inspire and Dabiq Magazines</li> <li>• Terrorist Manifestos</li> </ul>
Women, Children and Terrorism	4	<ul style="list-style-type: none"> <li>• Analysis of the Involvement of Women in Terrorist Attacks by Different Terrorist Groups</li> <li>• Analysis of the Involvement of Children in Different Terrorist Groups in Terrorist Attacks</li> </ul>
Terrorist Characteristics	2	<ul style="list-style-type: none"> <li>• Terrorist Characteristics</li> <li>• Review of Motivational Spectrum of Terrorist Groups</li> </ul>
Religious Terrorism	6	<ul style="list-style-type: none"> <li>• Islamism and Jihadism</li> <li>• Revivalist Islam and Doctrines of the Sacred War (Jihadism)</li> <li>• Suicide Terrorism. Suicide Terrorism or Martyrdom? Robert Pape Theory</li> <li>• Symbolism in Religious Terrorism</li> <li>• Analysis of Jihadist Terrorism: ISIS, Al-Qaeda, Boko Haram, Taliban</li> </ul>
War on Terrorism	8	<ul style="list-style-type: none"> <li>• War on Terrorism: Hard and Soft Power in Counterterrorism</li> <li>• The Role of the Military in Counterterrorism</li> <li>• International Organizations and Alliances in Counterterrorism: United Nations, NATO, European Union, Islamic Military Counter-Terrorism Coalition</li> <li>• Covid-19 Impact on Trends in International Terrorism</li> </ul>
<b>Consultations</b>	2	<ul style="list-style-type: none"> <li>• Pre-exam consultation</li> <li>• Feedback after exam</li> </ul>
<b>Examination</b>	2	<ul style="list-style-type: none"> <li>• Exam</li> </ul>
<b>Total lecture working hours</b>	<b>36</b>	



Additional hours (WH) to increase the learning outcomes		
Self-Studies	89	<ul style="list-style-type: none"><li>• Readings</li><li>• Unsupervised self-study</li><li>• Unsupervised group work</li></ul>
<b>Total working hours</b>	<b>125</b>	The detailed amount of hours for the respective main topic is up to the course director according to national law or home institution's rules.

**Recommended literature:**

1. Flannery F. L. Understanding Apocalyptic Terrorism, Countering the Radical Mindset, Routledge, 2016.
  2. Hassan H. The Sectarianism of the Islamic State. Ideological Roots and Political Context, Carnegie Endowment for International Peace, 2016.
  3. Hoffman B. Inside Terrorism. Columbia University Press, 2017.
  4. Starr-Deelen D. G. Counter-Terrorism from the Obama Administration to President Trump. Palgrave Macmillan, 2018.
- Townshend, Ch., Terrorism. Very Short Introduction. Oxford University Press, 2018, pp. 39-80.



Country <b>Lithuania</b>	Institution <b>General Jonas Žemaitis Military Academy of Lithuania</b>	Module <b>Defence Innovation Management</b>	ECTS <b>5</b>
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Language <b>English</b>	<p align="center"><b>Minimum Qualification of Instructors</b></p> <p>30. Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR).</p> <p>31. Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.</p>
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<p><b>Prerequisites for international participants</b></p> <p>English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.</p>	<p align="center"><b>Goal of the Module</b></p> <p>To introduce the innovation process management in the defence sector; to explain innovation development challenges; to develop skills of innovative decision-making and creation of innovation-friendly organizational environment.</p>
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<b>Learning outcomes</b>	Know- ledge	<ul style="list-style-type: none"> <li>• Able to define innovation management theories and their specific features in Lithuania and other countries, and to use theoretical knowledge in identifying and solving problems of innovation implementation in defence institutions.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Able to use innovation in selecting appropriate measures to prevent threats and ensure national security, to analyse problematic situations and to make necessary innovation management decisions using the material and non-material resources of defence institutions.</li> </ul>
	Compe- tences	<ul style="list-style-type: none"> <li>• Able to work in teams by initiating and implementing innovative solutions, to take responsibility for defence innovation management decisions and innovation process results and to critically evaluate the acquired knowledge and experience of innovation management.</li> </ul>

<p><b>Verification of learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• <b>Colloquium.</b> Midterm writing. The colloquium is prepared according to the self-assessment questions presented in the Moodle (Topics 2-4). The tasks consist of test (10 questions), 1 open-ended theoretical question and 1 practical question. The tasks are based on compulsory study sources (weighting coefficient: 30%).</li> <li>• <b>Creative problem solving.</b> Group work (4-5 cadets each). Using the method of creative problem solving, cadets identify a problem with the defence sector, offer an innovative solution to the problem and assess the conditions for implementing the proposed innovation (weighting coefficient: 40%).</li> <li>• <b>Exam.</b> Writing exam. The exam is prepared according to the self-assessment questions presented in the Moodle (Topics 5-7). The tasks consist of test (10 questions) open-ended theoretical questions and practical situations. The tasks are based on compulsory study sources (weighting coefficient: 30%).</li> </ul>
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Module details		
Main Topic	Recommended WH	Details
14. Introduction to the Defence Innovation Management Module	1	<ul style="list-style-type: none"> <li>The aim, content and task requirements of the module</li> </ul>
15. The Concept and Significance of Innovation and Innovation Management in the Field of Defence	2	<ul style="list-style-type: none"> <li>Innovation concept, innovation management definition</li> <li>Innovation in the context of the new elements of public governance, innovation in the field of defence</li> <li>Methodological aspects of public sector innovation management</li> </ul>
16. Peculiarities of Public Sector Innovation Process	3	<ul style="list-style-type: none"> <li>Concept and models of public sector innovation process</li> <li>Peculiarities of public and private sector innovation process management</li> <li>Peculiarities of defence innovation process management</li> </ul>
17. Innovation Process Barriers	4	<ul style="list-style-type: none"> <li>Internal and external barriers and their preconditions</li> <li>Barriers in the context of innovation process stages</li> <li>Specifics of defence innovation barriers</li> </ul>
18. Internal Environment and Management Tools	6	<ul style="list-style-type: none"> <li>Financing, strategy, risk and performance management</li> <li>Organizational structure, innovation culture</li> <li>Motivation, leadership, intangible resources</li> <li>Knowledge and information</li> </ul>
19. External Environment and Management Tools	8	<ul style="list-style-type: none"> <li>Political and legal environment</li> <li>Cooperation and co-creation</li> </ul>
20. Good Practice	8	<ul style="list-style-type: none"> <li>Examples of good practice in Lithuania and other countries</li> <li>Opportunities to apply good practice</li> <li>Creative problem solving</li> </ul>
Consultations	2	<ul style="list-style-type: none"> <li>Pre-exam consultation</li> <li>Feedback after exam</li> </ul>
Exam	2	<ul style="list-style-type: none"> <li>Exam</li> </ul>
<b>Total lecture working hours</b>	<b>36</b>	
<b>Additional hours (WH) to increase the learning outcomes</b>		
Self-Studies	<b>89</b>	<ul style="list-style-type: none"> <li>Readings</li> <li>Unsupervised self-study</li> <li>Unsupervised group work</li> </ul>
<b>Total working hours</b>	<b>125</b>	The detailed amount of hours for the respective main topic is up to the course director according to national law or home institution's rules.

### Recommended literature:

- Badiru, A. B.; Barlow, C. B. (2018) Defense Innovation Handbook : Guidelines, Strategies, and Techniques. Boca Raton : CRC Press, Taylor & Francis Group. P. 1-39.
- Bason, Ch. (2018). Leading Public Sector Innovation. 2 edition. Chicago: Policy Press. P. 1-30.
- Horowitz, M. (2010). The Diffusion Of Military Power : Causes And Consequences for International Politics. Princeton, NJ: Princeton University Press (P. 1-18; 22-66).
- OECD (2017). Fostering Innovation in the Public Sector, OECD Publishing, Paris. (P. 16-21; 31-43; 59-67; 142-159; 171-175; 205-211. Access: <http://dx.doi.org/10.1787/9789264270879-en>
- OECD (2019). Embracing Innovation in Government: Global Trends 2019, OECD Publishing, Paris. Access: <https://trends.oecd-opsi.org/embracing-innovation-in-government-global-trends-2019.pdf>



Country <b>Lithuania</b>	Institution <b>General Jonas Žemaitis Military Academy of Lithuania</b>	Module <b>Cyber Security</b>	ECTS <b>5</b>
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Language <b>English</b>	<p align="center"><b>Minimum Qualification of Instructors</b></p> <ul style="list-style-type: none"> <li>• Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR).</li> <li>• Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.</li> </ul>
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<p><b>Prerequisites for international participants</b></p> <ul style="list-style-type: none"> <li>• English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.</li> <li>• Basic information technology skills and computer networks knowledge (ports, IP addresses, main protocols).</li> </ul>	<p align="center"><b>Goal of the Module</b></p> <ul style="list-style-type: none"> <li>• To teach the principles of cyber security and cyber hygiene by looking into the security of computer systems from the perspective of an adversary (a hacker).</li> </ul>
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<b>Learning outcomes</b>	Know-ledge	<ul style="list-style-type: none"> <li>• Recognize and describe the main human mistakes leading to weak computer systems and deconstruct most popular cyber attacks.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Use network device discovery and vulnerability search tools, password recovery tools, hack into computers having a physical access, and test security of remote computers.</li> </ul>
	Compe- tences	<ul style="list-style-type: none"> <li>• Collaborate in teams to find vulnerabilities of computer systems and propose the means of their mitigation.</li> </ul>

<p><b>Verification of learning outcomes:</b></p> <ol style="list-style-type: none"> <li><b>6. Test.</b> A test with 20 multiple choice answers to verify the knowledge of the main cyber security taxonomy, attack methods and common vulnerabilities. The test is passed if a half of the questions are answered correctly (weighting coefficient: 20%).</li> <li><b>7. Creative problem solving.</b> Group work (3-4 cadets per group). Students scan a given network to find a vulnerable computer, assess its vulnerabilities and offer a possible solution to eliminate them (weighting coefficient: 40%).</li> <li><b>8. Exam. Students</b> penetrate several computer systems (“capture the flag”). Depending on the difficulty, each step leading to the successful penetration is given a number of points. Half of the points should be gathered to pass the exam (weighting coefficient: 40%).</li> </ol>
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Module details		
Main Topic	Recommended WH	Details
2. Concepts of Ethical Hacking	4	Definitions, brief history of computer crime, hostile actors, cyber kill chain, attack types.
3. Importance of Physical Security of Computer Systems	6	Pawning MS Windows and Linux machines with physical access. Hacking into Wi-Fi. Cracking passwords. A short test.
4. Command Line and Some of Its Tools	6	Basics of Windows and Linux command line, ftp, ssh connections, tunnelling through firewalls. Installing and using virtual machines.
5. Discovering and Exploiting Systems	16	Scanning networks, searching for vulnerabilities and their exploits, penetrating vulnerable systems (remote shells, privilege escalation, pivoting from one system to another). Group work.
Consultations	2	Feedback after tests Pre-exam consultation
Exam	2	Exam
<b>Total lecture working hours</b>	<b>70</b>	
<b>Additional hours (WH) to increase the learning outcomes</b>		
Self-Studies	<b>89</b>	<ul style="list-style-type: none"> <li>• Readings in preparation for examination</li> <li>• Unsupervised self-study</li> <li>• Unsupervised group work</li> </ul>
<b>Total working hours</b>	<b>125</b>	The detailed amount of hours for the respective main topic is up to the course director according to national law or home institution's rules.

### Recommended literature:

- Hutchins, Eric M. *Intelligence-Driven Computer Network Defense Informed by Analysis of Adversary Campaigns and Intrusion Kill Chains*. <https://www.lockheedmartin.com/content/dam/lockheed-martin/rms/documents/cyber/LM-White-Paper-Intel-Driven-Defense.pdf>, 2011.
- Center for Internet Security. CIS benchmarks, <https://www.cisecurity.org/cis-benchmarks/> (accessed April 15, 2020).
- A. Juozapavičius, K. Ikamas. A Large Compilation of Attack Methods, Tools and Other Resources Available in the Virtual Learning Environment.



Country <b>Lithuania</b>	Institution <b>General Jonas Žemaitis Military Academy of Lithuania</b>	Module <b>Geopolitics</b>	ECTS <b>5</b>
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Language <b>English</b>	<p align="center"><b>Minimum Qualification of Instructors</b></p> <ul style="list-style-type: none"> <li>• Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR).</li> <li>• Extensive experience of teaching and/or conducting relevant research in the academic field of the study course.</li> </ul>
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<p><b>Prerequisites for international participants</b></p> <ul style="list-style-type: none"> <li>• English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.</li> <li>• Basics of International Relations or Political Science</li> </ul>	<p align="center"><b>Goal of the Module</b></p> <p>To enable students to critically evaluate the effects of geopolitical theories of foreign policy and the consequences of applying them in practice; to know the importance of geography for the projection of power, and assessment of global processes and positions of different states; to explain geopolitical development of the great powers.</p>
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<b>Learning outcomes</b>	Know-ledge	Students are able to distinguish different schools of geopolitical theories. Students can describe the evolution of geopolitics and geostrategies of the great powers.
	Skills	Students can present foreign and security policies of the major great powers in the context of their geostrategic positions.
	Compe-tences	Students are able to work in a teams and critically evaluate the impact of geopolitics and geostrategy on the development of the world politics; Students can conduct an independent geopolitical analysis.

<p><b>Verification of learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• Midterm exam. Two open-ended questions from the first half of the module on the geopolitical theories and their impact on the foreign policy of the major great powers. The task is based on the information received in lectures and readings (weighting coefficient: 30%).</li> <li>• Presentation. A group of cadets (2-4 cadets) have to present a geostrategy of a given major great power according to the outlined requirements (presented during lectures) (weighting coefficient: 30%).</li> <li>• Exam. Two open-ended questions from the material of the module. Students have to criticize geopolitical theories and demonstrate how the geostrategic interests of the major great powers are implemented in practice or how they change in the contemporary geopolitical context. The task is based on information received in lectures, readings and presentations prepared by cadets (weighting coefficient: 40%).</li> </ul>
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<b>Module details</b>		
<b>Main Topic</b>	<b>Recommended</b>	<b>Details</b>





	WH	
• Introduction to Geopolitics	1	• The aim, content, tasks and requirements of the module
• Geopolitics and Geostrategy	4	• The concept of geopolitics and its development • The concept of geostrategy and its development • The theories of geopolitics and their role in foreign policy
• Classical Geopolitics	10	• English School of Geopolitics • Russian School of Geopolitics • Continental European Schools of Geopolitics • Chinese School of Geopolitics
• Geopolitics of the Cold War	2	• The U.S. Geopolitics • The Soviet Union Geopolitics
• Geopolitics of the Post-Cold War	6	• The U.S. Geopolitics • Russian Geopolitics • Geoeconomics • Space, Cyber and Informational Geopolitics • Postcolonial geopolitics
• Contemporary Geostrategy of selected countries	7	• The UK Geostrategy • Chinese Geostrategy • Russian Geostrategy • French Geostrategy • Indian Geostrategy • Turkish geostrategy • Other countries.
Mid-term exam	2	
Exam	2	
Consultations	2	
<b>Total lecture working hours</b>	<b>36</b>	
<b>Additional hours (WH) to increase the learning outcomes</b>		
Self-Studies	<b>89</b>	• Readings in preparation for examination • Unsupervised self-study • Unsupervised group work
<b>Total working hours</b>	<b>125</b>	The detailed amount of hours for the respective main topic is up to the course director according to national law or home institution's rules.

### Recommended literature:

1. Flint C. 2017. Introduction to Geopolitics. Routledge.
2. Smith G. The Masks of Proteus: Russia, Geopolitical Shift and the New Eurasianism. *Transactions of the Institute of British Geographers*, Vol. 24, No. 4 (1999), pp. 481-494.
3. Mackinder H. J. The Geographical Pivot of History. *The Geographical Journal*, Vol. 23, No. 4 (Apr., 1904), pp. 421-437.
4. Mackinder H. J. The Round World and the Winning of the Peace. *Foreign Affairs*, Vol. 21, No. 4 (Jul., 1943), pp. 595-605.
5. Ingram I. Alexander Dugin: Geopolitics and Neo-fascism in Post-Soviet Russia. *Political Geography* 20 (2001), pp. 1029–1051.
6. Kaplan R. 2011. Monsoon: The Indian Ocean and the Future of American Power. Random House.
7. Kaplan R. 2013, The Revenge of Geography: What the Map Tells Us About Coming Conflicts and the Battle Against Fate. Random House.
8. Haushofer K. Why Geopolitik? The World of General Haushofer. Dalby S. Et al. 1998. The Geopolitics Reader. Routledge.
9. Haushofer K. 1948. Defense of German Geopolitics. Total Power: A Footnote to History. Dalby S. Et al. 1998. The Geopolitics Reader. Routledge.
10. Lewis M. W., Wigen K. E. 1997. The Myth of Continents: Critique of Metageography. University of California Press, pp. 21-46.
11. Blackwill R. D., Harris J. M. 2016. War by Other Means. Geoeconomics and Statecraft. Harvard University Press.



12. Marshal T. 2016. Prisoners of Geography: Ten Maps That Tell You Everything You Need to Know about Global Politics. London: Elliott and Thompson Limited.
13. Dolman E. C. 2001. Astropolitik. Classical Geopolitics in the Space Age. Taylor and Francis. P. 11-51.
14. Deudney D. 2020. Dark Skies: Space Expansionism, Planetary Geopolitics, and the Ends of Humanity. Oxford University Press. P. 263-300.
15. Slater D. 2004. Geopolitics and the Post-Colonial: Rethinking North-South Relations. Blackwell Publishing. P. 3-29.



Country <b>Lithuania</b>	Institution <b>General Jonas Žemaitis Military Academy of Lithuania</b>	Module <b>Information Security</b>	ECTS <b>5</b>
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Language <b>English</b>	<p align="center"><b>Minimum Qualification of Instructors</b></p> <ul style="list-style-type: none"> <li>• Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR).</li> <li>• Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.</li> </ul>
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<p><b>Prerequisites for international participants</b></p> <ul style="list-style-type: none"> <li>• English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.</li> </ul>	<p align="center"><b>Goal of the Module</b></p> <p>To introduce cadets to the key concepts and principles of information security; to explain the system, main standards and methods of the protection of national, NATO and EU classified information; to develop the skills of analysis of threats to classified information.</p> <p>Working individually and in small groups, cadets will have an opportunity to apply relevant methods and techniques to practical exercises and case studies of espionage, illegal disclosure and loss of classified information.</p>
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<b>Learning outcomes</b>	Know-ledge	Able to define information security concepts and their specific features in Lithuania, NATO and EU member states and use theoretical knowledge in practice.
	Skills	Able to use the methods of protection of classified information.
	Compe- tences	Able to analyze threats to classified information, select appropriate threat prevention and security measures, make decisions, and use them quickly and efficiently.

<p><b>Verification of learning outcomes:</b></p> <ol style="list-style-type: none"> <li>4. <b>Colloquium.</b> Mid-term writing. The colloquium is prepared to the self-assessment questions presented in the Moodle (Topics 2-3). The tasks consist of a test (10 questions), open-ended theoretical questions and practical situations. The tasks are based on compulsory study sources (weighting coefficient: 30%).</li> <li>5. <b>Creative problem solving.</b> Group work (4-5 cadets per group). Cadets analyze the theoretical aspect of espionage or illegal disclosure of classified information case, identify a problem, offer a solution to the problem and present it to the group (weighting coefficient: 40%).</li> <li>6. <b>Exam.</b> Writing exam. The exam is prepared according to the self-assessment questions presented in the Moodle (Topics 4-6). The tasks consist of a test (10 questions), open-ended theoretical questions and practical situations. The tasks are based on compulsory study sources (weighting coefficient: 30%).</li> </ol>
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Module details		
Main Topic	Recommended WH	Details
8. Introduction to the Information Security Module	4	<ul style="list-style-type: none"> <li>The aim, content and task requirements of the module</li> <li>Basic concepts and principles of the information security</li> </ul>
9. Threats to Classified Information	10	<ul style="list-style-type: none"> <li>Internal threats to classified information</li> <li>External threats to classified information</li> <li>Activity of intelligence services. Methods of intelligence collection</li> </ul>
10. The System of Protection of Classified Information	4	<ul style="list-style-type: none"> <li>The system of organization and coordination of protection of classified information</li> <li>The main functions of the National Security Authority</li> </ul>
11. Fields of Information Security	12	<ul style="list-style-type: none"> <li>Personnel Security</li> <li>Physical Security</li> <li>Security of Information</li> <li>INFOSEC</li> <li>Industrial Security</li> </ul>
12. Legal Aspects of Protection of Classified Information	4	<ul style="list-style-type: none"> <li>The aspects of protection of the national classified information</li> <li>The aspects of protection of NATO classified information</li> <li>The aspects of protection of the EU classified information</li> <li>Case studies of illegal disclosure and loss of classified information</li> </ul>
13. Exam	2	<ul style="list-style-type: none"> <li>Exam</li> </ul>
<b>Total lecture working hours</b>	<b>36</b>	
<b>Additional hours (WH) to increase the learning outcomes</b>		
Self-Studies	<b>89</b>	<ul style="list-style-type: none"> <li>Readings in preparation for examination</li> <li>Unsupervised self-study</li> <li>Unsupervised group work</li> </ul>
<b>Total working hours</b>	<b>125</b>	The detailed amount of hours for the respective main topic is up to the course director according to national law or home institution's rules.

### Recommended literature:

- Andress, J. (2011). The Basics of Information Security: Understanding the Fundamentals of InfoSec in Theory and Practice. Syngress.
- Carro, M. (2011). Classified Information: Protections and Issues. Nova Science Pub Inc.
- Landoll, D. (2011). The Security Risk Assessment Handbook: A Complete Guide for Performing Security Risk Assessments. CRC Press.
- Mahan, J. (2016). Insider Threat. A Guide to Understanding, Detecting, and Defending Against the Enemy from Within. IT Governance Publishing.
- Olson, J. (2019). To Catch a Spy. The Art of Counterintelligence. Georgetown University Press.
- Pranckun, H. (2012). Counterintelligence Theory and Practice. Rowman & Littlefield Publishers, Inc.
- Smith, M. (2017). The Anatomy of a Traitor. A History of Espionage and Betrayal. Aurum Press.
- Tipton, H., Krause, M. (2008). Information Security Management Handbook. Taylor & Francis.
- Tekorius, A. (2015). The Protection of NATO Information. Legislative Instruments Report. Volume I. General Jonas Žemaitis Military Academy of Lithuania.
- Tekorius, A. (2015). The Protection of NATO Information. Legislative Instruments Report. Volume II. General Jonas Žemaitis Military Academy of Lithuania.
- Tekorius, A. (2021). The Protection of UN and EU Information. Legislative Instruments Report. General Jonas Žemaitis Military Academy of Lithuania.

Country <b>Lithuania</b>	Institution <b>General Jonas Žemaitis Military Academy of Lithuania</b>	Module <b>Supply Chain Management</b>	ECTS <b>5</b>
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Language <b>English</b>	<p style="text-align: center;"><b>Minimum Qualification of Instructors</b></p> <ul style="list-style-type: none"> <li>• Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR).</li> <li>• Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.</li> </ul>
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<p><b>Prerequisites for international participants</b></p> <ul style="list-style-type: none"> <li>• English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.</li> <li>• Basic knowledge of logistics</li> </ul>	<p style="text-align: center;"><b>Goal of the Module</b></p> <p>To form basic knowledge related to supply chain management and develop skills to apply appropriate supply chain management tools and methods to assure competitive advantage of enterprise.</p>
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<b>Learning outcomes</b>	Know-ledge	<ul style="list-style-type: none"> <li>• Understands the concept of supply chain management, basic principles of its management and particularities of supply networks assuring the performance of armed forces.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Able to combine different elements of supply chains in order to create supply networks assuring the performance of armed forces.</li> </ul>
	Compe- tences	<ul style="list-style-type: none"> <li>• Able to accomplish teamwork tasks related to creation/selection of different supply chain elements and join them into a single functional supply network.</li> <li>• Able to apply adequate supply chain management methods and tools necessary to accomplish professional tasks.</li> </ul>

<b>Verification of learning outcomes:</b>
<ul style="list-style-type: none"> <li>• <b>Intermediate exam.</b> Officer students answer 10 test-type and 2 open-ended questions (weighting coefficient: 30%).</li> <li>• <b>Team project report.</b> Officer students prepare a written report of the team project in accordance to the given task and requirements provided by a lecturer (weighting coefficient: 20%).</li> <li>• <b>Team project presentation.</b> Officer students prepare a presentation and present it in the class (weighting coefficient: 20%).</li> <li>• <b>Final exam.</b> Officer students answer 10 test-type and 4 open-ended questions (weighting coefficient: 30%).</li> </ul>



Module details		
Main Topic	Recommended WH	Details
• Understanding the Supply Chain	2	<ul style="list-style-type: none"> <li>• Definitions</li> <li>• Objectives of the supply chain</li> <li>• Importance of the supply chain decisions</li> <li>• Different views of the supply chain</li> </ul>
• Supply Chain Performance	2	<ul style="list-style-type: none"> <li>• Competitive and supply chain strategies</li> <li>• Achieving strategic fit</li> </ul>
• Supply Chain Drivers	2	<ul style="list-style-type: none"> <li>• Framework for structuring drivers</li> <li>• Logistics drivers</li> <li>• Cross-functional drivers</li> </ul>
• Designing Distribution Networks	4	<ul style="list-style-type: none"> <li>• The role of distribution</li> <li>• Factors influencing network design</li> <li>• Network design options</li> <li>• Global supply networks</li> </ul>
• Demand Management in the Supply Chain	6	<ul style="list-style-type: none"> <li>• Demand forecast</li> <li>• Aggregate planning</li> <li>• Sales and operations planning</li> </ul>
• Inventory Management in the Supply Chain	4	<ul style="list-style-type: none"> <li>• Cycle inventories and economy of scale</li> <li>• Safety inventory and uncertainty management</li> </ul>
• Transportation in the Supply Chain	4	<ul style="list-style-type: none"> <li>• Role of transportation</li> <li>• Modes of transportation</li> <li>• Transportation options in the supply chain</li> </ul>
• Sourcing Decisions in the Supply Chain	2	<ul style="list-style-type: none"> <li>• Role of sourcing</li> <li>• Third and fourth party logistics service providers</li> <li>• Supplier selection</li> <li>• Procurement process</li> </ul>
• Pricing in the Supply Chain	2	<ul style="list-style-type: none"> <li>• Pricing and revenue management</li> </ul>
• IT in the Supply Chain	2	<ul style="list-style-type: none"> <li>• Role of IT in the supply chain</li> <li>• CRM/ISCM/SRM</li> </ul>
• Problems of the Supply Chain Management	2	
• Consultations	2	
• Exam	2	
<b>Total lecture working hours</b>	<b>36</b>	
<b>Additional hours (WH) to increase the learning outcomes</b>		
Self-Studies	<b>89</b>	<ul style="list-style-type: none"> <li>• Readings</li> <li>• Unsupervised self-study</li> <li>• Unsupervised group work</li> </ul>
<b>Total working hours</b>	<b>125</b>	The detailed amount of hours for the respective main topic is up to the course director according to national law or home institution's rules.

### Recommended literature:

- Langley, C. J., Jr et al. (2009). Managing Supply Chains. A Logistics Approach. South-Western Cengage Learning.
- Chopra, S., Meindl, P. (2010). Supply Chain Management. Strategy, Planning, and Operation. Pearson.



Country <b>Lithuania</b>	Institution <b>General Jonas Žemaitis Military Academy of Lithuania</b>	Module <b>Modern Military Campaigns and Operations</b>	ECTS <b>5</b>
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Language <b>English</b>	<p align="center"><b>Minimum Qualification of Instructors</b></p> <ul style="list-style-type: none"> <li>• Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR).</li> <li>• Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.</li> </ul>
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<p><b>Prerequisites for international participants</b></p> <ul style="list-style-type: none"> <li>• English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.</li> <li>• A strong interest in military history with a keen willingness to prepare for and actively participate in classroom discussion and learning.</li> </ul>	<p align="center"><b>Goal of the Module</b></p> <ul style="list-style-type: none"> <li>• To provide insight into a diverse group of post-World War II military campaigns that inform future military leaders on the politics, strategies, and tactics of the selected operations. Particular emphasis is placed on understanding and analyzing both the conventional and irregular warfare / special operations aspects of the selected cases</li> </ul>
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<b>Learning outcomes</b>	Know-ledge	<ul style="list-style-type: none"> <li>• Gain insights into the policy and execution of major military campaigns. Understand the necessity to consider irregular warfare approaches as an integral part of operational planning.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Critically analyze and assess historical campaigns to derive insights and lessons for the present and future warfighting environment.</li> </ul>
	Compe- tences	<ul style="list-style-type: none"> <li>• Collaborate in teams to analyse assigned campaign cases and articulately present findings to the larger class.</li> </ul>

<p><b>Verification of learning outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Exam: An individual, 1-hour test consisting of 4-6 short essay questions covering the entire module.</li> <li>2. Campaign Analysis: Group work (3-4 cadets per group) and presentation.</li> <li>3. Book Review: 800-word individual book review of an approved text relevant to the course.</li> </ol>
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Module details		
Main Topic	Recommended WH	Details
1. First Indochina War (1946-1954)	8	Overview, exploration, and analysis of the conflict and campaign. Examination of the French use of indigenous forces and Groupement de Commandos Mixtes Aeroportes (GCMA) operations in the campaign.
2. Rhodesian War (1964-1979)	8	Overview, exploration, and analysis of the conflict and campaign. Examination of Rhodesian Special Forces (SAS, Selous Scouts, RLI) operations in the campaign.
3. Falklands War (1982)	8	Overview, exploration, and analysis of the conflict and campaign. Examination of British Special Forces (SAS, SBS) operations in the campaign.
4. Hybrid War: Chechnya (1994-96 1999-2009) and Crimea (2014)	8	Overview, exploration, and analysis of the conflict and campaign. Examination of Russian proxy operations in the campaigns.
Consultations	2	Pre-exam consultation Feedback after tests
Exam	2	Exam
<b>Total lecture working hours</b>	<b>36</b>	
<b>Additional hours (WH) to increase the learning outcomes</b>		
Self-Studies	<b>89</b>	<ul style="list-style-type: none"> <li>• Readings in preparation for class and examination</li> <li>• Unsupervised self-study</li> <li>• Unsupervised group work</li> </ul>
<b>Total working hours</b>	<b>125</b>	The detailed amount of hours for the respective main topic is up to the course director according to national law or home institution's rules.

### CORE literature:

1. Fall, Bernhard. *Street Without Joy: The French Debacle in Indochina* (Mechanicsburg, PA: Stackpole Books, 2005).
2. Middlebrook, Martin. *The Falklands War*. (London: Pen and Sword, 2012).
3. Hughes, James. *Chechnya: From Nationalism to Jihad* (Philadelphia, PA: University of Pennsylvania Press, 2007).

Supplemental articles and pre-readings that support the core literature will be defined and provided prior to class execution.





Country <b>Lithuania</b>	Institution <b>General Jonas Žemaitis Military Academy of Lithuania</b>	Module <b>Regional Studies</b>	ECTS <b>5</b>
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Language <b>English</b>	<p align="center"><b>Minimum Qualification of Instructors</b></p> <p>32. Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR).</p> <p>33. Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.</p>
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<p><b>Prerequisites for international participants</b></p> <p>English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.</p>	<p align="center"><b>Goal of the Module</b></p> <p>The aim of the course is to provide the basic knowledge of the main concepts of regional studies and elaborate connections between cultural and political factors by emphasizing their role in modern politics. During the course the main security issues and perceptions in each region are identified and analyzed also discussing the relations between the regional powers and the great powers.</p> <p>During the course the key players in regional security systems are assessed including NATO (North America and Europe), the Middle East, Africa, Asia, South America, Arctic region. The course also aims at providing better knowledge of NATO attitude regarding these issues as well as relations of NATO with other regional security structures. Course aims at developing analytical and critical thinking of the officer students.</p>
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<b>Learning outcomes</b>	Know-ledge	The general knowledge about the main issues and aspects of regional studies and security, the security structure and perceptions of various regions in the world.
	Skills	Will be able to identify and analyze the security issues and developments based on the regional aspects also being able to explain the relevance of them to NATO.
	Compe- tences	34. Personal competences 35. Group work competences 36. Analytical competences



**Verification of learning outcomes:**

- **Projects' oral presentations in the class.** Confidence and knowledge of the topic; beforehand preparation; connection with the audience; quality of the information presented; clarity of presentation; structural organisation; effectiveness of the visuals; quality and relevance of the answers to the given questions (weighting coefficient: 40-%).
- **Midterm exam.** The midterm exam consists of a test of 5 open-ended questions based on the topics and discussions covered during the course (weighting coefficient: 30 - %).
- **Exam.** The final exam consists of a test of 5 open-ended questions based on the topics and discussions covered during the course. (weighting coefficient: 30-%).

**Module details**

Main Topic	Recommended WH	Details
Introduction to the Regional Studies	5	37. Introduction to the main concepts of regional studies 38. Regions and subregions 39. Great and regional powers
NATO	7	40. Subregions within NATO: between North America and Europe 41. Southeastern Europe 42. Major non-NATO ally
The Middle East	10	43. The main aspects of Türkiye 44. The region between Iran, Saudi Arabia, and Türkiye
The regions of the world	10	45. Africa 46. Arctic sea region 47. Asia 48. Central Asia 49. South America
Exam	2 2	50. Consultation before the exam 51. Examination
<b>Total lecture working hours</b>	<b>36</b>	
<b>Additional hours (WH) to increase the learning outcomes</b>		
Self-Studies	89	Reading in preparation for examinations and oral presentation; Unsupervised group work; Self-development.



<b>Total working hours</b>	<b>125</b>	The detailed number of hours for the respective main topic is up to the course director according to national law or home institution's rules.
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### Recommended literature:

Atanassova-Cornelis, Elena; van der Putten, Frans-Paul, 2014. *Changing Security Dynamics in East Asia: A Post-US Regional Order in the Making?*, Palgrave Macmillan UK, 27-47; 69-89.

Altunışık, M. B. Turkey's 'Return' to Central Asia in a Shifting Global and Regional Context: New Opportunities and Limitations. *Journal of Balkan and Near Eastern Studies*, 26(5), 716–731, 2024.

Baghernia, N. CHINA'S MARGINAL INVOLVEMENT IN THE 2023 IRAN-SAUDI ARABIA RECONCILIATION. *Asian Affairs*, 55(1), 34–51, 2024.

Berkes Niyazi. *The Development of Secularism in Turkey*. New York: Routledge, 1998.

Buzan, Barry, Waever, Ole. *Regions and Powers: The Structure of International Security*, 2003.

Coe, Brooke N. *Sovereignty in the South: Intrusive Regionalism in Africa, Latin America, and Southeast Asia*, Cambridge, 2019.

Farid, Hilmar 2016. „Rethinking the legacies of Bandung“, *Inter-Asia Cultural Studies*, 17, 1:12-18.

Karasipahi, Sena. *Muslims in Modern Turkey: Kemalism, Modernism and the Revolt of Islamic intellectuals*. New York: I.B.Tauris, 2009.



Country <b>Lithuania</b>	Institution <b>General Jonas Žemaitis Military Academy of Lithuania</b>	Module <b>International Organizations</b>	ECTS <b>5</b>
Language <b>English</b>	<p align="center"><b>Minimum Qualification of Instructors</b></p> <p>52. Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR).</p> <p>53. Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.</p>		
<p><b>Prerequisites for international participants</b></p> <p>English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.</p>		<p><b>Goal of the Module</b></p> <p>To develop cadets' capabilities to interpret the activities and results of international organizations by referring to various theories and classification of organizations (according to their geographical coverage, types (governmental and nongovernmental), and spheres of activity, etc.) by paying particular attention to the UN (United Nations), the EU (European Union), NATO (North Atlantic Treaty Organization), OECD (Organization for Economic Co-operation and Development), IMF (International Monetary Fund) as well as to the key non-governmental organizations in various sectors.</p>	
<b>Learning outcomes</b>	Know-ledge	<ul style="list-style-type: none"> <li>Know the essential concepts and theories of political science, political philosophy, international relations, security policy, international political economy, conflictology and geopolitics.</li> </ul>	
	Skills	<ul style="list-style-type: none"> <li>Able to apply the concepts, theories and research methods of political science, international relations and security studies in the analysis of international relations, domestic politics and individual, national and international security processes substantiating the relevance of the chosen research topic, using and critically evaluating primary and secondary sources and research results, and using the latest information technology and academic databases.</li> </ul>	
	Compe-tences	<ul style="list-style-type: none"> <li>Able to work in teams, plan and implement joint projects, take responsibility for their own and colleagues' results, and transfer knowledge following professional ethics.</li> </ul>	



**Verification of learning outcomes:**

- A presentation includes the analysis of the assigned international/regional nongovernmental institution and its role in resolving international conflicts or security crisis (app. 30 min.). Weighting coefficient: 50%.
- The final exam consists of a critical essay on the topic suggested by the lecturer. Weighting coefficient: 50%.



<b>Module details</b>		
<b>Main Topic</b>	<b>Recom- mended WH</b>	<b>Details</b>
<ul style="list-style-type: none"> <li>• Introduction to the International Governance</li> </ul>	2	<ul style="list-style-type: none"> <li>• Theoretical and empirical definition of the international governance</li> <li>• Description of the main actors and elements of the international governance</li> <li>• History of the international governance</li> <li>• Comparison of the international rules, norms, law, and regimes</li> </ul>
<ul style="list-style-type: none"> <li>• Introduction to the Analysis of International Organizations</li> </ul>	2	<ul style="list-style-type: none"> <li>• Theoretical definition of international organizations</li> <li>• Types and classification of international organizations</li> </ul>
<ul style="list-style-type: none"> <li>• The Role of International Organizations in International Relations</li> </ul>	4	<ul style="list-style-type: none"> <li>• Introduction to the international relations theories and their application to the analysis of international organizations</li> <li>• Theoretical perspectives on international multilateral cooperation</li> <li>• Assessment of the efficiency and importance of IOs in contemporary global/regional politics</li> </ul>
<ul style="list-style-type: none"> <li>• Global International Governance and UN</li> </ul>	8	<ul style="list-style-type: none"> <li>• Introduction of the UN system and history</li> <li>• Analysis of the UN structure and functions</li> <li>• Analysis of the UN role in the international security system</li> <li>• Analysis of the UN specialized agencies</li> </ul>
<ul style="list-style-type: none"> <li>• Global Financial International Governance</li> </ul>	4	<ul style="list-style-type: none"> <li>• Analysis of the Bretton Woods system</li> <li>• Analysis of the World Trade Organization</li> <li>• Analysis of the International Monetary Fund and World Bank</li> </ul>
<ul style="list-style-type: none"> <li>• Regional Governance</li> </ul>	8	<ul style="list-style-type: none"> <li>• IOs in Europe: NATO, EU, OSCE, etc.</li> <li>• IOs in Asia: CENTO, ASIAN, etc.</li> <li>• IOs in Americas</li> <li>• IOs in Africa: African Union</li> </ul>
<ul style="list-style-type: none"> <li>• Nongovernmental International Organizations</li> </ul>	8	<ul style="list-style-type: none"> <li>• Nongovernmental institutions in the world politics</li> <li>• Nongovernmental institutions and international security</li> <li>• Analysis of the Red Cross, Danish Refugee Council, Defence for Children International, Amnesty International, etc.</li> </ul>
<b>Total lecture working hours</b>	<b>36</b>	
<b>Additional hours (WH) to increase the learning outcomes</b>		
Self-study	<b>89</b>	<ul style="list-style-type: none"> <li>• Preparation for the presentation</li> <li>• Readings in preparation for examination</li> <li>• Unsupervised self-study</li> </ul>



		<ul style="list-style-type: none"> <li>Unsupervised group work</li> </ul>
<b>Total working hours</b>	<b>125</b>	The detailed number of hours for the respective main topic is up to the course director according to national law or home institution's rules.

**Recommended literature:**

54. Adeola, O. (2020) Empowering African Women for Sustainable Development: Toward Achieving the United Nations' 2030 Goals. Palgrave Macmillan.
55. Cavalcante, F. (2019) Peacebuilding in the United Nations: Coming into Life. Palgrave Macmillan.
56. de Coning, C., Peter, M. (2019) United Nations Peace Operations in a Changing Global Order. Palgrave Macmillan.
57. Grigoryev, L., Pabst, A. (2020) Global Governance in Transformation: Challenges for International Cooperation. Springer International Publishing.
58. Gutner, Tamar L. (2017) International organizations in world politics. Los Angeles: SAGE/ CQ Press.
59. Hurd, I. (2018) International organizations: politics, law, practice. New York, NY: Cambridge University Press.
60. Karns, M. P., Mingst, K. A. (2015) International organizations. The Politics and Processes of Global Governance. 3rd edition, Lynne Rienner Publishers.
61. Lopez-Claros, A., Dahl, A., & Groff, M. (2020) Global Governance and the Emergence of Global Institutions for the 21st Century. Cambridge University Press.
62. Megret, F., Alston, P. (2020) The United Nations and Human Rights: A Critical Appraisal. 2nd edition, Oxford University Press.
63. Mingst, K. A., Karns, M. P. (2017) The United Nations in the 21st Century, 5th edition, Westview Press.



Country <b>Lithuania</b>	Institution <b>General Jonas Žemaitis Military Academy of Lithuania</b>	Module <b>Research Paper</b>	ECTS <b>5</b>
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Language <b>English</b>	<p style="text-align: center;"><b>Minimum Qualification of Instructors</b></p> <ul style="list-style-type: none"> <li>• Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR).</li> <li>• Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.</li> </ul>
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<p><b>Prerequisites for international participants</b></p> <ul style="list-style-type: none"> <li>• English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.</li> <li>• Completed course on research methods at home institution</li> </ul>	<p style="text-align: center;"><b>Goal of the Module</b></p> <p>To develop essential skills of academic writing and application of scientific methodology and analysis.</p>
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<b>Learning outcomes</b>	Know-ledge	<ul style="list-style-type: none"> <li>• Have in-depth knowledge of all relevant aspects of the topic of the research paper.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Able to conduct literature analysis, apply relevant research methods, and write complex academic texts.</li> </ul>
	Compe-tences	<ul style="list-style-type: none"> <li>• Able to commit to robust, ethical, evidence and research based discussion in the implementation of duties.</li> </ul>

<b>Verification of learning outcomes:</b>
<ul style="list-style-type: none"> <li>• <b>Presentation and defence of the paper.</b> Students have to submit their papers on due date and present them to the teacher panel. Teachers assess the papers by taking into account the results of the presentation and Q&amp;A session. Criteria for assessment: <ul style="list-style-type: none"> <li>- Scope: 7,000-8,000 words, 40,000-45,000 characters</li> <li>- Development of a research proposal</li> <li>- Technical formatting (incl. citations and bibliography)</li> <li>- Academic style</li> <li>- Structure and consistency</li> <li>- Selection, relevant and appropriate application of the research and/or analysis methods</li> </ul> </li> </ul>





Module details		
Main Topic	Recommended WH	Details
1. Introduction to the standards and requirements for the research paper	2	<ul style="list-style-type: none"> <li>Presented and discussed with the coordinating teacher</li> </ul>
2. Selection and discussion on the topic and aim of the research paper	1	<ul style="list-style-type: none"> <li>Face-to-face discussion with the supervisor (see Annex 1)</li> </ul>
3. Structure and organization of the research paper. Types of literature sources. Databases and sources search strategies. Sources evaluation. Guidelines for APA citation style. Paraphrasing. Quotation. Academic integrity. Plagiarism.	2	<ul style="list-style-type: none"> <li>Presented and discussed with the coordinating teacher</li> </ul>
4. Individual consultations	1	<ul style="list-style-type: none"> <li>Face-to-face consultations with the supervisor based on agreed points</li> </ul>
5. Oral or poster presentation of the paper	1	<ul style="list-style-type: none"> <li>Presented and discussed with the coordinating teacher</li> </ul>
6. Defence of the paper	1	<ul style="list-style-type: none"> <li>Presentation and defence of the paper to the teacher panel and Q&amp;A</li> </ul>
<b>Total lecture working hours</b>	<b>8</b>	
<b>Additional hours (WH) to increase the learning outcomes</b>		
Self-study	<b>117</b>	<ul style="list-style-type: none"> <li>Readings and another unsupervised self-study</li> <li>Data collection and analysis</li> <li>Writing</li> </ul>
<b>Total working hours</b>	<b>125</b>	

**Recommended literature:**

1. Bailey, S. (2017). *Academic writing: A handbook for international students*. Routledge.
2. Bryman, A. (2016). *Social research methods*. Oxford University Press.
3. Deschaux-Dutard, D. (Ed.). (2020). *Research Methods in Defence Studies: A Multidisciplinary Overview*. Routledge.
4. Ruane, J. M. (2005). *Essentials of research methods: a guide to social science research*.



- Oxford: Blackwell Publishing.
5. Soeters, J., Shields, P. M., & Rietjens, S. (Eds.). (2014). *Routledge handbook of research methods in military studies*. Routledge.
- Sowton, C. (2012). *50 steps to improving your academic writing*. Reading: Garnet Education.



## ANNEX 1

### Proposed Topics for the Research Paper

Teacher	Topic
<b>Dr. Lina VIDAUSKYTĖ</b>	- Moral Values in Military Ethics
<b>Prof. Dr. Aidas Vasilis VASILIAUSKAS</b>	- Application of Lean and Agile Principles to Maximize Efficiency of Supply Chains; - Means Assuring Development of Sustainable Supply Chains; - Means Assuring Supply Chains Resilience
<b>Prof. Dr. Aušrius JUOZAPAVIČIUS</b>	- Cyber Threat Hunting Using Dark Web; - Generative AIs and Their Possible Impact on Cyber Security - User Password-related Habits and Their Security Considerations; Ransomware Business Model and How to Disrupt It
<b>Assoc. Prof. Dr. Gitana DUDZEVIČIŪTĖ</b>	- Association between military expenditure and economic factors - Relationship between military expenditure by category (personnel, equipment, infrastructure, and others) and economic growth - Is military expenditure productive? Evaluation of military expenditure in the context of civilian spendings.
<b>Dr. Vladas TUMALAVIČIUS</b>	- Prevention and Control of Organized Crime as a Threat to the National Security of the State
<b>Dr. Vidmantė GIEDRAITYTĖ</b>	- Artificial intelligence in warfare: opportunities and threats - Cross-sectoral cooperation in crisis management
<b>Lect. Aušra KAMINSKAITĖ</b>	- Human trafficking as a challenge to security
<b>Dr. Mantas BILEIŠIS</b>	- Comparative Analysis of the Comprehensive Approach to Defence
<b>Prof. Dr. Alvydas ŠAKOČIUS</b>	- Features of the jurisdiction of the International Criminal Law in non-statutory countries. - Peculiarities of public service under foreign occupation.
<b>Lect. Andrius TEKORIUS</b>	- Personnel Security in the System of Protection of Classified Information. - Espionage as a Threat to National Security.



<b>Prof. Giedrius ČESNAKAS</b>	<ul style="list-style-type: none"><li>- EU Member State's "X" national position towards European Strategic Autonomy</li></ul>
<b>Lect. Justinas JUOZAITIS</b>	<ul style="list-style-type: none"><li>- Energy security in the Baltic Sea Region</li><li>- German foreign and security policy</li><li>- National security and foreign policy strategies of small European states</li></ul>

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