

## Course Information Sheet

<b>University:</b> Comenius University Bratislava	
<b>Faculty:</b> Faculty of Natural Sciences	
<b>Code:</b> <i>interný kód predmetu v rámci vysokej školy</i>	<b>Title of Course:</b> <b>Regional studies</b>
<b>Form of Study:</b> full-time and/or distance learning <b>Number of contact hours:</b> 26 (seminar) <b>per week:</b> 2	
<b>Number of credits:</b> 4	
<b>Semester:</b> 1st	
<b>Degree/Level:</b> 2nd (Magister)	
<b>Prerequisites:</b> no prerequisites are necessary	
<b>Grading Policy (Assessment/Evaluation):</b> <i>The evaluation of the subject is divided into two parts - an ongoing evaluation during the semester and a final evaluation.</i> <i>Interim assessment:</i> <i>The student has the obligation to actively participate in classes in the premises of the school and in the institutions visited. Seminar work, a short reflection, or active participation in discussions with the teacher and with representatives of the visited institutions may be required for individual topics. The student must master all his duties in English.</i> <i>Final rating:</i> <i>It will be based on the evaluation of presentations and active participation in seminars throughout the semester.</i> <i>Overall rating:</i> <i>It is determined if the minimum intermediate and final evaluation is met by adding the percentage gains of the intermediate and final evaluation in the following ratio: 30% of the total evaluation is the intermediate evaluation and 70% of the total evaluation is the final evaluation. The resulting value of points (percentage) will represent the overall assessment classified according to the following scheme: for A: &lt;90 – 100)%; on B: &lt;80 – 90) %; on C: &lt;70 – 80) %; on D: &lt;60 – 70) %; on E: &lt;50 – 60) %; Credits will NOT be awarded to a student who receives less than a 50% grade.</i>	
<b>Aims and Objectives:</b> The graduate of the course will improve in the analysis of regional problems in Slovakia or in the world. He should be able to process and present the selected issue in English, which could help him to better apply himself on the labor market. The goal is to use knowledge and experience from several years of studying geography. It is also necessary to learn to work with different sources of literature so that the student can find the most objective assessment of regional problems. The graduate should be able to discuss selected problems in the international community. The graduate has an elementary overview of the development of regional geography, its basic theoretical-methodological problems and approaches to regional-geographic syntheses in contemporary geography.	
<b>Syllabus/Indicative Content:</b> <i>Predmet je zameraný na regionálnu problematiku a jej celospoločenský dosah:</i> <ul style="list-style-type: none"><li>▪ <i>Čo sú regionálne štúdie?</i></li><li>▪ <i>Regionálne štúdie na Slovensku a v okolitých štátoch</i></li><li>▪ <i>Regionálne štúdie a ich dosah na spoločnosť</i></li><li>▪ <i>Aktuálne regionálne problémy a ich štúdium z pohľadu OSN</i></li></ul>	

- *Exkurzie do inštitúcií OSN (Viedeň), Institute for Regional Studies (Győr), štátne inštitúcie SR (rôzne ministerstvá, krajské úrady a magistrát hlavného mesta)*

*Dôraz sa kladie vybrané konkrétne regionálne problémy. Ich identifikácia vychádza z aktuálnych celospoločenských problémov ako aj diskusií v aktuálnej vedeckej literatúre. K diskusií sú pozívaní prednášajúci, experti z praxe alebo akademickej obce. Okrem práce v škole, predmet zahŕňa aj návštevu inštitúcií verejnej a štátnej správy, návštevu zahraničných inštitúcií v susedných krajinách, návštevu regiónov a výrobných podnikov. Celý proces vyučovania prebieha v anglickom jazyku.*

**Suggested readings:**

Ballas, D., Dorling, D., Hennig, B. (2017). Analysing the regional geography of poverty, austerity and inequality in Europe: a human cartographic perspective. *Regional Studies*, 51(1), 174-185.

Krätko, S. (1999). A regulationist approach to regional studies. *Environment and Planning A*, 31(4), 683-704.

Paasi, A. (2002). Place and region: regional worlds and words. *Progress in Human Geography*, 26(6), 802-811.

Pike, A. (2007). Whither regional studies?. *Regional Studies*, 41(9), 1143-1148.

Kasala, K., Šifta, M. (2017). The region as a concept: Traditional and constructivist view. *AUC Geographica*, 52(2), 208-218.

Suorsa, K. (2014). The concept of 'region' in research on regional innovation systems. *Norsk Geografisk Tidsskrift-Norwegian Journal of Geography*, 68(4), 207-215.

Terlouw, K. (2001). Regions in geography and the regional geography of semiperipheral development. *Tijdschrift voor economische en sociale geografie*, 92(1), 76-87.

*Actual scientific papers*

**Language of Instruction:** English

**Other course information:** no

**Grading history**

A	B	C	D	E	FX
a	b	c	d	e	f

**Lecturer/Instructor:** MSc. Gabriel Zubriczký, PhD.

**Last update:**

**Approved by:**