

Introduction to International Relations

Course code: IRS200

Term and year: Fall 2025

Day and time: Mondays 11:15-14:00

Instructor: Milan Babík

Instructor contact: milan.babik@aauni.edu

Consultation hours: Mondays 14:00-15:00 or by appointment

Credits US/ECTS	3/6	Level	
Length	15 weeks	Pre-requisite	
Contact hours	42 hours	Course type	

1. Course Description

This course introduces a variety of different theoretical perspectives on international relations developed in the 20th century in order to stimulate critical reflection on a number of important questions: Who are the principal international actors? What is the structure of the international arena? What are its implications for conflict, cooperation, and the roles of power and morality in world politics? What causes war and global inequality? Is durable peace achievable? Is it desirable? What is the relationship between theory and practice of international relations? The course begins with World War I and Wilsonian liberal internationalism as the origins of IR as a modern field of study and subsequently traces the rise of Realism to the position of a dominant school of thought within the field. The second half of the course explores the weaknesses and biases of the Realist tradition and presents alternative ways of explaining and understanding international relations. Throughout the semester students will develop a critical mindset enabling them to approach key international issues and phenomena—war, trade, development, international law, terrorism, environmental protection—from multiple angles of view.

2. Student Learning Outcomes

Upon completion of this course, students will be familiar with contemporary international relations as they have developed since World War I. They will be able to identify all principal schools of modern IR thought, analyze current international events and phenomena from several different perspectives, and evaluate them critically.

3. Reading Material

Required Materials

Textbooks

- Chris Brown and Kirsten Ainley, *Understanding International Relations*, 4th ed. (Palgrave Macmillan, 2009), ISBN 978-0-230-21311-1
- E.H. Carr, *The Twenty Years' Crisis, 1919-1939*, 2nd ed. (Harper & Row, 1964), ISBN 0-06-131122-7

Articles and Book Chapters

- Eric J. Hobsbawm, *The Age of Extremes: A History of the World, 1914-1991* (Vintage, 1996), chap. 1.
- Michael Howard, *The First World War* (Oxford University Press, 2002), chap. 2.

- Winston S. Churchill, *The World Crisis*, vol. 1 (Scribner's, 1923), chap. 1.
- John Keegan, "Firepower and the Culture of Universal Service," in idem, *A History of Warfare* (Pimlico, 1993), 359-366.
- Stefan Zweig, *The World of Yesterday* (Viking, 1943), v-xi, 1-5, 12-20, 24-27, 59-66, 192-200, 214-229.
- Woodrow Wilson, "Fourteen Points" (1918), in Arthur S. Link et al., eds., *The Papers of Woodrow Wilson*, vol. 45 (1984), 536.
- Covenant of the League of Nations (1919)
- Norman Angell, *The Great Illusion*, 4th ed. (G.P. Putnam's Sons, 1913), Part 1, chaps. 1-3.
- Michal Joseph Smith, *Realist Thought from Weber to Kissinger* (Louisiana State University Press, 1986), chap. 5.
- Hans J. Morgenthau, *Politics among Nations: The Struggle for Power and Peace*, 5th ed. (Knopf, 1973), chap. 1.
- Peter Wilson, "Radicalism for a Conservative Purpose: The Peculiar Realism of E.H. Carr," *Millennium* 30, no. 1 (2001), 123-136.
- Hans J. Morgenthau, "The Political Science of E.H. Carr," *World Politics* 1, no. 1 (1948), 127-134.
- Christoph Frei, *Hans J. Morgenthau: An Intellectual Biography* (Louisiana State University Press, 2001), chaps. 1-2.
- (Columbia University Press, 1959), chaps. 1-2.
- Kenneth N. Waltz, *Theory of International Politics* (Addison-Wesley, 1979), chaps. 4-5.
- Michael W. Doyle, "Liberalism and World Politics," *American Political Science Review* 80, no. 4 (1986), 1151-1169.
- Francis Fukuyama, "The End of History?" *National Interest* 16 (1989), 3-18.
- George H.W. Bush, Address to the United Nations General Assembly (Oct. 1, 1990)
- Robert O. Keohane and Joseph S. Nye, *Power and Interdependence*, 4th ed. (Longman, 2012), chaps. 1-2.
- Joseph S. Nye, "Soft Power," *Foreign Policy*, no. 80 (Autumn 1990), 153-171.
- Joseph S. Nye, "The Future of American Soft Power," *Project Syndicate* (May 16, 2025)
- Robert W. Cox, "Social Forces, States and World Orders: Beyond International Relations Theory," *Millennium* 10, no. 2 (1981), 126-130.
- Mark Hoffman, "Critical Theory and the Inter-Paradigm Debate," *Millennium* 16, no. 2 (1987), 231-249.
- Alexander Wendt, "Anarchy Is What States Make of It: The Social Construction of Power Politics," *International Organization* 46, no. 2 (1992), 391-425.
- Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, revised ed. (Verso, 1991), chaps. 1 and 10.
- J. Ann Tickner, "Hans Morgenthau's Principles of Political Realism: A Feminist Reformulation," *Millennium* 17, no. 3 (1988), 429-240.
- Richard K. Ashley and R.B.J. Walker, "Introduction: Speaking the Language of Exile: Dissident Thought in International Studies," *International Studies Quarterly* 34, no. 3 (1990), 259-268.

Recommended Materials

None.

4. Teaching methodology

Lectures, discussion sessions, writing seminars, quizzes, essay, exams.

5. Course Schedule

Date	Class Agenda
Session 1 Sept. 1	<p>Topic: Welcome and Introduction to IR</p> <p>Description: Syllabus review; course policies, procedures, requirements, and expectations; differences between International Relations (academic field) and international relations (its subject matter); types of international relations thought.</p> <p>Reading:</p> <ul style="list-style-type: none"> Brown and Ainley, <i>Understanding International Relations</i>, chap. 1. <p>Assignments/deadlines: None.</p>
Session 2 Sept. 8	<p>Topic: World War I and the Birth of the Discipline</p> <p>Description: History, characteristics, and outcomes of World War I; its impact on international relations and on the study of war and peace; the problem of war and its role in the birth of academic International Relations.</p> <p>Reading:</p> <ul style="list-style-type: none"> Eric J. Hobsbawm, <i>The Age of Extremes: A History of the World, 1914-1991</i> (Vintage, 1996), chap. 1. Michael Howard, <i>The First World War</i> (Oxford University Press, 2002), chap. 2. Winston S. Churchill, <i>The World Crisis</i>, vol. 1 (Scribner's, 1923), chap. 1. Brown and Ainley, <i>Understanding International Relations</i>, 18-23. John Keegan, "Firepower and the Culture of Universal Service," in idem, <i>A History of Warfare</i> (Pimlico, 1993), 359-366. Stefan Zweig, <i>The World of Yesterday</i> (Viking, 1943), v-xi, 1-5, 12-20, 24-27, 59-66, 192-200, 214-229. <p>Assignments/deadlines: None.</p>
Session 3 Sept. 15	<p>Topic: The Rise and Fall of Liberal Internationalism</p> <p>Description: Woodrow Wilson, his understanding of the causes of World War I, and his proposal for permanent peace; liberal thinking about causes of war and cures to conflict; liberal vision of global harmony and its breakdown in the run up to World War II.</p> <p>Reading:</p> <ul style="list-style-type: none"> Woodrow Wilson, "Fourteen Points" (1918), in Arthur S. Link et al., eds., <i>The Papers of Woodrow Wilson</i>, vol. 45 (1984), 536. Covenant of the League of Nations (1919) Norman Angell, <i>The Great Illusion</i>, 4th ed. (G.P. Putnam's Sons, 1913), Part 1, chaps. 1-3. Brown and Ainley, <i>Understanding International Relations</i>, 23-27. <p>Assignments/deadlines: None.</p>

Session 4 Sept. 22	<p>Topic: E.H. Carr's Critique of Utopianism</p> <p>Description: E. H. Carr's explanation of the causes of World War II and of the failure of Woodrow Wilson's post-World War I utopia of permanent peace; weaknesses of liberal internationalist institutions and approach to international affairs.</p> <p>Reading:</p> <ul style="list-style-type: none"> Carr, <i>Twenty Years' Crisis</i>, vii-101. <p>Assignments/deadlines: None.</p>
Session 5 Sept. 29	<p>Topic: Classical Realism in the United States</p> <p>Description: Role of sovereign state power and national interest in international relations; sources of war and conflict according to American realist IR thinkers Hans Morgenthau and Reinhold Niebuhr.</p> <p>Reading:</p> <ul style="list-style-type: none"> Brown and Ainley, <i>Understanding International Relations</i>, 27-32. Michal Joseph Smith, <i>Realist Thought from Weber to Kissinger</i> (Louisiana State University Press, 1986), chap. 5. Hans J. Morgenthau, <i>Politics among Nations: The Struggle for Power and Peace</i>, 5th ed. (Knopf, 1973), chap. 1. <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> Essay thesis statement and annotated bibliography due at the beginning of class.
Session 6 Oct. 6	<p>Topic: From Realism to Neorealism</p> <p>Description: A deeper reflection on the causes of war; critical analysis of factors including human pride, will to power, and state ideology.</p> <p>Reading:</p> <ul style="list-style-type: none"> Peter Wilson, "Radicalism for a Conservative Purpose: The Peculiar Realism of E.H. Carr," <i>Millennium</i> 30, no. 1 (2001), 123-136. Hans J. Morgenthau, "The Political Science of E.H. Carr," <i>World Politics</i> 1, no. 1 (1948), 127-134. Christoph Frei, <i>Hans J. Morgenthau: An Intellectual Biography</i> (Louisiana State University Press, 2001), chaps. 1-2. <p>Assignments/deadlines: None.</p>
Session 7 Oct. 13	<p>Topic: Anarchy as the Cause of War</p> <p>Description: Focus on the structure of international relations; anarchy of sovereign states (absence of world government) as the permissive cause of war; patterns of state behavior under anarchy.</p> <p>Reading:</p> <ul style="list-style-type: none"> Brown and Ainley, <i>Understanding International Relations</i>, 40-45.

	<ul style="list-style-type: none"> • Kenneth N. Waltz, <i>Man, the State and War: A Theoretical Analysis</i> (Columbia University Press, 1959), chaps. 1-2. • Kenneth N. Waltz, <i>Theory of International Politics</i> (Addison-Wesley, 1979), chaps. 4-5. <p>Assignments/deadlines: None.</p>
Session 8 <i>Oct. 20</i>	<p>Midterm Exam</p> <ul style="list-style-type: none"> • in-class, comprehensive, closed-book • start at 11:30, end at 12:45 (duration 75 minutes) • combination of multiple choice and short answers • to be completed by hand (exam booklets will be provided)
	Mid-term break
Session 9 <i>Nov. 3</i>	<p>Topic: Democratic Peace and the Liberal End of History</p> <p>Description: Proposals and predictions of global convergence toward liberalism and market capitalism developed since the end of the Cold War; their application to current international affairs; their analysis and evaluation in light of contemporary phenomena such as terrorism, migration, global inequality or the war in Ukraine.</p> <p>Reading:</p> <ul style="list-style-type: none"> • Brown and Ainley, <i>Understanding International Relations</i>, 32-39, 199-204. • Michael W. Doyle, "Liberalism and World Politics," <i>American Political Science Review</i> 80, no. 4 (1986), 1151-1169. • Francis Fukuyama, "The End of History?" <i>National Interest</i> 16 (1989), 3-18. • George H.W. Bush, Address to the United Nations General Assembly (Oct. 1, 1990) <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> • Essay (first draft) due in hard copy at the beginning of class.
Session 10 <i>Nov. 10</i>	<p>Topic: Pluralism, Complex Interdependence, and Neoliberal Institutionalism</p> <p>Description: Focus on non-state actors in international relations; international relations as a cobweb rather than anarchy; strategies of bargaining, negotiation, and linkage across different issue-areas; ways of exercising influence through soft (rather than hard/military) power.</p> <p>Reading:</p> <ul style="list-style-type: none"> • Brown and Ainley, <i>Understanding International Relations</i>, 45-48. • Robert O. Keohane and Joseph S. Nye, <i>Power and Interdependence</i>, 4th ed. (Longman, 2012), chaps. 1-2. • Joseph S. Nye, "Soft Power," <i>Foreign Policy</i>, no. 80 (Autumn 1990), 153-171. • Joseph S. Nye, "The Future of American Soft Power," Project Syndicate (May 16, 2025) <p>Assignments/deadlines: None.</p>

Session 11 Nov. 24	<p>Topic: Dependency, Hegemony, and Critical International Relations</p> <p>Description: Focus on the global production and distribution of wealth; international political economy and its origins in empire; mechanisms sustaining material inequality and political hierarchy; core-and-periphery models of international relations; the problem of (under)development.</p> <p>Reading:</p> <ul style="list-style-type: none"> • Brown and Ainley, <i>Understanding International Relations</i>, 153-176. • Robert W. Cox, "Social Forces, States and World Orders: Beyond International Relations Theory," <i>Millennium</i> 10, no. 2 (1981), 126-130. • Mark Hoffman, "Critical Theory and the Inter-Paradigm Debate," <i>Millennium</i> 16, no. 2 (1987), 231-249. <p>Assignments/deadlines: None.</p>
Session 12 Dec. 1	<p>Topic: Constructivism: Anarchy and Sovereignty as Social Structures</p> <p>Description: The importance of history, prior interactions, and symbolic gestures in shaping current international relations; ways of moving from conflict to cooperation (and from cooperation to conflict); the concept of anarchical society and its application to current affairs.</p> <p>Reading:</p> <ul style="list-style-type: none"> • Alexander Wendt, "Anarchy Is What States Make of It: The Social Construction of Power Politics," <i>International Organization</i> 46, no. 2 (1992), 391-425. • Benedict Anderson, <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i>, revised ed. (Verso, 1991), chaps. 1 and 10. <p>Assignments/deadlines:</p> <ul style="list-style-type: none"> • Essay (final draft) due in hard copy at the beginning of class.
Session 13 Dec. 8	<p>Topic: Gender, Feminism, and Postmodern Deconstruction</p> <p>Description: The role of gender in contemporary IR thinking; mainstream conceptions of international relations as expressions of masculine prejudices; alternative (feminist) definitions of power; IR scholarship as a form of political power.</p> <p>Reading:</p> <ul style="list-style-type: none"> • J. Ann Tickner, "Hans Morgenthau's Principles of Political Realism: A Feminist Reformulation," <i>Millennium</i> 17, no. 3 (1988), 429-240. • Richard K. Ashley and R.B.J. Walker, "Introduction: Speaking the Language of Exile: Dissident Thought in International Studies," <i>International Studies Quarterly</i> 34, no. 3 (1990), 259-268. <p>Assignments/deadlines: None.</p>
Session 14	<p>Final Exam</p> <ul style="list-style-type: none"> • comprehensive, in-class, closed book

Dec. 15	<ul style="list-style-type: none"> • start at 11:30, end at 13:30 (duration 2 hours) • combination of multiple choice, short answers, and an essay • to be completed by hand (exam booklets will be provided) <p>Assignments/deadlines: None.</p>
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6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (hours)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Class Participation	42	10%	active reading comprehension, note taking, debate and discussion	1, 2, 3
Pop Quizzes	18	15%	reading comprehension, course material knowledge	2, 3
Essay	40	25%	academic writing, library research skills, course material knowledge and application, critical analysis	1, 2, 3
Midterm Exam	20	25%	course material knowledge and application, critical analysis, argumentation	1, 2, 3
Final Exam	30	25%	course material knowledge and application, critical analysis, argumentation	1, 2, 3
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

Class participation and reading quizzes

Students are expected to come to class prepared to actively engage with the day's topic. This means that they have completed all reading assignments and are ready to take a reading quiz, take lecture notes, pose clarifying questions to the lecturer, and discuss the material with their classmates.

Assessment breakdown

Assessed area	Percentage
Engagement in discussion	40%
Reading quizzes	60%

Essay

As part of this course, students will complete an essay. The paper is to be 8-10 pages long (A4, double-spaced, 12pt. font Times New Roman, 1" margins) with footnotes and bibliography in the [Chicago documentation style](#). Essay topics will be distributed early in term along with an Essay Assessment Rubric containing precise guidelines. The thesis statement and annotated bibliography are due in class on Monday, September 29. The first draft of the essay is due in class on Monday, November 3, and the final draft is due in class on Monday, December 1. All submissions are to be done in hard copy. Late submissions will

not be accepted, and plagiarism and/or the use of generative AI are strictly prohibited. See General Requirements and School Policies below for further details.

Assessment breakdown

Assessed area	Percentage
Academic essay writing skills	20%
Theory knowledge and application	30%
Contemporary international affairs knowledge	30%
Library & archival research skills	20%

Exams

Students will take two examinations in this course, a midterm exam and a final exam. Both will be in-class, closed-book, comprehensive, and completed by hand (exam booklets will be provided). The midterm exam will take place on Monday, October 20, 11:30-12:45. The final exam will take place on Monday, December 15, 15:30-17:30. Each exam will involve multiple-choice questions testing basic factual knowledge of IR and longer narrative answers where students will perform critical analysis of various course topics.

Assessment breakdown

Assessed area	Percentage
Knowledge of contemporary international affairs	25%
Knowledge of modern IR theory	25%
Critical analysis skills	25%
Writing skills	15%
Time management skills	10%

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams. Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question". All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance, i.e., presence in class in real-time, at AAU courses is default mandatory; however, it is not graded as such. (Grades may be impacted by missed assignments or lack of participation.) Still, students must attend at least two thirds of classes to complete the course. If they do not meet this condition and most of their absences are excused, they will be administratively withdrawn from the course. If they do not meet this condition and most of their absences are not excused, they will receive a grade of "FW" (Failure to Withdraw). Students may also be marked absent if they miss a significant part of a class (for example by arriving late or leaving early).

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. Each student may excuse up to two sick days per term without any supporting documentation; however, an Absence Excuse Request Form must still be submitted for these instances. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the student's Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the student will fail the exam or assignment and be expelled from the exam or class.

Plagiarism

Plagiarism obscures the authorship of a work or the degree of its originality. Students are expected to create and submit works of which they are the author. Plagiarism can apply to all works of authorship – verbal, audiovisual, visual, computer programs, etc. Examples are:

- **Verbatim plagiarism:** verbatim use of another's work or part of it without proper acknowledgement of the source and designation as a verbatim quotation,
- **Paraphrasing plagiarism:** paraphrasing someone else's work or part of it without proper acknowledgement of the source,
- **Data plagiarism:** use of other people's data without proper acknowledgement of the source,
- **False quotation:** publishing a text that is not a verbatim quotation as a verbatim quotation,
- **Fictitious citation:** quoting, paraphrasing, or referring to an incorrect or a non-existent work,
- **Inaccurate citation:** citing sources in such a way that they cannot be found and verified,
- **Ghostwriting:** commissioning work from others and passing it off as one's own,

- **Patchwriting:** using someone else's work or works (albeit with proper acknowledgement of sources and proper attribution) to such an extent that the output contains almost no original contribution,
- **Self-plagiarism:** unacknowledged reuse of one's own work (or part of it) that has been produced or submitted as part of another course of study or that has been published in the past,
- **Collaborative plagiarism:** delivering the result of collective collaboration as one's own individual output.

At minimum, plagiarism will result in a failing grade for the assignment and shall be reported to the student's Dean. A mitigating circumstance may be the case of novice students, and the benefit of the doubt may be given if it is reasonable to assume that the small-scale plagiarism was the result of ignorance rather than intent. An aggravating circumstance in plagiarism is an act intended to make the plagiarism more difficult to detect. Such conduct includes, for example, the additional modification of individual words or phrases, the creation of typos, the use of machine translation tools or the creation of synonymous text, etc. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Intentional or repeated plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

Use of Artificial Intelligence and Academic Tutoring Center

The use of artificial intelligence tools to search sources, to process, analyze and summarize data, and to provide suggestions or feedback in order to improve content, structure, or style, defined here as AI-assisted writing, is not in itself plagiarism. However, it is plagiarism if, as a result, it obscures the authorship of the work produced or the degree of its originality (see the examples above).

AAU acknowledges prudent and honest use of AI-assisted writing, that is, the use of AI for orientation, consultation, and practice is allowed. For some courses and assignments, however, the use of AI is counterproductive to learning outcomes; therefore, the course syllabus may prohibit AI assistance.

A work (text, image, video, sound, code, etc.) generated by artificial intelligence based on a mass of existing data, defined here as AI-generated work, is not considered a work of authorship. Therefore, if an AI-generated work (e.g. text) is part of the author's work, it must be marked as AI-generated. Otherwise, it obscures the authorship and/or the degree of originality, and thus constitutes plagiarism. Unless explicitly permitted by the instructor, submission of AI-generated work is prohibited.

If unsure about technical aspects of writing, and to improve their academic writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at:

<http://atc.simplybook.me/sheduler/manage/event/1/>.

Course accessibility and inclusion

Students with disabilities should contact the Dean of Students to discuss reasonable accommodations. Academic accommodations are not retroactive.

Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

9. Grading Scale

Letter Grade	Percentage*	Description
A	95–100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A–	90–94	
B+	87–89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83–86	
B–	80–82	
C+	77–79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73–76	
C–	70–72	
D+	65–69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60–64	
F	0–59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Prepared by: Milan Babík

Date: August 26, 2025

Approved by: Dr William F. Eddleston, Chair of IR.

Date: 26/8/25