



GENERAL JONAS ŽEMAITIS  
MILITARY ACADEMY OF LITHUANIA



Erasmus+

# INTERNATIONAL SPRING SEMESTER 2023

## DESCRIPTIONS OF MODULES



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**MODULE CATALOGUE  
FOR THE INTERNATIONAL SPRING SEMESTER 2023**

<b>No.</b>	<b>Modules</b>	<b>Contact hours</b>	<b>ECTS</b>
<b>Compulsory module</b>			
1.	Lithuanian History, Culture and Language	36	5
2.	Modern Military Campaigns and Irregular Warfare	36	5
<b>Total:</b>			<b>10</b>
<b>Management of Security Institutions</b>			
1.	Defence Innovation Management	36	5
2.	Military Ethics	36	5
3.	Organizational Behavior	36	5
<b>Total:</b>			<b>15</b>
<b>Prevention of Threats to National Security</b>			
1.	Sustainable Development and Energy Security	36	5
2.	Information Security	36	5
3.	Cyber Security	36	5
4.	Counter-Terrorism and Combating Organized Crime	36	5
<b>Total:</b>			<b>20</b>
<b>Defence Innovation Management</b>			
1.	Computer Networks	36	5
2.	Warehouse Logistics and Inventory Management	36	5
3.	Supply Chain Management	36	5
<b>Total:</b>			<b>15</b>
<b>Regional Studies</b>			
1.	North American Politics	36	5
2.	East Asian Studies	36	5
3.	Russian Military Studies	36	5
<b>Total:</b>			<b>15</b>
<b>International Security Studies</b>			
1.	Geopolitics	36	5
2.	Propaganda and Information Warfare	36	5
<b>Total:</b>			<b>10</b>
<b>Electives</b>			
1.	Research Paper ( <a href="#">see Annex 1</a> )	36	5
<b>Total:</b>			<b>5</b>
<b>Common modules</b>			
1.	Cyber Security		2
<b>Total:</b>			<b>2</b>
<b>Offer in total:</b>			<b>92</b>



Module for International Students  
LITHUANIAN HISTORY, CULTURE AND LANGUAGE  
Module Description

Country <b>Lithuania</b>	Institution <b>General Jonas Žemaitis Military Academy of Lithuania</b>	Module <b>Lithuanian History, Culture, and Language</b>	<b>ECTS 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> <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;</p> <p>to introduce the history of Lithuania, emphasizing "Lithuania in the world" and "Lithuania in Europe" (history and specifics of the whole region), as well as complex and problematic aspects of Lithuanian history and historical heritage; to introduce modern Lithuanian culture, multilingualism, to learn to communicate basic Lithuanian phrases in everyday situations.</p>
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<b>Learning outcomes</b>	Know-ledge	The general knowledge about Lithuanian history, regional specifics, contemporary society, national values and language etiquette.
	Skills	Will be able to better understand the local population, understand the national character, modern cultural values, to adapt to the local society, maintain intercultural dialogue
	Compe-tences	<ul style="list-style-type: none"> <li>• Intercultural competences</li> <li>• Sociocultural competences</li> <li>• Personal competences</li> </ul>





Module for International Students  
LITHUANIAN HISTORY, CULTURE AND LANGUAGE  
Module Description

**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, sufficient number of examples and details; clarity of presentation; brevity and sufficient elaboration; structural organisation; effectiveness of the visuals; quality and relevance of the answers to the given questions (weighting coefficient: 40-%).
- **Discussion.** Throughout the seminar officer students are to discuss given topics in groups to allow for reflection and in-depth understanding (weighting coefficient: 30 - %).
- **Exam.** The final exam consists of a test of 6 open-ended questions, based on learning material. (weighting coefficient: 30-%).

**Module details**

Main Topic	Recom- mended WH	Details
Regional Specifics of Lithuania	5	<ul style="list-style-type: none"> <li>• Changing boundaries of cultural regions</li> <li>• Central and Eastern Europe</li> <li>• Modern Europe and modern Lithuania</li> <li>• Regional, national and local Identities</li> </ul>
Old Lithuania and It's Heritage	6	<ul style="list-style-type: none"> <li>• Historical nations and cultures of Lithuania</li> <li>• Religious tolerance and noble's democracy</li> </ul>
Modern History and Problematic Legacy of the 20 <sup>th</sup> Century	6	<ul style="list-style-type: none"> <li>• Democracy, authoritarianism and totalitarianism</li> <li>• Occupations and struggle for independence</li> <li>• Contested memory of the world wars and its aftermath</li> </ul>
Modern Lithuanian Culture	10	<ul style="list-style-type: none"> <li>• Literature. Arts. Architecture</li> <li>• Food. Customs and Traditions</li> <li>• Celebrations</li> <li>• Etiquette</li> </ul>
Lithuanian Language	5	<ul style="list-style-type: none"> <li>• The history of Lithuanian language</li> <li>• Contemporary Lithuanian and other spoken languages in Lithuania</li> <li>• Basic conversational skills</li> </ul>
Exam	2 2	<ul style="list-style-type: none"> <li>• Consultation before 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>		



Module for International Students  
LITHUANIAN HISTORY, CULTURE AND LANGUAGE  
Module Description

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Excursions	16	No less than three excursions to different Lithuanian museums and memory sites
Self-Studies	77	Readings in preparation for examination and oral presentation; Unsupervised group work for discussion
<b>Total working hours</b>	<b>129</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. Rogers, Everett M.; Hart, William B.; Miike, Yoshitaka (2002) Edward T. Hall and the History of Intercultural Communication Keio Communication Review, 24: 3-26  
<http://www.Mediacom.keio.ac.jp/publication/pdf2002/review24/2.pdf>
2. Thomas, Sharon (2001). The Culture Shock Phenomenon – Symptoms, Cures and Implications.



Module for International Students  
ORGANIZATIONAL BEHAVIOR  
Module Description

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> <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> <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 for International Students  
ORGANIZATIONAL BEHAVIOR  
Module Description

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	<ul 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> </ul>
<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>		





Module for International Students  
ORGANIZATIONAL BEHAVIOR  
Module Description

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.



Module for International Students  
DEFENCE INNOVATION MANAGEMENT  
Module Description

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> <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 align="center"><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 for International Students  
DEFENCE INNOVATION MANAGEMENT  
Module Description

Module details		
Main Topic	Recommended WH	Details
6. 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>
7. 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>
8. 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>
9. 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>
10. 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>
11. 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>
12. 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>



Module for International Students  
SUSTAINABLE DEVELOPMENT AND ENERGY SECURITY  
Module Description

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>
	<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>

<b>Prerequisites for international participants</b>	<b>Goal of the Module</b>
English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.	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.

<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.

**Verification of learning outcomes:**

- **Mid-term test** (20% of the final evaluation). The test will be based on the training materials and compulsory readings and arranged as a multi-choice solution.
- **Practical individual assignment** (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.
- **Practical individual assignment** (30% of the final evaluation). The students will be assigned to prepare the energy management system implementation plan for a selected organizational unit (installation).
- **Exam** (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.





Module for International Students  
SUSTAINABLE DEVELOPMENT AND ENERGY SECURITY  
Module Description

Module details		
Key themes	Recommended WH	Detailed description
13. 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>
14. Population	4	<ul style="list-style-type: none"> <li>Population growth, tragedy of commons, ecosystems</li> </ul>
15. 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>
16. 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>
17. 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>
18. 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>
19. 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.



Module for International Students  
INFORMATION SECURITY  
Module Description

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>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 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>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 for International Students  
INFORMATION SECURITY  
Module Description

Module details		
Main Topic	Recommended WH	Details
1. 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>
2. 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>
3. 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>
4. 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>
5. 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>
6. 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.



Module for International Students  
CYBER SECURITY  
Module Description

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>1. <b>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>2. <b>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>3. <b>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 for International Students  
CYBER SECURITY  
Module Description

Module details		
Main Topic	Recommended WH	Details
1. Concepts of Ethical Hacking	4	Definitions, brief history of computer crime, hostile actors, cyber kill chain, attack types.
2. 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.
3. 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.
4. 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:**

1. 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.
2. Center for Internet Security. CIS benchmarks, <https://www.cisecurity.org/cis-benchmarks/> (accessed April 15, 2020).
3. A. Juozapavičius, K. Ikamas. A Large Compilation of Attack Methods, Tools and Other Resources Available in the Virtual Learning Environment.



Module for International Students  
COUNTER-TERRORISM AND COMBATING ORGANISED CRIME  
Module Description

Country <b>Lithuania</b>	Institution <b>General Jonas Žemaitis Military Academy of Lithuania</b>	Module <b>Counter-Terrorism and Combating Organised 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>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 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>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 for International Students  
COUNTER-TERRORISM AND COMBATING ORGANISED CRIME  
Module Description

Module details		
Main Topic	Recommended WH	Details
7. 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>
8. 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>
9. 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>
10. 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>
11. 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>
12. 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>
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:**

- 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).
- Ronczkowski, M. (2018). Terrorism and Organized Hate Crime: Intelligence Gathering, Analysis and Investigations. Fourth Edition. CRC Press (pages: 15-38, 83-125).
- Ruggiero, V. (2020). Organized Crime And Terrorist Networks. Routledge Studies in Crime and Society. Routledge Press (pages: 8-25, 26-41).
- 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).
- Wade, N. (2015). The counterterrorism, WMD & hybrid threat smartbook: a guide to terrorism, hybrid and emerging threats. Lightning Press (pages: Chapter 1. 1-82, Chapter 3. 1-32, Chapter 4. 1-44).
- Carter, D. (2009). Law Enforcement Intelligence: A Guide for State, Local, and Tribal Law Enforcement Agencies. Second Edition.
- Clark, R. (2014). Intelligence Collection. CQ Press.
- Johnson, L. (ed.) (2010). The Oxford Handbook of National Security Intelligence. Oxford University.



Module for International Students  
COMPUTER NETWORKS  
Module Description

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 align="center"><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><b>4. 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><b>5. 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><b>6. 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 for International Students  
COMPUTER NETWORKS  
Module Description

Module details		
Main Topic	Recommended WH	Details
5. 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:**

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



Module for International Students  
WAREHOUSE LOGISTICS AND INVENTORY MANAGEMENT  
Module Description

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 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 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>

<p><b>Verification of learning outcomes:</b></p> <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>
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Module for International Students  
WAREHOUSE LOGISTICS AND INVENTORY MANAGEMENT  
Module Description

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.



Module for International Students  
WAREHOUSE LOGISTICS AND INVENTORY MANAGEMENT  
Module Description

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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)





Module for International Students  
SUPPLY CHAIN MANAGEMENT  
Module Description

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 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 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>

<p><b>Verification of learning outcomes:</b></p> <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>
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Module for International Students  
SUPPLY CHAIN MANAGEMENT  
Module Description

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.



Module for International Students  
NORTH AMERICAN POLITICS  
Module Description

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 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 align="center"><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>

<p><b>Verification of learning outcomes:</b></p> <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>
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Module for International Students  
NORTH AMERICAN POLITICS  
Module Description

Module details		
Main Topic	Recommended WH	Details
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



Module for International Students  
RUSSIAN MILITARY STUDIES  
Module Description

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

Minimum Qualification of Instructors	
Language <b>English</b>	<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>

Prerequisites for international participants	Goal of the Module
<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 in International Relations or Political Science</li> </ul>	<p>To prepare students who can critically evaluate and interpret Russian understanding of military dangers and threats, role of military power in national security strategy, Russian conceptual perception of war and the exercise of military power. Study questions relate to the change in Russian warfare concepts in its key military documents and military thought, as well concern the applicability of Russian military means, the modus operandi of Russian Armed Forces and how its military capacities are developed, led, organized, and applied in different contexts (conventional and non-conventional).</p>

Learning outcomes	Know-ledge	Know Russian military security documents and able to explain their significance, able to identify and explain traditional and modern concepts of Russian warfare, able to describe the structure of Russian Armed Forces, its key military assets and armament, their technical data and practical employment.
	Skills	Able to apply knowledge about elements of Russian military power in the analysis of military conflicts. Able to integrate different Russian Forces and military units in a joint combat operation, explain their roles, functions and operational capabilities, also to anticipate critical vulnerabilities and risks.
	Compe-tences	Able to work in teams by critically evaluating Russian military documents and writings, plan and present a joint military operation using the acquired knowledge about Russian military power and Russian way of war, to prepare to conduct independent analysis, provide practical recommendations.

Verification of learning outcomes:
<ul style="list-style-type: none"> <li>Presentation. The cadets independently prepare a presentation on a freely chosen topic related to Russia's military power, its development and use according to the outlined requirements (weighting coefficient: 20%).</li> <li>Midterm exam. Cadets (in groups of 2-4) prepare a presentation based on a given military scenario. The cadets must present their idea of how to carry out a joint military operation in the Baltic region in the event of Russian military aggression. The task is based on lectures and compulsory study sources (weighting coefficient: 30%).</li> </ul>





Module for International Students  
RUSSIAN MILITARY STUDIES  
Module Description

- Exam. The cadets write a paper that gives the intent and execution of a military campaign according to the presented military scenario, applying knowledge about Russia's military power, operational capabilities and critical vulnerabilities, as well as Russian way of war and practical methods of warfare. The following elements of the military campaign are clearly described in the paperwork: 1) Strategic aim(s), 2) Phases, 3) Intermediate objectives, 4) Forces and functions in phases, 5) Use of military assets and weaponry, 6) Targets and intended effects, 7) Military opponent's reaction in each phase, 8) Integrity of non-military means, 9) Culmination point and decisive points. The task is based on lectures and compulsory study sources and presentations prepared by cadets (weighting coefficient: 50%).

**Module details**

Main Topic	Recommended WH	Details
• Introduction to Russian military studies	1	• The aim, content and task requirements of the module.
• Strategic security and defense documents of Russia	3	<ul style="list-style-type: none"> <li>• Analyses and identification of military role in of Russian National Security Strategy, Basic Principles of State Policy of the Russian Federation on Nuclear Deterrence, Russian Information Security Doctrine, Russian Foreign Policy Concept and Russian Maritime Doctrine.</li> <li>• Analyses of Russia Military doctrine, its evolution and role in military change process.</li> </ul>
• Russian military thought	4	<ul style="list-style-type: none"> <li>• Modern Russian perception of war and its change.</li> <li>• Key warfare methods and change of it in Russian military mindset.</li> <li>• Emulation traditions and impact to Russian military change process.</li> </ul>
• Russian military thinking	4	<ul style="list-style-type: none"> <li>• Theory of Russian Sixth generation warfare.</li> <li>• Soviet Deep Battle Concept and its influence on modern warfare.</li> <li>• Evolution of Gen. Valery Gerasimov's military thinking.</li> <li>• Russian understanding of hybrid war or/and warfare concept.</li> </ul>
• Russian Armed Forces	4	<ul style="list-style-type: none"> <li>• Structure and Command and Control system.</li> <li>• Key military assets and strategic nuclear and non-nuclear weaponry.</li> <li>• Combat power development and status.</li> </ul>
• Russian military operations and mission	10	<ul style="list-style-type: none"> <li>• Military campaign in Syria.</li> <li>• Peacekeeping mission in Nagorno-Karabakh.</li> <li>• Use of private military companies in military conflicts.</li> <li>• Russian military power potential</li> </ul>
• Potential of Russian military power to conduct offensive operations (seminars)	4	<ul style="list-style-type: none"> <li>• Combat offensive operations.</li> <li>• Hybrid offensive operations.</li> </ul>
Consultations	2	
Midterm exam	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 in preparation for examination</li> <li>• unsupervised self-study</li> </ul>



Module for International Students  
RUSSIAN MILITARY STUDIES  
Module Description

		<ul style="list-style-type: none"> <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. Adamsky D., "Through the Looking Glass: The Soviet Military-Technical Revolution and the American Revolution in Military Affairs", *Journal of Strategic Studies* 2 (31), 2008, p. 257-294, <http://dx.doi.org/10.1080/01402390801940443>.
2. Clark M., "The Russian Military's Lessons Learned in Syria", *Institute for the Study of War*, 2021, [http://www.understandingwar.org/sites/default/files/The%20Russian%20Military%E2%80%99s%20Lessons%20Learned%20in%20Syria\\_0.pdf](http://www.understandingwar.org/sites/default/files/The%20Russian%20Military%E2%80%99s%20Lessons%20Learned%20in%20Syria_0.pdf).
3. Clark M., "Russian Hybrid Warfare", *Institute for the Study of War*, 2020, <http://www.understandingwar.org/sites/default/files/Russian%20Hybrid%20Warfare%20ISW%20Report%202020.pdf>.
4. McDermott R., "Does Russia's 'Hybrid War' Really Exist?", *The Jamestown Foundation*, 3 June 2015, <https://jamestown.org/program/does-russias-hybrid-war-really-exist/>.
5. McDermott R., "Myth and Reality – A Net Assessment of Russia's 'Hybrid Warfare' Strategy Since the Start of 2014", *The Jamestown Foundation*, 17 October 2014, <https://jamestown.org/program/myth-and-reality-a-net-assessment-of-russias-hybrid-warfare-strategy-since-the-start-of-2014-part-one/>.
6. Monaghan A., (2020), How Moscow Understands War and Military Strategy.
7. Butowski P. (2013), Russia's air-launched weapons: Russian-made aircraft ordnance today.
8. Butowski P. (2016), Russia's warplanes: russian-made military aircraft and helicopters today.
9. Sutyagin I., Bronk J., (2017) Russia's new ground forces: capabilities, limitations and implications for international security.
10. Russian National Security Strategy 2021.
11. Basic Principles of State Policy of the Russian Federation on Nuclear Deterrence 2020, [https://www.mid.ru/en/web/guest/foreign\\_policy/international\\_safety/disarmament/-/asset\\_publisher/rp0fiUBmANaH/content/id/4152094](https://www.mid.ru/en/web/guest/foreign_policy/international_safety/disarmament/-/asset_publisher/rp0fiUBmANaH/content/id/4152094).
12. Russian Information Security Doctrine 2016, [https://www.mid.ru/en/foreign\\_policy/official\\_documents/-/asset\\_publisher/CptlCk6B6Z29/content/id/2563163](https://www.mid.ru/en/foreign_policy/official_documents/-/asset_publisher/CptlCk6B6Z29/content/id/2563163).
13. The Military Doctrine of the Russian Federation 2014, <https://rusemb.org.uk/press/2029>.
14. Russian Foreign Policy Concept 2016, [https://www.mid.ru/en/foreign\\_policy/official\\_documents/-/asset\\_publisher/CptlCk6B6Z29/content/id/2542248](https://www.mid.ru/en/foreign_policy/official_documents/-/asset_publisher/CptlCk6B6Z29/content/id/2542248).
15. Russian Maritime Doctrine 2015, [https://dnnlgwick.blob.core.windows.net/portals/0/NWCDepartments/Russia%20Maritime%20Studies%20Institute/Maritime%20Doctrine%20TransENGrus\\_FINAL.pdf?sr=b&si=DNNFileManagerPolicy&sig=fqZgUUVRVrRkmSFNMOj%2FNarNawUoRdhvvpFj7%2FpAkM%3D](https://dnnlgwick.blob.core.windows.net/portals/0/NWCDepartments/Russia%20Maritime%20Studies%20Institute/Maritime%20Doctrine%20TransENGrus_FINAL.pdf?sr=b&si=DNNFileManagerPolicy&sig=fqZgUUVRVrRkmSFNMOj%2FNarNawUoRdhvvpFj7%2FpAkM%3D).
16. Ministry of Defence of the Russian Federation, <https://eng.mil.ru/en/index.htm>.





Module for International Students  
EAST ASIAN STUDIES  
Module Description

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>

<b>Verification of learning outcomes:</b>
7. Presentation on the contemporary East Asian politics (chosen from the list provided by the lecturer (app. 30 min.)). Weighting coefficient: 50%.
8. Final exam --- a critical review of a book. Weighting coefficient: 50%.

<b>Module details</b>		
Main Topic	Recom-mended WH	Details
• 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> </ul>





Module for International Students  
EAST ASIAN STUDIES  
Module Description

		<ul style="list-style-type: none"> <li>• Introduction of ASEAN</li> </ul>
<ul style="list-style-type: none"> <li>• Contemporary China</li> </ul>	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>
<ul style="list-style-type: none"> <li>• Contemporary Japan</li> </ul>	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>
<ul style="list-style-type: none"> <li>• Korean Peninsula</li> </ul>	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>
<ul style="list-style-type: none"> <li>• Contemporary India</li> </ul>	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>
<ul style="list-style-type: none"> <li>• Continental Southeast Asian Countries</li> </ul>	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>
<ul style="list-style-type: none"> <li>• Maritime Southeast Asian States</li> </ul>	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.
- 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.



Module for International Students  
EAST ASIAN STUDIES  
Module Description

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- 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.



Module for International Students  
PROPAGANDA AND INFORMATION WARFARE  
Module Description

Country <b>Lithuania</b>	Institution <b>General Jonas Žemaitis Military Academy of Lithuania</b>	Module <b>Propaganda and Information Warfare</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> </ul>	<p align="center"><b>Goal of the Module</b></p> <p>To provide knowledge about the phenomena of propaganda and information warfare. Introduce to students information about the historical development and practical expression of these phenomena. Teach students theoretically and practically analyze propaganda and information warfare, presenting both approaches. Show propaganda and information warfare as the real challenge in the context of complex security.</p>
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<b>Learning outcomes</b>	Know- ledge	<p>Students know the basic concepts of propaganda and information warfare.</p> <p>Students know the history of information challenges in the context of security.</p> <p>Students are able to solve problems and make decisions in the field of information security.</p>
	Skills	<p>Students are able to identify the defence problems in context of informational security.</p> <p>Students are able to de-construct narratives of propaganda.</p> <p>Students are able to analyze problems of information warfare.</p>
	Compe- tences	<p>Students are able to work in groups and take responsibility for performing assigned tasks and presenting results in a reasoned manner.</p> <p>Students are able to select, systematize and summarize appropriate information required to perform tasks.</p>

<p><b>Verification of learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• <b>Individual and group work during workshops.</b> An individual and group work will focus on discussion about historical and contemporary challenges in the area of information security. Individual and group work will be based on the design thinking method. Cadets/students will use basic methods of scientific work for the assessment of challenges of propaganda and information warfare (weighting coefficient: 40%).</li> </ul>
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Module for International Students  
PROPAGANDA AND INFORMATION WARFARE  
Module Description

- **Midterm.** Writing midterm exam. The exam task will consist of open-ended test questions (topics of propaganda) (weighting coefficient: 30%).
- **Exam.** Writing exam. The exam task will consist of open-ended test questions (topics of information warfare) (weighting coefficient: 30%).

**Module details**

Main Topic	Recommended WH	Details
History of Propaganda (till the 20th century)	4	<ul style="list-style-type: none"> <li>• Examples of earlier propaganda</li> <li>• The main principles of earlier propaganda</li> </ul>
History of Propaganda: WWI	2	<ul style="list-style-type: none"> <li>• Propaganda and its role in war</li> <li>• The origins of modern propaganda</li> </ul>
History of Propaganda: Totalitarian Propaganda in the 20th Century	4	<ul style="list-style-type: none"> <li>• Totalitarianism and propaganda</li> <li>• Propaganda in the totalitarian art</li> <li>• Principles of total propaganda</li> </ul>
History of Propaganda: Cold War	2	<ul style="list-style-type: none"> <li>• Later Soviet propaganda and ideological struggle against West</li> <li>• Defence to Soviet propaganda in Western World during the Cold War</li> </ul>
Technics of Propaganda	4	<ul style="list-style-type: none"> <li>• Principles of information manipulation</li> <li>• Technics of propaganda: presentation and analysis</li> <li>• Political myths as tool of propaganda</li> </ul>
Information Warfare as Part of Modern Conflicts	2	<ul style="list-style-type: none"> <li>• Definition of modern conflicts</li> <li>• Gulf War as the first information war</li> <li>• Origins of theoretical approach to information warfare</li> </ul>
Russia and the US: Differences and Similarities in the Approach to Information Warfare	2	<ul style="list-style-type: none"> <li>• The main details of approach of the US to information warfare</li> <li>• The main details of approach of Russia to information warfare</li> <li>• Analysis of similarities and differences of two approaches</li> <li>• The main details of approach of the US to information warfare</li> <li>• The main details of approach of Russia to information warfare</li> <li>• Analysis of similarities and differences of two approaches</li> </ul>
Principles of Information Influence of Kremlin in the 21st Century	4	<ul style="list-style-type: none"> <li>• Principles of post-truth</li> <li>• Tools of information influence: trolls, bots, fake media</li> <li>• Main narratives of modern Kremlin disinformation</li> </ul>
The Examples of Information Warfare: Case Studies	6	<ul style="list-style-type: none"> <li>• Analysis of the cases of information warfare in the 21st century</li> <li>• Information warfare in situation of peace and in situation of real armed confrontation</li> </ul>
Mid-term exam	2	
Exam	2	



Module for International Students  
PROPAGANDA AND INFORMATION WARFARE  
Module Description

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>	<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. Darczewska, J. (2014). *The anatomy of Russian information warfare. The Crimean operation, a case study*. Internet access: <https://www.osw.waw.pl/en/publikacje/point-view/2014-05-22/anatomy-russian-information-warfare-crimean-operation-a-case-study>
2. Denisenko, V. (2020). Threat of propaganda and the information war on Lithuanian security. In Česnakas, G. Statkus, N. (ed.) *Lithuania in the global context: national security and defence policy dilemmas*. Vilnius: Jonas Žemaitis Military Academy of Lithuania.
3. Fake News: A Roadmap. (2018) Riga: *NATO Strategic Communication Centre of Excellence, The King's Centre for Strategic Communication*. Internet access: <https://www.stratcomcoe.org/fake-news-roadmap>
4. Francois C., Lin H. (2021) The strategic surprise of Russian information operations on social media in 2016 in the United States: mapping a blind spot. *Journal of Cyber Policy*, 6:1, 9-30, DOI: 10.1080/23738871.2021.1950196
5. Lucas, E. Pomerancev, P. (2016) *Winning the Information War: Techniques and Counter-Strategies to Russian Propaganda in Central and Eastern Europe*. CEPA. Internet access: <https://www.cepa.org/winning-the-information-war>
6. Macdonald, S. (2009). *Propaganda and information warfare in the twenty-first century: altered images and deception operations*. London: Routledge.
7. Ördén H. (2019) Deferring substance: EU policy and the information threat. *Intelligence and National Security*, 34:3, 421-437, DOI: 10.1080/02684527.2019.1553706
8. Pomerantsev, P. (2019) *This Is Not Propaganda*. London: Faber & Faber
9. Pomerantsev, P. (2015). Inside the Kremlin's Hall of Mirrors. *The Guardian*. Internet access: <https://www.theguardian.com/news/2015/apr/09/kremlin-hall-of-mirrors-military-information-psychology>
10. Taylor, P.M. (2003) *Munition of the Mind: A history of propaganda from ancient world to present era*. Manchester: Manchester University Press



Module for International Students  
GEOPOLITICS  
Module Description

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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Module for International Students  
GEOPOLITICS  
Module Description

Module details		
Main Topic	Recommended WH	Details
• 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:**

17. Flint C. 2017. Introduction to Geopolitics. Routledge.
18. 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.
19. Mackinder H. J. The Geographical Pivot of History. *The Geographical Journal*, Vol. 23, No. 4 (Apr., 1904), pp. 421-437.
20. Mackinder H. J. The Round World and the Winning of the Peace. *Foreign Affairs*, Vol. 21, No. 4 (Jul., 1943), pp. 595-605.
21. Ingram I. Alexander Dugin: Geopolitics and Neo-fascism in Post-Soviet Russia. *Political Geography* 20 (2001), pp. 1029–1051.
22. Kaplan R. 2011. Monsoon: The Indian Ocean and the Future of American Power. Random House.
23. Kaplan R. 2013. The Revenge of Geography: What the Map Tells Us About Coming Conflicts and the Battle Against Fate. Random House.
24. Haushofer K. Why Geopolitik? The World of General Haushofer. Dalby S. Et al. 1998. The Geopolitics Reader. Routledge.





Module for International Students  
GEOPOLITICS  
Module Description

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25. Haushofer K. 1948. Defense of German Geopolitics. Total Power: A Footnote to History. Dalby S. Et al. 1998. The Geopolitics Reader. Routledge.
26. Lewis M. W., Wigen K. E. 1997. The Myth of Continents: Critique of Metageography. University of California Press, pp. 21-46.
27. Blackwill R. D., Harris J. M. 2016. War by Other Means. Geoeconomics and Statecraft. Harvard University Press.
28. Marshal T. 2016. Prisoners of Geography: Ten Maps That Tell You Everything You Need to Know about Global Politics. London: Elliott and Thompson Limited.
29. Dolman E. C. 2001. Astropolitik. Classical Geopolitics in the Space Age. Taylor and Francis. P. 11-51.
30. Deudney D. 2020. Dark Skies: Space Expansionism, Planetary Geopolitics, and the Ends of Humanity. Oxford University Press. P. 263-300.
31. Slater D. 2004. Geopolitics and the Post-Colonial: Rethinking North-South Relations. Blackwell Publishing. P. 3-29.



Module for International Students  
MILITARY ETHICS  
Module Description

Country <b>Lithuania</b>	Institution <b>General Jonas Žemaitis Military Academy of Lithuania</b>	Module <b>Military Ethics</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> <ul style="list-style-type: none"> <li>• Identify and explain the relationship between different theoretical approaches employed in the ethics of war and the use of force.</li> <li>• Explore the viability of the 'just war' framework for justifying actual wars and for regulating the conduct of hostilities.</li> <li>• Discuss ethical dilemmas present in different forms of war (the threats of conflict between states, conflict within states, and terrorism)</li> </ul>
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<b>Learning outcomes</b>	Know- ledge	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of basic forms of moral reasoning and of diverse ethical conceptions of war.</li> <li>• Engage with and analyse the major traditions of thought pertaining to justice and warfare, i.e., just war.</li> <li>• Discuss the continuing utility (or lack thereof) of the just war tradition in the context of the War on Terror and contemporary conflict</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>• Analyse and evaluate moral problems arising from the conduct of hostilities.</li> <li>• Think cogently, critically and rigorously with particular reference to issues of war, terrorism, and peace</li> <li>• Work independently and unsupervised on complex tasks displaying effective time management.</li> </ul>
	Compe- Tences	<p>Think, decide, and plan for operational/tactical action in an ethical and legal manner.</p> <p>Promote the respect of Law of Armed Conflict, International Humanitarian Law and the Rules of Engagement.</p>

<p><b>Verification of learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• <b>Exam:</b> Written assignment consisting of 1500 words delivered at the end of the module (weighting coefficient 30 %)</li> <li>• <b>Seminar:</b> Active participation in the seminar (weighting coefficient 30 %)</li> <li>• <b>Presentation</b> of prepared case analysis done by the group of a few persons (weighting coefficient 40 %)</li> </ul>
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Module for International Students  
MILITARY ETHICS  
Module Description

Module details		
Main Topic	Recommended WH	Details
• Introduction to Military Ethics	1	<ul style="list-style-type: none"> <li>The aim, content and task of Military Ethics</li> <li>Is Ethics in War oxymoron? How killing of people and destruction can be the topics of Military Ethics?</li> </ul>
• The Moral Foundations of the Military Profession	4	<ul style="list-style-type: none"> <li>Contemporary Military virtues</li> <li>Courage as a Military Virtue</li> <li>Responsibility, prudence and justice</li> </ul>
• Military Ethics and International Law	4	<ul style="list-style-type: none"> <li>The Hague (1907) and Geneva (1864, 1949) Conventions</li> <li>Is it necessary to win the war by any means?</li> <li>The target during the combat</li> </ul>
• Military Ethics and the Just War Tradition	7	<ul style="list-style-type: none"> <li>Theory. Jus ad bellum; Jus in bello; Jus post bellum.</li> <li>Non-combatants and Combatants</li> <li>Intervention and Law</li> </ul>
• Military Ethos and Ethics throughout History	8	<ul style="list-style-type: none"> <li>The core values and guiding principles in the military organizations throughout history, and around the world.</li> </ul>
• Military Ethics: Don't Kill	2	<ul style="list-style-type: none"> <li>Killing as the main problem of Military Ethics</li> <li>Snipers and Unmanned Systems</li> </ul>
• The Other at the War. Dialog: 'I and Thou'	6	<ul style="list-style-type: none"> <li>Military Ethics and M .Buber's philosophy</li> <li>E. Levinas: Ethics as the First Philosophy</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 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.



Module for International Students  
MILITARY ETHICS  
Module Description

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**Recommended literature:**

- Allenby, B. R. (ed.) (2015). *The Applied Ethics of Emerging Military and Security Technologies*. London and New York: Routledge.
- Buber, M. (1963). "I and Thou". *In The Writings of Martin Buber*. Ohio: An Original Meridian Book, pp. 41-88.
- Carric, D., Connelly, J, Robinson, J. (ed.) (2009). *Ethics Education for Irregular Warfare*. ASHGATE.
- Galliot, J. (2015). *Military Robots. Mapping the Moral Landscape*. The University of New South Wales.
- Lucas, G. (ed.) (2015). *Routledge Handbook of Military Ethics*. London and New York: Routledge.
- Miller, S. (2016). *Shooting to Kill. The Ethics of Police and Military Use of Lethal Force*. Oxford University Press, pp. 158-184.
- Olsthoorn, P. (2011). *Military Ethics and Virtues. An Interdisciplinary Approach for the 21<sup>st</sup> century*. London and New York: Routledge.
- Levinas, E. (1985). *Ethics and Infinity: Conversations with Philippe Nemo*.
- Rhodes, B. (2009). *An Introduction to Military Ethics. A Reference Handbook*. Greenwood Publishing Group.
- Strawser, B. J. (2013). *Killing by Remote Control. The Ethics of an Unmanned Military*. Oxford University Press.



Module for International Students  
MODERN MILITARY CAMPAIGNS AND IRREGULAR WARFARE  
Module Description

Country <b>Lithuania</b>	Institution <b>General Jonas Žemaitis Military Academy of Lithuania</b>	Module <b>Modern Military Campaigns and Irregular Warfare</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 for International Students  
MODERN MILITARY CAMPAIGNS AND IRREGULAR WARFARE  
Module Description

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



Module for International Students  
RESEARCH PAPER  
Module Description

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><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><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>

<p><b>Verification of learning outcomes:</b></p> <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>
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Module for International Students  
RESEARCH PAPER  
Module Description

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	117	<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**

<b>Teacher</b>	<b>Topic</b>
<b>Dr. Gerda JAKŠTAITĖ-CONFORTOLA</b>	- US Policy towards Russia during the Presidency of Joe Biden
<b>Dr. Mindaugas JURKYNAS</b>	- Dynamics of Icelandic security policy after 2014
<b>Dr. Valentinas BERŽIŪNAS</b>	- Russia-Ukraine war: elements of hybrid warfare
<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 Green Supply Chains; - Development of Logistics Networks and Business Models
<b>Prof. Dr. Aušrius JUOZAPAVIČIUS</b>	- Cyber Threat Hunting Using Dark Web; - User Password-related Habits and Their Security Considerations; - Ransomware Business Model and How to Disrupt It
<b>Assoc. Prof. Dr. Gitana DUDZEVIČIŪTĖ</b>	- Dependence of military expenditure on economic factors
<b>Dr. Vida ČESNUITYTĖ</b>	- Social guarantees for military professionals: an international comparative analysis; - Problems of reconciliation of military service and family: gender perspective
<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
<b>Dr. Rolanda KAZLAUSKAITĖ MARKELIENĖ</b>	- Civic education as a factor of society resilience: a theoretical approach to problem
<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



Country <b>HU</b>	Institution <b>National University of Public Service</b>	Common Module <b>Cyber Security</b>	ECTS <b>2.0</b>
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Service <b>ALL</b>	<p align="center"><b>Minimum Qualification for Lecturers</b></p> <ul style="list-style-type: none"> <li>Fully-qualified IT or Electronic Warfare officer</li> <li>Outstanding knowledge of cyber security and IT technology and national/international experience in the field of IT.</li> <li>Teaching experience in the field of cyber security and IT technology.</li> <li>English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 3.</li> </ul>
Language <b>English</b>	

<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 B1 or NATO STANAG Level 2.</li> <li>Basic knowledge of IT (ECDL) or similar knowledge”.</li> <li>Basic knowledge of social media.</li> <li>Basic knowledge of military rules and regulations.</li> </ul>	<p align="center"><b>Goal of the Module</b></p> <ul style="list-style-type: none"> <li>Familiarise with the new type of threats and challenges of information society.</li> <li>Learn about cyber attacks: fundamentals of malwares, information-based attacks and their attacking methods.</li> <li>Present complex cyber security.</li> <li>Ensure knowledge on international/national cyber security strategies.</li> <li>Support basic personal and organisational cyber security skills.</li> </ul>
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<b>Learning outcomes</b>	Know- ledge	<ul style="list-style-type: none"> <li>Basic knowledge of the new type of cyber threats.</li> <li>Basic knowledge of cyber attacks: malwares, information-based attacks and their attacking methods.</li> <li>Understand the complex cyber security.</li> <li>Understand the principles of international/national cyber security strategies.</li> <li>Perceive of complex cyber security and its fields.</li> </ul>
	Skills	<ul style="list-style-type: none"> <li>Identify the cyber threats.</li> <li>Describe the cyber attacks: fundamentals of malwares, information-based attacks and their attacking methods.</li> <li>Identify the task and tools to improve of personal and organisational cyber security.</li> </ul>
	Compe- tences	<ul style="list-style-type: none"> <li>Ability to realise the cyber threats.</li> <li>Ability to set up basic cyber security defences.</li> <li>Consider the possibilities to develop cyber security capabilities.</li> </ul>

<p><b>Verification of learning outcomes</b></p> <ul style="list-style-type: none"> <li><b>Observation:</b> Throughout the Module students are to discuss given topics within syndicates and in the plenary. During these work students are evaluated to verify their performance.</li> <li><b>Evaluation:</b> Group presentations of given topics.</li> <li><b>Test:</b> Written exam (multiple choice) at the end of the Module.</li> </ul>
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 2016 Revised: Col KOVACS, PhD/NUPS.....29<sup>th</sup> of April  
 2016 Revised by Col KOVACS & TMA after IMAF 2016.....8<sup>th</sup> of September, 2016  
 Revised by Strategic Partners (3<sup>rd</sup> SP-Meeting).....21<sup>st</sup> of September,  
 2016 Revised by the Implementation Group.....21<sup>st</sup> of December, 2016

Module Details		
Main Topic	Recom- mended WH	Details
E-learning (Threats and challenges of information society)	2	<ul style="list-style-type: none"> <li>Fundamentals of information society</li> <li>Information Infrastructures</li> <li>Human threats of information society</li> <li>Technical threats information society</li> </ul>
E-learning (Cyber Attacks)	3	<ul style="list-style-type: none"> <li>Cyber space and its components (civil and military)</li> <li>Information-based attacks</li> <li>Malwares</li> </ul>
E-learning (Complex cyber security)	4	<ul style="list-style-type: none"> <li>Fields of cyber security</li> <li>Human security</li> <li>Administrative Security</li> <li>Physical Security</li> <li>Information Security</li> </ul>
E-learning (National and international cyber security strategies)	2	<ul style="list-style-type: none"> <li>Fundamentals of Cyber Strategies</li> <li>Cyber Policies and Strategies of EU</li> <li>Cyber Strategies of NATO</li> <li>National Cyber Strategies</li> </ul>
E-learning (Cyber Security Organisations and standards)	2	<ul style="list-style-type: none"> <li>CSIRTs and CERTs</li> <li>EU ENISA</li> <li>International information security standards: ITIL, COBIT, ISO27001</li> </ul>
Test	1	<ul style="list-style-type: none"> <li>If the e-learning does not include tests anyway, the determination of the entry level according to the e-learning outcomes is to be conducted. If this hour is not used it counts to the self-studies hours.</li> </ul>
Cyber Security Organisations and standards	2 SW	<ul style="list-style-type: none"> <li>National and international cyber security organisations and standards in practice</li> </ul>
Cyber attacks	7 (incl. 4 SW)	<ul style="list-style-type: none"> <li>Attacking methods: DoS, DDoS, APT, Social Engineering, EW attacks (directed energy)</li> <li>Identifying of malwares and other attacks</li> </ul>
Case studies	2	<ul style="list-style-type: none"> <li>Analysing known cyber incidents, identifying attack vectors and the possible steps to prevent similar cases</li> </ul>
Cyber Security tools	12 (incl. 6 SW)	<ul style="list-style-type: none"> <li>Basics of personal cyber security tools on individual workstations</li> <li>Personal firewalls, anti malwares, secure use of workstation</li> <li>Ensuring cyber security on networks</li> <li>Firewalls, network tools</li> <li>Cyber security and social medias</li> </ul>
<b>Total</b>	<b>37</b>	
<b>Additional hours to increase the learning outcomes</b>		
	13	Self-studies & pre-readings. E-learning may also be counted to the self-studies.

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<b>Total WH</b>	<b>50</b>	The amount of hours for the use of the developed e-learning is up to the module director. He/she may replace the e-learning hours/topics with residential phases. 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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## List of Abbreviations:

- APT.....Advanced Persistent Threat
- B1, B2.....Common Reference Levels
- CEFR.....Common European Framework of Reference for Languages
- CERT.....Computer Emergency Response Team
- COBIT.....Control Objectives for Information and Related Technologies
- CSIRT.....Computer Security Incidence Response Team
- DDoS.....Distributed Denial of Service
- DoS.....Denial of Service
- ECDL.....European Computer Driving Licence
- ENISA.....European Network and Information Security Agency
- EU.....European  
 Union
- EW.....Electronic  
 Warfare
- HU.....Hungary
- IG.....Implementation group
- IT.....Information Technology
- ITIL.....Information Technology Infrastructure Library
- LU.....Lecture Unit
- NATO.....North Atlantic Treaty Organisation
- SP.....The Strategic Partnership
- STANAG.....Standardization  
 Agreement
- SW.....Syndicate  
 Work WH.....Working Hour

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