



GENERAL JONAS ŽEMAITIS
MILITARY ACADEMY OF LITHUANIA



Erasmus+

INTERNATIONAL WINTER SEMESTER 2023

DESCRIPTIONS OF MODULES



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MODULE CATALOGUE
for the International Winter Semester 2023/2024

	Module	Contact hours	ECTS
1.	<u>Lithuanian History, Culture and Language (compulsory)</u>	36	5
2.	<u>Organizational Behavior</u>	36	5
3.	Modern Military Campaigns and Irregular Warfare (compulsory)	36	5
4.	<u>Intelligence and State Security</u>	36	5
5.	<u>Technology Risk Assessment and Management</u>	36	5
6.	<u>Defence Economics</u>	36	5
7.	<u>Defence Innovation Management</u>	36	5
8.	<u>International Organizations</u>	36	5
9.	Energy Security	36	5
10.	Warehouse Logistics and Inventory Management	36	5
11.	European Studies	36	5
12.	International Humanitarian Law	36	5
13.	<u>Research Paper</u> . See Annex 1 for all proposed topics for the course paper.	8	5
Total:			65



Module for International Students
LITHUANIAN HISTORY, CULTURE
Module Description

Country	Institution	Module	ECTS
Lithuania	General Jonas Žemaitis Military Academy of Lithuania	Lithuanian History, Culture and Language	5

Language	Minimum Qualification of Instructors
English	<ul style="list-style-type: none"> • Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). • Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.

Prerequisites for international participants	Goal of the Module
English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.	To develop students' cross-cultural competence for successful communication with people of different cultural backgrounds; 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.

Learning outcomes	Know-ledge	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"> • Intercultural competences • Sociocultural competences • Personal competences • Strategic competences (ability to solve communication problems as they arise) • Linguistic competences • Discourse competences

Verification of learning outcomes:

- **Projects' oral presentations in the class.** Confidence and knowledge of the topic; beforehand preparation; connection with the audience; quality of the information presented, 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	Recommended WH	Details
Regional Specifics of Lithuania	5	<ul style="list-style-type: none"> • Changing boundaries of cultural regions • Central and Eastern Europe • Modern Europe and modern Lithuania • Regional, national and local Identities
Old Lithuania and It's Heritage	6	<ul style="list-style-type: none"> • Historical nations and cultures of Lithuania • Religious tolerance and noble's democracy
Modern History and Problematic Legacy of the 20th Century	6	<ul style="list-style-type: none"> • Democracy, authoritarianism and totalitarianism • Occupations and struggle for independence • Contested memory of the world wars and its aftermath
Modern Lithuanian Culture	10	<ul style="list-style-type: none"> • Literature. Arts. Architecture • Food. Customs and Traditions • Celebrations • Etiquette
Lithuanian Language	5	<ul style="list-style-type: none"> • The history of Lithuanian language • Contemporary Lithuanian and other spoken languages in Lithuania • Basic conversational skills
Exam and consultation	2	<ul style="list-style-type: none"> • Consultation before exam • Examination
	2	
Total lecture working hours	36	
Additional hours (WH) to increase the learning outcomes		
Excursions	16	No less than three excursions to different Lithuanian museums and memory sites.
Self-study	75	Readings in preparation for examination and oral presentation Unsupervised group work for discussion
Total working hours	127	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	Institution	Module	ECTS
Lithuania	General Jonas Žemaitis Military Academy of Lithuania	Organizational Behavior	5

Language	Minimum Qualification of Instructors
English	<ul style="list-style-type: none"> Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.

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

Learning outcomes	Knowledge	Know general and modern theories of individual and group behavior within an organization with the focus on the military organization; know how to apply social theories in practice and identify organizational challenges in the fields of defence and security; know that organizational behavior, especially the process of decision-making, has to be guided by professional conduct of ethics.
	Skills	Able to settle, prevent, forecast and control current problems of organizational behavior; to create and work with and within a group or team with respect to organizational culture and cultural diversity, do not discriminate, adhere to the principles of democracy, draw correct conclusions, and prepare reasonable proposals.
	Competences	Ability to apply critical and creative thinking, appropriate leadership; ability to behave professionally and ethically following organizational, national and democratic values.

Verification of learning outcomes:

- **Colloquium.** The colloquium consists of 5 open-ended questions after reading and 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%).
- **Case analysis.** 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. 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 theory in practice are appreciated (weighting coefficient: 40%).
- **Exam.** The test of 2 open-ended and 18 closed-ended questions. The self-assessment questions presented in the Moodle are organized to help cadets get ready for the exam. The tasks are based on compulsory study sources (weighting coefficient: 30%).

Module details		
Main Topic	Recommended WH	Details
<ul style="list-style-type: none"> Introduction and Object of Organizational Behavior, Goals, and Connection with Other Sciences 	2	<ul style="list-style-type: none"> Contemporary problems of organizational behavior, possibilities of solution and prevention Problems of organizational behavior in defence and security institutions Multidisciplinary approach to organizational behavior
<ul style="list-style-type: none"> Individual Behavior in an Organization 	8	<ul style="list-style-type: none"> Interaction between personal and organizational behavior Background of individual behavior: values, attitudes, perception, ethics, learning, emotions and personality type Motivation of oneself and others in an organization: from motivation theories to their application Individual/group decision-making, decision-making methods, critical and creative thinking and ethics Individual/group decision-making, decision-making methods, critical and creative thinking and ethics
<ul style="list-style-type: none"> Group Behavior in an Organization 	8	<ul style="list-style-type: none"> The influence of organizational structure to the behavior of personnel Groups and work teams: creation, efficiency, members/players, typology, distinctions Leadership: from theories to practical behavior Communication process: forms, obstacles, significance in organizational behavior Interaction between leadership and organizational behavior: from theory to practice Authority and organizational policy
<ul style="list-style-type: none"> Organizational Conflicts and Negotiations 	6	<ul style="list-style-type: none"> Conflict: typology, causes, diagnostic, style of resolution Improvement of conflict management (individual, group and organizational level)
<ul style="list-style-type: none"> Organizational System and Behavior 	8	<ul style="list-style-type: none"> Interaction between organizational structure and organizational behavior Technological and organizational change, resistance toward an organizational change The model of stress and coping, sources of stress, work-life balance, dealing with stress; organizational culture: concept, creation, maintenance, transformation Military organizational culture Deviated organizational culture: nepotism, mobbing, bossing, etc. Socialization process: concept, methods; mentorship in organization
Consultations	2	<ul style="list-style-type: none"> Pre-exam consultation Feedback after the exam
Exam	2	<ul style="list-style-type: none"> Exam
Total lecture working hours	36	
Additional hours (WH) to increase the learning outcomes		
Self-study	89	<ul style="list-style-type: none"> Unsupervised self-study Unsupervised group work

		<ul style="list-style-type: none"> • Readings in preparation for examination
Total working hours	125	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*. Edward Elgar Publishing, Inc., UK. P. 126-154.



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

Country	Institution	Module	ECTS
Lithuania	General Jonas Žemaitis Military Academy of Lithuania	Modern Military Campaigns and Irregular Warfare	5

Language	Minimum Qualification of Instructors
English	<ul style="list-style-type: none"> Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.

Prerequisites for international participants	Goal of the Module
<ul style="list-style-type: none"> English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2. A strong interest in military history with a keen willingness to prepare for and actively participate in classroom discussion and learning. 	<ul style="list-style-type: none"> 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.

Learning outcomes	Knowledge	<ul style="list-style-type: none"> 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.
	Skills	<ul style="list-style-type: none"> Critically analyze and assess historical campaigns to derive insights and lessons for the present and future warfighting environment.
	Competences	<ul style="list-style-type: none"> Collaborate in teams to analyse assigned campaign cases and articulately present findings to the larger class.

Verification of learning outcomes:
<ol style="list-style-type: none"> Exam: An individual, 1-hour test consisting of 4-6 short essay questions covering the entire module. Campaign Analysis: Group work (3-4 cadets per group) and presentation. Book Review: 800-word individual book review of an approved text relevant to the course.

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
Total lecture working hours	36	
Additional hours (WH) to increase the learning outcomes		
Self-Studies	89	<ul style="list-style-type: none"> • Readings in preparation for class and examination • Unsupervised self-study • Unsupervised group work
Total working hours	125	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
INTELLIGENCE AND STATE SECURITY
Module Description

Country	Institution	Module	ECTS
Lithuania	General Jonas Žemaitis Military Academy of Lithuania	Intelligence and State Security	5

Language	Minimum Qualification of Instructors
English	<ul style="list-style-type: none"> • Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). • Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.

Prerequisites for international participants	Goal of the Module
English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.	<p>To introduce cadets to intelligence and state security theories and system, to explain methods of information collection, intelligence analysis techniques, and legal aspects of intelligence, to develop skills of intelligence analysis.</p> <p>Working individually and in small groups, students will have an opportunity to apply relevant analytic methods and techniques to practical exercises and case studies.</p>

Learning outcomes	Know-ledge	Able to define intelligence and state security concepts and their specific features in Lithuania and Western countries, and use theoretical knowledge in practice.
	Skills	Able to use intelligence collection methods, critically evaluate the reliability of source and information and perform and write the analysis of intelligence information.
	Compe-tences	Able to analyze threats to national security, select appropriate threat prevention and security measures, make decisions, and use them quickly and efficiently.

Verification of learning outcomes:

- **Colloquium.** 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. Tasks are based on compulsory study sources (weighting coefficient: 30%).
- **Creative problem solving.** Group work (4-5 students each). Students analyze the theoretical aspect of intelligence or espionage case, identify a problem, offer a solution to the problem and present it to the group (weighting coefficient: 30%).
- **Exam.** Writing exam. The exam is prepared according to the self-assessment questions presented in the Moodle (Topics 5-8). The tasks consist of test (10 questions) open-ended theoretical questions and practical situations. The tasks are based on compulsory study sources (weighting coefficient: 40%).

Module details		
Main Topic	Recommended WH	Details
• Introduction to Intelligence and State Security Module	2	• The aim, content and task requirements of the module
• The System of Intelligence	4	<ul style="list-style-type: none"> • Definitions of intelligence and state security • Concepts of intelligence and state security • Types of intelligence • Goals and objectives of intelligence • Intelligence services of the world
• Methods of Collection of Information	10	<ul style="list-style-type: none"> • The intelligence process • Intelligence collection methods: HUMINT, SIGINT, (COMINT, ELINT), CYBERINT, IMINT, MASIN, GEOINT, OSINT • Covert operations
• Fundamentals of Counterintelligence	10	<ul style="list-style-type: none"> • Concept of counterintelligence • Types of counterintelligence • Methods of counterintelligence • Espionage case studies
• Intelligence Analysis, Production and Dissemination	4	<ul style="list-style-type: none"> • Methods of evaluation of sources and information • Methods of intelligence analysis • Production and dissemination
• Legal Aspects of Intelligence and Counterintelligence	4	<ul style="list-style-type: none"> • Legal aspects of intelligence • Legal aspects of counterintelligence • Supervision and control of intelligence services
• Exam	2	• Exam
Total lecture working hours	36	
Additional hours (WH) to increase the learning outcomes		
Self-study	89	<ul style="list-style-type: none"> • Readings in preparation for examination • Unsupervised self-study • Unsupervised group work
Total working hours	125	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. Bazzell, M. (2016). Open source intelligence techniques: resources for searching and analyzing online information. Create Space Independent Publishing Platform.
2. Carter, D. (2009). Law Enforcement Intelligence: A Guide for State, Local, and Tribal Law Enforcement Agencies. Second Edition.
3. Clark, R. (2014). Intelligence Collection. CQ Press.
4. Clark, R. (2017). Intelligence analysis: a target-centric approach. Los Angeles, SAGE/CQ Press.
5. Heuer, R., Pherson, R. (2015). Structured analytic techniques for intelligence analysis. Washington, DC, SAGE/CQ Press.
6. Heuer, R. (1999). Psychology of Intelligence Analysis. Central Intelligence Agency.

7. Lowenthal, M.M.; Clark, R. M. (ed.). (2016). The 5 Disciplines of Intelligence Collection. CQ Press.
 8. McDowell, D. (2009). Strategic Intelligence. A Handbook for Practitioners, Managers, and Users. The Scarecrow Press.
 9. Johnson, L. (ed.) (2010). The Oxford Handbook of National Security Intelligence. Oxford University Press.
 10. Johnson, L. (ed.) (2007). Strategic Intelligence. Praeger Security International.
 11. Prunckun, H. (2012). Counterintelligence Theory and Practice. Rowman & Littlefield Publishers, Inc.
 12. Reagan, M. (2005). Introduction to U.S. Counterintelligence. Office of National Counterintelligence.
- Richelson, J. (2016). The U.S. intelligence community. Routledge.



Module for International Students
TECHNOLOGY RISK ASSESSMENT AND MANAGEMENT
Module Description

Country	Institution	Module	ECTS
Lithuania	General Jonas Žemaitis Military Academy of Lithuania	Technology Risk Assessment and Management	5

Language	Minimum Qualification of Instructors
English	<ul style="list-style-type: none"> Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.

Prerequisites for international participants	Goal of the Module
<ul style="list-style-type: none"> English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2. 	To introduce and evaluate past, present and future disruptive technologies as well as technology-related social, ethical and moral dilemmas in order to help future policy makers to choose well-educated risk-related decisions preventing technology abuse.

Learning outcomes	Knowledge	<ul style="list-style-type: none"> Able to name the most risky technologies from the past, present and future (emerging), evaluate their impact to the society, explain the importance of the technologies and processes of opinion formation.
	Skills	<ul style="list-style-type: none"> Able to estimate the risk of technologies in various situations and select risk mitigation means and measures.
	Competences	<ul style="list-style-type: none"> Able to work in a team searching for arguments in scientific literature and defending an opinion in a public discussion.

Verification of learning outcomes:

- **Argumentative essay.** Write a short essay (2-3 pages) on a selected topic preparing for a discussion. Choose one of two sides so that later you can argue against your opponents. Criteria: fact-based, concise and to the point (weighting coefficient: 30%).
- **Group discussion.** Group work (4 students per team). A discussion of ~30 min. on a selected topic (the same as the essay), 2 versus 2. Criteria: proper introduction, in depth, factual correctness, fluency of the speech, strength of arguments, communication culture (weighting coefficient: 40%).
- **Exam.** A test of 50 closed questions (3-4 answer choices). Criteria: factual correctness (weighting coefficient: 30%).

Module details		
Main Topic	Recommended WH	Details
Historical Perspective	4	<ul style="list-style-type: none"> Why do new technologies disrupt? Colonization, world wars – examples from the perspective of new technologies
Introduction to Science and Technology Studies	4	<ul style="list-style-type: none"> Multidisciplinary science, philosophical and social aspects of science Social understanding of science (paradigm)
Problems of Electromagnetic (EMF) Spectrum	2	<ul style="list-style-type: none"> EMF risks, common sources, risk groups, classification Future EMF challenges
Artificial Intelligence (AI), Robots, Drones, Cyber Warfare	8	<ul style="list-style-type: none"> Classification of AI, risks of AI, drones, and robots Public perception of robot-related risks Singularity issue Examples of computer hacking methods
Bio-, Nano-, Technological, GMO, and Nuclear Risks	8	<ul style="list-style-type: none"> Risks of the new technologies to the society and environment Social adaptation
Ethical Issues	2	<ul style="list-style-type: none"> Privacy and security, ethical and legal issues
Discussions	6	<ul style="list-style-type: none"> Group competition based on the essays
Exam	2	<ul style="list-style-type: none"> Test
Total contact hours:	36	
Additional hours (WH) to increase the learning outcomes		
Self-study	89	<ul style="list-style-type: none"> Readings Unsupervised self-study Unsupervised group work
Total working hours:	125	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. Felt, U., Fouché, R., Miller, C. A., & Smith-Doerr, L. (Eds.). (2016). *The Handbook of Science and Technology Studies*. The MIT Press. Retrieved from <https://mitpress.mit.edu/books/handbook-science-and-technology-studies-fourth-edition>.
2. Jared Diamond, "Guns, germs, and steel", 1997, Chapter 3, 4.
3. SCENIHR. (2015). *Potential health effects of exposure to electromagnetic fields (EMF)*. Retrieved from: https://ec.europa.eu/health/sites/health/files/scientific_committees/emerging/docs/scenih_r_o_041.pdf
4. Sismondo, S. (2011). *An Introduction to Science and Technology Studies*. Wiley-Blackwell.
5. Martin Blank, „Overpowered: The Dangers of Electromagnetic Radiation (EMF) and What You Can Do about It“, 2014.
6. Chemical Weapons Convention (CWC) Article II. Definitions and Criteria by Organisation for the prohibition of chemical weapons (OPCW). <http://opcw.org/>.



Module for International Students
DEFENCE ECONOMICS
Module Description

Country	Institution	Module	ECTS
Lithuania	General Jonas Žemaitis Military Academy of Lithuania	Defence Economics	5

Language	Minimum Qualification of Instructors
English	<ul style="list-style-type: none"> Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.

Prerequisites for international participants	Goal of the Module
<ul style="list-style-type: none"> English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2. 	To provide the knowledge of defence economics by introducing the peculiarities of the defence sector, characteristics of defence markets and factors influencing defence expenditures; to develop the ability to apply this knowledge in practice by analyzing the defence sector.

Learning outcomes	Knowledge	<ul style="list-style-type: none"> Know the basic concepts of defence economics and their interrelationships. Able to solve problems and make decisions in the field of defence.
	Skills	<ul style="list-style-type: none"> Able to identify the defence problems in national and international context. Able to analyze the defence sector in the context of economic development.
	Competences	<ul style="list-style-type: none"> Able to work in groups and take responsibility for performing assigned tasks and presenting results in a reasoned manner. Able to select, systematize and summarize appropriate information required to perform tasks.

Verification of learning outcomes:
<ul style="list-style-type: none"> Case analysis. The case will focus on the comparative analysis of defence expenditure structures of the selected NATO countries estimating interrelationships among economic variables under consideration and calculating indicators of structural changes and economic interpretation of the obtained results. The task is evaluated according to the following criteria: compliance with pre-submitted requirements, clarity and consistency, correct use of economic concepts, and answers to questions (weighting coefficient: 30%). Group project. A group project will focus on the defence – economic development nexus in the selected European countries. Cadets/students will present their insights and point out the main problems anticipating actions related to defence financing trends in the context of economic development. Group project will be based on design thinking method. Cadets/students will use basic methods of scientific work for the assessment of relationship between defence and economic development indicators and design of defence problem solutions (weighting coefficient: 40%). Exam. Writing exam. The exam task will consist of test questions, open-ended questions and practical tasks (weighting coefficient: 30%).

Module details		
Main Topic	Recommended WH	Details
• Introduction to Defence Economics Module	1	<ul style="list-style-type: none"> The aim, content and task requirements of the module Assessment of tasks
• Origins and Development of Defence Economics	4	<ul style="list-style-type: none"> Scope of Defence Economics Defence output Place and role of Defence Economics in the context of contemporary scientific research
• How Do Economists Analyse Defence?	2	<ul style="list-style-type: none"> Choices and defence budget Economics as the study of choices
• Defence Spending as the Main Source of Defence Requirements and Financing Needs	7	<ul style="list-style-type: none"> Public and military expenditures Defence expenditure classification by the main categories Structural changes of defence expenditure
• Defence Expenditure and Economic Development	8	<ul style="list-style-type: none"> Multiplicative effects of defence expenditure Relationship between defence expenditure and economic indicators Determinants of defence expenditure
• Distinctive Features of Defence Markets and Industries	6	<ul style="list-style-type: none"> Characteristics of defence markets Market types and forms of competition Characteristics of defence industries Structure-Conduct-Performance Model
• Military Cost-Benefit Approach	4	<ul style="list-style-type: none"> Introduction to military cost-benefit analysis Measuring defence output Cost analysis
Consultation	1	<ul style="list-style-type: none"> Pre-exam consultation
Exam	2	<ul style="list-style-type: none"> Examination
Consultation	1	<ul style="list-style-type: none"> Feedback after exam
Total lecture working hours	36	
Additional hours (WH) to increase the learning outcomes		
Self-study	89	<ul style="list-style-type: none"> Readings Unsupervised self-study Unsupervised group work
Total working hours	125	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:

- Hartley, K. (2011). The economics of defence policy: a new perspective. London: Routledge (p. 1-13; 48-62; 63-77; 132-146; 216-218).
- Hartley, K., Sandler, T. (2011). The economics of defence spending. Routledge (p. 1-40).
- Melese, F., Richter, A., Solomon, B. (2015). Military cost-benefit analysis: theory and practice. London: Routledge (p. 36-44; 50-53; 113-130).
- Defence and Peace Economics (2010-2021). <https://www.tandfonline.com/loi/gdpe20>
- Dudzevičiūtė, G. (2020). Structural Trends of Defence Expenditure in the Baltic Countries // Challenges to national defence in contemporary geopolitical situation CNDCGS'2020: proceedings of the 2nd international scientific conference, 14-16 October 2020, Vilnius. <https://www.journals.lka.lt/journal/cndcgs/article/433/info>.

- Dudzevičiūtė, G. (2019). The interrelationship between defence expenditure and economic development in the United States and the United Kingdom. Proceedings of ISERD International Conference, 14-15 October 2019, Tallinn, Estonia.
- Dudzevičiūtė, G., Peleckis, K., Peleckienė, V. (2016). Tendencies and relations of defense spending and economic growth in the EU countries, *Inžinerinė Ekonomika - Engineering Economics* 27 (3): 246-252. [file:///C:/Users/Gita/Downloads/15395-Article%20Text-45757-1-10-20160628%20\(4\).pdf](file:///C:/Users/Gita/Downloads/15395-Article%20Text-45757-1-10-20160628%20(4).pdf).
- Dudzevičiūtė, G., Tamošiūnienė, R. (2015). Tendencies of Defence Expenditure and Its Structural Changes in the European Union Countries, *KSI Transactions on Knowledge Society: a Publication of the Knowledge Society Institute* 8 (1): 53-59. <http://www.tksi.org/JOURNAL-KSI/PAPER-PDF-2015/2015-1-08.pdf>.
- Meidutė-Kavaliauskienė, I., Dudzevičiūtė, G., Šimelytė, A., Maknickienė, N. (2021). Sustainability and regional security in the context of Lithuania, *Entrepreneurship and Sustainability Issues* 8 (3): 248-266. [https://doi.org/10.9770/jesi.2021.8.3\(14\)](https://doi.org/10.9770/jesi.2021.8.3(14)).
Meidutė-Kavaliauskienė, I., Dudzevičiūtė, G., Maknickienė, N. (2020). Military and demographic inter-linkages in the context of the Lithuanian sustainability, *Journal of Business Economics and Management* 21 (4): 1508-1524. <https://journals.vgtu.lt/index.php/JBEM/article/view/13444/10111>.



Module for International Students
DEFENCE INNOVATION MANAGEMENT
Module Description

Country	Institution	Module	ECTS
Lithuania	General Jonas Žemaitis Military Academy of Lithuania	Defence Innovation Management	5

Language	Minimum Qualification of Instructors
English	<ul style="list-style-type: none"> Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.

Prerequisites for international participants	Goal of the Module
English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.	To introduce students to 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.

Learning outcomes	Knowledge	<ul style="list-style-type: none"> 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.
	Skills	<ul style="list-style-type: none"> 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 material and non-material resources of defence institutions.
	Competences	<ul style="list-style-type: none"> 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.

Verification of learning outcomes:

- Colloquium.** 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%).
- Creative problem solving.** 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%).
- Exam.** 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%).

Module details		
Main Topic	Recommended WH	Details
1. Introduction to the Defence Innovation Management Module	1	<ul style="list-style-type: none"> The aim, content and task requirements of the module
2. The Concept and Significance of Innovation and Innovation Management in the Field of Defence	2	<ul style="list-style-type: none"> Innovation concept, innovation management definition Innovation in the context of the new elements of public governance, innovation in the field of defence Methodological aspects of public sector innovation management
3. Peculiarities of Public Sector Innovation Process	3	<ul style="list-style-type: none"> Concept and models of public sector innovation process Peculiarities of public and private sector innovation process management Peculiarities of defence innovation process management
4. Innovation Process Barriers	4	<ul style="list-style-type: none"> Internal and external barriers and their preconditions Barriers in the context of innovation process stages Specifics of defence innovation barriers
5. Internal Environment and Management Tools	6	<ul style="list-style-type: none"> Financing, strategy, risk and performance management Organizational structure, innovation culture Motivation, leadership, intangible resources Knowledge and information
6. External Environment and Management Tools	8	<ul style="list-style-type: none"> Political and legal environment Cooperation and co-creation
7. Good Practice	8	<ul style="list-style-type: none"> Examples of good practice in Lithuania and other countries Opportunities to apply good practice Creative problem solving
Consultations	2	<ul style="list-style-type: none"> Pre-exam consultation Feedback after exam
Exam	2	<ul style="list-style-type: none"> Exam
Total lecture working hours	36	
Additional hours (WH) to increase the learning outcomes		
Self-study	89	<ul style="list-style-type: none"> Readings Unsupervised self-study Unsupervised group work
Total working hours	125	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
INTERNATIONAL ORGANIZATIONS
Module Description

Country	Institution	Module	ECTS
Lithuania	General Jonas Žemaitis Military Academy of Lithuania	International Organizations	5

Language	Minimum Qualification of Instructors
English	<ul style="list-style-type: none"> Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.

Prerequisites for international participants	Goal of the Module
English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.	To develop cadets' capabilities to interpret the activities and results of international organizations by referring to various theories and classification of organizations (according to their geographical coverage, types (governmental and nongovernmental), and spheres of activity, etc.) by paying particular attention to the UN (United Nations), the EU (European Union), NATO (North Atlantic Treaty Organization), OECD (Organization for Economic Co-operation and Development), IMF (International Monetary Fund) as well as to the key non-governmental organizations in various sectors.

Learning outcomes	Knowledge	<ul style="list-style-type: none"> Know the essential concepts and theories of political science, political philosophy, international relations, security policy, international political economy, conflictology and geopolitics.
	Skills	<ul style="list-style-type: none"> Able to apply the concepts, theories and research methods of political science, international relations and security studies in the analysis of international relations, domestic politics and individual, national and international security processes substantiating the relevance of the chosen research topic, using and critically evaluating primary and secondary sources and research results, and using the latest information technology and academic databases.
	Competences	<ul style="list-style-type: none"> Able to work in teams, plan and implement joint projects, take responsibility for their own and colleagues' results, and transfer knowledge following professional ethics.

Verification of learning outcomes:

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

Module details		
Main Topic	Recommended WH	Details
<ul style="list-style-type: none"> Introduction to the International Governance 	2	<ul style="list-style-type: none"> Theoretical and empirical definition of the international governance Description of the main actors and elements of the international governance History of the international governance Comparison of the international rules, norms, law, and regimes
<ul style="list-style-type: none"> Introduction to the Analysis of International Organizations 	2	<ul style="list-style-type: none"> Theoretical definition of international organizations Types and classification of international organizations
<ul style="list-style-type: none"> The Role of International Organizations in International Relations 	4	<ul style="list-style-type: none"> Introduction to the international relations theories and their application to the analysis of international organizations Theoretical perspectives on international multilateral cooperation Assessment of the efficiency and importance of IOs in contemporary global/regional politics
<ul style="list-style-type: none"> Global International Governance and UN 	8	<ul style="list-style-type: none"> Introduction of the UN system and history Analysis of the UN structure and functions Analysis of the UN role in the international security system Analysis of the UN specialized agencies
<ul style="list-style-type: none"> Global Financial International Governance 	4	<ul style="list-style-type: none"> Analysis of the Bretton Woods system Analysis of the World Trade Organization Analysis of the International Monetary Fund and World Bank
<ul style="list-style-type: none"> Regional Governance 	8	<ul style="list-style-type: none"> IOs in Europe: NATO, EU, OSCE, etc. IOs in Asia: CENTO, ASIAN, etc. IOs in Americas IOs in Africa: African Union
<ul style="list-style-type: none"> Nongovernmental International Organizations 	8	<ul style="list-style-type: none"> Nongovernmental institutions in the world politics Nongovernmental institutions and international security Analysis of the Red Cross, Danish Refugee Council, Defence for Children International, Amnesty International, etc.
Total lecture working hours	36	
Additional hours (WH) to increase the learning outcomes		
Self-study	89	<ul style="list-style-type: none"> Preparation for the presentation Readings in preparation for examination Unsupervised self-study Unsupervised group work
Total working hours	125	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:

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



Module for International Students
ENERGY SECURITY
Module Description

Country	Institution	Module	ECTS
Lithuania	General Jonas Žemaitis Military Academy of Lithuania	Energy Security (IR)	5

Language English	<p>Minimum Qualification of Instructors</p> <ul style="list-style-type: none"> • Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). • Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.
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<p>Prerequisites for international participants</p> <p>English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.</p> <p>Completed an introductory course on political science or international relations</p>	<p>Goal of the Module</p> <p>To introduce energy security within the broader study field of international relations; to explain links between energy, national security, internal politics, foreign policy, environment and social attitudes; to overview energy security challenges in the Euroatlantic space, with a specific emphasis on the Baltic Sea Region.</p>
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Learning outcomes	Knowledge	<ul style="list-style-type: none"> • Able to define energy security, to understand the complex links between energy, national security, internal politics, foreign policy, environment and social attitudes, to explain the main energy security challenges in the Euroatlantic space, especially – the Baltic Sea Region.
	Skills	<ul style="list-style-type: none"> • Able to analyse the complex issues of energy security policy in the Euroatlantic space and their political, economic, technological, societal and environmental linkages at national and international levels.
	Competences	<ul style="list-style-type: none"> • Able to individually define energy security issues in the Euroatlantic space and to draft policy papers, presenting solutions to the issues.

Verification of learning outcomes:

- **Colloquium.** Midterm writing. The colloquium is prepared according to the self-assessment questions presented in the Moodle (Topics 2-6). The tasks consist of a mixture of open-ended and test questions. The tasks are based on compulsory study sources (weighting coefficient: 20 %).
- **Paper.** Cadets identify a problem with energy security issues in the Euroatlantic space (issues to an individual country, region or an organization) and propose policy options to solve them (weighting coefficient: 30%).
- **Exam.** Writing exam. The exam is prepared according to the self-assessment questions presented in the Moodle (Topics 7-13). The tasks consist of a mixture of open-ended and test questions. The tasks are based on compulsory study sources (weighting coefficient: 50%).

Module details		
Main Topic	Recom- mended WH	Details
8. Introduction to the Energy Security (IR) Module	1	<ul style="list-style-type: none"> Introducing the aim, content and requirements of the module
9. Energy Security in International Relations: a Historical and Theoretical Outlook	4	<ul style="list-style-type: none"> Explaining when, how and why energy becomes relevant in international relations Discussing historical examples; Introducing major theoretical assumptions regarding energy security
10. Five Elements of Energy Security Policy and their Linkages	2	<ul style="list-style-type: none"> Introducing political, economic, technological, societal and environmental levels of energy security policy Exploring their linkages
11. Energy Archetypes, Exporters, Suppliers and Transit States	2	<ul style="list-style-type: none"> Introducing energy archetypes (primary and secondary energy); Defining the role of exporters, suppliers and the transit states in the global energy system;
12. Energy Security Considerations in Foreign Policy and National Security Strategies	2	<ul style="list-style-type: none"> Introducing the role of energy security in foreign policy and national security strategies; Studying U.S., Germany, Russia and Lithuania as examples;
13. Energy Security in Euroatlantic Space: the Role of the European Union and NATO	2	<ul style="list-style-type: none"> Introducing Common Energy Policy of the European Union; Introducing NATO's role in energy security;
14. Environmental Agreements	2	<ul style="list-style-type: none"> Introducing major environmental agreements;
15. Energy Security of the Baltic States: form Victims of Pipeline Diplomacy to European Success Stories	2	<ul style="list-style-type: none"> Chronological overview of the energy security in Baltic States from 1990 to 2020 ;
16. Nuclear Energy and Nuclear Safety in International Treaties and Institutions	2	<ul style="list-style-type: none"> Historic overview of nuclear energy ; Introducing the most important treaties, regulating the environmental protection and safety of nuclear power; Describing the role of International Atomic Energy Agency;
17. Nuclear Geopolitics in the Baltic Sea Region (I)	2	<ul style="list-style-type: none"> Providing historic outlook on the regional Visaginas NPP and its competitors:
18. Nuclear Geopolitics in the Baltic Sea Region (II)	4	<ul style="list-style-type: none"> Introducing Lithuanian attempts to stop the construction of Ostrovets NPP; Highlighting the response from the neighbouring countries and the EU; Discussing the impact on Lithuanian – Belarusian relations;
19. Cable Geopolitics: Baltic States Synchronization to CEN	2	<ul style="list-style-type: none"> Introducing the concept of synchronization; Discussing the geopolitical aspects of the synchronization of Baltic States with CEN; Examining Russian response;
20. 'The Geopolitics of Nord Streams'	2	<ul style="list-style-type: none"> Providing a historic overview and rationale behind Nord Stream projects; Introducing the strategic implications of Nord Stream Projects; Presenting the development of Nord Stream 2 and opposition against it; Evaluating the effectiveness of the opposition;
21. Final Discussion	3	<ul style="list-style-type: none"> Questions and Answers; Summarizing discussion; Extensive feedback on the policy papers;
Consultations	2	<ul style="list-style-type: none"> Pre-exam consultation Feedback after exam
Exam	2	<ul style="list-style-type: none"> Exam

Total lecture working hours	36	
Additional hours (WH) to increase the learning outcomes		
Self-Studies	89	<ul style="list-style-type: none"> • Readings • Unsupervised self-study • Writing a paper
Total working hours	125	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. Cesnakas, G., 2012. Energy security in the Baltic-Black Sea Region: energy insecurity sources and their impact upon states. *Lithuanian Annual Strategic Review* 10, 155-198.
2. Cesnakas, G., 2018. Baltic states. In: Butler, E., Ostrowski, W. (Eds.), *Understanding Energy Security in Central and Eastern Europe: Russia, Transition and National Interests*. Routledge, London and New York.
3. Cesnakas, G., Juozaitis, J., 2017. *Nuclear Geopolitics in the Baltic Sea Region. Exposing Russian Strategic Interests behind Ostrovets NPP*. Atlantic Council, Washington, D.C.
4. Hussein, J.H., Kardas, S., Kłysinski, K., 2018. *Troublesome Investment. The Belarusian Nuclear Power Plant in Astravyets*. Centre for Eastern Studies, Warsaw.
5. Novikau, A., 2017. Nuclear power debate and public opinion in Belarus: from Chernobyl to Ostrovets. *Public Understanding of Science* 26 (3), 275-288.
6. Novikau, A., 2017. What is "Chernobyl Syndrome?" the use of radiophobia in nuclear communications. *Environmental Communication* 11 (6), 800-809.
7. Riley, A., 2018. A pipeline too far? EU law obstacles to Nordstream 2. *International Energy Law Review* 1-25.
8. Riley, A., 2018. *Nord Stream 2: Understanding the Potential Consequences*. Atlantic Council, Washington, D.C.
9. Sovacool, A. B. 2013. *The Routledge Handbook of Energy Security*. Routledge, London and New York.



Module for International Students
WAREHOUSE LOGISTICS AND INVENTORY MANAGEMENT
Module Description

Country	Institution	Module	ECTS
Lithuania	General Jonas Žemaitis Military Academy of Lithuania	Warehouse Logistics and Inventory Management	5

Language	Minimum Qualification of Instructors
English	<ul style="list-style-type: none"> Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.

Prerequisites for international participants	Goal of the Module
<ul style="list-style-type: none"> English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2. 	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.

Learning outcomes	Know-ledge	<ul style="list-style-type: none"> Knows modern technologies and systems of defence, information and logistic support of military forces, the principle of their development and peculiarities of application. Knows the effective management methods of warehouses and inventory use and the features of their application
	Skills	<ul style="list-style-type: none"> 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. Able to efficiently and creatively manage inventory and warehouse operations.
	Compe-tences	<ul style="list-style-type: none"> 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. Able to properly collect, analyse and apply inventory and warehouse activity information

Verification of learning outcomes:
<ul style="list-style-type: none"> Written assignments (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%). Independent work (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%). Exam. Writing exam. The exam task will consist of test questions, open-ended questions and practical tasks (weighting coefficient: 30%).

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

- 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. : ilustr. 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. : ilustr.
- 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. : ilustr., 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 Trautrim and Chee Yew Wong. 2nd ed. London : Kogan Page, 2017. xiv, 286 p. : ilustr. ISBN 9780749478278;. (#000143947)



Module for International Students
EUROPEAN STUDIES
Module Description

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

Language	Minimum Qualification of Instructors
English	<ul style="list-style-type: none"> Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.

Prerequisites for international participants	
<ul style="list-style-type: none"> English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2. Introduction to International Relations 	<ul style="list-style-type: none"> Upon successful completion of the module, cadets will be able to explain the strategic, political and economic importance of the European region and the European Union, as well as the characteristics and evolution of the political, social systems and the main aspects of domestic and foreign policy of the major countries in the region (France, Germany, the United Kingdom, and Poland).

Learning outcomes	Know-ledge	<ul style="list-style-type: none"> Able to identify the key geopolitical, strategic, political, economic and other factors that determine the importance of the European region in the global context, and to participate in debates about the relations between major European powers in the light of these factors.
	Skills	<ul style="list-style-type: none"> Able to analyse and explain the context and development of the political systems, domestic, security and foreign policies of the major European powers.
	Compe-tences	<ul style="list-style-type: none"> Able to work in teams, plan and implement joint projects, take responsibility for their own and colleagues' results, transfer knowledge, and follow professional ethics.

Verification of learning outcomes:
<ol style="list-style-type: none"> Written assessment 1 - cadets answer 10 open and/or closed questions on the case of France. Weighting coefficient: 20%. Written assessment 2 - cadets answer 10 open and/or closed questions on the case of Germany. Weighting coefficient: 20%. Written assessment 3 - cadets answer 10 open and/or closed questions on the case of the United Kingdom. Weighting coefficient: 20%. Written assessment 4 - cadets answer 10 open and/or closed questions on the case of Poland. Weighting coefficient: 20%. Exam - cadets answer 10 open and/or closed questions on the case of the European Union. Weighting coefficient: 20%.

Module details		
Main Topic	Recommended WH	Details
<ul style="list-style-type: none"> Introduction to European Studies 	2	<ul style="list-style-type: none"> Definition of European region Main characteristics of European region Introduction of the European Union
<ul style="list-style-type: none"> France: modern political history, political system, defence policy and foreign policy 	6	<ul style="list-style-type: none"> Modern political history Evolution of political system and ideology Grand strategy and foreign policy Defence and military capabilities
<ul style="list-style-type: none"> Germany: modern political history, political system, defence policy and foreign policy 	6	<ul style="list-style-type: none"> Modern political history Evolution of political system and ideology Grand strategy and foreign policy Defence and military capabilities
<ul style="list-style-type: none"> United Kingdom: modern political history, political system, defence policy and foreign policy 	6	<ul style="list-style-type: none"> Modern political history Evolution of political system and ideology Grand strategy and foreign policy Defence and military capabilities
<ul style="list-style-type: none"> Poland: modern political history, political system, defence policy and foreign policy 	6	<ul style="list-style-type: none"> Modern political history Evolution of political system and ideology Grand strategy and foreign policy Defence and military capabilities
<ul style="list-style-type: none"> The European Union: origins, structure, activities 	6	<ul style="list-style-type: none"> Origins of The European Union Development of the structure and institutions Main policy areas Common Foreign and Security Policy
Consultations	2	<ul style="list-style-type: none"> Pre-exam consultation Feedback after exam
Final exam	2	<ul style="list-style-type: none"> Exam
Total lecture working hours	36	
Additional hours (WH) to increase the learning outcomes		
Self-Studies	89	<ul style="list-style-type: none"> Readings in preparation for seminars Readings in preparation for tests Readings in preparation for examination Unsupervised self-study
Total working hours	125	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. Bunde, T. ir Eisentraut, S. (2020) The Enabling Power. Germany's European Imperative. Munich: Munich Security Conference.
2. Borchardt, K. D. (2016) The ABC of EU law. Directorate-General for Communication (European Commission). <https://op.europa.eu/en/publication-detail/-/publication/5d4f8cde-de25-11e7-a506-01aa75ed71a1>
3. Pannier, A., and Schmitt, O. (2019) To Fight Another Fay: France between the Fight against Terrorism and Future Warfare. International Affairs, 95(4), pp.897-916.
4. Policy statement by Olaf Scholz, Chancellor of the Federal Republic of Germany and Member of the German Bundestag, 27 February 2022 in Berlin. <https://www.bundesregierung.de/breg-en/news/policy-statement-by-olaf-scholz-chancellor-of-the-federal-republic-of-germany-and-member-of-the-german-bundestag-27-february-2022-in-berlin-2008378>
5. Rose, Richard (2015) Politics in Britain // G. Bingham Powell, Russell J. Dalton, Kaare Strom (eds.) Comparative Politics Today: A World View. 11th ed. Boston: Pearson.

6. Terlikowski, M. (2022) Defence Innovation: New Models and Procurement Implications. The Polish Case. Ares Group Policy paper No. 73. <https://www.iris-france.org/wp-content/uploads/2022/03/Ares-73-Policy-Paper-DefInnov-Poland-March-2022.pdf>



Module for International Students
INTERNATIONAL HUMANITARIAN LAW
Module Description

Country	Institution	Module	ECTS
Lithuania	General Jonas Žemaitis Military Academy of Lithuania	International Humanitarian Law	5

Language	Minimum Qualification of Instructors
English	<ul style="list-style-type: none"> • Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). • Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.

Prerequisites for international participants	Goal of the Module
English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2.	<ul style="list-style-type: none"> • To enable students to understand the purpose and principles of International Humanitarian Law (IHL) and its relevance for military personnel. • To equip students with relevant knowledge and skills to apply the principles and rules of IHL during their future work/military service.

Learning outcomes	Knowledge	<ul style="list-style-type: none"> • Understanding and ability to handle the knowledge on the IHL functionality and its role for regulation of armed conflicts and ensuring human rights in time of hostilities, delivery of command responsibilities, and implementation of justice.
	Skills	<ul style="list-style-type: none"> • Acceptance of the principles of honourable warfare during the hostilities. • Abilities to make decisions and orders on the means and tools of engagement according to IHL. • Abilities to facilitate command responsibilities implementing IHL and preventing war crimes and crimes against humanity.
	Competences	<ul style="list-style-type: none"> • Capabilities to explore the sources (regulations) of IHL and deliver good practices among subordinates.

Verification of learning outcomes:

- Analysis of problematic issue and presentation of its overview (weighting coefficient: 40%):
 - Content of analysis should be in line with the requirements for written papers.
 - Conclusions have to be based on verified data allowing critical and sequent estimation.
 - Presentation should be done in a clear and scheduled manner.
 - Readiness to explore the consequences of the raised problem.
- Moderation of the group discussion on the appointed sub-topic (weighting coefficient: 30%):
 - 22. Discussion follows the requirements for full involvement.
 - 23. Capability of the moderator to summarize the inputs of participants.
 - 24. Availability for all participants to share personal viewpoint.
- Exam: a test of 10 closed-ended questions (weighting coefficient: 30%)

Module details		
Main Topic	Recommended WH	Details
<ul style="list-style-type: none"> Basic Propositions of International Humanitarian Law 	4	<ul style="list-style-type: none"> Concept and purpose of IHL Applicability of IHL: personal, temporal and geographical scope Historical development and legal sources of IHL
<ul style="list-style-type: none"> Armed Conflict according to IHL 	4	<ul style="list-style-type: none"> Definition of armed conflict Law relevant to situations of international/non-international armed conflicts Situations of internal internationalized armed conflicts Situations of internal violence and disturbances
<ul style="list-style-type: none"> Implementation of IHL and Conduct of Hostilities 	8	<ul style="list-style-type: none"> The UN Charter and the principle of self-defense Humanitarian intervention, the use of force against non-state actors Modern means and methods of warfare and the challenges for IHL Rules of engagement, obedience, command responsibility and targeting
<ul style="list-style-type: none"> Actors of Hostilities 	8	<ul style="list-style-type: none"> Distinction between combatants and non-combatants and contemporary challenges to this distinction Protected persons during hostilities: medical and religious personnel, <i>hors de combat</i> situations Special cases: <i>levée en masse</i>, spies, mercenaries, defense contractors working within a war zone including persons controlling and operating drone aircrafts and computer network attacks
<ul style="list-style-type: none"> Occupation and Protection of Civilian Population 	8	<ul style="list-style-type: none"> Protection of civilian population against the effects of hostilities Basic rules and principles (distinction, proportionality, necessity, military advantage, chivalry, humanity) special measures of protection and protection of women and girls Protection of civilians in the power of the enemy Rules protecting persons living in occupied territories Obligations of the occupying power Detention of civilians
<ul style="list-style-type: none"> War Imprisonment 	4	<ul style="list-style-type: none"> IHR regulation of war imprisonment Privileges and rights of the prisoners of war War imprisonment of civilians
<ul style="list-style-type: none"> War Crimes and National and International Jurisdiction to Repress IHL Violations. International Criminal Justice 	8	<ul style="list-style-type: none"> War crimes and crimes against humanities Individual criminal responsibility, including command responsibility National and universal jurisdiction Rome Statute and the International Criminal Court
<ul style="list-style-type: none"> Exam 	4	<ul style="list-style-type: none"> Consultancy Testing Feedback
Total lecture working hours	48	
Additional hours (WH) to increase the learning outcomes		
Self-study	77	<ul style="list-style-type: none"> Self-study of the international legal sources: UN Chart, Geneva Conventions No. 1-4 and supplementary protocols, special conventions and international agreements regulating particular issues of IHL implementation

		<ul style="list-style-type: none"> • Self-study of UN and NATO regulations supporting the implementation of IHL, particularly those establishing the Rules of Engagement and Standard Operational Procedures (SOPs) • Reading of proceedings and decisions on individual cases of the International War Tribunals • Case studies including legal estimation of proposals and/or decisions based by IHL regulations • Unsupervised group discussions exploring means and methods of hostilities and correct behaviour commanding military personnel • Additional reading of special and scientific literature
Total working hours	125	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. Kalshoven, F, Zegveld L (2011). *Constraints on the Waging of the War: An Introduction to International Humanitarian Law*, Cambridge University Press, USA. P. 1-281. Available online: http://icrcndresourcecentre.org/wp-content/uploads/2016/02/Kalshoven_SmartPDF.pdf
2. Humanitarian Law in Armed Conflicts. Manual. (1992) Bonn, Federal Ministry of Defence of the Federal Republic of Germany. Available online: <http://www.humanitaeres-voelkerrecht.de/ManualZDv15.2.pdf>
3. Sassoli, M, Bouvier A. A., (2006). *How Does Law Protect in War?* Geneva. International Committee of the Red Cross. Available online: https://www.loc.gov/rr/frd/Military_Law/pdf/How-law-protect-in-war_Vol-I.pdf
4. Seibt, H (1994). *Compendium of Case Studies of International Humanitarian Law*, Geneva. International Committee of the Red Cross. Available online: <http://icrcndresourcecentre.org/wp-content/uploads/2016/03/icrc-002-0517.pdf>
5. Solis, G (2010). *The Law of Armed Conflict: International Humanitarian Law in War*, Cambridge University Press, USA. Available online: https://books.google.it/books?id=mJErDAAAQBAJ&pg=PA3&hl=it&source=gbs_toc_r&cad=3#v=onepage&q&f=false
6. *Rules of Engagement Handbook*, International Institute of Humanitarian Law, San Remo, November 2009. Available online: <http://www.iihl.org/Default.aspx?pageid=page12090>



Module for International Students
RESEARCH PAPER
Module Description

Country	Institution	Module	ECTS
Lithuania	General Jonas Žemaitis Military Academy of Lithuania	Research Paper	5

Language	Minimum Qualification of Instructors
English	<ul style="list-style-type: none"> • Minimum English skills at Level B2 of the Common European Framework of Reference for Languages (CEFR). • Extensive experience in teaching and/or conducting relevant research in the academic field of the study course.

Prerequisites for international participants	Goal of the Module
<ul style="list-style-type: none"> • English: Common European Framework of Reference for Languages (CEFR) Level B2 or NATO STANAG Level 2. • Completed course on research methods at home institution 	To develop essential skills of academic writing and application of scientific methodology and analysis.

Learning outcomes	Know-ledge	<ul style="list-style-type: none"> • Have in-depth knowledge of all relevant aspects of the topic of the research paper.
	Skills	<ul style="list-style-type: none"> • Able to conduct literature analysis, apply relevant research methods, and write complex academic texts.
	Compe-tences	<ul style="list-style-type: none"> • Able to commit to robust, ethical, evidence and research based discussion in the implementation of duties.

Verification of learning outcomes:
<ul style="list-style-type: none"> • Presentation and defence of the paper. 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&A session. Criteria for assessment: <ul style="list-style-type: none"> - Scope: 7,000-8,000 words, 40,000-45,000 characters - Development of a research proposal - Technical formatting (incl. citations and bibliography) - Academic style - Structure and consistency - Selection, relevant and appropriate application of the research and/or analysis methods

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"> Presented and discussed with the coordinating teacher
2. Selection and discussion on the topic and aim of the research paper	1	<ul style="list-style-type: none"> Face-to-face discussion with the supervisor (see Annex 1)
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"> Presented and discussed with the coordinating teacher
4. Individual consultations	1	<ul style="list-style-type: none"> Face-to-face consultations with the supervisor based on agreed points
5. Oral or poster presentation of the paper	1	<ul style="list-style-type: none"> Presented and discussed with the coordinating teacher
6. Defence of the paper	1	<ul style="list-style-type: none"> Presentation and defence of the paper to the teacher panel and Q&A
Total lecture working hours	8	
Additional hours (WH) to increase the learning outcomes		
Self-study	117	<ul style="list-style-type: none"> Readings and another unsupervised self-study Data collection and analysis Writing
Total working hours	125	

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.
6. Sowton, C. (2012). *50 steps to improving your academic writing*. Reading: Garnet Education.



ANNEX 1

Proposed Topics for the Research Paper

Teacher	Topic
Dr. Lina VIDAUSKYTĖ	<ul style="list-style-type: none"> - Moral Values in Military Ethics
Prof. Dr. Aidas Vasilis VASILIAUSKAS	<ul style="list-style-type: none"> - Application of Lean and Agile Principles to Maximize Efficiency of Supply Chains; - Means Assuring Development of Sustainable Supply Chains; - Means Assuring Supply Chains Resilience
Prof. Dr. Aušrius JUOZAPAVIČIUS	<ul style="list-style-type: none"> - Cyber Threat Hunting Using Dark Web; - Generative AIs and Their Possible Impact on Cyber Security - User Password-related Habits and Their Security Considerations; Ransomware Business Model and How to Disrupt It
Assoc. Prof. Dr. Gitana DUDZEVIČIŪTĖ	<ul style="list-style-type: none"> - Association between military expenditure and economic factors - Relationship between military expenditure by category (personnel, equipment, infrastructure, and others) and economic growth - Is military expenditure productive? Evaluation of military expenditure in the context of civilian spendings.
Dr. Vladas TUMALAVIČIUS	<ul style="list-style-type: none"> - Prevention and Control of Organized Crime as a Threat to the National Security of the State
Dr. Vidmantė GIEDRAITYTĖ	<ul style="list-style-type: none"> - Artificial intelligence in warfare: opportunities and threats - Cross-sectoral cooperation in crisis management
Lect. Aušra KAMINSKAITĖ	<ul style="list-style-type: none"> - Human trafficking as a challenge to security
Dr. Mantas BILEIŠIS	<ul style="list-style-type: none"> - Comparative Analysis of the Comprehensive Approach to Defence
Prof. Dr. Alvydas ŠAKOČIUS	<ul style="list-style-type: none"> - Features of the jurisdiction of the International Criminal Law in non-statutory countries. - Peculiarities of public service under foreign occupation.
Lect. Andrius TEKORIUS	<ul style="list-style-type: none"> - Personnel Security in the System of Protection of Classified Information. - Espionage as a Threat to National Security.
Prof. Giedrius ČESNAKAS	<ul style="list-style-type: none"> - EU Member State's "X" national position towards European Strategic Autonomy

Lect. Justinas JUOZAITIS	<ul style="list-style-type: none">- Energy security in the Baltic Sea Region- German foreign and security policy- National security and foreign policy strategies of small European states
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