



<b>COURSE TITLE :</b>	<b><i>Victimisation – psychosocial sources and mechanisms</i></b>
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>Seminar 30 hours</i>
<b>STUDY PERIOD:</b>	<i>Spring semester</i>
<b>LEVEL</b>	<i>master</i>
<b>ECTS POINTS</b>	<i>2</i>
<b>LANGUAGE</b>	<i>English</i>
<b>PREREQUISITES</b>	<i>none</i>
<b>COURSE OBJECTIVES</b>	
<ol style="list-style-type: none"> <li>1. provide an introduction to psychological concepts, theories and research findings on victimisation, interpersonal trauma and its consequences</li> <li>2. develop skills of analysis, interpretation, application, and evaluation</li> <li>3. study psychological approaches, issues and debates and research methods</li> </ol>	
<b>COURSE CONTENT</b>	
<ol style="list-style-type: none"> <li>1. Interpersonal trauma as a source of disfunction during the lifespan</li> <li>2. Classification of interpersonal traumas and their intrapersonal consequences</li> <li>3. The mechanism of the intergenerational transmission of interpersonal trauma</li> </ol>	
<b>LEARNING OUTCOMES</b>	
<i>knowledge:</i>	With regards to psychological themes, theories, terminology, concepts, methods, studies and practical applications, candidates should be able to: - demonstrate their knowledge and understanding
<i>skills:</i>	<ul style="list-style-type: none"> <li>- apply their knowledge to familiar and unfamiliar situations and real life and theoretical contexts</li> <li>- analyse, interpret and evaluate psychological information, ideas and evidence</li> </ul>
<i>social competences:</i>	- improve communication skills
<b>REQUIREMENTS AND GRADING SYSTEM</b>	A written case study assignment
<b>LITERATURE</b>	
<ol style="list-style-type: none"> <li>1. Kuczyńska, A. (eds) (2010). <i>Interpersonal Trauma and Its Consequences</i>. New Castle: Cambridge Scholars Pub</li> <li>2. Brewin, C. Holmes, E. (2003). Psychological theories of posttraumatic stress disorder. <i>Clinical Psychology Review</i>, 23, 339-376</li> <li>3. Kolk B. van der (2005). Developmental trauma disorder. <i>Psychiatric Annals</i>, 35, 401-408</li> </ol>	
<b>NAME OF THE TEACHER AND CONTACT</b>	<i>Elżbieta Pieńkowska, PHD</i>



Nazwa programu studiów:						
Nazwa przedmiotu: <b><u>Psychotherapy - case study</u></b>						
Nazwa kierunku: Psychologia						
Forma studiów: jednolite dzienne studia magisterskie		Profil studiów:		Specjalność: społeczna i kliniczna		
Status przedmiotu: do wyboru				Język przedmiotu: angielski		
Rok	Semestr	Forma zajęć	Liczba godzin		Forma zaliczenia	ECTS
				w tym e-learning		
IV	8	wykład	30		prezentacja i studium przypadku	
		<u>ćwiczenia</u>				
<b>RAZEM</b>						
Koordynator przedmiotu:		dr Emilia Rutkowska				
Prowadzący zajęcia:		dr Emilia Rutkowska				
Cele przedmiotu:		The aim of the course is to familiarize students with the possibilities of using the acquired knowledge about psychotherapy and psychological help in practice based on observations of the work of psychologists and psychotherapists in staged therapeutic sessions				
Wymagania wstępne:						
<b>EFEKTY UCZENIA SIĘ</b>						
Kategoria	L.p.	Opis efektu			Odniesienie do efektów dla programu	
wiedza	1	The student has knowledge of the basic phenomena and forms of psychotherapeutic work			K W10 K W11	
umiejętności	2	The student is able to identify the work techniques used in the observed psychotherapy sessions			K U01 K U02 K U07 K U13 K U15	
kompetencje społeczne	3	The student is able to empathically recognize the emotions experienced by himself and by clients during psychotherapeutic work			K K08 K K10 K K11	
<b>TREŚCI PROGRAMOWE</b>						
Forma zajęć: ćwiczenia						
L.p.	Treści			semestr	liczba godzin	
1	Initial interview and qualification for various forms of psychological help and psychotherapy. Indications for short and long-term therapy.			8	8	
2	Problems reported by patients. Building contact and psychotherapeutic relationship on the example of a case study.			8	8	
3	Principles of using psychotherapeutic dialogue and its use in various forms of work with the patient.			8	6	
4	Learning different techniques of working with patients.			8	8	



<b>Metody kształcenia:</b>	presentation, discussion in class, case study based on examples from films				
<b>Metody weryfikacji efektów uczenia się</b>					<b>Nr efektu uczenia się z sylabusu</b>
	- Presentation + Written work				EP7,EP8, EP1,EP2,EP3,EP4, E P5,EP6
<b>Forma i warunki zaliczenia</b>	<ul style="list-style-type: none"> <li>obecność na zajęciach (dopuszczalna jedna nieobecność)</li> <li>aktywny udział w zajęciach (przygotowywanie się do zajęć, wykonywanie zadań domowych w grupach)</li> <li>przygotowanie infografiki/prezentacji (praca w grupach w zespołach dwuosobowych)</li> <li>przygotowanie pracy zaliczeniowej - praca zaliczeniowa na wybrany temat</li> </ul>				
<b>Metoda obliczania oceny końcowej</b>	<b>Semestr</b>	<b>Przedmiot / forma</b>	<b>Rodzaj zaliczenia</b>	<b>Metoda obliczania oceny</b>	<b>Waga do średniej</b>
	IV	8	Zaliczenie na ocenę	Ocena końcowa jest oceną z pisemnej pracy zaliczeniowej	
<b>Literatura podstawowa</b>	<ul style="list-style-type: none"> <li>Aleksandrowicz J. (2000). Psychoterapia. Podręcznik dla studentów medycyny, lekarzy i psychologów. Warszawa: PZWL.</li> </ul>				
<b>Literatura uzupełniająca</b>	<ul style="list-style-type: none"> <li>Summers RF, Barber JP (2014). Terapia psychodynamiczna, praktyka oparta na dowodach. Kraków: WUJ.</li> </ul>				
<b>NAKŁAD PRACY STUDENTA</b>					
	<b>Liczba godzin</b>				
<b>Zajęcia dydaktyczne</b>	30				
<b>Udział w egzaminie/zaliczeniu</b>	5				
<b>Przygotowanie się do zajęć</b>	5				
<b>Studiowanie literatury</b>	5				
<b>Udział w konsultacjach</b>	1				
<b>Przygotowanie projektu / eseju / itp.</b>	1				
<b>Przygotowanie się do egzaminu / zaliczenia</b>	1				
<b>Łączny nakład pracy studenta w godz.</b>	18				
<b>Liczba punktów ECTS</b>	2				



## SYLABUS

<b>Nazwa programu studiów:</b>						
<b>Nazwa przedmiotu:</b> Project management						
<b>Nazwa kierunku:</b> Social Sciences						
<b>Forma studiów:</b> stacjonarne		<b>Profil studiów:</b>			<b>Specjalność:</b>	
<b>Status przedmiotu:</b> fakultatywny				<b>Język przedmiotu:</b> język angielski		
Rok	Semestr	Forma zajęć	Liczba godzin		Forma zaliczenia	ECTS
				w tym e-learning		
1		wykład			ZO	
		ćwiczenia	15			
<b>RAZEM</b>			15			
<b>Koordinator przedmiotu:</b>						
<b>Prowadzący zajęcia:</b>		mgr Olga Łozińska				
<b>Cele przedmiotu:</b>		The aim of the course is: to provide theoretical and practical knowledge knowledge of efficient and effective project management, minimize project implementation costs, make good use of resources.				
<b>Wymagania wstępne:</b>		Basic general knowledge.				
<b>EFEKTY UCZENIA SIĘ</b>						
Kategoria	L.p.	Opis efektu			Odniesienie do efektów dla programu	
wiedza	1	The student understands the role of the project manager.				
	2	The student characterizes the main theoretical issues in the field of project management and has a basic knowledge of work breakdown structure, project composition, project management triangle, and work planning.				
umiejętności	1	The student is able to write a project according to the guidelines of selected co-financing programs.				
	2	The student is able to plan the implementation of the project with its budget.				
kompetencje społeczne	1	The student is able to work independently, cooperate in a team and lead a team.				
	2	The student is able to independently complete and expand knowledge in the field of management.				
<b>TREŚCI PROGRAMOWE</b>						
Forma zajęć: ćwiczenia						
L.p.	Treści				semestr	liczba godzin
1	Definition, nature and scope of project activities					2
2	Project planning. Creating a project network diagram					2
3	Team communication - Tools and channels of communication					2
4	Opportunities for gainig project funding					3
5	Joint project planning					3
6	Project presentations					4
<b>Metody kształcenia:</b>		discussion, case study, brainstorming, multimedia presentations				



<b>Metody weryfikacji efektów uczenia się</b>					Nr efektu uczenia się z sylabusu
	practical work, case studies				EP1, EP2, EP3, EP4, EP5, EP6, EP7, EP8
<b>Forma i warunki zaliczenia</b>	The passing grade is determined by the positive assessment of the prepared project/presentation and active participation in the classes.				
<b>Metoda obliczania oceny końcowej</b>	<b>Semestr</b>	<b>Przedmiot / forma</b>	<b>Rodzaj zaliczenia</b>	<b>Metoda obliczania oceny</b>	<b>Waga do średniej</b>
		Public diplomacy	zaliczenie z oceną		
<b>Literatura podstawowa</b>	A. Nieto-Rodriguez (2021), <i>Harvard Business Review Project Management Handbook: How to Launch, Lead, and Sponsor Successful Projects</i> , Harvard Business Review Press, New York. S.E. Portny (2017), <i>Project Management For Dummies</i> , John Wiley Sons, Hoboken				
<b>Literatura uzupełniająca</b>	J. Ferraro (2012), <i>Project Management for Non-Project Managers</i> , AMACOM, New York.				
<b>NAKŁAD PRACY STUDENTA</b>					
	<b>Liczba godzin</b>				
<b>Zajęcia dydaktyczne</b>	15				
<b>Udział w egzaminie/zaliczeniu</b>	2				
<b>Przygotowanie się do zajęć</b>	5				
<b>Studiowanie literatury</b>	3				
<b>Udział w konsultacjach</b>	0				
<b>Przygotowanie projektu / eseju / itp.</b>	5				
<b>Przygotowanie się do egzaminu / zaliczenia</b>	0				
<b>Łączny nakład pracy studenta w godz.</b>	30				
<b>Liczba punktów ECTS</b>	2				

<b>COURSE TITLE :</b>	Regional cooperation in Baltic Sea Region
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>lecture, 15 hours</i>
<b>STUDY PERIOD:</b>	<i>Summer semester</i>
<b>LEVEL</b>	<i>Master</i>
<b>ECTS POINTS</b>	<i>1</i>
<b>LANGUAGE</b>	<i>English</i>
<b>PREREQUISITES</b>	
<b>COURSE OBJECTIVES</b>	
Gain knowledge in the field of climate Policy	
<b>COURSE CONTENT</b>	
<ol style="list-style-type: none"> <li>1. Climate policy- concepts and definitions</li> <li>2. The Paris agreement</li> <li>3. International Climate Governance</li> <li>4. Climate change mitigation</li> <li>5. Climate change communication</li> <li>6. Climate Policy Solution for the changing world</li> <li>7. Climate Policy in EU</li> <li>8. Climate Policy in Poland</li> <li>9. Climate Policy from the perspective of various countries</li> <li>10. Climate Change Policy social movements</li> <li>11. The impact of the Covid-19 pandemic on climate policy</li> <li>12. The future of Climate Policy</li> </ol>	
<b>LEARNING OUTCOMES</b>	
<i>knowledge:</i>	<i>students will learn about the climate policy</i>
<i>skills:</i>	<i>Students will be able to conduct a discussion regarding Climate policy</i>
<i>social competences:</i>	<i>students will be able to create climate policy in local level</i>
<b>REQUIREMENTS AND GRADING SYSTEM</b>	<b>PRESENTATION,</b> <b>ACTIVE PARTICIPATION IN CLASSES</b> 50%- PRESENTATION 50%- ACTIVE PARTICIPATION IN CLASSES

<b>LITERATURE</b>	
1. <a href="#">Publications - Climate Strategies</a>	
2. Climate Policy Journal	
<b>NAME OF THE TEACHER AND CONTACT</b>	Marta Szulc, marta.szulc@usz.edu.pl

<b>COURSE TITLE :</b>	<b><i>Climate Policy</i></b>
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>lecture, 30 hours</i>
<b>STUDY PERIOD:</b>	<i>Summer semester</i>
<b>LEVEL</b>	<i>Master</i>
<b>ECTS POINTS</b>	<i>5</i>
<b>LANGUAGE</b>	<i>English</i>
<b>PREREQUISITES</b>	
<b>COURSE OBJECTIVES</b>	
<i>Gain knowledge in the field of climate Policy</i>	
<b>COURSE CONTENT</b>	
<ol style="list-style-type: none"> <li>1. Climate policy- concepts and definitions</li> <li>2. The Paris agreement</li> <li>3. International Climate Governance</li> <li>4. Climate change mitigation</li> <li>5. Climate change communication</li> <li>6. Climate Policy Solution for the changing world</li> <li>7. Climate Policy in EU</li> <li>8. Climate Policy in Poland</li> <li>9. Climate Policy from the perspective of various countries</li> <li>10. Climate Change Policy social movements</li> <li>11. The impact of the Covid-19 pandemic on climate policy</li> <li>12. The future of Climate Policy</li> </ol>	
<b>LEARNING OUTCOMES</b>	
<i>knowledge:</i>	<i>students will learn about the climate policy</i>
<i>skills:</i>	<i>Students will be able to conduct a discussion regarding Climate policy</i>
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<b>REQUIREMENTS AND GRADING SYSTEM</b>	<b>PRESENTATION, ACTIVE PARTICIPATION IN CLASSES</b> 50%- PRESENTATION 50%- ACTIVE PARTICIPATION IN CLASSES



<b>LITERATURE</b>	
1. <a href="#">Publications - Climate Strategies</a>	
2. Climate Policy Journal	
<b>NAME OF THE TEACHER AND CONTACT</b>	Marta Szulc, marta.szulc@usz.edu.pl



<b>COURSE TITLE :</b>	<b>ENERGY SECURITY IN LOCAL AND GLOBAL ENERGY SYSTEMS</b>
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>lecture, 15 hours</i>
<b>STUDY PERIOD:</b>	<i>Spring semester</i>
<b>LEVEL</b>	<i>Master</i>
<b>ECTS POINTS</b>	1
<b>LANGUAGE</b>	<i>English</i>
<b>PREREQUISITES</b>	Basic knowledge about national security, economy and political issues
<b>COURSE OBJECTIVES</b>	
Lecture provides students with the base knowledge in the Energy security	
<b>COURSE CONTENT</b>	
1. History of energy security and corresponding definitions and dimensions. 2. Shaping energy security in Poland 3. Characteristics of the energy security system in Germany 4. China and Russia towards energy transitions	
<b>LEARNING OUTCOMES</b>	
<i>knowledge:</i>	1. The student is able to critically analyze and apply the concept of energy security, using various definitions and dimensions 2. Knows the main problems of the energy security in the mutual relations between Poland, Germany Russia and China.
<i>skills:</i>	1. The student should be able to identify and explain the most important issues related to the energy security of China, Russia, Poland and Germany 2. It has the ability to analyse infrastructure for the conversion of energy resources into energy services with regard to vulnerability, availability, constraints and economic, political and technical risks
<i>social competences:</i>	1. Can work in a team. 2. Formulates evaluations, but is open to the others opinions and to dialogue.
<b>REQUIREMENTS AND GRADING SYSTEM</b>	<b>DISCUSSION, PROJECT</b>
<b>LITERATURE</b>	
1. <i>Energy Policy Transition - The Perspective of Different States</i> , (ed.) M. Ruszel, T. Młynarski, A. Szurlej, Rzeszów 2017. 2. Chen Ch., Xue B., Cai G., Tomas H., Stuckrd S., <i>Comparing the Energy transitions in Germany and China: Synergies and recommendations</i> , „Energy Reports”, 2019, nr 5 3. <i>BP Statistical Review of World Energy 2019</i> .	



4. Elshurafa A. M., Farag H. M., Hobbs D. A., *Blind spots in Energy transition policy: Case studies from Germany and USA*, „Energy Reports”, 2019, nr 5.
5. Gielen D., Boshell F., Saygin D., Bazilian M. D., Wagner N., Gorini R., *The role of renewable Energy in the global Energy transformation*, „Energy Strategy Reviews”, 2019, vol. 24.
6. Li L., Teahigh A., *An in-depth analysis of the evolution of the policy mix for the sustainable energy transition in China from 1981 to 2020*, „Applied Energy”, 2020, nr 263.
7. Sharmina M., *Low-carbon scenarios for Russia’s Energy system: A participative backcasting approach*, „Energy Policy”, 2017, vol. 104.
8. *Renewable Energy prospects for the Russian Federation*, IRENA, 2017.

**NAME OF THE TEACHER  
AND CONTACT**

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<b>COURSE TITLE :</b>	<b>ENERGY SECURITY IN LOCAL AND GLOBAL ENERGY SYSTEMS</b>
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>lecture, 15 hours</i>
<b>STUDY PERIOD:</b>	<i>Spring semester</i>
<b>LEVEL</b>	<i>Master</i>
<b>ECTS POINTS</b>	2
<b>LANGUAGE</b>	<i>English</i>
<b>PREREQUISITES</b>	Basic knowledge about national security, economy and political issues
<b>COURSE OBJECTIVES</b>	
Lecture provides students with the base knowledge in the Energy security	
<b>COURSE CONTENT</b>	
1. History of energy security and corresponding definitions and dimensions. 2. Shaping energy security in Poland 3. Characteristics of the energy security system in Germany 4. China and Russia towards energy transitions	
<b>LEARNING OUTCOMES</b>	
<i>knowledge:</i>	1. The student is able to critically analyze and apply the concept of energy security, using various definitions and dimensions 2. Knows the main problems of the energy security in the mutual relations between Poland, Germany Russia and China.
<i>skills:</i>	1. The student should be able to identify and explain the most important issues related to the energy security of China, Russia, Poland and Germany 2. It has the ability to analyse infrastructure for the conversion of energy resources into energy services with regard to vulnerability, availability, constraints and economic, political and technical risks
<i>social competences:</i>	1. Can work in a team. 2. Formulates evaluations, but is open to the others opinions and to dialogue.
<b>REQUIREMENTS AND GRADING SYSTEM</b>	<b>DISCUSSION, PROJECT</b>
<b>LITERATURE</b>	
1. <i>Energy Policy Transition - The Perspective of Different States</i> , (ed.) M. Ruszel, T. Młynarski, A. Szurlej, Rzeszów 2017. 2. Chen Ch., Xue B., Cai G., Tomas H., Stuckrd S., <i>Comparing the Energy transitions in Germany and China: Synergies and recommendations</i> , „Energy Reports”, 2019, nr 5 3. <i>BP Statistical Review of World Energy 2019</i> .	



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6. Li L., Teahigh A., *An in-depth analysis of the evolution of the policy mix for the sustainable energy transition in China from 1981 to 2020*, „Applied Energy”, 2020, nr 263.
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<b>COURSE TITLE :</b>	<b>ENERGY SECURITY IN LOCAL AND GLOBAL ENERGY SYSTEMS</b>
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>lecture, 30 hours</i>
<b>STUDY PERIOD:</b>	<i>Spring semester</i>
<b>LEVEL</b>	<i>Master</i>
<b>ECTS POINTS</b>	5
<b>LANGUAGE</b>	<i>English</i>
<b>PREREQUISITES</b>	Basic knowledge about national security, economy and political issues
<b>COURSE OBJECTIVES</b>	
Lecture provides students with the base knowledge in the Energy security	
<b>COURSE CONTENT</b>	
<ol style="list-style-type: none"> <li>1. History of energy security and corresponding definitions and dimensions.</li> <li>2. Shaping energy security in Poland</li> <li>3. Characteristics of the energy security system in Germany</li> <li>4. Energy transition in local and global dimension</li> <li>5. China and Russia towards energy transitions</li> </ol>	
<b>LEARNING OUTCOMES</b>	
<i>knowledge:</i>	<ol style="list-style-type: none"> <li>1. The student is able to critically analyze and apply the concept of energy security, using various definitions and dimensions</li> <li>2. Knows the main problems of the energy security in the mutual relations between Poland, Germany Russia and China.</li> </ol>
<i>skills:</i>	<ol style="list-style-type: none"> <li>1. The student should be able to identify and explain the most important issues related to the energy security of China, Russia, Poland and Germany</li> <li>2. It has the ability to analyse infrastructure for the conversion of energy resources into energy services with regard to vulnerability, availability, constraints and economic, political and technical risks</li> </ol>
<i>social competences:</i>	<ol style="list-style-type: none"> <li>1. Can work in a team.</li> <li>2. Formulates evaluations, but is open to the others opinions and to dialogue.</li> </ol>
<b>REQUIREMENTS AND GRADING SYSTEM</b>	<b>DISCUSSION, PROJECT</b>
<b>LITERATURE</b>	
<ol style="list-style-type: none"> <li>1. <i>Energy Policy Transition - The Perspective of Different States</i>, (ed.) M. Ruszel, T. Młynarski, A. Szurlej, Rzeszów 2017.</li> <li>2. Chen Ch., Xue B., Cai G., Tomas H., Stuckrd S., <i>Comparing the Energy transitions in Germany and China: Synergies and recommendations</i>, „Energy Reports”, 2019, nr 5</li> </ol>	



3. *BP Statistical Review of World Energy 2019.*

4. Elshurafa A. M., Farag H. M., Hobbs D. A., *Blind spots in Energy transition policy: Case studies from Germany and USA*, „Energy Reports”, 2019, nr 5.

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7. Sharmina M., *Low-carbon scenarios for Russia’s Energy system: A participative backcasting approach*, „Energy Policy”, 2017, vol. 104.

8. *Renewable Energy prospects for the Russian Federation*, IRENA, 2017.

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# COURSE SYLLABUS AND SPECIFICATION

Curriculum title: USNSP-SS-O-I-S-20/21Z						
Course title: <b>CULTURE AND POWER</b>				Course code: NSP190AIJ3437_6S		
Name of field of study: <b>Sociology</b>						
Mode and cycle of study: <b>First/ second degree, full time</b>		Profile of study: <b>general academic</b>		Specialty:		
Course / module status <b>facultative</b>			Language of instruction: <b>English language (100%)</b>			
Year	Semester	Form of instruction	No. of hours		Type of credit	ECTS
				e-learning		
1	1	lecture	30	0		4
<b>Total</b>			<b>30</b>			<b>4</b>
Course / module coordinator		dr ANNA KRÓLIKOWSKA				
Course instructor		dr ANNA KRÓLIKOWSKA				
Course / module objectives		The course turns student's attention to interrelationships between culture and power. It provides elements of knowledge of chosen theoretical approaches to the topic				
Prerequisites						
<b>LEARNING OUTCOMES</b>						
Category	No.	Code	Description	Ref. to programme benchmarks		
knowledge	1	EP1	A student understands relations between various aspects of culture and different aspects of power or domination.	<b>K_W02, K_W07</b>		
skills	1	EP2	A student is able to comment and interpret selected phenomena connecting power and culture based on the acquired knowledge and taking into account specific particular conditions.	<b>K_U01</b>		
social competences	1	EP3	A student acquires the ability to engage in discussions on various social, political and cultural phenomena, trying to suspend their own emotional and evaluative attitudes.	<b>K_K01</b>		
<b>CONTENT</b>				Semester 1	No. of hours: 30	
					Including elearning	
Subject title: <b>Culture and power</b>						
Format of instruction: <b>lecture</b>						
1. Recapitulation of basic sociological knowledge on culture.				1	2	
2. Sociological approaches to power.				1	2	
3. Different forms of political power and their interrelations with culture.				1	4	
4. Different forms of social (non-political) power and their interrelations with culture.				1	6	
5. Social revolutions as ways to liberalization(?) and their relation to culture.				1	2	
6. Religions in aspects of culture and power.				1	2	



7. Ideologies: culture - politics - social consciousness - social change.	1	2	
8. Nations and nationalisms as cultural and political phenomena.	1	2	
9. Social and collective memory.	1	2	
10. The concept of clashes of civilizations.	1	2	
11. Concepts of multi- or interculturality in the prism of power	1	3	
12. Test	1	1	
Modes of delivery	Lecture with elements of discussion		

1/2

Assessment methods		No. of learning outcome from the syllabus		
	Test	EP1,EP2,EP3		
Grading criteria	credit with marks based on the written test			
	Grade calculation principles			
	Evaluation of the test: 50-59% - 3,0; 60-69% - 3,5; 70-79% - 4,0; 80-89% - 4,5; 90-100% - 5,0.			
Final grade calculation method	The final grade increases by 0.5 due to substantive participation in discussions.	Type of credit	Grade calc. method	Weight for the average
Basic reading	William Little, Introduction to Sociology: 1 <sup>st</sup> Canadian Edition, Pressbooks, chapter 3, open access at: <a href="https://opentextbc.ca/introductiontosociology/">https://opentextbc.ca/introductiontosociology/</a>			
	Teun van Dijk (2006): Politics, Ideology and Discourse, Elsevier			
	Michel Foucault, The Subject and Power, "Critical Inquiry", vol. 8, no. 4, 1982.			
	Joseph Nye, Soft Power: The Means to Success in World Politics, Public Affairs, NY, 2004.			
	Davide Orsi, The "Clash of Civilizations" 25 Years On. A Multidisciplinary Appraisal, E-International Relations Publishing, Bristol, 2018.			
	John W. Berry, Integration and Multiculturalism: Ways towards Social Solidarity, "Papers on Social Representations", vol. 20, 2011.			
Supplementary reading	Astrid Erll, Ansgar Nünig (eds.), Cultural Memory Studies, Walter de Gruyter, Berlin, New York, 2008.			
	Hans Schoenmakers, <i>The Power of Culture: A Short History of Anthropological Theory about Culture and Power</i> , Groningen, 2012			
	Anthony D. Smith, <i>Myths and Memories on the Nation</i> , Oxford, 1999.			
	Institute for Democracy and Electoral Assistance, <i>Religion-State Relations</i> , 2004			

## STUDENT WORKLOAD

	No. of hours	
		e-learning
Contact hours	30	
Participation in test / exam	1	
Preparation for contact hours	0	
Private reading and studying	23	
Participation in tutorials	1	
Preparation of project / essay / etc.		
Preparation for test / exam	20	
<b>TOTAL workload</b>	<b>75</b>	

ECTS credits	3
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2/  
2

# COURSE SYLLABUS AND SPECIFICATION

Curriculum title: <b>USNSP-SS-O-I-S-20/21Z</b>						
Course title: <b>Religions in the Contemporary World</b>					Course code: <b>NSP190AIJ3437_10S</b>	
Name of field of study: <b>Sociology</b>						
Mode and cycle of study: <b>second-degree, full-time</b>			Profile of study: <b>general academic</b>		Specialty:	
Course / module status <b>facultative</b>				Language of instruction: <b>semester: 1 - English language (100%)</b>		
Year	Semester	Form of instruction	No. of hours		Type of credit	ECTS
				e-learning		
1	1	lecture	30	0	pg	3
<b>Total</b>			<b>30</b>			<b>3</b>
Course / module coordinator		dr ANNA KRÓLIKOWSKA				
Course instructor		dr ANNA KRÓLIKOWSKA				
Course / module objectives		The aim of the course is to develop and systematise a student's knowledge of religions and the functions they perform in the modern world and the ways they are used for achieving various goals. The course examines different attitudes towards religion and the processes to which they are subject or which they co-create. Another goal is to develop the ability to approach the topics discussed from an objective, unbiased point of view.				
Prerequisites		Sufficient knowledge of English language				
<b>LEARNING OUTCOMES</b>						
Category	No.	Code	Description	Ref. to programme benchmarks		
knowledge	1	EP1	A student has a basic knowledge of religion as a socio-cultural phenomenon and of various religions and their diverse place in social life in the contemporary world.	<b>K_W04</b>		
	2	EP2	A student is aware of the differences in views relating to religious issues and the resulting divergences and their consequences in the contemporary world.	<b>K_W06</b>		
skills	1	EP3	A student is able to describe and analyse the interaction between phenomena and processes in the area of religion and beyond religion.	<b>K_U03</b>		
	2	EP4	A student is able to use the terms and concepts used in the scientific discourse on topics related to religious issues.	<b>K_U05</b>		
social competences	1	EP5	A student is ready to recognise the importance of knowledge about religion and religions in solving social and political problems emerging in the contemporary world.	<b>K_K02</b>		

	2	EP6	The student is more ready to communicate and potentially cooperate in intercultural contacts (and different religious attitudes and attitudes towards religion).	K_K03
CONTENT			Semester	No. of hours
				e-learning
Subject title: <b>Religions in the Contemporary World</b>				

Format of instruction: <b>Conversatory</b>				
1. Definition of religion. Sciences dealing with religion. Different scientific approaches and ontological-methodological assumptions on religion.	1	2		
2. Religion in chosen social theories.	1	2		
3. Functions of religion. Religion and phenomena akin to religion. Types of social and individual attitudes toward religion; religious and non-religious outlook on life.	1	2		
4. Main world religions in a comparative perspective. Different aspects of religion and their impact on life of an individual, family, society, and on interrelations between cultures and societies.	1	6		
5. Doctrinal and cultural differentiations within big world religions, and their social, cultural, political, or economic consequences.	1	2		
6. Religions and modernisation.	1	2		
7. Secularisation, postsecularisation, religious revitalisation, mobilisation, or religious radicalisation as processes in the world, and some their determinants and outcomes.	1	2		
8. Religious fundamentalism.	1	2		
9. State-Religion interrelations.	1	2		
10. Religion and nation; religion and civil society.	1	2		
11. Religions and globalisation; religions as dimension of multiculturalism.	1	2		
12. The role of religion in the concept of civilisations.	1	2		
13. Religious conflicts.	1	2		
Modes of delivery	Lectures, implemented with the use of multimedial presentation. Elements of discussion.			
Assessment methods	Test			No. of learning outcome from the syllabus
	Practical classes (verification by observation)			EP1,EP2,EP3,EP4
Grading criteria	Grade calculation principles			
	The student completes the course when A) positively passing the knowledge and skills test, and B) giving a public presentation (or presenting an essay). Weighted average mark from the test (50-59% of positive answers - 3.0; 60-69% - 3.5; 70- 79% 4.0; 80-89% - 4.5; 90% and more - 5.0) and the assessment of the presentation (or essay; assessment is based on a qualitative assessment).			

**Student's substantive activity in discussions during classes may increase the final grade by 1.0 points.**

Final grade calculation method	Sem.	Course	Type of credit	Grade calc. method	Weight for the average
	1	Religions in the Contemporary World	credit with grade	weighted average	1,00
Basic reading	Casanova, Jose, Rethinking Secularization: A Global Comparative Perspective, The Hedgehog Review, Spring/Summer 2006, pp. 7-22.				
	Religion-State Relations, International Institute for Democracy and Electoral Assistance, 2014.				
	Religious fundamentalism and radicalisation, European Parliament, 2015.				
	Casanova, Jose, Public Religions Revisited, in Hent de Vries (ed.), Religion: Beyond the Concept, Fordham, 2008, pp. 101-119.				
Supplementary reading	Blicharz, Grzegorz, Freedom of religion – comparative perspective, Wydawnictwo Instytutu Wymiaru Sprawiedliwości, Warszawa, 2019.				
	Drozdowicz, Zbigniew, Sztajer, Sławomir (eds.), Religion and religiosity in the processes of modernization and globalization, UAM, Poznań, 2016.				
	Furseth, Inger, Repstad, Pal, An Introduction to the Sociology of Religion: Classical and Contemporary Perspectives, Ashgate, Aldershot – Burlington VT, 2006				
	Casanova, Jose, Public Religions in the Modern World, University of Chicago Press, Chicago, 1994.				
	McGuire, Meredith, Religion: the Social Context, Waveland Press, Long Grove, 2008.				
	Stark, Rodney, Glock, Charles, American Piety: the nature of religious commitment, Berkeley.				
	Smart, Ninian, Dimensions of religion, <a href="http://danbhai.com/wr/l01.htm">http://danbhai.com/wr/l01.htm</a> .				
	Taylor, Charles, The Meaning of Secularism, The Hedgehog Review, Fall, 2010, pp. 23-34.				

STUDENT WORKLOAD		
	No. of hours	
		e-learning
Contact hours	30	
Participation in test / exam	2	
Preparation for contact hours	5	
Private reading and studying	18	
Participation in tutorials	2	
Preparation of project / essay / etc.	0	
Preparation for test / exam	18	
<b>TOTAL workload</b>	<b>75</b>	
<b>ECTS credits</b>	<b>3</b>	

<b>COURSE TITLE :</b>	Regional cooperation in Baltic Sea Region
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>lecture, 30 hours</i>
<b>STUDY PERIOD:</b>	<i>Summer semester</i>
<b>LEVEL</b>	<i>Master</i>
<b>ECTS POINTS</b>	<i>4</i>
<b>LANGUAGE</b>	<i>English</i>
<b>PREREQUISITES</b>	
<b>COURSE OBJECTIVES</b>	
Gain knowledge in the field of Regional cooperation in Baltic Sea Region	
<b>COURSE CONTENT</b>	
<ol style="list-style-type: none"> <li>1. Legal basis of regional cooperation</li> <li>2. National cooperation in BSR</li> <li>3. Regional cooperation in BSR</li> <li>4. Local cooperation in BSR</li> <li>5. Organisations and Institutions in Baltic Sea Region</li> <li>6. Northern Dimension</li> <li>7. Russia in BSR</li> <li>8. European Union Strategy for the Baltic Sea Region</li> <li>9. Multilevel Governance and Mackroregional approach</li> <li>10. Future of Regional cooperation in Baltic Sea Region</li> </ol>	
<b>LEARNING OUTCOMES</b>	
<i>knowledge:</i>	<i>students will learn about</i> Regional cooperation in Baltic Sea Region
<i>skills:</i>	<i>Students will be able to conduct a discussion regarding</i> Regional cooperation in Baltic Sea Region
<i>social competences:</i>	<i>students will be able to create</i> Regional cooperation
<b>REQUIREMENTS AND GRADING SYSTEM</b>	<b>PRESENTATION, ACTIVE PARTICIPATION IN CLASSES</b> 50%- PRESENTATION 50%- ACTIVE PARTICIPATION IN CLASSES
<b>LITERATURE</b>	

1. European Union Strategy for the Baltic Sea Region and EU macro-regional approach - the analysis of ten years of the strategy implementation, M. Szulc, Przegląd Europejski 3/2020
2. The Regional Cooperation in Europe. From the Madrid Convention to the Macro-Regional Approach, M. Szulc, Zeszyty Naukowe Uniwersytetu Szczecińskiego Acta Politica, 2015
3. Journal of Baltic studies
4. Baltic Region—The Region of Cooperation , (red.), Springer 2020.

**NAME OF THE TEACHER  
AND CONTACT**

Marta Szulc, [marta.szulc@usz.edu.pl](mailto:marta.szulc@usz.edu.pl)

<b>COURSE TITLE :</b>	<b><i>Climate Policy</i></b>
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>lecture, 30 hours</i>
<b>STUDY PERIOD:</b>	<i>Summer semester</i>
<b>LEVEL</b>	<i>Master</i>
<b>ECTS POINTS</b>	<i>4</i>
<b>LANGUAGE</b>	<i>English</i>
<b>PREREQUISITES</b>	
<b>COURSE OBJECTIVES</b>	
<i>Gain knowledge in the field of climate Policy</i>	
<b>COURSE CONTENT</b>	
<ol style="list-style-type: none"> <li>1. Climate policy- concepts and definitions</li> <li>2. The Paris agreement</li> <li>3. International Climate Governance</li> <li>4. Climate change mitigation</li> <li>5. Climate change communication</li> <li>6. Climate Policy Solution for the changing world</li> <li>7. Climate Policy in EU</li> <li>8. Climate Policy in Poland</li> <li>9. Climate Policy from the perspective of various countries</li> <li>10. Climate Change Policy social movements</li> <li>11. The impact of the Covid-19 pandemic on climate policy</li> <li>12. The future of Climate Policy</li> </ol>	
<b>LEARNING OUTCOMES</b>	
<i>knowledge:</i>	<i>students will learn about the climate policy</i>
<i>skills:</i>	<i>Students will be able to conduct a discussion regarding Climate policy</i>
<i>social competences:</i>	<i>students will be able to create climate policy in local level</i>
<b>REQUIREMENTS AND GRADING SYSTEM</b>	<b>PRESENTATION, ACTIVE PARTICIPATION IN CLASSES</b> 50%- PRESENTATION 50%- ACTIVE PARTICIPATION IN CLASSES



<b>LITERATURE</b>	
1. <a href="#">Publications - Climate Strategies</a> 2. Climate Policy Journal	
<b>NAME OF THE TEACHER AND CONTACT</b>	Marta Szulc, marta.szulc@usz.edu.pl

<b>COURSE TITLE :</b>	<b>ENERGY SECURITY IN LOCAL AND GLOBAL ENERGY SYSTEMS</b>
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>lecture, 30 hours</i>
<b>STUDY PERIOD:</b>	<i>Spring semester</i>
<b>LEVEL</b>	<i>Master</i>
<b>ECTS POINTS</b>	4
<b>LANGUAGE</b>	<i>English</i>
<b>PREREQUISITES</b>	Basic knowledge about national security, economy and political issues
<b>COURSE OBJECTIVES</b>	
Lecture provides students with the base knowledge in the Energy security	
<b>COURSE CONTENT</b>	
<ol style="list-style-type: none"> <li>1. History of energy security and corresponding definitions and dimensions.</li> <li>2. Shaping energy security in Poland</li> <li>3. Characteristics of the energy security system in Germany</li> <li>4. Energy transition in local and global dimension</li> <li>5. China and Russia towards energy transitions</li> </ol>	
<b>LEARNING OUTCOMES</b>	
<i>knowledge:</i>	<ol style="list-style-type: none"> <li>1. The student is able to critically analyze and apply the concept of energy security, using various definitions and dimensions</li> <li>2. Knows the main problems of the energy security in the mutual relations between Poland, Germany Russia and China.</li> </ol>
<i>skills:</i>	<ol style="list-style-type: none"> <li>1. The student should be able to identify and explain the most important issues related to the energy security of China, Russia, Poland and Germany</li> <li>2. It has the ability to analyse infrastructure for the conversion of energy resources into energy services with regard to vulnerability, availability, constraints and economic, political and technical risks</li> </ol>
<i>social competences:</i>	<ol style="list-style-type: none"> <li>1. Can work in a team.</li> <li>2. Formulates evaluations, but is open to the others opinions and to dialogue.</li> </ol>
<b>REQUIREMENTS AND GRADING SYSTEM</b>	<b>DISCUSSION, PROJECT</b>
<b>LITERATURE</b>	
<ol style="list-style-type: none"> <li>1. <i>Energy Policy Transition - The Perspective of Different States</i>, (ed.) M. Ruszel, T. Młynarski, A. Szurlej, Rzeszów 2017.</li> <li>2. Chen Ch., Xue B., Cai G., Tomas H., Stuckrd S., <i>Comparing the Energy transitions in Germany and China: Synergies and recommendations</i>, „Energy Reports”, 2019, nr 5</li> </ol>	



3. *BP Statistical Review of World Energy 2019.*

4. Elshurafa A. M., Farag H. M., Hobbs D. A., *Blind spots in Energy transition policy: Case studies from Germany and USA*, „Energy Reports”, 2019, nr 5.

5. Gielen D., Boshell F., Saygin D., Bazilian M. D., Wagner N., Gorini R., *The role of renewable Energy in the global Energy transformation*, „Energy Strategy Reviews”, 2019, vol. 24.

6. Li L., Teaihagh A., *An in-depth analysis of the evolution of the policy mix for the sustainable energy transition in China from 1981 to 2020*, „Applied Energy”, 2020, nr 263.

7. Sharmina M., *Low-carbon scenarios for Russia’s Energy system: A participative backcasting approach*, „Energy Policy”, 2017, vol. 104.

8. *Renewable Energy prospects for the Russian Federation*, IRENA, 2017.

**NAME OF THE TEACHER  
AND CONTACT**

dr Ewelina Kochanek  
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<b>COURSE TITLE :</b>	<i>SECURITY CHALLENGES OF THE MODERN WORLD</i>
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>lectures, 30 hours</i>
<b>STUDY PERIOD:</b>	<i>Sumer semester</i>
<b>LEVEL</b>	<i>bachelor</i>
<b>ECTS POINTS</b>	<b>4</b>
<b>LANGUAGE</b>	<i>English</i>
<b>PREREQUISITES</b>	<i>Basic knowledge about World history in 20/21 centuries</i>
<b>COURSE OBJECTIVES</b>	
<i>Informing students about main challenges of the modern World security</i>	
<b>COURSE CONTENT</b>	
<ol style="list-style-type: none"> <li>1. Growing population of the Earth.</li> <li>2. Degradation of the natural environment.</li> <li>3. Growing global consumption and the limited resources of the planet.</li> <li>4. The problems of migration against the backdrop of growing problems on a global scale.</li> <li>5. Pandemic in the modern world.</li> <li>6. Terrorism as one of the contemporary threats.</li> <li>7. Armed conflicts in the 21st century - characteristic elements.</li> </ol>	
<b>LEARNING OUTCOMES</b>	
<i>knowledge:</i>	<i>Learn the basic elements of security threats on a global scale</i>
<i>skills:</i>	<i>Analyze the scale of security threats on a global scale</i>
<i>social competences:</i>	<i>to lead the work in small thematic teams, to organize searching of sources in teams</i>
<b>REQUIREMENTS AND GRADING SYSTEM</b>	<b>WRITTEN TEST</b>
<b>LITERATURE</b>	
<p>Chris Reiter, editor, <i>Earth's Growing Population</i>, (Singapore: Marshall Cavendish, 2011).</p> <p>Jonathan Silvertown, editor, <i>What Next for Nature?</i> (Chicago: University of Chicago Press, 2010).</p> <p><i>Sustainable consumption and production</i>, (Nairobi: UNEP, 2015).</p> <p><i>Migration and Global Environmental Change. Future Challenges and Opportunities</i>, (London: The Government Office for Science, 2011).</p> <p>Mitchell L. Hammond, editor, <i>Epidemics and the Modern World</i>, (Toronto: University of Toronto Press, 2020).</p> <p>Alex P. Schmid, editor, <i>The Routledge Handbook of Terrorism Research</i> (New York: Routledge, 2011).</p> <p>Caroline Holmqvist-Jonsäter, Christopher Coker, editors, <i>The Character of War in the 21st Century</i>, (Routledge: LSE, 2011).</p>	
<b>NAME OF THE TEACHER AND CONTACT</b>	<i>PhD Grzegorz Ciechanowski; grzegorz.ciechanowski@usz.edu.pl</i>



<b>COURSE TITLE :</b>	<b>SECURITY CHALLENGES OF THE CENTRAL EUROPE</b>
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>lectures, conversation 30 hours</i>
<b>STUDY PERIOD:</b>	<i>Summer semester</i>
<b>LEVEL</b>	<i>bachelor</i>
<b>ECTS POINTS</b>	<b>4</b>
<b>LANGUAGE</b>	<i>English</i>
<b>PREREQUISITES</b>	<i>Basic knowledge about Central and Eastern Europe history in 20/21 centuries</i>
<b>COURSE OBJECTIVES</b>	
<i>Informing students about main challenges of the modern World security</i>	
<b>COURSE CONTENT</b>	
1. Countries of Central and Eastern Europe - geographical and social characteristics 2. Religious puzzle - denominations in the countries of Central and Eastern Europe. 3. Central and Eastern European countries - building democracy 4. Security threats in the countries of Central and Eastern Europe 5. Defense policy of Central and Eastern European countries 6. NATO towards the countries of Central and Eastern Europe 7. Central and Eastern European countries on their way to the European Union.	
<b>LEARNING OUTCOMES</b>	
<i>knowledge:</i>	<i>Learn the basic elements of security threats on a global scale</i>
<i>skills:</i>	<i>Analyze the scale of security threats on a global scale to lead the work in small thematic teams, to organize searching of sources in teams</i>
<i>social competences:</i>	
<b>REQUIREMENTS AND GRADING SYSTEM</b>	<b>WRITTEN TEST</b>
<b>LITERATURE</b>	
Sabrina P. Ramet, <i>Interwar East Central Europe, 1918-1941. The Failure of Democracy-building, the Fate of Minorities</i> (Milton Park, Abingdon-on-Thames: Routledge, 2020). Bafoil Francois, <i>Central and Eastern Europe. Europeanization and Social Change.</i> (New York, Palgrave Macmillan, 2009). Char-Ching Goh, Grzegorz Grzelak, Karoly Fazekas, <i>Adaptability and Change The Regional Dimensions in Central and Eastern Europe,</i> (Warsaw: Scholar, 2011). Artis Michael, <i>Central and Eastern European Countries and the European Union,</i> (Cambridge: Cambridge University Press, 2010). Paquette Laure, <i>NATO and Eastern Europe After 2000. Strategic Interactions with Poland, the Czech Republic, Romania and Bulgaria,</i> (Hauppauge : Nova Science Publishers Inc., 2011). Wade Jacoby, <i>Enlargement of the European Union and NATO,</i> (Cambridge: Cambridge University Press, 2006).	
<b>NAME OF THE TEACHER AND CONTACT</b>	<i>PhD Grzegorz Ciechanowski; grzegorz.ciechanowski@usz.edu.pl</i>

<b>COURSE TITLE :</b>	<b><i>Youth Policy</i></b>
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>lecture, 30 hours</i>
<b>STUDY PERIOD:</b>	<i>Summer semester</i>
<b>LEVEL</b>	<i>Master</i>
<b>ECTS POINTS</b>	<i>4</i>
<b>LANGUAGE</b>	<i>English</i>
<b>PREREQUISITES</b>	
<b>COURSE OBJECTIVES</b>	
<i>Gain knowledge in the field of youth policy</i>	
<b>COURSE CONTENT</b>	
<ol style="list-style-type: none"> <li>1. Basic issues concerning youth policy</li> <li>2. Building a youth policy strategy</li> <li>3. Implementation of youth policy</li> <li>4. National youth policies of selected countries</li> <li>5. Youth policy in the West Pomeranian Voivodeship</li> <li>6. Debate on youth policy</li> </ol>	
<b>LEARNING OUTCOMES</b>	
<i>knowledge:</i>	<i>students will learn about the differences in implementation and building a youth policy strategy.</i>
<i>skills:</i>	<i>Students will be able to conduct a discussion regarding youth policy</i>
<i>social competences:</i>	<i>students will be able to create youth policy in the local, regional, national and international dimension</i>
<b>REQUIREMENTS AND GRADING SYSTEM</b>	<b>PRESENTATION, ACTIVE PARTICIPATION IN CLASSES</b> 50%- PRESENTATION 50%- ACTIVE PARTICIPATION IN CLASSES
<b>LITERATURE</b>	
<ol style="list-style-type: none"> <li>1. From Democratic (Citizenship) Education to Participative Democracy? Youth's Difficult Way to Active Citizenship, S. Mrozowska, Przegląd Politologiczny 3/2019</li> <li>2. Youth Policy Manual How to develop a national youth strategy, FinnYrjarDenstad, 2009</li> <li>3. Polityka młodzieżowa w województwie zachodniopomorskim – wymiar lokalny i regionalny, M.Szulc, Przegląd Politologiczny 1/2020.</li> </ol>	

**NAME OF THE TEACHER  
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Marta Szulc, [marta.szulc@usz.edu.pl](mailto:marta.szulc@usz.edu.pl)



<b>COURSE TITLE :</b>	<b><i>International Political Relations</i></b>
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>lectures, 30 hours</i>
<b>STUDY PERIOD:</b>	<i>Summer semester</i>
<b>LEVEL</b>	<i>Master</i>
<b>ECTS POINTS</b>	<i>4</i>
<b>LANGUAGE</b>	<i>English</i>
<b>PREREQUISITES</b>	<i>Completion of the previous semester of study</i>
<b>COURSE OBJECTIVES</b>	
Lecture provides students with the base knowledge in the field of contemporary international relations, including in particular: <ul style="list-style-type: none"><li>- The latest trends in international diplomacy</li><li>- Use of contemporary international terminology</li><li>- international security</li><li>- the territory of the states and their boundaries</li><li>- the activities of international organizations</li><li>- diagnosis and evaluation of international events</li></ul>	
<b>COURSE CONTENT</b>	
1. Introduction to the International Political Relations 2. International Organizations. Terms and Typology 3. The War in International Relations 4. The Middle East Conflict 5. International Terrorism 6. Refugees In the international Relations 7. The Territory of the state in the IR	
<b>LEARNING OUTCOMES</b>	
<i>knowledge:</i>	1. Know and understand the rules and principles governing the functioning of political organizations, institutions and international structures (including the rules of international law). 2. Expertises in the field of concepts and basic categories and determinants and shaping international relations 3. Knows the basic subjects of international relations and the main aspects of the formation and collapse of international regimes and international orders
<i>skills:</i>	1. It has the ability to understand the basic rules for the management category of management in international organizations and state governance at the international level. 2. Identifies the complex political and economic problems in international relations, analysis and detects the basic





<i>social competences:</i>	<p>mechanisms of the origin and evolution of international regimes, as well as understand the role of the main actors in international relations</p> <p>1. Able to analyze economic phenomena and economic processes at the international level, and situations of threat to international security.</p> <p>2. The most basic level is interested in the current international situation</p>
<b>REQUIREMENTS AND GRADING SYSTEM</b>	DISCUSSION AND EXAM
<b>LITERATURE</b>	
<ol style="list-style-type: none"><li>1. Berridge G. R., <i>Diplomacy. Theory and Practice</i>, Palgrave 2002.</li><li>2. Brown Ch., <i>Understanding International Relations</i>, Palgrave 2001.</li><li>3. Burchill S., Devetak, R., Linklater A., Paterson M., Reus-Smit Ch., True J., <i>Theories of International Relations</i>, New York 2001.</li><li>4. Burgess M., A.-G. Gagnon (red.), <i>Comparative Federalism and Federation. Competing Traditions and Future Directions</i>, New York, London, 1993.</li><li>5. Cerny P., <i>The Changing Architecture of Politics</i>, London 1990.</li><li>6. Cerutti F., Rudolph E. (red.), <i>A Soul for Europe</i>, vol. I i II, Leuven 2001.</li><li>7. Clark I., <i>The Hierarchy of States. Reform and Resistance in the International Order</i>, Cambridge, 1989.</li><li>8. Cooper R., <i>The Economics of Interdependence</i>, New York 1968,</li><li>9. Cowles M.G. , Caporaso J., Risse T. (red.), <i>Transforming Europe: Europeanization and Domestic Change</i>, Ithaca, New York 2001.</li><li>10. Dougherty J.E., Platzgraff R.L. Jr., <i>Contending Theories of International Relations</i>, New York, 1990.</li><li>11. Holiday F., <i>Rethinking International Relations</i>, London, MacMillan 1994.</li><li>12. Jagodziński J., <i>The Visegrad Group – a central European constellation</i>,</li><li>13. Keohane R., J. S. Nye, <i>Power and Interdependence</i>, Boston 1989.</li><li>14. Kratochwil F., E. Mansfield (eds.), <i>International Organization: A Reader</i>, New</li><li>15. Rosenau J., <i>Turbulence in World Politics</i>, Princeton 1990.</li><li>16. Weihe T. (ed.), <i>Stability in the Persian Gulf</i>, Hamburg 2006.</li></ol>	
<b>NAME OF THE TEACHER AND CONTACT</b>	<i>Prof. dr hab. Janusz Ruzkowski</i> <i>janruoie@poczta.onet.pl</i>

<b>COURSE TITLE :</b>	<b><i>Theory of International Relations</i></b>
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>lecture (30 hours)</i>
<b>STUDY PERIOD:</b>	<i>Spring semester</i>
<b>LEVEL</b>	<i>Bachelor/master</i>
<b>ECTS POINTS</b>	<i>4</i>
<b>LANGUAGE</b>	<i>English</i>
<b>PREREQUISITES</b>	<i>General knowledge about world politics would be of great benefit</i>
<b>COURSE OBJECTIVES</b>	
The aim of the class is to offer students a general knowledge about major paradigms and theories of international relations.	
<b>COURSE CONTENT</b>	
<b>Lecture:</b>	
<ol style="list-style-type: none"> <li>1. Classical Realism</li> <li>2. Classical Liberalism</li> <li>3. Neorealism</li> <li>4. Neoliberalism</li> <li>5. The English School</li> <li>6. Constructivism</li> <li>7. Marxism, Critical Theory and Green Politics</li> <li>8. Modernization and development theory</li> </ol>	
<b>LEARNING OUTCOMES</b>	
<i>knowledge:</i>	<ol style="list-style-type: none"> <li>1. <i>Student knows major actors of international relations and main fields of their interactions.</i></li> <li>2. <i>Student should know and understand main features of international relations theories under consideration.</i></li> </ol>
<i>skills:</i>	<ol style="list-style-type: none"> <li>1. <i>Student should be able to identify and explain the most important issues of international relation.</i></li> <li>2. <i>Student is capable of relating theoretical concepts and particular view points on certain problems of international relations with major theories under consideration.</i></li> </ol>
<i>social competences:</i>	<ol style="list-style-type: none"> <li>1. <i>Thanks to gained knowledge and skills student is ready to present own opinions on current world politics, as well as present arguments for and against various interpretations of the current developments.</i></li> </ol>
<b>REQUIREMENTS AND GRADING SYSTEM</b>	Written paper and video project
<b>LITERATURE</b>	
1. Burchill S., Linklater A., Devetak R., Donnelly J., Paterson M., Reus-Smit Ch., True J. (2005): <i>Theories of International Relations: Third edition</i> , Palgrave MacMillan, Basingstoke	



2. Lawson S. (2015): Theories of International Relations: Contending Approaches to World Politics, Polity Press, Cambridge

3. Weber C. (2005): International Relations Theory: A critical introduction. Second edition, Routledge, Abingdon

**NAME OF THE TEACHER  
AND CONTACT**

Mateusz Smolaga  
mateusz.smolaga@usz.edu.pl



<b>COURSE TITLE :</b>	<i>North-South divide in international relations</i>
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>Discussion classes (30 hours)</i>
<b>STUDY PERIOD:</b>	<i>Spring semester</i>
<b>LEVEL</b>	<i>Bachelor/master</i>
<b>ECTS POINTS</b>	<i>4</i>
<b>LANGUAGE</b>	<i>English</i>
<b>PREREQUISITES</b>	<i>General knowledge about international politics and international economy would be of great benefit for a student.</i>
<b>COURSE OBJECTIVES</b>	
The main aim of the class is to highlight main trends in international relations between developed countries (the global North) and developing countries (the global South). Thanks to working on their audio-video projects, students will be able to practice team cooperation and the usage of new technologies for presentation purposes.	
<b>COURSE CONTENT</b>	
1. Introduction: what are the global North and the South. Are they really different? 2. Colonialism and decolonization 3. Various Northern interference in the global South: the Cold War period 4. Various Northern interference in the global South: the post-Cold War period 5. The North-South divide in the major international organizations/institutions 6. The North-South divide in the global economy 7. Development cooperation 8. South-South cooperation	
<b>LEARNING OUTCOMES</b>	
<i>knowledge:</i>	<i>1. Student knows main differences between developed and developing countries. 2. Student should know what are the main fields and instruments of North-South relations</i>
<i>skills:</i>	<i>1. Student should be able to identify and explain the most important issues of international politics related to the North-South divide. 2. Student is able to analyse the World's social and economic problems and instruments of the Northern assistance to the global South.</i>
<i>social competences:</i>	<i>1. Thanks to gained knowledge and skills student can participate in debates on relations of EU and his country with the global South. 2. Student is ready to involve into the ongoing development cooperation.</i>
<b>REQUIREMENTS AND GRADING SYSTEM</b>	Analytical presentation and video project
<b>LITERATURE</b>	



1. Brandt W., et al. : A programme for survival: Report of the Independent Commission on International Development Issues,  
[http://files.globalmarshallplan.org/inhalt/psu\\_2.pdf](http://files.globalmarshallplan.org/inhalt/psu_2.pdf)
2. Calvert P., Calvert S., (2007): Politics and Society in Developing World, Third Edition, Pearson Education Limited,
3. Harlow V. Desai, R. B. Potter (ed.) (2002): The Companion to Development Studies, Hodder Arnold, London
4. OECD (2019): Development Co-operation Report 2019: A FAIRER, GREENER, SAFER TOMORROW, OECD Publishing, Paris
5. UNDP (2019): Human Development Report 2019 Beyond income, beyond averages, beyond today: Inequalities in human development in the 21st century, United Nations, New York

**NAME OF THE TEACHER  
AND CONTACT**

Mateusz Smolaga  
[mateusz.smolaga@usz.edu.pl](mailto:mateusz.smolaga@usz.edu.pl)



<b>COURSE TITLE :</b>	<i>Common Foreign and Security Policy of the European Union</i>
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>lecture, 30 hours</i>
<b>STUDY PERIOD:</b>	<i>Summer semester</i>
<b>LEVEL</b>	<i>Master</i>
<b>ECTS POINTS</b>	<i>4</i>
<b>LANGUAGE</b>	<i>English</i>
<b>PREREQUISITES</b>	<i>none</i>
<b>COURSE OBJECTIVES</b>	
Presentation and analysis of the European Union foreign relations and security politics basis	
<b>COURSE CONTENT</b>	
1. CFSP genesis, institutions and forms of actions 2. European Neighbourhood Policy 3. EU-Russia relations 4. EU-Turkey relations 5. EU North African and Middle Eastern Policy 6. African, Caribbean and Pacific group of states in the EU policy 7. Central Asia, India, China and Japan cooperation with the EU 8. South-East Asia, Australia and Oceania's basis of cooperation with the EU 9. EU and Americas (Canada, USA, Latin America) 10. EU as a member, partner, dialogue member and observer of the international organisations	
<b>LEARNING OUTCOMES</b>	
<i>knowledge:</i>	<i>Student knows and understands reasons, basis and directions of the EU's Common Foreign and Security Policy</i>
<i>skills:</i>	<i>Student is able to name and explain the role of particular institutions in processes of the EU's Common Foreign and Security Policy shaping and managing.</i>
<i>social competences:</i>	<i>Student is able to present and explain present and forecasting the EU's actions in relations with foreign countries and international organisations</i>
<b>REQUIREMENTS AND GRADING SYSTEM</b>	<b>DISCUSSION AND EXAM</b>
<b>LITERATURE</b>	



1. C. Hill, M. Smith, S. Vanhoonacker, International Relations and the European Union, Oxford University Press, 2017;
2. P. Foradori, P. Rosa, R. Scartezzini, Managing a Multilevel Foreign Policy, Lexington Books, 2007;
3. F. Bindi, I. Angelescu (eds.), The Foreign Policy of the European Union, Brooking Institution Press, 2012.

**NAME OF THE TEACHER  
AND CONTACT**

Prof. US dr hab. Bartłomiej H. Toszek  
bartlomiej.toszek@usz.edu.pl



<b>COURSE TITLE :</b>	<i>Politics and Security of Russia and the Former Soviet States</i>
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>lectures, 30 hours</i>
<b>STUDY PERIOD:</b>	<i>spring semester</i>
<b>LEVEL</b>	<i>bachelor/master</i>
<b>ECTS POINTS</b>	<i>4</i>
<b>LANGUAGE</b>	<i>english</i>
<b>PREREQUISITES</b>	<i>none</i>
<b>COURSE OBJECTIVES</b>	
<p>The collapse of the Soviet Union in 1991 marked the end of Soviet power and the rise of 15 independent countries drawn along the borders of the former Soviet Socialist Republics. This course will be focus on the foreign policies and the relations among Russia and the other post-Soviet states. Analyze competing explanations for the Russian-Georgian war or the gas, wars between Ukraine and Russia both demonstrate, what happens in what the Russians call the “post-Soviet space” can have a major impact on the wider world.</p>	
<b>COURSE CONTENT</b>	
<ol style="list-style-type: none"> <li>1. Relate developments in Russia and other successor states to theories of democratic transition.</li> <li>2. Analysis of Russian and post-Soviet states politics, structures of government institutions, distributions of power, the party system, electoral regimes, and interest group systems, ethnic politics.</li> <li>3. Explain Russia’s fundamental goals of foreign policy and assess Russia’s success in achieving them.</li> <li>4. Security policy of Russia and post-Soviet states.</li> <li>5. Armed conflicts in the post-Soviet area (Ukraine, Georgia, Moldova, etc.)</li> <li>6. Integration organizations on the post-Soviet area (CIS. Customs Union, the Shanghai Cooperation Organization etc.)</li> <li>7. Central Asia - geopolitical puzzle or “new Great Game”?</li> </ol>	
<b>LEARNING OUTCOMES</b>	
<i>knowledge:</i>	Understand the politics of the Cold War era and the role of the USSR.
<i>skills:</i>	Recognize the role of Russia and the former Soviet States in the regional and global politics.
<i>social competences:</i>	Student knows how to use the knowledge about the Russia and post-Soviet area in future careers
<b>REQUIREMENTS AND GRADING SYSTEM</b>	In addition to lectures, class time will include critical discussion of arguments made in readings and lectures. Students are required to attend class, as well as to participate actively and in an informed





	way in discussion. Basis complete the course will be writing a final research paper from 15 to 20 pages on a topic approved by the instructor.
<b>LITERATURE</b>	
<ol style="list-style-type: none"><li>1. Sakwa, R., <i>Russian Politics and Society</i>, London 2008;</li><li>2. Roy A. Bluth Ch., <i>Security Dilemmas in Russia and Eurasia</i>, London, 1998</li><li>3. Motyl A. J., Blair A. R., Shetsova L., <i>Russia's Engagement with the West: Transformation and Integration in the Twenty-first Century</i> Armonk, New York 2005.</li><li>4. Trenin D., <i>The End of Eurasia: Russia and the Border Between Geopolitics and Globalization</i>, Washington DC 2001</li><li>5. Nygren B., <i>The Rebuilding of Greater Russia: Putin's Foreign Policy towards the CIS Countries</i>, London 2008.</li></ol>	
<b>NAME OF THE TEACHER AND CONTACT</b>	dr Michał Romańczuk, e-mail: <a href="mailto:michal.romanczuk@interia.pl">michal.romanczuk@interia.pl</a>

<b>COURSE TITLE :</b>	<i>SECURITY CHALLENGES OF THE MODERN WORLD</i>
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>lectures, 15 hours</i>
<b>STUDY PERIOD:</b>	<i>Summer semester</i>
<b>LEVEL</b>	<i>bachelor</i>
<b>ECTS POINTS</b>	<b>1</b>
<b>LANGUAGE</b>	<i>English</i>
<b>PREREQUISITES</b>	<i>Basic knowledge about World history in 20/21 centuries</i>
<b>COURSE OBJECTIVES</b>	
<i>Informing students about main challenges of the modern World security</i>	
<b>COURSE CONTENT</b>	
<ol style="list-style-type: none"> <li>1. Growing population of the Earth.</li> <li>2. Degradation of the natural environment.</li> <li>3. Growing global consumption and the limited resources of the planet.</li> <li>4. The problems of migration against the backdrop of growing problems on a global scale.</li> <li>5. Pandemic in the modern world.</li> <li>6. Terrorism as one of the contemporary threats.</li> <li>7. Armed conflicts in the 21st century - characteristic elements.</li> </ol>	
<b>LEARNING OUTCOMES</b>	
<i>knowledge:</i>	<i>Learn the basic elements of security threats on a global scale</i>
<i>skills:</i>	<i>Analyze the scale of security threats on a global scale</i>
<i>social competences:</i>	<i>to lead the work in small thematic teams, to organize searching of sources in teams</i>
<b>REQUIREMENTS AND GRADING SYSTEM</b>	<b>WRITTEN TEST</b>
<b>LITERATURE</b>	
<p>Chris Reiter, editor, <i>Earth's Growing Population</i>, (Singapore: Marshall Cavendish, 2011).</p> <p>Jonathan Silvertown, editor, <i>What Next for Nature?</i> (Chicago: University of Chicago Press, 2010).</p> <p><i>Sustainable consumption and production</i>, (Nairobi: UNEP, 2015).</p> <p><i>Migration and Global Environmental Change. Future Challenges and Opportunities</i>, (London: The Government Office for Science, 2011).</p> <p>Mitchell L. Hammond, editor, <i>Epidemics and the Modern World</i>, (Toronto: University of Toronto Press, 2020).</p> <p>Alex P. Schmid, editor, <i>The Routledge Handbook of Terrorism Research</i> (New York: Routledge, 2011).</p> <p>Caroline Holmqvist-Jonsäter, Christopher Coker, editors, <i>The Character of War in the 21st Century</i>, (Routledge: LSE, 2011).</p>	
<b>NAME OF THE TEACHER AND CONTACT</b>	<i>PhD Grzegorz Ciechanowski; grzegorz.ciechanowski@usz.edu.pl</i>

<b>COURSE TITLE :</b>	<b><i>Youth Policy</i></b>
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>lecture, 15 hours</i>
<b>STUDY PERIOD:</b>	<i>Summer semester</i>
<b>LEVEL</b>	<i>Master</i>
<b>ECTS POINTS</b>	<i>1</i>
<b>LANGUAGE</b>	<i>English</i>
<b>PREREQUISITES</b>	
<b>COURSE OBJECTIVES</b>	
<i>Gain knowledge in the field of youth policy</i>	
<b>COURSE CONTENT</b>	
<ol style="list-style-type: none"> <li>1. Basic issues concerning youth policy</li> <li>2. Building a youth policy strategy</li> <li>3. Implementation of youth policy</li> <li>4. National youth policies of selected countries</li> <li>5. Youth policy in the West Pomeranian Voivodeship</li> <li>6. Debate on youth policy</li> </ol>	
<b>LEARNING OUTCOMES</b>	
<i>knowledge:</i>	<i>students will learn about the differences in implementation and building a youth policy strategy.</i>
<i>skills:</i>	<i>Students will be able to conduct a discussion regarding youth policy</i>
<i>social competences:</i>	<i>students will be able to create youth policy in the local, regional, national and international dimension</i>
<b>REQUIREMENTS AND GRADING SYSTEM</b>	<b>PRESENTATION, ACTIVE PARTICIPATION IN CLASSES</b> 50%- PRESENTATION 50%- ACTIVE PARTICIPATION IN CLASSES
<b>LITERATURE</b>	
<ol style="list-style-type: none"> <li>1. From Democratic (Citizenship) Education to Participative Democracy? Youth's Difficult Way to Active Citizenship, S. Mrozowska, Przegląd Politologiczny 3/2019</li> <li>2. Youth Policy Manual How to develop a national youth strategy, FinnYrjarDenstad, 2009</li> <li>3. Polityka młodzieżowa w województwie zachodniopomorskim – wymiar lokalny i regionalny, M.Szulc, Przegląd Politologiczny 1/2020.</li> </ol>	

**NAME OF THE TEACHER  
AND CONTACT**

Marta Szulc, [marta.szulc@usz.edu.pl](mailto:marta.szulc@usz.edu.pl)

<b>COURSE TITLE :</b>	<b><i>Youth Policy</i></b>
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>lecture, 15 hours</i>
<b>STUDY PERIOD:</b>	<i>Summer semester</i>
<b>LEVEL</b>	<i>Master</i>
<b>ECTS POINTS</b>	<i>2</i>
<b>LANGUAGE</b>	<i>English</i>
<b>PREREQUISITES</b>	
<b>COURSE OBJECTIVES</b>	
<i>Gain knowledge in the field of youth policy</i>	
<b>COURSE CONTENT</b>	
<ol style="list-style-type: none"> <li>1. Basic issues concerning youth policy</li> <li>2. Building a youth policy strategy</li> <li>3. Implementation of youth policy</li> <li>4. National youth policies of selected countries</li> <li>5. Youth policy in the West Pomeranian Voivodeship</li> <li>6. Debate on youth policy</li> </ol>	
<b>LEARNING OUTCOMES</b>	
<i>knowledge:</i>	<i>students will learn about the differences in implementation and building a youth policy strategy.</i>
<i>skills:</i>	<i>Students will be able to conduct a discussion regarding youth policy</i>
<i>social competences:</i>	<i>students will be able to create youth policy in the local, regional, national and international dimension</i>
<b>REQUIREMENTS AND GRADING SYSTEM</b>	<b>PRESENTATION, ACTIVE PARTICIPATION IN CLASSES</b> 50%- PRESENTATION 50%- ACTIVE PARTICIPATION IN CLASSES
<b>LITERATURE</b>	
<ol style="list-style-type: none"> <li>1. From Democratic (Citizenship) Education to Participative Democracy? Youth's Difficult Way to Active Citizenship, S. Mrozowska, Przegląd Politologiczny 3/2019</li> <li>2. Youth Policy Manual How to develop a national youth strategy, FinnYrjarDenstad, 2009</li> <li>3. Polityka młodzieżowa w województwie zachodniopomorskim – wymiar lokalny i regionalny, M.Szulc, Przegląd Politologiczny 1/2020.</li> </ol>	

**NAME OF THE TEACHER  
AND CONTACT**

Marta Szulc, [marta.szulc@usz.edu.pl](mailto:marta.szulc@usz.edu.pl)

<b>COURSE TITLE :</b>	Intercultural Integration
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>lecture, hours 15</i>
<b>STUDY PERIOD:</b>	<i>Winter and Summer semester</i>
<b>LEVEL</b>	<i>Bachelor and Master</i>
<b>ECTS POINTS</b>	4
<b>LANGUAGE</b>	<i>English</i>
<b>PREREQUISITES</b>	
<b>COURSE OBJECTIVES</b>	
<ul style="list-style-type: none"> <li>- Familiarizing students with the assumptions of intercultural education,</li> <li>- Familiarizing students with the way of conducting lessons within “International Primary Curriculum” program,</li> <li>- Preparing students to conduct intercultural lessons within primary education</li> </ul>	
<b>COURSE CONTENT</b>	
<ol style="list-style-type: none"> <li>1. Culture dimensions and different teaching styles around the world</li> <li>2. Facilitating teaching style in “International Primary Curriculum”</li> <li>3. Intercultural intergration in international classroom</li> </ol>	
<b>LEARNING OUTCOMES</b>	
<i>knowledge:</i>	<p>Knowlegde about differences in teaching styles in different cultures</p> <p>Knowledge about facilitating teaching style in international education</p> <p>Knowledge about providing integration among children with different cultural backgrounds</p>
<i>skills:</i>	<p>Ability of recognizing different teaching styles around the world</p> <p>Ability of providing facilitative teaching style</p> <p>Ability of integrating children with different cultural backgrounds</p>
<i>social competences:</i>	<p>Competence of working with children and families with different expectations to teaching and education</p> <p>Competence of introducing facilitating teaching style to children and families from different parts of world</p> <p>Competence of integrating children and families with different cultural backgrounds</p>
<b>REQUIREMENTS AND GRADING SYSTEM</b>	Presence and activity during classes
<b>LITERATURE</b>	
1. International Primary Curriculum, ipc itd., Geneva, 2014	
<b>NAME OF THE TEACHER AND CONTACT</b>	Anna Linka, PhD anna.linka@usz.edu.pl



<b>COURSE TITLE :</b>	<b>The Pedagogy of Solitude</b>
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>lecture, 15 hours</i>
<b>STUDY PERIOD:</b>	<i>Winter or Spring semester</i>
<b>LEVEL</b>	<i>Bachelor/master</i>
<b>ECTS POINTS</b>	4
<b>LANGUAGE</b>	<i>English</i>
<b>PREREQUISITES</b>	-
<b>COURSE OBJECTIVES</b>	
Introduction of the positive connotation of solitude and its role for personal development and fulfillment	
<b>COURSE CONTENT</b>	
<ol style="list-style-type: none"> <li>1. The universal experience of aloneness and some of its sources</li> <li>2. Loneliness and solitude: the distinction</li> <li>3. The contemporary world and a syndrome of “massive distraction”</li> <li>4. The role of solitude in supporting personal development</li> <li>5. The role of solitude in optimizing relationships: solitude as a condition of mature love</li> <li>6. The implementation of some good solitude practice into education and self-formation</li> </ol>	
<b>LEARNING OUTCOMES</b>	
<i>knowledge:</i>	<b>Student knows and understands main advantages of periodic solitude and silence for personal well-being</b>
<i>skills:</i>	<b>Students uses some methods and techniques of mindfulness to optimize educational processes and interpersonal relationships</b>
<i>social competences:</i>	<b>Student gets engaged into acts of communication with deeper attention and ability of careful listening</b>





<b>REQUIREMENTS AND GRADING SYSTEM</b>	Essay in English /or/ a 'diary' documenting the introspection accompanying the periodic resignation from access to the media and screens
<b>LITERATURE</b>	
1. The Bloomsbury Handbook of Solitude, Silence and Loneliness, ed. Stern, Wałęjko, Sink, Ping Ho, 2022 2. H. Sunim, The things you can see only when you slow down, 2012 3. D. Marchant, Pause every day..., 2018	
<b>NAME OF THE TEACHER AND CONTACT</b>	Dr Małgorzata Wałęjko Malgorzata.walejko@usz.edu.pl



<b>COURSE TITLE :</b>	<i>CURRENT PROBLEMS OF EDUCATION IN POLAND</i>
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>lecture, 15 hours</i>
<b>STUDY PERIOD:</b>	<i>Spring semester</i>
<b>LEVEL</b>	<i>master</i>
<b>ECTS POINTS</b>	<i>4</i>
<b>LANGUAGE</b>	<i>English</i>
<b>PREREQUISITES</b>	<i>- communicative level of English language</i>
<b>COURSE OBJECTIVES</b>	
<p><i>To learn to perceive and understand the complexity and multidimensionality of educational problems</i></p> <p><i>To learn to identify sources and solve educational problems in one's working and living environment</i></p>	
<b>COURSE CONTENT</b>	
<ol style="list-style-type: none"> <li><i>1. THE SYSTEM OF EDUCATION IN POLAND - GOVERNANCE, ORGANISATION, FUNDING</i></li> <li><i>2. THE TEACHER AND HIS/HER CHANGING ROLE IN EDUCATION</i></li> <li><i>3. BRINGING TECHNOLOGY AND EDUCATION TOGETHER</i></li> <li><i>4. STUDENTS ATTITUDE AND BEHAVIORS – URGENT NECESSITY OF SOCIAL-EMOTIONAL LEARNING</i></li> <li><i>5. ON THE CONTACT OF EDUCATION AND A JOB MARKET</i></li> <li><i>6. VALUES AS A MISSING DIMENSION of EDUCATION</i></li> <li><i>7. THE ACHIEVEMENT GAP IN EDUCATION - EVERY STUDENT SUCCEEDS?</i></li> </ol>	
<b>LEARNING OUTCOMES</b>	
<i>knowledge:</i>	<i>student knows contemporary problems of education, gives their sources and possible ways to solve them</i>
<i>skills:</i>	<i>the student analyses the specific examples from pedagogical practice in the context of current problems of education</i>
<i>social competences:</i>	<i>Student discusses and presents his/her own opinions on current educational problems in English.</i>
<b>REQUIREMENTS AND GRADING SYSTEM</b>	<b>A SHORT TEXT (600 WORDS) ON A SELECTED ISSUE</b>
<b>LITERATURE</b>	



1. Di Pietro, G., Biagi, F., Costa P., Karpiński Z., Mazza, J., *The likely impact of COVID-19 on education: Reflections based on the existing literature and recent international datasets*, 2020, jrc121071.pdf
2. Building a High-Quality Teaching Profession. Lessons from around the world  
<https://www2.ed.gov/about/inits/ed/international/background.pdf>
3. Anna Murawska, *The "Existential Turn" in Education as an Answer to Crises Facing an Individual*, "NOWIS. Nauki o Wychowaniu. Studia Interdyscyplinarne" 2020, nr 1(10)  
<https://czasopismo.naukiowychowaniu.uni.lodz.pl/resources/html/article/details?id=204491>

**NAME OF THE TEACHER AND  
CONTACT**

Anna Murawska  
anna.murawska@usz.edu.pl



<b>COURSE TITLE :</b>	<b>Public diplomacy</b>
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>lecture, 15 hours</i>
<b>STUDY PERIOD:</b>	<i>Winter semester</i>
<b>LEVEL</b>	<i>Bachelor</i>
<b>ECTS POINTS</b>	<i>2</i>
<b>LANGUAGE</b>	<i>English</i>
<b>PREREQUISITES</b>	<i>Basic general knowledge.</i>
<b>COURSE OBJECTIVES</b>	
<i>The aim of the course is: to provide theoretical and practical knowledge necessary to move freely in the international diplomatic environment, to provide information on the theory and practice of diplomacy in the 20th and 21st centuries, as well as practical learning about the conditions of the diplomat's work, the history of diplomacy.</i>	
<b>COURSE CONTENT</b>	
<ol style="list-style-type: none"> <li>1. <i>History of public diplomacy</i></li> <li>2. <i>Soft Power tools</i></li> <li>3. <i>Cultural diplomacy</i></li> <li>4. <i>Various Forms of Diplomacy (Digital Diplomacy, Citizen Diplomacy, Sport diplomacy, Gastrodiplomacy)</i></li> <li>5. <i>Various Forms of Diplomacy (, Science diplomacy, Animal diplomacy, Climate diplomacy, Space diplomacy)</i></li> <li>6. <i>Non-state actors (paradpilomacy)</i></li> <li>7. <i>Public Diplomacy Toolbox</i></li> </ol>	
<b>LEARNING OUTCOMES</b>	
<i>knowledge:</i>	<ol style="list-style-type: none"> <li>1. <i>The student understands the role of diplomacy in international relations.</i></li> <li>2. <i>Student characterizes main theoretical issues in the field of public diplomacy and has basic knowledge about the directions of development of diplomatic forms.</i></li> </ol>
<i>skills:</i>	<ol style="list-style-type: none"> <li>1. <i>Student has basic knowledge of working in international environment.</i></li> <li>2. <i>The student explains goals of public diplomacy.</i></li> </ol>
<i>social competences:</i>	<ol style="list-style-type: none"> <li>1. <i>The student is able to communicate effectively in a culturally different environment.</i></li> <li>2. <i>The student accepts and respects cultures and beliefs different from his/her own and is able to deal with them in an ethical and cultural way.</i></li> <li>3. <i>The student is prepared to function in a culturally diverse environment.</i></li> </ol>



<b>REQUIREMENTS AND GRADING SYSTEM</b>	<i>The passing grade is determined by the positive assessment of the prepared project/presentation and active participation in the classes.</i>
<b>LITERATURE</b>	
<ol style="list-style-type: none"><li>1. <i>Nye, J (2005). Soft Power: The Means to Success in World Politics, Public Affairs</i></li><li>2. <i>Pamment J. (2014), New Public Diplomacy in the 21st Century: A Comparative Study of Policy and Practice, Routledge</i></li></ol>	
<b>NAME OF THE TEACHER AND CONTACT</b>	<i>Mgr Olga Łozińska, olga.lozinska@usz.edu.pl</i>



<b>COURSE TITLE :</b>	<b><i>City and regional branding</i></b>
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>lecture, 15 hours</i>
<b>STUDY PERIOD:</b>	<i>Winter semester</i>
<b>LEVEL</b>	<i>Bachelor</i>
<b>ECTS POINTS</b>	<i>2</i>
<b>LANGUAGE</b>	<i>English</i>
<b>PREREQUISITES</b>	<i>Basic general knowledge.</i>
<b>COURSE OBJECTIVES</b>	
<i>Objectives of the course: to familiarize students with the methods of building the image of a city; gaining the ability to analyze the process of image creation and promotion of cities and regions on the domestic and international market; gaining practical skills to design elements of an image strategy for cities and regions; preparing students for cooperation with institutions dealing with marketing of cities and regions.</i>	
<b>COURSE CONTENT</b>	
<ol style="list-style-type: none"> <li><i>1. The role and significance of contemporary concepts of cities and regions marketing – discussion.</i></li> <li><i>2. Selected advertising campaigns of cities and regions (on Polish and foreign market) - SWOT analysis.</i></li> <li><i>3. City Placement - analysis and discussion</i></li> <li><i>4. City's attractiveness in the concept of a tourist product - analysis of promotional materials.</i></li> <li><i>5. Urban mass events as a case study of promotional activities - analysis, discussion, work on the scenario of the event.</i></li> <li><i>6. Promotion of cities and regions and new media - case study.</i></li> <li><i>7. Working on projects.</i></li> <li><i>8. Presentation of projects.</i></li> </ol>	
<b>LEARNING OUTCOMES</b>	
<i>knowledge:</i>	<ol style="list-style-type: none"> <li><i>1. The student understands the role of place marketing.</i></li> <li><i>2. The student knows the methods of work and understands the meaning of marketing work for city and region branding.</i></li> </ol>
<i>skills:</i>	<ol style="list-style-type: none"> <li><i>1. The student is able to analyze and use the experience of other regions and cities on branding.</i></li> <li><i>2. The student is able to propose city and regional visual communication, edit a promotional text and slogan, plan a promotional campaign and a tourist product.</i></li> </ol>



social competences:	<ol style="list-style-type: none"> <li>3. <i>The student is able to communicate effectively in a culturally different environment.</i></li> <li>4. <i>The student actively participates in discussions during classes - discusses basic issues concerning marketing processes.</i></li> <li>5. <i>The student is prepared to publicly present the effects of work and to make presentations in front of the group.</i></li> </ol>
<b>REQUIREMENTS AND GRADING SYSTEM</b>	<i>The passing grade is determined by the positive assessment of the prepared project/presentation and active participation in the classes.</i>
<b>LITERATURE</b>	
<ol style="list-style-type: none"> <li>1. <i>Cudny W. (2020), Urban Events, Place Branding and Promotion Place Event Marketing, Routledge</i></li> <li>2. <i>Deffner A., Liouris C., (2005) 'City Marketing: a Significant Planning Tool for Urban Development in A Globalised Economy'. 45th Congress of the European Regional Science Association, Land Use and Water Management in a Sustainable Network Society. Vrije Universiteit Amsterdam</i></li> <li>3. <i>Better Governance, Planning and Services in Local Self-Governments in Poland (2021), Organisation for Economic Cooperation and Development – OECD report</i></li> <li>4. <i>Cudny W. (2019), City Branding and Promotion. The Strategic Approach, Routledge</i></li> </ol>	
<b>NAME OF THE TEACHER AND CONTACT</b>	<i>Mgr Olga Łozińska, olga.lozinska@usz.edu.pl</i>