

COURSE TITLE :	Bacteria, Viruses, and the Disinformation Around Them: Biological Fronts in Contemporary Conflicts
LEARNING FORMAT AND NUMBER OF HOURS	<i>Lectures, 30 hours</i>
STUDY PERIOD:	<i>Winter and summer semester</i>
LEVEL	<i>Bachelor/master (Erasmus Students)</i>
ECTS POINTS	<i>5</i>
LANGUAGE	<i>English</i>
PREREQUISITES	<i>None</i>
COURSE OBJECTIVES	
The aim of the course is to provide students with a comprehensive understanding of biological threats as instruments of modern warfare and political influence, with particular emphasis on disinformation, hybrid conflict strategies, and global security governance. The course develops students' ability to analyze biological risks from biological, political, strategic, and international security perspectives.	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. Biological Threats in the Context of Modern Warfare - pathogens as strategic tools and political instruments; health security as a component of national security 2. What Are Bacteria and Viruses? (Strategic-Level Overview) 3. The Weaponization of Disease: Biological Agents in Conflict Scenarios - biological weapons: definitions and classifications; military interest in pathogens: strategic logic; dual-use research and security dilemmas; ethical and legal constraints 4. Disinformation as a Weapon: Manipulating Biological Fear 5. Case Studies of Biological Disinformation Campaigns - COVID-19 origin narratives and geopolitical blame games; vaccine-related disinformation and strategic sabotage; pandemic narratives as tools of state competition 6. International Governance and Counter-Disinformation Strategies - role of WHO, UN, EU, NATO in countering health disinformation 7. Future Biological Battlefields: Technology, AI, and Synthetic Biology 	
LEARNING OUTCOMES	
<i>knowledge:</i>	<p>After completing the course, the student:</p> <ol style="list-style-type: none"> 1. Explain the role of pathogens as strategic and political tools in modern conflicts. 2. Describe the basic biological mechanisms of bacteria and viruses relevant to security and crisis management. 3. Identify the principles of biological weaponization, including dual-use dilemmas, military logic, and ethical constraints. 4. Analyze disinformation campaigns related to biological threats and their geopolitical implications. 5. Understand the role of international institutions (WHO, UN, EU, NATO) in biosecurity and counter-disinformation strategies.

	6. Discuss emerging technological risks, including synthetic biology and AI-driven disinformation.
<i>skills:</i>	After completing the course, the student is able to: <ol style="list-style-type: none"> 1. Critically analyze biological threats within geopolitical and security frameworks. 2. Interpret case studies involving pandemics, biosecurity incidents, and information warfare. 3. Evaluate international policy responses and governance mechanisms in biological security crises. 4. Develop strategic recommendations for countering biological disinformation and strengthening societal resilience.
<i>social competences:</i>	After completing the course, the student: <ol style="list-style-type: none"> 1. Appreciate the importance of international cooperation in biological threat prevention. 2. Engage constructively in interdisciplinary dialogue between political, scientific, and security domains.
REQUIREMENTS AND GRADING SYSTEM	Participation in the classes and preparation of an essay
LITERATURE	
<ol style="list-style-type: none"> 1. Sterne J. Microbiology for Dummies. John Wiley & Sons Inc. 2017 2. Wheelis M, Rózsa L, Dando M. Deadly Cultures: Biological weapons since 1945. Harvard University Press; 2009. 3. The Convention on the Prohibition of the Development, Production and Stockpiling of Bacteriological (Biological) and Toxin Weapons and on their Destruction, Geneva, Switzerland, 10 April 1972. https:// front.un-arm.org/wp-content/uploads/2020/12/BWC-text-English-1.Pdf 4. WHO Coronavirus disease (COVID-19) advice for the public: Mythbusters https://www.who.int/emergencies/diseases/novelcoronavirus-2019/advice-for-public/mythbusters 5. WHO Country & Technical Guidance – Coronavirus disease (COVID-19) https://www.who.int/emergencies/diseases/novelcoronavirus-2019/technical-guidance (access: 2022.01.24). 	
NAME OF THE TEACHER AND CONTACT	dr hab. Paulina Niedźwiedzka-Rystwej, prof. US paulina.niedzwiedzka-rystwej@usz.edu.pl

COURSE TITLE :	<i>Brain, Emotions, and Politics</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>lecture, 15 hours</i>
STUDY PERIOD:	<i>Winter semester</i>
LEVEL	<i>Master</i>
ECTS POINTS	
LANGUAGE	<i>English</i>
PREREQUISITES	<i>Basic knowledge of political communication, decision-making, and social mobilization. Interest in human behavior, motivations, and neuroscience.</i>
COURSE OBJECTIVES	
<p><i>Brain, Emotions, and Politics</i> provide an interactive training course on relationships between neuroscience, behavioral studies, and political science, offering students a broader understanding of the neurophysiological, cognitive, and emotional roots of political actions, opinions, or attitudes. The course focuses on implementing knowledge of the brain and its core systems – perception, emotional regulation, communication, and motivation – into social sciences. It integrates theoretical frameworks and combines the physiology of the brain, processing in mind, and behaviors in social environments. Therefore, the <i>Brain, Emotions, and Politics</i> course explains how to implement neuroscientific approaches and tools in applied political science, including political communication, marketing, and branding.</p>	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. The brain: magnificent human tool 2. Senses and perception: understanding the world around 3. Instinctive solutions: the fight-or-flight response and assessment of threats 4. Dark side of the brain: from sadness, guilt, and shame to contempt and disgust 5. The brain goes positive: enthusiasm, hope, pride, and happiness 6. Wired for communication: minds rooted in the language 7. Understanding others: theory of mind, mirror neurons, and the science of empathy 8. Motivation and decision-making: the mind and a need for action 	
LEARNING OUTCOMES	
<i>Knowledge:</i>	The student understands the relations and differences between the brain, mind, and behavior, the role of sensory stimulation in human perception, the fight-or-flight response, the impact of stress on health, cognition, and decision-making, the diversity of emotional strategies, the roots of social communication and the role of language in the

	<p>perception, the significance of the theory of mind in social bonding, and strategy of motivation or social mobilization.</p> <p>The student identifies core systems in the brain and names its significant functions, distinctive emotions or emotional states and differentiates moods from emotions, neurobiological patterns for language, memory, or decision-making and understands the integration of cognitive functions, core models of motivation, and social motivation, suggesting their possible applications in political communication.</p> <p>The student understands the basics of neuroscience, the biological roots of human behavior, the limitations of the mind, and the significance of emotional awareness and regulation.</p>
<i>Skills:</i>	<p>The student uses scientific reasoning, research design, data-driven analysis, and comparative analysis while applying a neuroscientific approach to political science.</p> <p>The student applies neuroscientific tools and methods to address research questions relevant to political science and social communication.</p> <p>The student employs basic techniques of behavioral studies to target variables in the research design and states predictions based on the state of the arts.</p> <p>The student drafts evidence-based communication and social mobilization strategies integrating neuroscience, behavioral studies, and political science.</p>
<i>Social competences:</i>	<p>The student is aware of cognitive and emotional processes that influence behavior and decision-making.</p> <p>The student seeks explanations for human behavior with empathy and compassion, practicing the theory of mind.</p> <p>The student practices emotional awareness, regulation, and integration, identifying experienced emotions and emotional states (moods).</p> <p>The student communicates concerning others and their needs, targeting motivation and social mobilization.</p>
REQUIREMENTS AND GRADING SYSTEM	<p>The course requirements are a presence in the class (80%), active participation in discussion and training, and presentation of a self-report study that explores behavioral and neuroscientific aspects of a 7-day-long observation.</p>

	<p>The self-report study is designed to include at least one dependent and one independent variable. Controlled variables may involve physiology (e.g., sleep, nutrition, activity), cognition (e.g., learning, memory, attention), emotions (e.g., experienced states, moods, motivations), and behavior (e.g., social activity, communication skills, caring).</p>
LITERATURE	
<ol style="list-style-type: none"> 1. R. Sapolsky (2017), <i>Behave. The Biology of Humans at Our Best and Worst</i>, Penguin Press. 2. D. Westen (2008), <i>The Political Brain. The Role of Emotion in Deciding the Fate of the Nation</i>, Public Affairs. 3. R.A. Poldrack (2020), <i>The New Mind Readers. What Neuroimaging Can and Cannot Reveal about Our Thoughts</i>, Princeton University Press. 4. J.T. Jost, H.H. Nam, D.M. Amodio & J.J. Van Bavel (2014). Political Neuroscience: The Beginning of a Beautiful Friendship, <i>Advances in Political Psychology</i> 35(51), 3–42. 5. N. Altermark & L. Nyberg (2018). Neuro-Problems: Knowing Politics Through the Brain, <i>Culture Unbound</i>, 10(1), 31–48. 6. P. Wawrzyński & J. Marszałek-Kawa (2022), Emotional Dynamics of Populism and Its Non-Populist Alternatives: Discussing the Role of Compassion and Pride, <i>Polish Political Science Yearbook</i> 51(4), 1–16. 	
NAME OF THE TEACHER AND CONTACT	Dr. Patryk Wawrzyński , patryk.wawrzynski@usz.edu.pl

COURSE TITLE :	Culture anthropology of education
LEARNING FORMAT AND NUMBER OF HOURS	lecture, 15 hours
STUDY PERIOD:	Winter or Spring semester
LEVEL	Bachelor/master
ECTS POINTS	4
LANGUAGE	English
PREREQUISITES	-
COURSE OBJECTIVES	
Introduction to the theory of anthropology of education. Observing and learning about different educational cultures.	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. Culture of education (2h). Different concepts and elements of cultures. 2. Doing case study (2h). The ethnographic approach in everyday life studies, methods, and technics of collecting data, methods of analyzing data. 3. Brainstorm meeting (4h). Culture of education in microperspective, what we can see/do/describe? 4. Work in progress: collecting and analyzing data (4h). 5. The alternative guide to educational microcultures: presentations and discussion (3h). 	
LEARNING OUTCOMES	
knowledge:	Broaden the knowledge and understanding of different cultural phenomenons that will prepare students to take constructive action in and with different parts of culture.
skills:	Students uses some methods and techniques that help analyze various cultural phenomena.
social competences:	Students adopt an open attitude to understanding the diversity of educational culture and its complexity.

REQUIREMENTS AND GRADING SYSTEM	
LITERATURE	
<p>Pedagogy, Culture & Society, Print ISSN: 1468-1366 Online ISSN: 1747-5104, access: https://www.tandfonline.com/loi/rpcs20</p> <p>Edukacja Międzykulturowa, Wydawnictwo Adam Marszałek, ISSN: 2299-4106, access: https://czasopisma.marszalek.com.pl/10-15804/edukacja-miedzykulturowa</p>	
NAME OF THE TEACHER AND CONTACT	<p>Aneta Makowska, Phd Aneta.makowska@usz.edu.pl</p>

COURSE TITLE :	EU energy policy and security
LEARNING FORMAT AND NUMBER OF HOURS	<i>lecture, 15 hours</i>
STUDY PERIOD:	<i>Autumn semester</i>
LEVEL	<i>Bachelor/Master</i>
ECTS POINTS	5
LANGUAGE	<i>English</i>
PREREQUISITES	Basic knowledge about national security, economy and political issues
COURSE OBJECTIVES	
<ul style="list-style-type: none"> • Familiarize students with the basics of European Union energy policy and its importance for the energy security of EU Member States. • Understand the legal, institutional, and strategic frameworks shaping EU energy policy. • Analyze the main challenges to the EU's energy security, including import dependencies, energy source diversification, and energy system resilience. • Assess the role of renewable energy sources, energy efficiency, and energy transition in ensuring long-term security. • Understand the interconnections between energy policy, climate policy, and the EU's sustainable development goals. • Analyze the impact of geopolitical factors and global energy markets on the EU's energy security. 	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. The Origins and Development of the European Union's Energy Policy 2. EU Energy Security in the Geopolitical Context 3. Energy Transition and the European Green Deal 4. Internal Energy Market and Critical Infrastructure 5. The Future of EU Energy Security 	
LEARNING OUTCOMES	
<i>knowledge:</i>	<ol style="list-style-type: none"> 1. Describes the objectives, instruments, and legal foundations of the European Union's energy policy. 2. Explains the importance of energy security for EU Member States. 3. Identifies the main geopolitical, climatic, and economic challenges influencing the development of EU energy policy.
<i>skills:</i>	<ol style="list-style-type: none"> 1. Assesses the impact of international and geopolitical factors on the European Union's energy security. 2. Formulates arguments and conclusions on the development of EU energy policy, drawing on data and scientific sources.

<i>social competences:</i>	<ol style="list-style-type: none"> 1. Can work in a team. 2. Is prepared to critically and responsibly evaluate information regarding energy policy and security. 3. Demonstrates awareness of the importance of international cooperation in ensuring energy security.
REQUIREMENTS AND GRADING SYSTEM	DISCUSSION, PROJECT
LITERATURE	
<ol style="list-style-type: none"> 1. <i>Energy Policy Transition - The Perspective of Different States</i>, (ed.) M. Ruszel, T. Młynarski, A. Szurlej, Rzeszów 2017. 2. Indre Siksnelyte-Butkiene, Dalia Streimikiene, Tomas Karpavicius, Tomas Balezentis, 3. Societal challenges to ensure energy security: A systematic critical review of the concept, indicators, and low-carbon transition policies, <i>Energy Research & Social Science</i>, Volume 127, 2025,104219. 4. Seynabou Gueye, Fatih Karanfil, Luc Désiré Omgba, Navigating the energy transition in the EU: Renewables, critical raw materials and emerging vulnerabilities, <i>Ecological Economics</i>, Volume 237, 2025,108696. 5. James Kneebone, Ben McWilliams, Olivia Moor, Alejandro Nuñez-Jimenez, A new European energy policy paradigm revealed by changes in hydrogen strategies, <i>Energy Policy</i>, Volume 212, 2026,115159. 6. Czapla, Dominika. "Bezpieczeństwo energetyczne Unii Europejskiej – szanse i wyzwania". <i>Przegląd europejski</i>, vol. 2019, no. 4, 2019, pp. 93-107. https://doi.org/10.5604/01.3001.0013.7891. 7. https://www.forum-energii.eu/en/towards-sustainable-energy-security-europe-needs-a-new-strategy-now 	
NAME OF THE TEACHER AND CONTACT	dr hab. Ewelina Kochanek ewelina.kochanek@usz.edu.pl

COURSE TITLE :	“Forensic Palynology and Biological Security Policy – Fungal Spores in Forensics and Public Health”
LEARNING FORMAT AND NUMBER OF HOURS:	<i>Lectures, discussion, 30 hours</i>
STUDY PERIOD:	<i>Winter semester</i>
LEVEL	<i>Bachelor/Master (Erasmus Students)</i>
ECTS POINTS:	<i>5</i>
LANGUAGE	<i>English</i>
PREREQUISITES	<i>General interest in world politics.</i>
COURSE OBJECTIVES:	
<p>The primary objective of the course is to introduce students to the significance of palynology in criminal investigations and to examine the societal, legal, and political implications of toxic and hallucinogenic fungi while developing the ability to critically interpret biological data in the context of public policy, criminology, and security studies.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. to present the significance of palynology (the study of pollen and spores) in the context of criminal investigations; 2. to discuss the role of toxic and hallucinogenic fungi within social, legal, and political contexts; 3. to develop skills in interpreting biological data for the analysis of public policy, criminology, and security. 	
COURSE CONTENT:	
<p>Foundations of palynology and its forensic application</p> <p>Pollen and fungal spores as biological evidence</p> <p>Collection, analysis, and interpretation of biological trace material</p> <p>Fungal spores in forensic expertise and evidentiary law</p> <p>Toxic and hallucinogenic fungi: toxicology, legal regulation, and public safety</p> <p>Social, political, and ethical dimensions of fungi-related policies</p> <p>Biological security, biohazards, and threat monitoring systems</p> <p>Interdisciplinary perspectives: biology, criminology, law, and public policy</p> <p>Case studies involving palynological evidence</p> <p>Emerging technologies in palynological analysis (genetics, AI, digital databases)</p>	
LEARNING OUTCOMES:	

<i>knowledge:</i>	The students should know and understand the forensic significance of palynology and fungal spores.
<i>skills:</i>	05. It has the ability to analyze biological evidence within legal and criminological frameworks. 06. Critically assess public policies related to biological security and public health.
<i>Social competences:</i>	07. He able to interpret biological data in interdisciplinary security and policy contexts.
REQUIREMENTS AND GRADING SYSTEM	Participation in the classes and preparation of an essay.
LITERATURE	
<p>Required:</p> <ol style="list-style-type: none"> 1. Forensic Palynology – Bryant, V. M. <i>Forensic Palynology</i>. Academic Press. (<i>Foundational text on the use of pollen and spores in forensic investigations</i>). 2014. ISBN: 978-0128009733 2. Introduction to Forensic Science – Saferstein, R. <i>Introduction to Forensic Science. (Chapters on trace evidence and biological materials.)</i>2015. 11th ed. Pearson Education, ISBN:978-0133832723 3. World Health Organization guidelines <i>on fungal toxins, environmental health, and public safety</i>. WHO Press, 2009. ISBN: 978-9289041683 4. European Union <i>EU policy documents on biosecurity, public health, and environmental protection</i>. Publications Office of the European Union, 2017. ISBN: 978-9279677019 5. European Monitoring Centre for Drugs and Drug Addiction (EMCDDA) <i>Psilocybin and Hallucinogenic Substances: Legal and Policy Perspectives</i>. Publications Office of the EU, 2023. ISBN: 978-9294978732 	
NAME OF THE TEACHER AND CONTACT	prof. dr. hab. Agnieszka Grinn-Gofroń agnieszka.grinn-gofron@usz.edu.pl

COURSE TITLE :	Forms and methods of education and learning, methods of student work evaluation
LEARNING FORMAT AND NUMBER OF HOURS	<i>Exercises, 10 hours</i>
STUDY PERIOD:	<i>Winter or Spring semester</i>
LEVEL	<i>Bachelor/master</i>
ECTS POINTS	2
LANGUAGE	<i>English</i>
PREREQUISITES	-
COURSE OBJECTIVES	
The course provides basic knowledge and skills on methods of teaching and learning as well as on main ways of students' work assessment.	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. Models, methods and forms of education 2. Activating methods of teaching 3. Methods of teaching specific for higher education 4. Styles of learning. Mnemonics techniques. Types of intelligence and learning style. Dale's pyramid of memory 5. Methods of student work evaluation 	
LEARNING OUTCOMES	
<i>knowledge:</i>	Student knows and understands main methods (and methodology) of conducting academic lectures and classes.
<i>skills:</i>	Student uses modern methods and techniques of conducting didactic classes.
<i>social competences:</i>	Student gets engaged into educational processes with respect towards all the participants of the interaction.
REQUIREMENTS AND GRADING SYSTEM	ORAL EXAM: TRAINED CLASSES
LITERATURE	
<ol style="list-style-type: none"> 1. G. D. Borich, Effective teaching methods: Research-Based Practice, 2016 2. P. Burden, D. Byrd, Methods for Effective Teaching: Meeting the Needs of All Students, 2018 3. J. Stern, A. Backhouse, Dialogic feedback for children and teachers: evaluating the 'spirit of assessment', International Journal of Children's Spirituality Vol. 16, No. 4, November 2011, 331346 	
NAME OF THE TEACHER AND CONTACT	Dr Małgorzata Wałęjko malgorzata.walejko@usz.edu.pl

COURSE TITLE:	<i>Human Security</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>lecture, 30 hours</i>
STUDY PERIOD:	<i>Winter semester</i>
LEVEL	<i>Bachelor/master</i>
ECTS POINTS	<i>5</i>
LANGUAGE	<i>English</i>
PREREQUISITES	

COURSE OBJECTIVES

In the UN definition, human security is a comprehensive, prevention orientated, people-centered vision of security which seeks to address a broad range of threats faced by individuals and communities. The concept of Human Security is to understand the concept of security in terms of risks and threats against individuals and groups rather than states. Since the 1990s, the number of inter-states conflicts have decreased while the number of intra-state conflicts has risen drastically. Moreover, the increasing poverty in the global south, climate change, immigration, environmental pollution etc. have been part of contemporary challenges in the world. The Human Security aims to protect individuals, groups, and other minorities from new threats in global politics. Kofi Annan has stated that “Human Security in its broadest sense, embraces far more than the absence of violent conflict. It encompasses human rights, good governance, access to education and health care and ensuring that each individual has opportunities and choices to fulfil his or her potential. The aim of the Human Security course is to focus on contemporary challenges of politics in terms of the security of individuals, groups, minorities, environment etc. rather than classical understanding of security which focuses on the state.

COURSE CONTENT

1. Economic Security
2. Food Security
3. Health Security
4. Environmental Security
5. Political Security
6. Gender and Human Security
7. Human Trafficking
8. Migration, Refugees, and Displacement
9. Humanitarian Intervention and Responsibility to Protect (R2P)
10. Freedom from fear, and freedom from want

LEARNING OUTCOMES

<p><i>knowledge:</i></p>	<p>The main outcomes of the Human Security course will be defining the concept of human security, its main elements and specially its importance in the contemporary politics. In addition to the main aims, the course will focus on different types of insecurities such as food, economic, health, environmental, gender, and political aspects of Human Security and their interconnectedness with one another. And eventually, the human security course will explain and main reasons of the problem such as environmental problems, poverty, discrimination, inequality and other contemporary problems in the global world.</p>
<p><i>skills:</i></p>	<p>As a result of the course, it will be possible to explain and analyse the main problems of the human security concept and how to response to these problems.</p>
<p><i>social competences:</i></p>	<p>The course will increase awareness of human security and will promote the concept. It also will give a different perspective on concept of security.</p>
<p>REQUIREMENTS AND GRADING SYSTEM</p>	<p>Attendance and Participation Readings and Discussion Assignments Final Exam</p>
<p>LITERATURE</p>	
<p>1. HUMAN DEVELOPMENT REPORT 1994 Published for the United Nations Development Programme (UNDP) https://hdr.undp.org/system/files/documents/hdr1994encompletenostatspdf.pdf</p> <p>2. Andersen-Rodgers, D., & Crawford, K. F. (2023). Human Security: Theory and Action (2nd ed.). California State University, Sacramento; James Madison University.</p> <p>3. Bindenagel Šehović, A. (2018). Introduction: Origins of Human Security. In: Reimagining State and Human Security Beyond Borders. Palgrave Pivot, Cham. https://doi.org/10.1007/978-3-319-72068-5_1</p>	

4. Alkire, Sabiha. (2003). A Conceptual Framework for Human Security. Centre for Research on Inequality, Human Security and Ethnicity, CRISE Queen Elizabeth House, University of Oxford.
<https://assets.publishing.service.gov.uk/media/57a08cf740f0b652dd001694/wp2.pdf>
5. MacFarlane, S.N., & Khong, Y.F. (2006). Human Security and the UN: A Critical History. Bloomington: Indiana University Press.
6. UNDP. 2022. New Threats to Human Security in the Anthropocene. Demanding Greater Solidarity. <https://kursplan.lnu.se/kursplaner/syllabus-1FU210-1.pdf>

**NAME OF THE TEACHER
AND CONTACT**

dr hab. Fuad Jomma, Profesor US
fuad.jomma@usz.edu.pl
+48 604492503

COURSE TITLE :	International Political Relations
LEARNING FORMAT AND NUMBER OF HOURS	<i>Lectures, discussion, 30 hours</i>
STUDY PERIOD:	<i>Winter and summer semester</i>
LEVEL	<i>Bachelor/master (Erasmus Students)</i>
ECTS POINTS	<i>5</i>
LANGUAGE	<i>English</i>
PREREQUISITES	<i>General interest in world politics.</i>
COURSE OBJECTIVES	
<p>The main aim of this lecture is contribution to original empirical and theoretical teaching of the International Political Relations. The programme offers more advanced studies and teaching on theory and impact of the IPR (also on the base of comparative studies in other international organizations).</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Constructing working theory of the IPRs with new and innovative tools); 2. Adopting a sustained analysis focusing on the development of new processes in the IPRs 3. Identifying trends in the field of theory and practice o in the IPRs; <p>Offering cross-disciplinary teaching covering practice impact and theory of the IPRs (including the instruments of impact, i. e. political impact, new trends in international diplomacy, international processes etc.);</p>	
COURSE CONTENT	
<p>The Theory of the International Relations International Society and International Community International Public Law The Territory of the State Wars and Conflicts in the International Relations The Middle East Conflict Disarming Agreements t International Terrorism Introduction to the International Organizations United Nations Organisation European Union as an international organisation NATO Refugees In the international Relations Supranationalism In the International Relations The International Justice</p>	
LEARNING OUTCOMES	
<i>knowledge:</i>	<p>The Students should know and understands the rules and principles governing the functioning of political organizations, institutions and international structures (including the rules of international law). 02 He has expertise in the field of Grid concepts and basic categories and determinants, and shaping the international political relations</p>

<i>skills:</i>	05. It has the ability to understand the basic rules of the category in the management of international organizations and state governance at the international level. 06. Identifies complex problems of political and economic international relations, analyzes and detects the basic mechanisms of the genesis and evolution of international regimes, as well as understand the role of the main actors of international relations.
<i>social competences:</i>	07. He able to analyze economic phenomena and economic processes on an international scale, and situations of threat to international security. 08. In the basic range of interest in the current international situation.
REQUIREMENTS AND GRADING SYSTEM	Participation in the classes and preparation of an essay
LITERATURE	
<p>Burchill S., Devetak, R., Linklater A., Paterson M., Reus-Smit Ch., True J., <i>Theories of International Relations</i>, New York 2001.</p> <p>Cerny P., <i>The Changing Architecture of Politics</i>, London 1990.</p> <p>Cerutti F., Rudolph E. (red.), <i>A Soul for Europe</i>, vol. I i II, Leuven 2001.</p> <p>Clark I., <i>The Hierarchy of States. Reform and Resistance in the International Order</i>, Cambridge, New York, Port Chester, Melbourne, Sydney, 1989.</p> <p><i>Comparative Federalism and Federation. Competing Traditions and Future Directions</i>, M. Burgess, A.-G. Gagnon (red.), New York, London, Toronto, Sydney, Tokyo, Singapore 1993.</p> <p>Cooper R., <i>The Economics of Interdependence</i>, New York 1968, J. Rosenau, <i>Turbulence in World Politics</i>, Princeton 1990.</p> <p>Cowles M.G. , Caporaso J., Risse T. (red.), <i>Transforming Europe: Europeanization and Domestic Change</i>, Ithaca, New York 2001.</p> <p>Dinan D., <i>Ever Closer Union. An Introduction to European Integration</i>, Houndmills, Basingstoke, Hampshire, 2005.</p> <p>Heywood P. M., Jones E., Rhodes M, Sedelmeier U., <i>Developments in European Politics</i>, Houndmills, Basingstoke, Hampshire, New York 2006.</p> <p>Dougherty J.E., Platzgraff R.L. Jr., <i>Contending Theories of International Relations</i>, New York, 1990.</p>	
NAME OF THE TEACHER AND CONTACT	prof. dr hab. Janusz Ruzkowski janusz.ruzkowski@usz.edu.pl

COURSE TITLE :	<i>Introduction to International Relations</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>discussion classes, 15 hours</i>
STUDY PERIOD:	<i>Winter semester</i>
LEVEL	<i>Bachelor/master</i>
ECTS POINTS	3
LANGUAGE	<i>English</i>
PREREQUISITES	<i>General interest in world politics.</i>
COURSE OBJECTIVES	
The aim of this course is to provide students with a fundamental understanding of international relations, including its institutions and processes.	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. What are international relations? 2. Actors of international relations. 3. Foreign policy and its instruments. 4. Diplomacy. 5. International security. 6. The European Union. 7. The United Nations system. 	
LEARNING OUTCOMES	
<i>knowledge:</i>	The student will have a basic understanding of the current system of international relations and of the basic mechanisms of world politics.
<i>skills:</i>	The student will be able to analyse ongoing developments in international relations.
<i>social competences:</i>	As a result of the knowledge and skills acquired, the student will be able to identify and criticise false media claims on international issues in a social environment.
REQUIREMENTS AND GRADING SYSTEM	preparation of a video project
LITERATURE	
<ol style="list-style-type: none"> 1. J. Baylis, S. Smith, P. Owens (2020), <i>The Globalization of World Politics: An Introduction to International Relations</i>. Eighth Edition, Oxford University Press. 2. The United Nations website: https://www.un.org/en/ 	

3. the European Union's website: https://european-union.europa.eu/index_en

**NAME OF THE TEACHER
AND CONTACT**

Mateusz Smolaga, PhD (mateusz.smolaga@usz.edu.pl)

COURSE TITLE :	Labour Market and Professional Activation of Unemployed
LEARNING FORMAT AND NUMBER OF HOURS	<i>lecture, 15 hours</i>
STUDY PERIOD:	<i>Winter and Spring semester</i>
LEVEL	<i>Bachelor and master</i>
ECTS POINTS	4
LANGUAGE	<i>English</i>
PREREQUISITES	
COURSE OBJECTIVES	
COURSE CONTENT	
1. Types of unemployment and ways of counteracting them 2. Psychological and social effects of unemployment and ways to deal with them 3. Diagnosis of professional predispositions	
LEARNING OUTCOMES	
<i>knowledge:</i>	Knowledge about types of unemployment and ways of counteracting them Knowledge about psychological and social effects of unemployment and ways to deal with them Knowledge about diagnosis of professional predispositions
<i>skills:</i>	Ability of counteracting to different types of unemployment Ability of dealing with psychological and social effects of unemployment Ability of diagnosing professional predispositions
<i>social competences:</i>	The competence to advise on the issue of counteracting to different types of unemployment The competence to advise on the issue of dealing with psychological and social effects of unemployment, The competence to advise on the issue of diagnosing professional predispositions
REQUIREMENTS AND GRADING SYSTEM	Presence and active participation.
LITERATURE	
1. R. Moodley, R. Walcott (2010) Counselling across and beyond cultures, London 2. P. d'Ardenne, A. Mahtani (2010) Transcultural Counselling in Action, Singapoure 3. Ch.P. Chen (2015) Career Endeavour: Pursuing a Cross Cultural Life Transition, Hampshire	
NAME OF THE TEACHER AND CONTACT	Anna Linka, PhD anna.linka@usz.edu.pl

COURSE TITLE :	<i>Meditation – theory and practice</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>lecture, 15 hours</i>
STUDY PERIOD:	<i>Winter semester</i>
LEVEL	<i>Bachelor/master</i>
ECTS POINTS	<i>4</i>
LANGUAGE	<i>English</i>
PREREQUISITES	
COURSE OBJECTIVES	
<p>To familiarize students with the theories that underly meditation techniques, used both in secular contexts, as well as in the various religious traditions.</p> <p>To present the mechanisms, outcomes, and risks associated with meditation practice.</p> <p>To familiarize with secular (non-religious) meditation techniques.</p>	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. Introduction to meditation research 2. Meditation in different religions 3. Results of meditation and its clinical applications 4. Mechanisms of meditation 5. Risks associated with meditation 6. Limitations of meditation research 7. Secular meditation techniques 	
LEARNING OUTCOMES	
<i>knowledge:</i>	<p>Student defines the basic mechanisms of meditation techniques.</p> <p>Student recognizes both positive and negative effects of meditation and is aware of the risks associated with meditation.</p> <p>Student identifies limitations in meditation research and their impact on the generalizability of research findings.</p>
<i>skills:</i>	<p>Student critically analyzes the results of research on meditation.</p>
<i>social competences:</i>	<p>Student is ready to critically evaluate meditation exercises and programs.</p>
REQUIREMENTS AND GRADING SYSTEM	EXAM, ONE-CHOICE QUESTIONS
LITERATURE	
<p>1. Farias, M., Brazier, D., & Lalljee, M. (2021). <i>The Oxford handbook of meditation</i>. Oxford University Press.</p>	
NAME OF THE TEACHER AND CONTACT	Magdalena Kerestey, PhD

COURSE TITLE:	<i>Methodology of teaching a foreign language</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>lecture, 15 hours</i>
STUDY PERIOD:	<i>Spring semester</i>
LEVEL	<i>Bachelor</i>
ECTS POINTS	<i>4</i>
LANGUAGE	<i>English</i>
PREREQUISITES	
COURSE OBJECTIVES	
<ul style="list-style-type: none"> - To introduce students to the basic concepts, issues and the most important theoretical approaches in foreign language teaching and learning - To develop students' ability to apply gain knowledge about teaching foreign language to young learners in practice 	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. Basic methodological assumptions for teaching children foreign languages in early childhood education 2. Concepts, definitions and contexts of language teaching 3. Early start of foreign language learning. The foreign language lesson: planning, the lesson as communication 4. Language learners in the process of foreign language acquisition and individual learners' characteristics and success in language learning 5. Methods of teaching foreign languages to children at the early education level. Choice of teaching method: conventional methods, unconventional methods, TPR, The Silent Way, CLL, Natural method, Communicative approach 6. Teaching to different age groups and choice of teaching materials and teaching aids 7. Techniques for teaching reading, writing and grammar in early childhood education. 8. Assessing student progress 	
LEARNING OUTCOMES	
<i>knowledge:</i>	Knows and understands psycho-pedagogical factors and mechanisms of acquiring the foreign language by children.
<i>skills:</i>	Knows how to plan different educational situations and events in preschool and school with the usage of the foreign language teaching methods and techniques.

social competences:

Is ready to play the role of reliable foreign language teacher and to obey ethical norms.

REQUIREMENTS AND GRADING SYSTEM	ATTENDANCE AND WRITTEN WORK Grading criteria of a written work: content-50%, organization-25%, clarity-15%, bibliography-10%. bdb (95-100% of the maximum number of points), db+ (90-94% of the maximum number of points), db (80-89% of the maximum number of points), dst+ (70-79% of the maximum number of points), dst (60-69% of the maximum number of points), ndst (below 60% of the maximum number of points).
LITERATURE	
<ol style="list-style-type: none"> 1. M. Szpotowicz, M. Szulc-Kurpaska, Teaching English to Young Learners, Warszawa 2021. 2. M. Rychło-Kok, The educational approach to language teaching, Warszawa 2008 3. C. Lynne, Teaching Languages to Young Learners, Cambridge 2001 4. C. J. Richards, Approaches and Methods in Language Teaching, Cambridge 2014 5. J. Santrock, K. Deater-Deckard and J. Lansford, Child Development: An Introduction, New York 2021. 	
NAME OF THE TEACHER AND CONTACT	<i>Barbara Żakowska, PhD barbara.zakowska@usz.edu.pl</i>

COURSE TITLE :	Organizing humanitarian aid during refugee crises
LEARNING FORMAT AND NUMBER OF HOURS	<i>Lecture 15 hours</i>
STUDY PERIOD:	<i>Spring semester</i>
LEVEL	<i>Bachelor and master</i>
ECTS POINTS	<i>4</i>
LANGUAGE	<i>English</i>
PREREQUISITES	
COURSE OBJECTIVES	
- preparing students for personal and organizational management in a refugee crisis situation - to familiarize students with the specificity of the concept of refugee and related problems	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. Different types of refugee crises in history 2. The origins of the Geneva Convention, it's interpretation and implementation. 3. Main challenges faced by refugees 4. Main stages of the refugee crisis and methods dealing with each stage 5. Prevention of burnout of helpers working with refugees 6. Resources and human resource management during refugee crises 7. Acculturation crisis and culture shock as elements of refugee crisis 	
LEARNING OUTCOMES	
<i>knowledge:</i>	<i>Students will know refugees crises in history and currently, the origins of Geneva Convention, stages of refugee crisis, principles of resources managing, personnel management and self-management during refugee crisis and acculturation shock.</i>
<i>skills:</i>	<ul style="list-style-type: none"> - <i>Students will be able to interpret and implement documents and regulations connected with Geneva Convention and other forms of international protection,</i> - <i>Students will be able to recognize the stages of the refugee crisis and propose adequate assistance activities.</i> - <i>Student will be able to recognize symptoms of burnout of helpers operating in refugee crisis and propose preventive actions</i> - <i>Students will be able to recognize symptoms of their own personal crisis and to take care of themselves in such a situation</i>
<i>social competences:</i>	<ul style="list-style-type: none"> - <i>Students will be able to discuss and find solutions in above mentioned situations with regards of respect of intercultural differences.</i>

REQUIREMENTS AND GRADING SYSTEM	Activity during classes: taking part in role-plays, simulations, case studies and field trips.
LITERATURE	
1. Dominik Hangartner, Matti Sarvimaki, Judith Spirig (2021) <i>Managing Refugee Protection Crises: Policy Lessons from Economics and Political Science</i> https://repec.iza.org/dp14821.pdf	
2. Linda Polman (2011) <i>Crisis Caravan: what's wrong with humanitarian Aid?</i> https://www.amazon.pl/Crisis-Caravan-Whats-Wrong-Humanitarian/dp/0312610580	
3. Materials prepared by lecturer	
NAME OF THE TEACHER AND CONTACT	Dr Anna Linka anna.linka@usz.edu.pl

COURSE TITLE :	Pathogens as a 21st Century Weapon
LEARNING FORMAT AND NUMBER OF HOURS	<i>Lectures, 30 hours</i>
STUDY PERIOD:	<i>Winter and summer semester</i>
LEVEL	<i>Bachelor/master (Erasmus Students)</i>
ECTS POINTS	<i>5</i>
LANGUAGE	<i>English</i>
PREREQUISITES	<i>None</i>

COURSE OBJECTIVES

The primary objective of this course is to provide students of International Political Relations with a comprehensive understanding of biological threats as modern tools of conflict, coercion, and geopolitical influence. The course aims to integrate perspectives from microbiology, immunology, security studies, international law, political science, and crisis management. Upon completion of the course, students will:

- Understand the biological foundations of pathogenic threats and their relevance to modern security challenges.
- Analyze historical and contemporary cases of biological warfare, bioterrorism, and pandemic-driven geopolitical instability.
- Evaluate the role of international organizations, legal frameworks, and state policies in preventing, detecting, and responding to biological threats.
- Develop critical skills in risk assessment, strategic communication, and crisis management related to biological hazards.
- Gain insight into the political, ethical, and legal implications of using biological agents as instruments of power.

COURSE CONTENT

1. Introduction – Pathogens in Global Security - Biological threats in the 21st century, security paradigms: traditional vs. non-traditional threats, pathogens as political and strategic tools
2. Basics of Microbiology and Immunology - what are pathogens? Viruses, bacteria, fungi, parasites; transmission, virulence, and epidemic potential; human immune defense: fundamentals; vaccines, treatments, and public health protection
3. History of Biological Warfare - early use of biological agents; state biological weapons programs (20th century); Cold War bioweapons race; lessons learned and political consequences
4. Bioterrorism and Asymmetric Warfare
5. Pandemics as Global Destabilizers - COVID-19 as a geopolitical turning point; health crises and political decision-making; pandemic diplomacy, vaccine nationalism, and global inequality
6. Hybrid Warfare, Disinformation, and Psychological Operations – health-related disinformation campaigns; manipulation of public perception and panic; biological crises in hybrid conflict strategies

LEARNING OUTCOMES

<i>knowledge:</i>	<p>After completing the course, the student:</p> <ol style="list-style-type: none"> 1. Demonstrates comprehensive knowledge of biological threats as non-traditional security challenges in the 21st century and understands their political, strategic, and societal implications. 2. Understands fundamental concepts of microbiology and immunology necessary to analyze pathogen transmission, epidemic potential, and public health responses. 3. Knows the historical background of biological warfare, including state bioweapons programs, Cold War dynamics, and their political consequences. 4. Understands the mechanisms, motivations, and risks of bioterrorism and asymmetric warfare. 5. Recognizes the geopolitical, economic, and social impacts of pandemics, with particular emphasis on COVID-19 as a turning point in global politics. 6. Understands the role of hybrid warfare, disinformation, and psychological operations related to biological threats.
<i>skills:</i>	<p>After completing the course, the student is able to:</p> <ol style="list-style-type: none"> 1. Analyze biological threats within international security frameworks and assess their impact on global stability. 2. Interpret epidemiological and public health data in the context of political decision-making and crisis management. 3. Critically evaluate political strategies and state responses to pandemics, bioterrorism, and biological crises. 4. Identify and assess disinformation campaigns related to health crises and evaluate their strategic objectives.
<i>social competences:</i>	<p>After completing the course, the student:</p> <ol style="list-style-type: none"> 1. Demonstrates awareness of ethical, social, and political responsibility in managing and communicating biological risks. 2. Is prepared to participate in interdisciplinary teamwork involving policymakers, public health experts, and security professionals. 3. Shows critical thinking, resilience to manipulation, and responsibility in information sharing, especially during biological crises.
REQUIREMENTS AND GRADING SYSTEM	Participation in the classes and preparation of an essay
LITERATURE	
1. Sterne J. Microbiology for Dummies. John Wiley & Sons Inc. 2017	

2. Wheelis M, Rózsa L, Dando M. Deadly Cultures: Biological weapons since 1945. Harvard University Press; 2009.
3. The Convention on the Prohibition of the Development, Production and Stockpiling of Bacteriological (Biological) and Toxin Weapons and on their Destruction, Geneva, Switzerland, 10 April 1972. [https:// front.un-arm.org/wp-content/uploads/2020/12/BWC-text-English-1.Pdf](https://front.un-arm.org/wp-content/uploads/2020/12/BWC-text-English-1.Pdf)
4. WHO Coronavirus disease (COVID-19) advice for the public: Mythbusters <https://www.who.int/emergencies/diseases/novelcoronavirus-2019/advice-for-public/mythbusters>
5. WHO Country & Technical Guidance – Coronavirus disease (COVID-19) <https://www.who.int/emergencies/diseases/novelcoronavirus-2019/technical-guidance> (access: 2022.01.24).

**NAME OF THE TEACHER
AND CONTACT**

dr hab. Paulina Niedźwiedzka-Rystwej, prof. US
paulina.niedzwiedzka-rystwej@usz.edu.pl

COURSE TITLE :	Polish cinematography - a short history, contexts and questions about meaning
LEARNING FORMAT AND NUMBER OF HOURS	<i>Lecture, 30 hours</i>
STUDY PERIOD:	<i>Winter or Spring semester</i>
LEVEL	<i>Bachelor/master</i>
ECTS POINTS	<i>4</i>
LANGUAGE	<i>English</i>
PREREQUISITES	<i>No prerequisites</i>
COURSE OBJECTIVES	
The course aims to familiarize students with Polish film heritage related to social and historical contexts. We will discuss the most critical problems related to human rights and politic.	
COURSE CONTENT	
<p>1. Andrzej Wajda (1926 - 2016) "Popiół i diament" / "Ashes and Diamonds" 1958</p> <p>2. Andrzej Munk (1921 - 1961) "Eroica"/"Eroica" 1958</p> <p>3. Aleksander Ford (1908 - 1980) "Krzyżacy"/"Knights of The Teutonic Order" 1960</p> <p>4. Roman Polański (1933) "Nóż w wodzie"/"The Knife in The Water" 1962</p> <p>5. Wojciech Jerzy Has (1925 - 2000) "Rękopis znaleziony w Saragossie"/"The Saragossa Manuscript" 1965</p> <p>6. Tadeusz Konwicki (1926 - 2015) "Salto"/"Jump" 1965</p> <p>7. Krzysztof Zanussi (1939) "Barwy ochronne"/"Camouflage" 1976</p> <p>8. Agnieszka Holland (1948) "Aktorzy prowincjonalni"/"Provincial Actors" 1979</p> <p>9. Krzysztof Kieślowski (1941 - 1996) "Przypadek" / "Blind Chance" 1981</p> <p>10. Andrzej Wajda (1926 - 2016) "Człowiek z żelaza" / "Man of Iron" 1981</p> <p>11. Jerzy Kawalerowicz (1922 - 2007)</p>	

<p>"AusteriaTAusteria" 1982</p> <p>12. Wojciech Marczewski (1944)</p> <p>"Ucieczka z kina 'Wolność' " / "Escape from the 'Liberty Cinema ' " 1990</p>	
LEARNING OUTCOMES	
<i>knowledge:</i>	<p>Knowledge about Polish cinematography</p> <p>Knowledge about psychological and social aspects of Polish history</p>
<i>skills:</i>	<p>The ability to recognize the different types of motives in polish cinematography</p> <p><i>The ability to notice the intertextuality of Polish cinematography</i></p>
<i>social competences:</i>	<p>The competence to talk about polish cinematography</p> <p>The competence to teach about polish cinematography</p>
REQUIREMENTS AND GRADING SYSTEM	Presence and active participation
LITERATURE	
<p>1.Sobański Oskar (1987). <i>Polish feature films : a reference guide : 1945-1985</i>. Locust Hill Press.</p> <p>2.Haltof Marek (2007). <i>Historical dictionary of polish cinema</i>. Scarecrow Press.</p> <p>3.Krakus Anna (2018). <i>No end in sight: polish cinema in the late socialist period</i>. University of Pittsburgh Press.</p>	
NAME OF THE TEACHER AND CONTACT	<p>Aleksander Cywiński, PhD</p> <p>aleksander.cywinski@usz.edu.pl</p>

COURSE TITLE :	Polish military symbolism
LEARNING FORMAT AND NUMBER OF HOURS	lectures, 15 hours
STUDY PERIOD:	Winter and summer semester
LEVEL	Bachelor/master (Erasmus Students)
ECTS POINTS	3
LANGUAGE	English
PREREQUISITES	Basic knowledge about World military history in 18/21 centuries
COURSE OBJECTIVES	
<ol style="list-style-type: none"> 1. Acquiring knowledge about Polish military symbolism. 2. Understanding and analyzing the impact of global trends on the development of Polish military symbolism. 3. Understanding the impact of Polish trends on the development of global military symbolism 	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. Polish military eagle, saluting procedure. 2. History of the Polish banner and ensign. 3. The symbolism of the Polish Navy and aviation. 4. The birth of camouflage uniforms. 5. Symbolism of mountain troops/The Edelweiss. 6. Identification of soldiers and equipment of other countries' armies. 7. The global career of the lancers/uhlans. 	
LEARNING OUTCOMES	
knowledge:	<p>01. Students should know and understand the principles of military symbolism, what it represents, what it is based on, and what values it represents.</p> <p>02. Students should learn about the elements characteristic of Polish military symbolism and the influences of other countries present in it.</p>
skills:	<p>03. He has the ability to understand the principles of military symbolism.</p> <p>04. Identifies complex problems of historical and cultural connections functioning in military symbolism.</p>
social competences:	<p>05. Analysis of the scale of mutual international connections in the sphere of symbolism.</p> <p>06. Students are able to analyze political, military, and cultural phenomena in relation to the expression of values contained in symbols.</p>
REQUIREMENTS AND GRADING SYSTEM	Participation in the classes and preparation of an Power Point presentation
LITERATURE	
<p>Adam Buszko, <i>Polish National and Military Symbols</i>, (Warsaw : Caritas of the Field Ordinariate of the Polish Army, 2011).</p> <p>Andrew Hempel, <i>Poland in World War II: An Illustrated Military History</i> (New York: Hippocrene Books, 2015).</p>	

Tony Leszczuk & Krzysztof Barbarski, *The Polish Army in the West 1939-1947: Commemorative & Specialist Badges* (Warsaw: Wydawnictwo Wolf, 2020).
Thomas Nigel, *Polish Legions 1914–19* (Osprey Men-at-Arms, 2004).
Aleksander Rawski, Robert Rochowicz, *Wojsko polskie. The Polish Army* (Warsaw: Bellona, 2007).
Zdzisław P. Wesolowski, *Polish Orders, Medals, Badges and Insignia: Military and Civilian Decorations, 1705–1985* (Miami: Printing Services, Inc., 1986).

**NAME OF THE TEACHER AND
CONTACT**

PhD Grzegorz Ciechanowski;
grzegorz.ciechanowski@usz.edu.pl

COURSE TITLE :	“Political and Social Aspects of Biological Air Pollution: Aerobiology in the Context of Public Health and Environmental Policy”
LEARNING FORMAT AND NUMBER OF HOURS:	<i>Lectures, discussion, 30 hours</i>
STUDY PERIOD:	<i>Winter semester</i>
LEVEL	<i>Bachelor/Master (Erasmus Students)</i>
ECTS POINTS:	5
LANGUAGE	<i>English</i>
PREREQUISITES	<i>General interest in world politics.</i>
COURSE OBJECTIVES:	
<p>The aim of the course is to present the multidimensional relationships between biological processes occurring in the atmosphere (aerobiology), public health, and environmental policy. The lectures examine the role of pollen, fungal spores, and other bioaerosols as factors affecting air quality and population health, as well as their significance in the context of law, urban policy, and European environmental protection.</p> <p>The course integrates knowledge from biology, ecology, public health, and political science, developing students’ ability to analyze air pollution phenomena from social, legal, and ethical perspectives.</p>	
COURSE CONTENT:	
<p>Introduction to aerobiology: scope, history, and methods</p> <p>Spores and pollen: biology, distribution, and seasonality</p> <p>Aerobiological monitoring in Poland and the European Union</p> <p>Pollen allergies and lifestyle-related diseases</p> <p>The impact of biological factors on public health</p> <p>Biological and chemical components of air pollution</p> <p>Social perception of environmental health risks</p> <p>Ethics and the right to clean air</p> <p>Environmental policy of the European Union and Poland</p> <p>Legal regulations concerning biological factors</p> <p>Risk management and urban adaptation strategies</p>	

Crisis communication and information management

Climate change and aeroallergens

New technologies in pollen monitoring and forecasting

Summary and analysis of selected policy case studies

LEARNING OUTCOMES:

<i>knowledge:</i>	The student has knowledge of key concepts and processes in aerobiology and bioaerosols.
<i>skills:</i>	<p>Understand the impact of biological factors on public health and health policy.</p> <p>Understand the importance of information policy and risk communication in environmental protection.</p> <p>Analyzes the relationships between the environment, society, and political decision-making.</p>
<i>Social competences:</i>	Is able to assess the effectiveness of public actions aimed at protecting air quality.

REQUIREMENTS AND GRADING SYSTEM	Participation in the classes and preparation of an essay.
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LITERATURE

Required:

1. Cox, C. S., Wathes, C. M. *Bioaerosols: Assessment and Control*. CRC Press, 1st ed., 2021. ISBN: 978-1566700400
2. Carter, N. *The Politics of the Environment: Ideas, Activism, Policy*. 2nd ed. Cambridge University Press, 2011. ISBN: 978-1107609736
3. Johnson, B. L. & Lichtveld, M. Y. (eds.) *Environmental Policy and Public Health: Air Pollution, Global Climate Change, and Public Health*. 3rd ed. CRC Press, 2024. ISBN: 978-1032080314
4. Gao, M., Wang, Z., & Carmichael, G. R. (eds.) *Air Pollution, Climate, and Health: An Integrated Perspective*. 1st ed. Elsevier, 2021. ISBN: 978-0128201237.
5. Brągoszewska, E. (ed.) *Health Effects and Exposure Assessment to Bioaerosols in Indoor and Outdoor Environments*. MDPI Books, 2021. ISBN-13: 978-3-0365-2264-7

**NAME OF THE TEACHER
AND CONTACT**

prof. dr. hab. Agnieszka Grinn-Gofroń
agnieszka.grinn-gofron@usz.edu.pl

COURSE TITLE :	<i>Political Campaigning: Practices and Experiences</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>lecture, 15 hours</i>
STUDY PERIOD:	<i>Winter semester</i>
LEVEL	<i>Bachelor</i>
ECTS POINTS	
LANGUAGE	<i>English</i>
PREREQUISITES	<i>Essential political communication, campaigning, political action, and social mobilization knowledge. Interest in data-driven electoral campaigning and social communication. Involvement in political movements or organizations and a willingness to work in political campaigning in the future might be considered additional prerequisites.</i>

COURSE OBJECTIVES

Political Campaigning: Practices and Experiences provides an interactive training program covering primary areas significant to political campaigning: organization and budgeting, marketing of candidates and electorate's profiling, media outlets and proliferation, and data acquisition and analysis. Considering examples of elections in Central Europe, it provides the students required in campaign management relevant to their national conditions. The objective is to present how to make a data-driven, educated decision, harmonize communication, lower risks and increase the efficiency of campaigning.

The approach applies the congruency theory and emotional influence; thus, it explains why all aspects of campaigning must serve outlined objectives of political action and how it maximizes social impact outcomes. The course aims to practice developing innovative ideas for political organizations and predict the behavior of voters thanks to data-driven electorate profiling.

COURSE CONTENT

1. Planning and Organization of Political Action.
2. Team Management in Political Campaigning.
3. Political Marketing of Candidates.
4. Targeting Needs in Political Persuasion.
5. Transforming Agenda into Visualizations.
6. Transferring Political Contents to Audiences.
7. Data Analysis in Political Campaigning.
8. Understanding Trends in Political Communication.

LEARNING OUTCOMES

Knowledge:

The student understands the role of planning, budgeting, scheduling, team management, volunteer work, and cooperation with community leaders.

The student knows the basic rules of social influence and persuasion, commitment, credibility assessment, visual branding of political candidates, political marketing tools, social media marketing, guerrilla marketing, and the principles of data-driven targeting needs and audiences.

The student identifies emotional strategies in political storytelling, the audience needs, voters' profiles, the campaign's core message, political communication channels, existing datasets relevant to campaigning, and possible data analysis and acquisition benefits.

Skills:

The student uses schedules, timelines, and maps in planning political action and understands the role of team management in campaigning.

The student applies social influence, persuasion, calls for action, labels, values, and emotions in political story-telling, targeting audiences' needs.

The student employs strategic decision-making in visual marketing, exploring print, electronic, and digital outlets for political communication.

The student drafts strategies for data analysis in political campaigning, including trends, demographics, topography, and data acquisition.

Social competences:

The student is aware of team management practices, team-building techniques, and the distribution of responsibilities.

The student practices emotional awareness, theory of mind, empathy, and compassionate responsiveness, auditing needs in targeted audiences.

The student communicates political content to audiences, understanding the differences between outlets and channels in social communication.

The student seeks political behavior and decision-making explanations with data-driven analysis and direct communication with voters.

REQUIREMENTS AND GRADING SYSTEM	<p>The course requirements are a presence in the class (80%), active participation in discussion and training, and group presentation of a campaign strategy for the invented political initiative in one of the European countries</p> <p>The group presentation's evaluation includes organization and scheduling of the action (0–1), targeted needs (0–1), draft core messaging (0–1), planned communication strategy (0–1), employed outlets (0–1), and implementation of data analysis into the campaign (0–1).</p>
LITERATURE	
<ol style="list-style-type: none"> 1. C. Shaw (2018), <i>The Campaign Manager. Running and Winning Local Elections</i>, Taylor & Francis. 2. N. Crouse (2021), <i>The Political Campaign How-to Guide. Win the Election</i>, Friesen Press. 3. J. Becker (2012), <i>Campaigning for Justice: Human Rights Advocacy in Practice</i>, Stanford University Press. 	
NAME OF THE TEACHER AND CONTACT	Dr. Patryk Wawrzyński , patryk.wawrzynski@usz.edu.pl

COURSE TITLE:	Positive Psychology
LEARNING FORMAT AND NUMBER OF HOURS	Seminars 15 hours
STUDY PERIOD:	Spring semester
LEVEL	Bachelor/Master
ECTS POINTS	4
LANGUAGE	English
PREREQUISITES	Basic knowledge of psychology
COURSE OBJECTIVES	
Course introduces students to the scientific study of human strengths, positive emotions and subjective experiences. The first part of the course will focus on the principal areas of research in positive psychology and on the methods used in this field. The second part will concentrate on issues in the context of their real-world application.	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. The historical antecedents of Positive Psychology and its development 2. The concept of well-being and happiness 3. Character strengths 4. Gratitude and indirect reciprocity 5. Forgiveness 6. Hope 7. Wisdom 8. Religiosity and spirituality 	
LEARNING OUTCOMES	
knowledge:	Knowledge of the historical process of positive psychology development.
skills:	An understanding of key concepts in positive psychology. Experience in reading, searching, and talking about the content presented during classes. Experience of preparing simple research designed on selected topic.
social competences:	Experience in team working on the research project. Experience in public presentation of the results of the project.

REQUIREMENTS AND GRADING SYSTEM	RESEARCH PROJECT FROM 2 TO 5
LITERATURE	
<ol style="list-style-type: none"> 1. Seligman, M.E.P. & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. <i>American Psychologist</i>, 55, 5-14. 2. Gable, S.L., & Haidt, J. (2005). What (and why) is positive psychology? <i>Review of General Psychology</i>, 9, 103-110. 3. Waterman A. S. (1993) Two conception of Happiness: Contrasts of Personal Expressiveness (Eudaimonia) and Hedonic Enjoyment <i>Journal of Personality and Social Psychology</i>, 64 ,678-691 4. Peterson, C. & Park, N. (2009). Classifying and measuring strengths of character. In S. Lopez and C.R. Snyder (Eds.), <i>The Oxford Handbook of Positive Psychology</i> (pp. 25-34). New York: Oxford University Press. 5. Biswas-Diener, R., Kashdan, T.B. & Minhas, G. (2011). A dynamic approach to psychological strength development and intervention. <i>Journal of Positive Psychology</i>, 6, 106-118. 6. Wood, A.M., Froh, J.J. & Geraghty, A.W.A. (2010). Gratitude and well-being: A review and theoretical integration. <i>Clinical Psychology Review</i>, 30, 890-905. 7. Grant, A.M. & Gino, F. (2010). A little thanks goes a long way: Explaining why gratitude expressions motivate prosocial behavior. <i>Journal of Personality and Social Psychology</i>, 98, 946-955. 8. McCullough, M.E., Kimeldorf, M.B., & Cohen, A.D. (2008). An adaptation for altruism? The social causes, social effects, and social evolution of gratitude. <i>Current Directions in Psychological Science</i>, 17, 281-284. 9. McCullough, M.E., Root, L.M., Tabak, B.A., & Witvliet, C. (2009). Forgiveness. In S. Lopez and C.R. Snyder (Eds.), <i>The Oxford Handbook of Positive Psychology</i>. 10. McCullough, M.E. (2001). Forgiveness: Who does it and how do they do it? <i>Current Directions in Psychological Science</i>, 10, 194-197. 11. Mayer's, D.G. (2000). Hope and happiness. W: J.E. Gillham (red.) <i>The science of optimism and hope: Research essays in honor of Martin E. P. Seligman</i> (s. 323-336) Philadelphia. 12. Aspinwall, L.G. & Tedeschi, R.G. (2010). The value of positive psychology for health psychology: Progress and pitfalls in examining the relationship of positive phenomena to health. <i>Annals of Behavioral Medicine</i>, 39, 4-15. 13. Seligman M., (2008) <i>Positive Health, Applied Psychology: An International Review</i> 57. 	
NAME OF THE TEACHERS AND CONTACT	Małgorzata Szcześniak; malgorzata.szczesniak@usz.edu.pl

COURSE TITLE:	<i>Psychological and pedagogical aspects of foreign language learning</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>lecture, 15 hours</i>
STUDY PERIOD:	<i>Spring semester</i>
LEVEL	<i>Bachelor</i>
ECTS POINTS	<i>4</i>
LANGUAGE	<i>English</i>
PREREQUISITES	
COURSE OBJECTIVES	
<ul style="list-style-type: none"> - To introduce students to the basic concepts, issues and the most important theoretical approaches in foreign language teaching and learning - To develop students' ability to apply gained knowledge about teaching foreign language to young learners in practice 	
COURSE CONTENT	
<p>1. Introduction: Foreign language teaching and learning - concepts, definitions and contexts. 1h</p> <p>2. Characteristics of child development milestones. Individual predisposition for learning the foreign language 2h</p> <p>3. The role of foreign language learning in developing multicultural awareness. 2h</p> <p>4. Language teaching approaches and methods appropriate for young learners 2h</p> <p>5. Technology in foreign language teaching and learning. 2h</p> <p>6. Foreign language teachers' competences 2h</p> <p>7. Assessment in foreign language learning - principles, forms and functions. 2h</p> <p>8. Motivation in foreign language teaching to young learners 2h</p>	
LEARNING OUTCOMES	
<i>knowledge:</i>	<p>Student has a knowledge related to the main pedagogical concepts of language learning and teaching.</p> <p>Student has a knowledge related to the main psychological concepts of language learning and teaching.</p>
<i>skills:</i>	<p>Student can search for information and discuss the presented topics.</p> <p>Student can apply the knowledge in practice.</p> <p>Student can compare different approaches to foreign language teaching to young learners.</p>
<i>social competences:</i>	<p>Student can critically evaluate the familiar concepts in learning and teaching the foreign language.</p>

REQUIREMENTS AND GRADING SYSTEM	ATTENDANCE AND WRITTEN WORK Grading criteria of a written work: content-50%, organization-25%, clarity-15%, bibliography-10%. bdb (95-100% of the maximum number of points), db+ (90-94% of the maximum number of points), db (80-89% of the maximum number of points), dst+ (70-79% of the maximum number of points), dst (60-69% of the maximum number of points), ndst (below 60% of the maximum number of points).
LITERATURE	
<ol style="list-style-type: none"> 1. M. Szpotowicz, M. Szulc-Kurpaska, Teaching English to Young Learners, Warszawa 2021. 2. M. Rychło-Kok, The educational approach to language teaching, Warszawa 2008 3. C. Lynne, Teaching Languages to Young Learners, Cambridge 2001 4. C. J. Richards, Approaches and Methods in Language Teaching, Cambridge 2014 5. J. Santrock, K. Deater-Deckard and J. Lansford, Child Development: An Introduction, New York 2021. 	
NAME OF THE TEACHER AND CONTACT	<i>Barbara Żakowska, PhD barbara.zakowska@usz.edu.pl</i>

COURSE TITLE :	<i>Psychology of aging</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>lecture, 15 hours</i>
STUDY PERIOD:	<i>Winter semester</i>
LEVEL	<i>Bachelor/master</i>
ECTS POINTS	<i>4</i>
LANGUAGE	<i>English</i>
PREREQUISITES	<i>Introduction to psychology</i>
COURSE OBJECTIVES	
<p>This course explores essential aspects of aging and provides a multidisciplinary perspective on global aging. It provides an important context for understanding the global patterns of aging around the world, including the demographic and epidemiological patterns. The course emphasizes how these changes have affected the support and services for those over 60 around the world. International efforts to address the emerging global opportunities and challenges related to population aging will also be discussed. The course will cover specific programs and patterns in specific countries.</p>	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. Demography of global aging. 2. Caregiving around the world. 3. Healthcare system around the world. 4. Employment policies for older adults. 5. Responding to population aging. 	
LEARNING OUTCOMES	
<i>knowledge:</i>	The student will be able to describe the main types of health care systems and the implication for long-term care, life expectancy and caregiving. The student will also be able to describe international initiatives related to aging.
<i>skills:</i>	The student will be able to distinguish among various demographic patterns across the world including the demographic transition. At the end of this course, the student will be able to distinguish the various retirement programs and systems of long-term care.
<i>social competences:</i>	The students will be able to apply knowledge about demographic data, social context, patterns of caregiving and other factors to describe the access and quality of long-term care services and support.
REQUIREMENTS AND GRADING SYSTEM	Group Project = 20 points, Participation (Blackboard Discussion) = 20 points Final = 30 points
LITERATURE	

1. Yochim, B. P., & Woodhead, E. L. (Eds.). (2018). *Psychology of aging: A biopsychosocial perspective*. Springer Publishing Company.
2. Frank, J. W., & Kate De Medeiros. (2019). *Global Aging, Second Edition: Comparative Perspectives on Aging and the Life Course*. Springer Publishing Company.
3. Supplemental readings may be assigned to facilitate discussion and provide additional context.

**NAME OF THE TEACHER
AND CONTACT**

Magdalena Leszko, PhD
magdalena.leszko@usz.edu.pl

COURSE TITLE :	<i>Psychology of Close Relationships</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>seminar, 15 hours</i>
STUDY PERIOD:	<i>Winter or Spring semester</i>
LEVEL	<i>master</i>
ECTS POINTS	<i>4</i>
LANGUAGE	<i>English</i>
PREREQUISITES	student should know the basics of general psychology
COURSE OBJECTIVES	
The aim of the course is to familiarize students with the basic and in-depth issues related to the psychology of close interpersonal relationships. Students learn about the processes related to the formation and development of close relationships, as well as selected issues of assistance and therapy for couples.	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. Sternberg's three-factor concept. Theory and practice 2. Cognitive concept of relationship development in the dyad 3. Gottman's research-based concept of a successful relationship. 3. Basic methods of supporting, developing and helping couples 	
LEARNING OUTCOMES	
<i>knowledge:</i>	the student knows theories about the emergence, development and help of people and couples in close relationships
<i>skills:</i>	The student is able to recognize, on the basis of the interview, the stage of development of the relationship and the basic developmental challenges and to choose the methods of influence. He can use the basic methods of help in practice
<i>social competences:</i>	The student develops a sense of responsibility and perfects perseverance in the actions taken for the activities carried out and their effects, identifies with the values, goals and tasks implemented in psychological practice, is prudent, mature and committed to designing, planning and implementing psychological activities related to supporting the development and couples help.
REQUIREMENTS AND GRADING SYSTEM	requirements: creative activity in a class, preparation and presentation of a given topic. Grading system is based on students activity and exercises in class and on group or individual project/presentations

LITERATURE	
1. Beck A. (2010), Love is never enough. Harper Collins 2. Dattilio F. (2013), Cognitive-Behavioral Therapy with Couples and Families. Guilford Pubn. 3. Gottman J., Silver N. (2015), Seven Principles for Making Marriage Work. Harmony Book	
NAME OF THE TEACHER AND CONTACT	Dr Roman Szalachowski roman.szalachowski@usz.edu.pl phone number for text messages: +48502272070

COURSE TITLE :	<i>Psychology of personality disorders</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>lecture, 15 hours</i>
STUDY PERIOD:	<i>Winter or Spring semester</i>
LEVEL	<i>Bachelor/master</i>
ECTS POINTS	<i>4</i>
LANGUAGE	<i>English</i>
PREREQUISITES	<i>For psychology students</i>
COURSE OBJECTIVES	
familiarizing students with the criteria for distinguishing healthy from the disturbed personality and familiarizing with various ways to help patients with this type of problem	
COURSE CONTENT	
1. Psychological concepts of personality disorders: Otto Kernberg concept, Theodore Millon concept. 2. Typologies of personality disorders. 3. Personality disorders criteria: ICD-10, ICD-11, DSM-V. 4. The specific personality disorders: paranoid, schizoid, dissocial, emotionally unstable (borderline type and impulsive type), histrionic, anankastic, anxious (avoidant), dependent, narcissistic. 5. Psychological assistance and psychotherapy of personality disorders.	
LEARNING OUTCOMES	
<i>knowledge:</i>	The student will have knowledge about the basic types of personality disorders.
<i>skills:</i>	The student will be able to distinguish a healthy and disturbed personality and direct clients to appropriate forms of help.
<i>social competences:</i>	The student will know how to talk to patients with disturbed personality.
REQUIREMENTS AND GRADING SYSTEM	Presence in class, preparation of materials and presentations for classes, preparing a final work, grade from the advanced job is the final assessment in the subject of the subject of passing all requirements
LITERATURE	
1. Millon, T. et al (2006). Personality disorders in modern life. Wiley. 2. Mc Williams, N. (2011). Psychoanalytic Diagnosis: Understanding Personality Structure. The Guilford Press.	
NAME OF THE TEACHER AND CONTACT	Emilia Rutkowska, PhD emilia.rutkowska@usz.edu.pl

COURSE TITLE :	<i>SECURITY CHALLENGES OF THE CENTRAL EUROPE</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>lectures, 30 hours</i>
STUDY PERIOD:	<i>Sumer semester</i>
LEVEL	<i>master</i>
ECTS POINTS	4
LANGUAGE	<i>English</i>
PREREQUISITES	<i>Basic knowledge about World history in 20/21 centuries</i>
COURSE OBJECTIVES	
<i>Informing students about main challenges of the modern World security</i>	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. Growing population of the Earth. 2. Degradation of the natural environment. 3. Growing global consumption and the limited resources of the planet. 4. The problems of migration against the backdrop of growing problems on a global scale. 5. Pandemic in the modern world. 6. Terrorism as one of the contemporary threats. 7. Armed conflicts in the 21st century - characteristic elements. 	
LEARNING OUTCOMES	
<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>	
REQUIREMENTS AND GRADING SYSTEM	WRITTEN TEST
LITERATURE	
<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-Jonsater, Christopher Coker, editors, <i>The Character of War in the 21st Century</i>, (Routledge: LSE, 2011).</p>	
NAME OF THE TEACHER AND CONTACT	<i>PhD Grzegorz Ciechanowski; grzegorz.ciechanowski@usz.edu.pl</i>

COURSE TITLE :	Security challenges of the modern World
LEARNING FORMAT AND NUMBER OF HOURS	lectures, 30 hours
STUDY PERIOD:	Winter and summer semester
LEVEL	Bachelor/master (Erasmus Students)
ECTS POINTS	5
LANGUAGE	English
PREREQUISITES	Basic knowledge about World history in 20/21 centuries
COURSE OBJECTIVES	
<ol style="list-style-type: none"> 1. Informing students about main challenges of the modern World security. 2. Understanding and analyzing contemporary global threats to the stable development of humanity 	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. Growing population of the Earth. 2. Degradation of the natural environment. 3. Growing global consumption and the limited resources of the planet. 4. The problems of migration against the backdrop of growing problems on a global scale. 5. Pandemic in the modern world. 6. Terrorism as one of the contemporary threats. 7. Armed conflicts in the 21st century - characteristic elements. 	
LEARNING OUTCOMES	
knowledge:	<p>01. The Students should know and understands the rules and principles governing the functioning of political organizations, institutions and international structures (including the rules of international law.</p> <p>02. The Students should know and understands the basic elements of security threats on a global scale.</p>
skills:	<p>03. It has the ability to understand the rules of the category in the global scale security.</p> <p>04. Identifies complex problems of political, military and economic international relations, analyzes and detects the basic mechanisms of the threats and attempts to mitigate them</p>
social competences:	<p>05. 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.</p> <p>06. The students are able to analyze political, military and economic phenomena and processes on an international scale, and situations of threat to international security.</p> <p>07. In the basic range of interest in the current international situation.</p>
REQUIREMENTS AND GRADING SYSTEM	Participation in the classes and preparation of an Power Point presentation
LITERATURE	
Chris Reiter, editor, <i>Earth's Growing Population</i> , (Singapore: Marshall Cavendish, 2011).	

Toby Ord, *The Precipice: Existential Risk and the Future of Humanity*, (Oxford: Bloomsbury Publishing, 2020).

Jeff Goodell, *The Heat Will Kill You First: Life and Death on a Scorched Planet*, (New York: Little, Brown, and Company, 2023)

Mitchell L. Hammond, *Epidemics and the Modern World*, (Toronto: University of Toronto Press, 2020).

S. J. Beard, *The Era of Global Risk: An Introduction to Existential and Planetary Threats* (London: Bloomsbury Publishing, 2023).

Alex P. Schmid, editor, *The Routledge Handbook of Terrorism Research* (New York: Routledge, 2011).

Caroline Holmqvist-Jonsäter, Christopher Coker. *The Character of War in the 21st Century*, (Routledge: LSE, 2011).

NAME OF THE TEACHER AND CONTACT

PhD Grzegorz Ciechanowski;
grzegorz.ciechanowski@usz.edu.pl

COURSE TITLE :	The Microbiology of Crisis: Epidemics, Communication, and Management in Public Institutions
LEARNING FORMAT AND NUMBER OF HOURS	<i>Lectures, 30 hours</i>
STUDY PERIOD:	<i>Winter and summer semester</i>
LEVEL	<i>Bachelor/master (Erasmus Students)</i>
ECTS POINTS	<i>5</i>
LANGUAGE	<i>English</i>
PREREQUISITES	<i>None</i>
COURSE OBJECTIVES	
The aim of the course is to provide students with an interdisciplinary understanding of epidemics as complex biological, political, and institutional crises. The course introduces essential microbiological concepts for decision-makers, enabling students to analyze epidemic threats, evaluate institutional preparedness, manage crisis communication, and critically assess misinformation in the context of public governance and international relations.	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. Epidemics as Multidimensional Crises 2. Microbiology for Decision-Makers 3. Epidemic Risk Assessment and Early Warning Systems 4. Public Institutions in Crisis: Microbial Perspective 5. Crisis Communication. Misinformation and Public Trust: Microbiological Point of View 	
LEARNING OUTCOMES	
<i>knowledge:</i>	<p>After completing the course, the student:</p> <ol style="list-style-type: none"> 1. Explain the biological foundations of epidemics and their relevance to political decision-making. 2. Describe the multidimensional nature of epidemic crises, including biological dimensions. 3. Understand epidemic surveillance systems, early warning mechanisms, and risk assessment frameworks. 4. Recognize the impact of microbiological factors on public policy and governance effectiveness.
<i>skills:</i>	<p>After completing the course, the student is able to:</p> <ol style="list-style-type: none"> 1. Interpret epidemiological data and translate biological risk into policy-relevant insights. 2. Analyze communication narratives and detect health-related misinformation and manipulation. 3. Develop evidence-based recommendations for crisis response and public communication.

<i>social competences:</i>	After completing the course, the student: <ol style="list-style-type: none"> 1. Demonstrate responsibility and ethical awareness in public health and crisis communication. 2. Show critical thinking and resilience against misinformation.
REQUIREMENTS AND GRADING SYSTEM	Participation in the classes and preparation of an essay
LITERATURE	
<ol style="list-style-type: none"> 1. Sterne J. Microbiology for Dummies. John Wiley & Sons Inc. 2017 2. Wheelis M, Rózsa L, Dando M. Deadly Cultures: Biological weapons since 1945. Harvard University Press; 2009. 3. The Convention on the Prohibition of the Development, Production and Stockpiling of Bacteriological (Biological) and Toxin Weapons and on their Destruction, Geneva, Switzerland, 10 April 1972. https:// front.un-arm.org/wp-content/uploads/2020/12/BWC-text-English-1.Pdf 4. WHO Coronavirus disease (COVID-19) advice for the public: Mythbusters https://www.who.int/emergencies/diseases/novelcoronavirus-2019/advice-for-public/mythbusters 5. WHO Country & Technical Guidance – Coronavirus disease (COVID-19) https://www.who.int/emergencies/diseases/novelcoronavirus-2019/technical-guidance (access: 2022.01.24). 	
NAME OF THE TEACHER AND CONTACT	dr hab. Paulina Niedźwiedzka-Rystwej, prof. US paulina.niedzwiedzka-rystwej@usz.edu.pl