

COURSE SYLLABUS AND SPECIFICATION

| Curriculum title: USNSP-SS-O-I-S-24/25Z | | | | | | | |
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| Course title: Basics of entrepreneurship (podstawy przedsi biorczo ci) (OGÓLNOUCZELNIANE) | | | | | Course code: NSP190AIJ3433_1S | | |
| Name of field of study: Social Sciences | | | | | | | |
| Mode and cycle of study: first-degree, full - time | | | Profile of study: general academic | | Specialty: | | |
| Course / module status obligatory | | | | Language of instruction: semester: 2 - english language polish language | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS | |
| | | | | including e-learning | | | |
| 1 | 2 | lecture | 10 | 0 | pg | 1 | |
| Total | | | 10 | | | 1 | |
| Course / module coordinator | | dr RAFAŁ IWA SKI | | | | | |
| Course instructor | | dr RAFAŁ IWA SKI | | | | | |
| Course / module objectives | | The aim of the course is to provide students with knowledge that enables them to understand the mechanisms of a market economy. This includes mastering basic concepts in the field of entrepreneurship and understanding economic processes at both macro and microeconomic levels. The course also covers acquiring fundamental concepts related to the organization and management of a business. Additionally, it aims to develop skills in the rational management of available resources and foster readiness for conducting economic activities. | | | | | |
| Prerequisites | | Not available | | | | | |
| LEARNING OUTCOMES | | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | | |
| knowledge | 1 | EP1 | The student is familiar with the legal and economic conditions for conducting economic activities. | K_W09 | | | |
| | 2 | EP2 | The student is acquainted with and understands the procedure for preparing a business plan, assessing the risks of an undertaking, and the formalities involved in starting a business. | K_W07 | | | |
| skills | 1 | EP3 | The student has the ability to establish their own company. | K_U06 | | | |
| | 2 | EP4 | The student is capable of planning, controlling, and assigning tasks to team members. They analyze available resources and design their utilization for the execution of organizational tasks. | K_U07 | | | |
| social competences | 1 | EP5 | The student is prepared to responsibly prepare for their work, demonstrating a readiness to design, plan, and control activities, taking into account organizational and economic aspects. They exhibit creativity and entrepreneurship. | K_K05 | | | |
| | 2 | EP6 | The student is prepared for ethical conduct while engaging in economic activities. | K_K06 | | | |
| CONTENT | | | | | Semester | No. of hours | |
| | | | | | | including e-learning | |
| Subject title: Basics of entrepreneurship (podstawy przedsi biorczo ci) | | | | | | | |
| Format of instruction: lecture | | | | | | | |
| 1. Concept, types, and significance of entrepreneurship and entrepreneurial organizations. The essence, functions, and forms of entrepreneurship. | | | | | 2 | 2 | 0 |
| 2. Classification and functions of the market. Concept of demand and supply. | | | | | 2 | 2 | 0 |

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| 3. Legal foundations for conducting economic activities in Poland. | | 2 | 2 | 0 | |
| 4. Management and the role of a manager. | | 2 | 2 | 0 | |
| 5. Business plan and company breakeven analysis | | 2 | 2 | 0 | |
| Modes of delivery | Interactive lecture, lecture with multimedia presentation, discussion, case analysis. | | | | |
| | The course teacher shall specify how artificial intelligence should be used as part of implementation of the course according to University of Szczecin best practices and standards. The course teacher shall inform students in their first class about the scope and possibilities of using AI and shall present a catalogue of tools and applications adjusted to relevant learning outcomes and teaching needs and possibilities within a given course. | | | | |
| Assessment methods | | | | No. of learning outcome from the syllabus | |
| | KOLOKWIUM | | | EP1,EP2,EP3,EP4,EP5,EP6 | |
| | Metody i formy weryfikacji efektów uczenia się mogą zostać zmienione dla studentów ze szczególnymi potrzebami na warunkach i zasadach określonych w Regulaminie Studiów Uniwersytetu Szczecińskiego. | | | | |
| Grading criteria | Form and conditions for passing: | | | | |
| | Taking part in the written exam and obtaining the required number of points. The written exam consists of open-ended questions (5 questions), providing correct answers to 3 questions results in a passing grade, to 4 questions - a good grade, and to all 5 questions - a very good grade." | | | | |
| | Grade calculation principles | | | | |
| The grade for the subject is equal to the grade for the lecture | | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 2 | Basics of entrepreneurship (podstawy przedsiębiorczości) | | Ważona | |
| | 2 | Basics of entrepreneurship (podstawy przedsiębiorczości) [wykład] | zaliczenie z ocen | | 1,00 |
| Basic reading | Klimek J., Klimek S. (2016): Przedsiębiorczość bez tajemnic, Wydawnictwo Adam Marszałek, Toruń : | | | | |
| | Majkut R. (2014): Przedsiębiorczość w świetle uwarunkowań interdyscyplinarnych, CeDeWuSp. z o.o., Warszawa : | | | | |
| | Zioba K. (2016): Przedsiębiorczość, CeDeWu Sp. z o.o., Warszawa : | | | | |
| Supplementary reading | I Griffin R.W. (2014): Podstawy zarządzania organizacjami, PWN, Warszawa : | | | | |
| | Kozmiski Andrzej K., Włodzimierz Piotrowski (2013): Zarządzanie Teoria i praktyka, PWN, Warszawa : | | | | |
| | Ustawa z dnia 29 września 1994 r. o rachunkowości. Dz.U. 1994 nr 121 poz. 591 : | | | | |
| | Ustawa z dnia 6 marca 2018 r. - Przepisy wprowadzające ustawę - Prawo przedsiębiorców oraz inne ustawy dotyczące działalności gospodarczej. Dz.U. 2018 poz. 650 : | | | | |
| STUDENT WORKLOAD | | | | | |
| | | No. of hours | | | |
| | | including e-learning | | | |
| Contact hours | 10 | | 0 | | |
| Participation in test / exam | 2 | | 0 | | |
| Preparation for contact hours | 0 | | 0 | | |
| Private reading and studying | 4 | | 0 | | |
| Participation in tutorials | 4 | | 0 | | |
| Preparation of project / essay / etc. | 0 | | 0 | | |
| Preparation for test / exam | 5 | | 0 | | |

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| TOTAL workload | 25 |
| ECTS credits | 1 |

| Curriculum title: USNSP-SS-O-I-S-20/21Z | | | | | | |
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| Course title: Borders, Boundaries and Frontiers as Political and Social Phenomena (granice i bariery jako zjawiska polityczne i społeczne) (KIERUNKOWE) | | | | | Course code: NSP190AIJ3440_51S | |
| Name of field of study: Social Sciences | | | | | | |
| Mode and cycle of study: first-degree, full - time | | | Profile of study: general academic | | Specialty: | |
| Course / module status obligatory | | | Language of instruction: semester: 5 - english language | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS |
| | | | | w tym e-learning | | |
| 3 | 5 | lecture | 25 | 0 | pg | 2 |
| Total | | | 25 | | | 2 |
| Course / module coordinator | | prof. dr hab. JORG HACKMANN | | | | |
| Course instructor | | prof. dr hab. JORG HACKMANN | | | | |
| Course / module objectives | | The aim of this course is to acquaint students with contemporary borderline issues in social sciences. The course provides an introduction into border and border-region studies with a focus on Central and Eastern Europe. Special attention will be given to - the various notions of borders in humanities - major theoretical approaches in modern border studies - borders within nation- and state-building processes - the constructivist approach towards borders and border regions - transnational aspects of border regions | | | | |
| Prerequisites | | | | | | |
| LEARNING OUTCOMES | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | |
| knowledge | 1 | EP1 | Student understands social and political conditions of borderland functioning, identifies relations between political borders and culture, connects them with current civilization and economic processes. | K_W04 K_W05 | | |
| skills | 1 | EP2 | A student gather, select and analyse the material concerning a given question, as well as interpret and explain the crucial issues included in it | K_U01 | | |
| social competences | 1 | EP3 | A student can write a appear presenting his/her approach and point of view | K_K02 | | |
| CONTENT | | | | Qpmppepr emeser | | No. of hours |
| | | | | | | w tym e-learning |
| Subject title: Borders, Boundaries and Frontiers as Political and Social Phenomena (granice i bariery jako zjawiska polityczne i społeczne) | | | | | | |
| Format of instruction: lecture | | | | | | |
| 1. Rozwój i zakres badań nad pograniczem | | | | 5 | 4 | |
| 2. Definicja terminów kluczowych: pogranicze, granica, bariera | | | | 5 | 6 | |
| 3. Regiony pogranicza. Specyfika badań i wyzwania metodologiczne | | | | 5 | 4 | |
| 4. Studia przypadków: Ameryka Północna, Unia Europejska - granice wewnętrzne i zewnętrzne | | | | 5 | 8 | |
| 5. Granice i Kresy w Europie Środkowo-Wschodniej. Przypadek Polski | | | | 5 | 8 | |
| Modes of delivery | | Dyskusja, wykład | | | | |

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| Assessment methods | | | | | No. of learning outcome from the syllabus |
| | KOLOKWIUM | | | | EP1,EP2,EP3 |
| Grading criteria | The condition for passing the course is to receive a positive assessment of the written exam | | | | |
| | Grade calculation principles | | | | |
| The exam consists of open questions measuring understanding, and writing skills based on described tasks/issues | | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 5 | Borders, Boundaries and Frontiers as Political and Social Phenomena (granice i bariery jako zjawiska polityczne i społeczne) | | Ważona | |
| | 5 | Borders, Boundaries and Frontiers as Political and Social Phenomena (granice i bariery jako zjawiska polityczne i społeczne) [wykład] | zaliczenie z oceną | | 1,00 |
| Basic reading | Alexander V. Prusin (2010): The Lands Between: Conflict in the East European Borderlands, Oxford | | | | |
| | Anssi Paasi (1996): Territories, Boundaries, and Consciousness. The Changing Geographies of the Finnish-Russian Border, Chichester | | | | |
| | Chiara Brambilla et al. (eds.): (2015): Borderscaping: Imaginations and Practices of Border Making, Surrey | | | | |
| | Doris Wastl-Walter (ed.) (2011): The Ashgate Research Companion to Border Studies, Surrey | | | | |
| | E. Opiłowska, Z. Kurcz, J. Roose (eds.), (2017): Advances in European Borderlands Studies, Baden-Baden | | | | |
| | Paul Tillich (1996): On the boundary. An autobiographical sketch, New York | | | | |
| Supplementary reading | | | | | |
| STUDENT WORKLOAD | | | | | |
| | | No. of hours | | | |
| | | W tym e-learning | | | |
| Contact hours | 25 | | | | |
| Participation in test / exam | 1 | | | | |
| Preparation for contact hours | 0 | | | | |
| Private reading and studying | 10 | | | | |
| Participation in tutorials | 2 | | | | |
| Preparation of project / essay / etc. | 0 | | | | |
| Preparation for test / exam | 12 | | | | |
| TOTAL workload | 50 | | | | |
| ECTS credits | 2 | | | | |

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| COURSE TITLE : | Building Social Capital workshop |
| LEARNING FORMAT AND NUMBER OF HOURS | <i>Workshop, 30 hours</i> |
| STUDY PERIOD: | <i>Winter semester</i> |
| LEVEL | <i>Bachelor</i> |
| ECTS POINTS | 3 |
| LANGUAGE | <i>English</i> |
| PREREQUISITES | |
| COURSE OBJECTIVES | |
| Gaining the skills of working in teams and the use of heuristic problem solving techniques by students. | |
| COURSE CONTENT | |
| <ol style="list-style-type: none"> 1. Introduction to the analysis of socio-economic processes. Sociology and Economics - Differences in the recognition of social and human capital. Social capital and the idea of civil society. 2. Social capital indicators 3. Cultural determinants of social potential. Capital, potential, social mobilization 4. Entrepreneurship and social capital. Sociological mechanisms of economic activity. 5. Strategic directions of development. Local, regional and national level. 6. Diagnosing social capital deficits. 7. Projects for the creation and regeneration of social capital. | |
| LEARNING OUTCOMES | |
| <i>knowledge:</i> | Knows the sociological specificity of the understanding of social capital Knows the sociological and economic ways of recognizing social capital |
| <i>skills:</i> | Is able to create and present the process of social change in relation to social capital. |
| <i>social competences:</i> | Has analytical competence enabling the design of practical solutions based on available research results. |
| REQUIREMENTS AND GRADING SYSTEM | Preparation of a sociological intervention project focused on building or repairing elements of social capital (in a selected problem situation), based on sophisticated, selected and properly developed results of existing research, given as a justification for the need for intervention. |
| LITERATURE | |
| <ol style="list-style-type: none"> 1. R.Putnam (2000): Bowling Alone: The collapse and revival of American community., Simon and Schuster, New York 2. Portes A. (1998): Social Capital. Its Origins and Applications in Modern Sociology., Annual Review of Sociology, No. 24 | |

3. Janusz Czapiński, Tomasz Panek (2015): Social Diagnosis 2000-2013 Objective and Subjective Quality of Life in Poland ,
<http://www.diagnoza.com/index-en.html>

**NAME OF THE TEACHER
AND CONTACT**

Sebastian Kołodziejczak dr
sebastian.kolodziejczak@usz.edu.pl

| Curriculum title: USNSP-SS-O-I-S-20/21Z | | | | | | |
|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------|------------------|
| Course title: Civil Society and Democracy | | | | | Course code: NSP190AIJ3440_46S | |
| Name of field of study: Social Sciences | | | | | | |
| Mode and cycle of study: first-degree, full - time | | | Profile of study: general academic | | Specialty: | |
| Course / module status obligatory | | | | Language of instruction: semester: 4 - english language | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS |
| | | | | w tym e-learning | | |
| 2 | 4 | lecture | 25 | 0 | e | 3 |
| Total | | | 25 | | | 3 |
| Course / module coordinator | prof. dr hab. JORG HACKMANN | | | | | |
| Course instructor | prof. dr hab. JORG HACKMANN | | | | | |
| Course / module objectives | The aim of the course is for students to acquire knowledge of civil society and democracy and the ability to analyze democratic mechanisms and procedures and build active citizenship. | | | | | |
| Prerequisites | | | | | | |
| LEARNING OUTCOMES | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | |
| knowledge | 1 | EP1 | The student knows and understands the specificity of democratic systems and the essence of civil society. | K_W10 | | |
| skills | 1 | EP2 | The student analyses functions and dysfunctions of civil society | K_U01 K_U02 | | |
| social competences | 1 | EP3 | It is ready to take action and to be active in strengthening civic mechanisms and respecting democratic rules | K_K04 K_K08 | | |
| CONTENT | | | | Qpmpefpr emester | | No. of hours |
| | | | | | | w tym e-learning |
| Subject title: Civil Society and Democracy | | | | | | |
| Format of instruction: lecture | | | | | | |
| 1. Theory of Civil Society | | | | 4 | 4 | |
| 2. Key notions: Voluntary associations, sociability | | | | 4 | 4 | |
| 3. Civil society and the state | | | | 4 | 4 | |
| 4. Fields and activities of civil society | | | | 4 | 4 | |
| 5. Democracy and its enemies: from populism to authoritarianism | | | | 4 | 6 | |
| 6. History of civil society: Selected cases (Anglo-saxon world, Germany, Poland, Russia) | | | | 4 | 6 | |

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| 7. The reinvention of civil society in the 1970s | 4 | 2 | |
| Modes of delivery | interactive lecture, analysis of texts with discussion | | |

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| Assessment methods | | | | | No. of learning outcome from the syllabus |
| | Written exam | | | | EP1,EP2,EP3 |
| Grading criteria | credit with marks based on the written examination | | | | |
| | Grade calculation principles | | | | |
| An open-book written examination consisting of two open questions and the use of literature assistance | | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 4 | Civil Society and Democracy (społeczeństwo obywatelskie i demokracja) | | Nieobliczana | |
| | 4 | Civil Society and Democracy (społeczeństwo obywatelskie i demokracja) [wykład] | egzamin | | |
| Basic reading | Alexis de Tocqueville (2000): Democracy in America, Indianapolis | | | | |
| | ed. by Christopher G. A. Bryant and Edmund Mokrzycki. (1995): Democracy, civil society and pluralism in comparative perspective : Poland, Great Britain and the Netherlands , Warszawa | | | | |
| | John R. Ehrenberg (1999): Civil Society: The Critical History of an Idea, New York | | | | |
| | Norbert Gotz, Jorg Hackmann (2003): Civil Society in the Baltic Sea Region, Routledge | | | | |
| Supplementary reading | | | | | |
| STUDENT WORKLOAD | | | | | |
| | | No. of hours | | | |
| | | W tym e-learning | | | |
| Contact hours | 25 | | | | |
| Participation in test / exam | 2 | | | | |
| Preparation for contact hours | 0 | | | | |
| Private reading and studying | 20 | | | | |
| Participation in tutorials | 8 | | | | |
| Preparation of project / essay / etc. | 0 | | | | |
| Preparation for test / exam | 20 | | | | |
| TOTAL workload | 75 | | | | |
| ECTS credits | 3 | | | | |

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| COURSE TITLE : | <i>Computer Analysis of Social Sciences Data</i> |
| LEARNING FORMAT AND NUMBER OF HOURS | <i>discussion classes, 30</i> |
| STUDY PERIOD: | <i>Spring semester</i> |
| LEVEL | <i>Bachelor</i> |
| ECTS POINTS | 3 |
| LANGUAGE | <i>English</i> |
| PREREQUISITES | <i>No prerequisites</i> |
| COURSE OBJECTIVES | |
| Providing students with knowledge in the field of Computer programs dedicated to quantitative and qualitative data analysis. To develop students' skills to analyze social phenomena using appropriate methods, techniques and research tools, and readiness to perform professional roles in the field of Computer analysis of social data | |
| COURSE CONTENT | |
| <ol style="list-style-type: none"> 1. Key concepts of quantitative and qualitative data analysis 2. Review of selected programs for data analysis 3. Creating a research tool (surveys). Google applications 4. Data import - methods of entering data into selected computer programs 5. Operations on variables in selected computer programs 6. Tabular and graphic presentation of data in selected computer programs 7. Calculation of descriptive statistics in selected computer programs 8. The strength of the relationship between variables - analysis in selected computer programs 9. Correlation and Regression 10. Overview of Estimation 11. Hypothesis Testing. Analysis in selected computer programs 12. Coding - labeling and organizing qualitative data 13. Qualitative data analysis - analysis and visualization 14. Structure of the research report 15. Presentation of the research report - presentation of the project | |
| LEARNING OUTCOMES | |
| knowledge: | The student knows the methods and techniques and computer programs used to analyze social data. Knows and understands the empirical context of social studies. |
| skills: | Can acquire, analyze and interpret empirical data. Has research skills in the field of quantitative and qualitative data analysis. |

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| social competences: | Is ready to perform professional roles in the area of analysis and interpretation of social data. Is ready to critically assess the value of quantitative and qualitative data |
| REQUIREMENTS AND GRADING SYSTEM | Assessment of the subject based on the prepared project (research report) and its presentation. Project evaluation criteria: correctness of conducted analyzes, correct interpretation of results, consistency and appearance of the report. |
| LITERATURE | |
| 1. Barry H. Cohen; R. Brooke Lea (2004): Essentials of Statistics for the Social and Behavioral Science, John Wiley & Sons, Inc., New Jersey 2. Watkins, J.C. (2016): An Introduction to the Science of Statistics: From Theory to Implementation , (Preliminary Edition), University of Arizona | |
| NAME OF THE TEACHER AND CONTACT | dr hab. Arkadiusz Kołodziej arkadiusz.kolodziej@usz.edu.pl |

COURSE SYLLABUS AND SPECIFICATION

| Curriculum title: USNSP-SS-O-I-S-21/22Z | | | | | | | |
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| Course title: Contemporary Theories of Education and Upbringing | | | | | Course code: NSP190AIJ3438_29S | | |
| Name of field of study: Social Sciences | | | | | | | |
| Mode and cycle of study: first-degree, full-time | | | Profile of study: general academic | | Specialty: | | |
| Course / module status obligatory | | | | Language of instruction: semestr: 2 - english language (100%) | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS | |
| | | | | Incl. e-learning | | | |
| 1 | 2 | lecture | 25 | 0 | e | 3 | |
| Total | | | 25 | | | 3 | |
| Course / module coordinator | | dr MAŁGORZATA WAŁEJKO | | | | | |
| Course instructor | | dr MAŁGORZATA WAŁEJKO | | | | | |
| Course / module objectives | | The course aims to make students familiar with basic contemporary concepts of upbringing by famous pedagogues and anti-pedagogues. It shows the connection between pedagogical views and accepted philosophical anthropology and favors conscious declaration of student's own pedagogical system. | | | | | |
| Prerequisites | | no requirements | | | | | |
| LEARNING OUTCOMES | | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | | |
| knowledge | 1 | EP1 | Student has a knowledge related to the main contemporary pedagogical concepts and knows basic pedagogical terms. | K_W01 | | | |
| skills | 1 | EP2 | Students analyses contemporary pedagogical ideas, uses originators' arguments. | K_U01 | | | |
| social competences | 1 | EP3 | Student is prepared to give critical opinions of pedagogical views by referring them to famous pedagogue's attitudes. | K_K01 | | | |
| CONTENT | | | | | Semester | No. of hours | |
| | | | | | | Incl. e-learning | |
| Subject title: Contemporary Theories of Education and Upbringing | | | | | | | |
| Format of instruction: lecture | | | | | | | |
| 1. Introduction: significance of contemporary concepts of upbringing for pedagogical practice | | | | | 2 | 2 | 0 |
| 2. Personalistic concept of upbringing. | | | | | 2 | 3 | 0 |
| 3. Thought by Janusz Korczak. | | | | | 2 | 3 | 0 |
| 4. Metoda Marii Montessori. | | | | | 2 | 3 | 0 |
| 5. Competent child according by Jasper Juula. | | | | | 2 | 3 | 0 |
| 6. Black pedagogy' and the thought by Alice Miller. | | | | | 2 | 3 | 0 |
| 7. Ecology of Childhood by Andre. | | | | | 2 | 4 | 0 |
| 8. No need to educate. Antypedagogy | | | | | 2 | 4 | 0 |
| Modes of delivery | | Problem and conversational lecture, conversation lecture. | | | | | |

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| Assessment methods | | | | | No. of learning outcome from the syllabus |
| | SPIKING EXAM | | | | EP1, EP2, EP3 |
| Grading criteria | The knowledge of contemporary concepts of education demonstrated during an oral exam | | | | |
| | Grade calculation principles 33 % 1/3 of expected answer means grade 3, 66% 2/3 - grade 4 and 100% - grade 5 (the exam consists of 3 questions) | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 2 | Contemporary Theories of Education and Upbringing | | weighted average | |
| | 2 | Contemporary Theories of Education and Upbringing [lecture] | exam | | 1,00 |
| Basic reading | Albert Marrin (2019): A Light in the Darkness: Janusz Korczak, His Orphans, and the Holocaust, Knopf Books for Young Readers | | | | |
| | Alice Miller (1981): Prisoners of Childhood, Basic Books; Later prt. edition | | | | |
| | Charles A. Fecher (1953): The philosophy of Jacques Maritain, The Newman Press | | | | |
| | Jasper Juul (2013): Raising Competent Children, Rockpool Publishing | | | | |
| | Maria Montessori (2008): The Montessori Method, CreateSpace Independent Publishing Platform | | | | |
| Supplementary reading | | | | | |
| STUDENT WORKLOAD | | | | | |
| | | No. of hours | | | |
| | | | | | Incl. e-learning |
| Contact hours | 25 | | 0 | | |
| Participation in test / exam | 2 | | 0 | | |
| Preparation for contact hours | 14 | | 0 | | |
| Private reading and studying | 15 | | 0 | | |
| Participation in tutorials | 6 | | 0 | | |
| Preparation of project / essay / etc. | 0 | | 0 | | |
| Preparation for test / exam | 13 | | 0 | | |
| TOTAL workload | 75 | | | | |
| ECTS credits | 3 | | | | |

COURSES YLLABUS AND SPECIFICATION

| Curriculum title: USNSP-SS-O-I-S-20/21Z | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------|------------------|
| Course title: Contemporary Theories of Sociology (współczesne teorie socjologiczne) (KIERUNKOWE) | | | | | Course code: NSP190AIJ3437_59S | |
| Name of field of study: Social Sciences | | | | | | |
| Mode and cycle of study: first-degree, full - time | | | Profile of study: general academic | | Specialty: | |
| Course / module status obligatory | | | Language of instruction: semester: 5 - english language | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS |
| | | | | w tym e-learning | | |
| 3 | 5 | discussion classes | 15 | 0 | pg | 3 |
| | | lecture | 15 | 0 | pg | |
| Total | | | 30 | | | 3 |
| Course / module coordinator | | dr ROBERT BARTŁOMIEJSKI | | | | |
| Course instructor | | dr ROBERT BARTŁOMIEJSKI | | | | |
| Course / module objectives | | To acquaint students with the spectrum of contemporary sociological theories allowing them to analyze social problems and to develop a readiness to recognize the importance of theoretical knowledge in improving social practices. | | | | |
| Prerequisites | | Znajomość podstawowych pojęć socjologii oraz historii rozwoju myśli socjologicznej na etapie klasycznym/ The basic level of knowledge about concepts of sociology and the history of development of sociological thought at the classical stage. | | | | |
| LEARNING OUTCOMES | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | |
| knowledge | 1 | EP1 | The student knows and understands at an advanced level the research subject of social sciences, including the phenomena, processes and practices of various forms of people's collective life and their perception in the perspective of contemporary sociological theories. | K_W02 K_W04 | | |
| skills | 1 | EP2 | The student is able to speak in public discourse analyzing typical social problems with the use of contemporary sociological theories and to participate in constructing the procedure of solving them on the basis of proper selection of perspectives, theories and theoretical concepts. | K_U01 K_U03 | | |
| social competences | 1 | EP3 | The student is ready to recognize the importance of contemporary social theories in solving cognitive and practical problems, being aware of socio-cultural, environmental, legal, economic and political aspects. | K_K02 | | |
| CONTENT | | | | Qpmpcptr emester | | No. of hours |
| | | | | | | w tym e-learning |
| Subject title: Contemporary Theories of Sociology (współczesne teorie socjologiczne) | | | | | | |
| Format of instruction: lecture | | | | | | |
| 1. Założenia teorii strukturalno-funkcjonalnej: o równowadze systemu społecznego | | | | 5 | 2 | |
| 2. Teoria konfliktu społecznego: o destrukcji i kreacji w systemie społecznym | | | | 5 | 2 | |
| 3. Teorie wymiany społecznej (G. Homans, P. Blau) i kapitału społecznego (J. Coleman, R. Putnam, F. Fukuyama), teoria przestrzeni międzyludzkiej (P. Sztompka) | | | | 5 | 2 | |

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| 4. Krytyczna teoria społeczna (C. W. Mills), potrzeby systemu społecznego a potrzeby ludzkie w życiu codziennym (J. Habermas) | 5 | 2 | | | |
| 5. Teoria feministyczna a ideologia LGBT: queer, gender i feministyczny punkt widzenia | 5 | 2 | | | |
| 6. Teorie rozwoju społecznego w ujęciach: linearnym, dychotomicznym, cyklicznym i alternatywnym; koncepcja społeczeństwa ryzyka (U. Beck) i modernizacji refleksyjnej (A. Giddens, U. Beck, S. Lash) | 5 | 2 | | | |
| 7. Zastosowanie współczesnych teorii socjologicznych | 5 | 3 | | | |
| Format of instruction: discussion classes | | | | | |
| 1. Strukturalizm językoznawczy (Ferdinand de Saussure), strukturalizm antropologiczny (Claude Levi Strauss), poststrukturalizm (Michel Foucault) | 5 | 2 | | | |
| 2. Strukturalizm Pierre'a Bourdieu i teoria strukturacji Anthony'ego Giddensa | 5 | 2 | | | |
| 3. Funkcjonalizm antropologiczny (Bronisław Malinowski), teoria średniego zasięgu i teoria zachowań dewiacyjnych (R. K. Merton), ład społeczny i wspólnoty obywatelskie (Jeffrey Alexander), system społeczny w ujęciu AGIL (T. Parsons) | 5 | 4 | | | |
| 4. Funkcjonalna teoria konfliktu (Georg Simmel, Lewis Coser), władza, grupy interesu i konflikty interesów (R. Dahrendorf), konfliktowa teoria stratyfikacji (R. Collins) | 5 | 2 | | | |
| 5. Interakcjonizm symboliczny (G. H. Mead, H. Blumer), koncepcja dramaturgiczna (E. Goffman), fenomenologia i świat życia codziennego (A. Schutz), teoria światów społecznych (A. Clarke), społeczne konstruowanie rzeczywistości obiektywnej (P. Berger, T. Luckmann) | 5 | 5 | | | |
| Modes of delivery | Wykład problemowy, wykład konwersatoryjny, prezentacja multimedialna, analiza tekstów z dyskusją, analiza przypadków. | | | | |
| Assessment methods | | | No. of learning outcome from the syllabus | | |
| | KOŁOKWIUM | | EP1,EP2,EP3 | | |
| | PRACA PISEMNA/ ESEJ/ RECENZJA | | EP1,EP2,EP3 | | |
| Grading criteria | Access criterion: Attendance at exercises. Criterion of learning effect: written work in the form of an essay (50%) - passing the exercises and oral defense of the theses included in the essay (50%) - colloquium from the lecture. | | | | |
| | Grade calculation principles The assessment from the essay is an arithmetic mean: diagnosis of the problem situation (scale of assessments: 25); criteria: the extent of exhaustion of the subject, substantive correctness, originality of the proposed solutions, attractiveness of the essay, selection of arguments, linguistic correctness of statements, oral defence of the essay. Assessment from the oral colloquium: verification through 4 questions related to the work and referring to contemporary sociological theories - the weight of each question is 25% of the assessment for this element. | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 5 | Contemporary Theories of Sociology (współczesne teorie socjologiczne) | | Arytmetyczna | |
| | 5 | Contemporary Theories of Sociology (współczesne teorie socjologiczne) [wykład] | zaliczenie z oceną | | |
| | 5 | Contemporary Theories of Sociology (współczesne teorie socjologiczne) [ćwiczenia] | zaliczenie z oceną | | |
| Basic reading | Johnson, D. P. (2008): Contemporary Sociological Theory, Springer, New York | | | | |
| | Ralf Dahrendorf (1968): Essays in the theory of society, Stanford University Press, Stanford, Calif. | | | | |
| | Turner, J. H. (2013): Contemporary sociological theory, SAGE., Los Angeles | | | | |
| Supplementary reading | Connolly, William E. (1974): Social structure and political theory, Lexington, Mass, Toronto, London | | | | |
| | Eds. Sabine Roeser [et al.]. (2012): Handbook of risk theory : epistemology, decision theory, ethics, and social implications of risk.Vol. 1 , Springer, Dordrecht | | | | |
| | Eds. Sabine Roeser [et al.]. (2012): Handbook of risk theory : epistemology, decision theory, ethics, and social implications of risk.Vol. 2, Springer, Dordrecht | | | | |
| | JACKSON, LEONARD (2001): The poverty of structuralism : literature and structuralist theory, Longman Group, London | | | | |
| | Martell, Luke (2010): The sociology of globalization, Polity Press, Cambridge | | | | |
| | Midgley, James (2014): Social development : theory & practice , SAGE, London | | | | |
| | Wagner, Richard E. (2010): Mind, society, and human action : time and knowledge in a theory of social economy, Routledge/Taylor & Francis, London - New York | | | | |
| STUDENT WORKLOAD | | | | | |
| | | No. of hours | | | |
| | | W tym e-learning | | | |
| Contact hours | 30 | | | | |

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|---------------------------------------|-----------|--|
| Participation in test / exam | 2 | |
| Preparation for contact hours | 15 | |
| Private reading and studying | 15 | |
| Participation in tutorials | 3 | |
| Preparation of project / essay / etc. | 5 | |
| Preparation for test / exam | 5 | |
| TOTAL workload | 75 | |
| ECTS credits | 3 | |

COURSES YLLABUS AND SPECIFICATION

| Curriculum title: USNSP-NoP-O-II-S-21/22Z-IS | | | | | | |
|---------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------|------------|
| Course title: Cultural and Political Identities of Middle East (SPECIALIZATIONS / SPECIALIZATION MODULES) | | | | | Course code: NSP09AIIJ3439_11S | |
| Name of field of study: political science | | | | | | |
| Mode and cycle of study: second degree, full - time | | | Profile of study: general academic | | Specialty: International Studies | |
| Course / module status obligatory | | | | Language of instruction: semestr: 4 - english language (100%) | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS |
| | | | | w tym e-learning | | |
| 2 | 4 | discussion classes | 15 | 0 | pg | 3 |
| Total | | | 15 | | | 3 |
| Course / module coordinator | | dr hab. FUAD JOMMA, prof. US | | | | |
| Course instructor | | dr hab. FUAD JOMMA, prof. US | | | | |
| Course / module objectives | | transfer of knowledge in the field of Middle East culture drawing attention to social, religious and national differences in the Middle East discussion of changes in Muslim identities Enhancement of interpretative skills. | | | | |
| Prerequisites | | having a basic knowledge of Islamic culture | | | | |
| LEARNING OUTCOMES | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | |
| knowledge | 1 | EP1 | possesses advanced knowledge in relation to social, political, economic activity of a human being and expanded knowledge of a human being as a creator of culture, his/her impact on the development of modern world civilization; he/she also understands various aspects related to professional activity in the sphere of political science | K_W02 | | |
| | 2 | EP2 | knows in a deep way the essence of contemporary political systems, understands the relations occurring within the political system | K_W08 | | |
| | 3 | EP3 | has well-ordered and theoretically grounded knowledge covering key issues of social and political institutions, types of social bonds and stages of their formation and evolution | K_W08 K_W10 | | |
| skills | 1 | EP4 | Can interpret the developments in the cultural and political life of the Middle East | K_U10 | | |
| social competences | 1 | EP5 | Student is ready to critically assess own knowledge on the politics and culture of the Middle East, and test the news describing the current situation in this part of the world. | K_K01 K_K09 | | |
| CONTENT | | | | | No. of hours | |
| | | | | | uemcstci | e-learning |

Subject title: **Cultural and Political Identities of Middle East**

| | | | | | |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|----------------|-------------------------------------------|------------------------|
| Format of instruction: discussion classes | | | | | |
| 1. Genesis of Middle East Culture | | 4 | 5 | 0 | |
| 2. Genesis of Middle East Political Problems | | 4 | 5 | 0 | |
| 3. Middle East Religions | | 4 | 3 | 0 | |
| 4. Ethnic and National Minorities in States of Middle East | | 4 | 2 | 0 | |
| Modes of delivery | Exercise | | | | |
| Assessment methods | | | | No. of learning outcome from the syllabus | |
| | WRITTEN WORK/ ESSAY/ REVIEW | | | EP1,EP2,EP3,EP4 | |
| | PRACTICAL CLASSES (VERIFICATION THROUGH OBSERVATION) | | | EP4,EP5 | |
| Grading criteria | assessment based on presence and written work | | | | |
| | Grade calculation principles 5.0 - excellent knowledge, very well mastered skills and well-developed personal and social competences 4.5 - in-depth knowledge, well-learned skills and well-developed personal and social competences 4.0 - good knowledge, well-learned skills and well-developed personal and social competences 3.5 - satisfactory knowledge, skills and personal and social competences 3.0 - basic knowledge, acquired the most important skills and well-developed basic personal and social competences 2.0 - unsatisfactory knowledge, uncommon skills and uneducated personal and social competences | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 4 | Cultural and Political Identities of Middle East | | Unaccounted for | |
| | 4 | Cultural and Political Identities of Middle East (Exercise) | credit | | |
| Basic reading | A. Alsharekh, R. Springborg, S. Stewart (ed.) (2008): <i>Popular Culture and Political Identity in the Arab Gulf States</i> , London | | | | |
| | E. Atakav (2014): <i>Women and Turkish Cinema: Gender Politics, Cultural Identity and Representation</i> , London | | | | |
| | S. Joseph (1999): <i>Intimate Selving in Arab Families: Gender, Self, and Identity (Gender, Culture, and Politics in the Middle East)</i> , New York | | | | |
| | S. Kamal (Ed.) (2016): <i>Music, Culture and Identity in the Muslim World: Performance, Politics and Piety</i> , London | | | | |
| Supplementary reading | | | | | |
| STUDENT WORKLOAD | | | | | |
| | | No. of hours | | | |
| | | | | e-learning | |
| Contact hours | 15 | | 0 | | |
| Participation in test / exam | 0 | | 0 | | |
| Preparation for contact hours | 0 | | 0 | | |
| Private reading and studying | 30 | | 0 | | |
| Participation in tutorials | 15 | | 0 | | |
| Preparation of project / essay / etc. | 15 | | 0 | | |
| Preparation for test / exam | 0 | | 0 | | |
| TOTAL workload | 75 | | | | |
| ECTS credits | 3 | | | | |

COURSE SYLLABUS AND SPECIFICATION

| Curriculum title: USNSP-SS-O-I-S-21/22Z | | | | | | | |
|-----------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------|----------------------|-------------------------------------------|
| Course title: Cultural Anthropology | | | | | Course code: NSP190AIJ3437_3S | | |
| Name of field of study: Social Sciences | | | | | | | |
| Mode and cycle of study: first-degree, full-time | | | Profile of study: general academic | | Specialty: | | |
| Course / module status obligatory | | | | Language of instruction: semester: 1 - english language (100%) | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS | |
| | | | | Including e-learning | | | |
| 1 | 1 | lecture | 30 | 0 | e | 3 | |
| Total | | | 30 | | | 3 | |
| Course / module coordinator | | dr NATALIA MAKSYMOWICZ MRÓZ | | | | | |
| Course instructor | | dr NATALIA MAKSYMOWICZ MRÓZ | | | | | |
| Course / module objectives | | To familiarize students with the issues of cultural anthropology. | | | | | |
| Prerequisites | | Openness of students to gain knowledge about cultural similarities and differences. | | | | | |
| LEARNING OUTCOMES | | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | | |
| knowledge | 1 | EP1 | The student knows the main anthropological theories and is able to find their practical counterparts. | K_W01 K_W05 | | | |
| skills | 1 | EP2 | The student is able to assign the methods of anthropological research and the tools used in them depending on the researcher's problem. | K_U02 K_U03 | | | |
| social competences | 1 | EP3 | The student is ready to design activities to strengthen cultural diversity | K_K08 | | | |
| CONTENT | | | | | No. of hours | | |
| | | | | | | including e-learning | |
| Subject title: Cultural Anthropology | | | | | | | |
| Format of instruction: lecture | | | | | | | |
| 1. Main anthropological theories. | | | | | 1 | 6 | 0 |
| 2. Anthropological research methods. | | | | | 1 | 6 | 0 |
| 3. Culture as a system of adaptation to the bio-cultural environment. | | | | | 1 | 4 | 0 |
| 4. Selected examples of cultures and cultural phenomena. | | | | | 1 | 14 | 0 |
| Modes of delivery | | lecture | | | | | |
| Assessment methods | | | | | | | No. of learning outcome from the syllabus |
| | | SPIKING EXAM. | | | | | EP1,EP2,EP3 |

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|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|----------------------|--------------------|------------------------|
| Grading criteria | passing the exam for at least a satisfactory grade | | | | |
| | Grade calculation principles | | | | |
| | substantive value of the project, presentation method, positive answers to the examiner's questions | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 1 | Cultural Antropology | | uncalculable | |
| | 1 | Cultural Antropology [lecture] | exam | | |
| Basic reading | Richard Fardon - SOAS, University of London, UK Oliva Harris - LSE, University of London Trevor H J Marchand - SOAS, University of London, UK Cris Shore - University of Auckland, New Zealand Veronica Strang - Durham University, UK Richard Wilson - University of Connecticut, USA Mark Nuttall - University of Alberta, Canada (2012): The SAGE Handbook of Social Anthropology, SAGE | | | | |
| | Conrad Kottak (2014): Anthropology. Appreciating Human Diversity, McGraw-Hill Education | | | | |
| | H. Russell Bernard, Clarence C. Gravlee (2014): Handbook of Methods in Cultural Anthropology, Rowman & Littlefield | | | | |
| | Susan J. Rasmussen (2012): Cultural Anthropology, The Oxford Handbook of Culture and Psychology, Oxford | | | | |
| Supplementary reading | | | | | |
| STUDENT WORKLOAD | | | | | |
| | | | No. of hours | | |
| | | | including e-learning | | |
| Contact hours | 30 | | 0 | | |
| Participation in test / exam | 2 | | 0 | | |
| Preparation for contact hours | 0 | | 0 | | |
| Private reading and studying | 14 | | 0 | | |
| Participation in tutorials | 10 | | 0 | | |
| Preparation of project / essay / etc. | 0 | | 0 | | |
| Preparation for test / exam | 19 | | 0 | | |
| TOTAL workload | 75 | | | | |
| ECTS credits | 3 | | | | |

COURSE SYLLABUS AND SPECIFICATION

| Curriculum title: USNSP-SS-O-I-S-23/24Z | | | | | | |
|-------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------|------------------|
| Course title: Cultural Differences (różnice międzykulturowe) (KIERUNKOWE) | | | | | Course code: NSP190AIJ3437_6S | |
| Name of field of study: Social Sciences | | | | | | |
| Mode and cycle of study: first-degree, full - time | | | Profile of study: general academic | | Specialty: | |
| Course / module status obligatory | | | | Language of instruction: semester: 1 - english language polish language | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS |
| | | | | w tym e-learning | | |
| 1 | 1 | discussion classes | 10 | 0 | pg | 2 |
| | | lecture | 10 | 0 | pg | |
| Total | | | 20 | | | 2 |
| Course / module coordinator | | dr hab. AGNIESZKA KOŁODZIEJ-DURNAŚ | | | | |
| Course instructor | | dr hab. AGNIESZKA KOŁODZIEJ-DURNAŚ , dr NATALIA MAKSYMOWICZ MRÓZ | | | | |
| Course / module objectives | | To provide students with the knowledge and skills needed to analyse social conflicts in different contexts of social life. | | | | |
| Prerequisites | | No prerequisites. | | | | |
| LEARNING OUTCOMES | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | |
| knowledge | 1 | EP1 | The student knows, understands the perspectives of different interest groups in different types of social conflicts. | K_W06 K_W10 | | |
| skills | 1 | EP2 | The student is able to apply social conflict theories to the analysis of contradictions between different interest groups and predict possible scenarios of solving disagreements. | K_U01 K_U03 | | |
| social competences | 1 | EP3 | Student conclude that knowledge is important in resolving conflict situations and is ready to take part in social actions for the benefit of the society. | K_K02 K_K08 | | |
| CONTENT | | | | Qpmpefor emeser | | No. of hours |
| | | | | | | w tym e-learning |
| Subject title: Cultural Differences (różnice międzykulturowe) | | | | | | |
| Format of instruction: lecture | | | | | | |
| 1. Kultura - zagadnienia wprowadzające | | | | 1 | 2 | 0 |
| 2. Podziały kultur i typologie kulturowe | | | | 1 | 6 | 0 |
| 3. Różnice w biznesie - zarządzanie różnorodnością | | | | 1 | 2 | 0 |
| Format of instruction: discussion classes | | | | | | |
| 1. Rozpoznawanie różnic kulturowych | | | | 1 | 4 | 0 |
| 2. Zarządzanie różnorodnością w praktyce - projektowanie programów dla organizacji | | | | 1 | 4 | 0 |
| 3. Prezentacja projektu | | | | 1 | 2 | 0 |

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| Modes of delivery | Metody problemowe (wykład problemowy; wykład konwersatoryjny; klasyczna metoda problemowa; aktywizujące /metoda przypadków; metoda sytuacyjna; inscenizacja; gry dydaktyczne: symulacyjne, decyzyjne, okrągłego stołu, burza mózgów);, Metody podające (wykład informacyjny; pogadanka; opowiadanie; opis; prelekcja; anegdota; odczyt; wyjaśnienie);, Metody praktyczne (pokaz; metoda przewodniego tekstu). | | | | |
| Assessment methods | | | | No. of learning outcome from the syllabus | |
| | PRACA PISEMNA/ ESEJ/ RECENZJA | | | EP1,EP2,EP3 | |
| | PREZENTACJA | | | EP1,EP2,EP3 | |
| | Metody i formy weryfikacji efektów uczenia się mogą zostać zmienione dla studentów ze szczególnymi potrzebami na warunkach i zasadach określonych w Regulaminie Studiów Uniwersytetu Szczecińskiego. | | | | |
| Grading criteria | The condition for obtaining an evaluation is: 1. written work based on the diagnosis, freely chosen by the student, of a conflict situation observed in his/her local environment. Written work should include an analysis of the conflict situation, identification of interest groups, description of possible variants of conflict resolution. 2. defense of the written work - 4 questions concerning the analysis of the conflict situation (25%), identification of interest groups (25%), possible variants of conflict resolution (25%), degree of complexity of the conflict situation in the theoretical perspective (25%). | | | | |
| | Grade calculation principles | | | | |
| | The final grade in the course is the arithmetic mean of written work (50%) and oral defence of written work (50%). Written work - Assessment criteria: analysis of conflict situation (25%), identification of interest groups (25%), description of possible variants of conflict resolution (25%), degree of difficulty of conflict situation (25%). 2. defense of written work (in the form of oral answer to 4 questions concerning the analysis of conflict situation (25%), identification of interest groups (25%), possible variants of conflict resolution (25%), degree of complexity of conflict situation in the theoretical view (25%). | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 1 | Cultural Differences (różnice międzykulturowe) | | Nieobliczana | |
| | 1 | Cultural Differences (różnice międzykulturowe) [ćwiczenia] | zaliczenie z oceną | | |
| | 1 | Cultural Differences (różnice międzykulturowe) [wykład] | zaliczenie z oceną | | |
| Basic reading | Craig Calhoun (2007): Contemporary sociological theory, Blackwell Publ., Malden | | | | |
| | Dahrendorf, R. (1990): The modern social conflict : an essay on the politics of liberty, Univ.of California Press, Berkeley; Los Angeles | | | | |
| Supplementary reading | Lemert Ch. (2004): Social theory. The multicultural and classic readings., Westview, Boulder, Colorado; Oxford | | | | |
| | Turner, J. H. (2013): Contemporary sociological theory, SAGE, Thousand Oaks, Calif.; London | | | | |
| STUDENT WORKLOAD | | | | | |
| | | No. of hours | | | |
| | | W tym e-learning | | | |
| Contact hours | 20 | | 0 | | |
| Participation in test / exam | 5 | | 0 | | |
| Preparation for contact hours | 0 | | 0 | | |
| Private reading and studying | 10 | | 0 | | |
| Participation in tutorials | 10 | | 0 | | |
| Preparation of project / essay / etc. | 0 | | 0 | | |
| Preparation for test / exam | 5 | | 0 | | |
| TOTAL workload | 50 | | 0 | | |
| ECTS credits | 2 | | | | |

| Curriculum title: USNSP-SS-O-I-S-20/21Z | | | | | | |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------|----------|
| Course title: Cultural Studies in History and Modernity (studia kulturowe w nowoczesności) (KIERUNKOWE) | | | | | Course code: NSP190AIJ3437_56S | |
| Name of field of study: Social Sciences | | | | | | |
| Mode and cycle of study: first-degree, full - time | | | Profile of study: general academic | | Specialty: | |
| Course / module status obligatory | | | Language of instruction: semester: 5 - english language | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS |
| | | | | w tym e-learning | | |
| 3 | 5 | lecture | 15 | 0 | pg | 2 |
| Total | | | 15 | | | 2 |
| Course / module coordinator | dr hab. KAROLINA IZDEBSKA | | | | | |
| Course instructor | dr hab. KAROLINA IZDEBSKA | | | | | |
| Course / module objectives | Acquainting students with the subject of cultural studies. Transfer of knowledge about contemporary cultural phenomena and the ability to analyze them critically. | | | | | |
| Prerequisites | Brak wymagań wstępnych | | | | | |
| LEARNING OUTCOMES | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | |
| knowledge | 1 | EP1 | The student has basic knowledge about the specificity and subject of research in cultural studies, is able to identify contemporary cultural phenomena and knows the terminology in the field of cultural studies. | K_W01 | | |
| | 2 | EP2 | The student has knowledge of various contexts and conditions related to the norms, values and cultural patterns functioning in society. He knows and understands contradictions, dilemmas and conflicts resulting from cultural transformations and differences. | K_W06 | | |
| skills | 1 | EP3 | Student is able to use basic theoretical knowledge to describe, synthesize and analyze critically contemporary cultural phenomena. | K_U03 | | |
| social competences | 1 | EP5 | The student is ready to evaluate critically his knowledge in the field of cultural studies and is aware of the relativity of cultural norms and patterns and changes in culture, and at the same time is ready to seek expert opinions in the event of difficulties in solving the problem on their own. | K_K01 | | |
| | 2 | EP6 | The student is ready to recognize the importance of knowledge in the field of cultural studies, is ready to analyze contemporary cultural phenomena and to solve practical and cognitive problems related to them. | K_K02 | | |
| CONTENT | | | | | No. of hours | |
| | | | | | w tym e- learning | |
| Subject title: Cultural Studies in History and Modernity (studia kulturowe w nowoczesności) | | | | | | |
| Format of instruction: lecture | | | | | | |
| 1. Studia kulturowe: wprowadzenie. Kulturoznawstwo w historii. | | | | | 5 | 2 |

| | | | | | |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------|-------------------------------------------|------------------------|
| 2. Kultura w erze cyfrowej. Fotografia we współczesnym społeczeństwie. | | 5 | 3 | | |
| 3. Współczesne praktyki artystyczne. New genre public art. Participatory art. Street art. | | 5 | 6 | | |
| 4. Wielokulturowość we współczesnym społeczeństwie. | | 5 | 2 | | |
| 5. Kultura konsumpcyjna: wolność czy zniewolenie? | | 5 | 2 | | |
| Modes of delivery | Wykład informacyjny, metody eksponujące (film, dokument) | | | | |
| Assessment methods | | | | No. of learning outcome from the syllabus | |
| | PRACA PISEMNA/ ESEJ/ RECENZJA | | | EP1,EP2,EP3,EP5,EP6 | |
| Grading criteria | Written work: review of the selected work of contemporary culture (art) Criteria of evaluation: description of the analyzed work, title interpretation, description of the social context of the work and the process of its creation, interpretation of the symbolism contained in the work, description of the social functions of the work, aesthetics and editing of the written work (review). | | | | |
| | Grade calculation principles The final grade in the subject is the grade from a written essay (review). | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 5 | Cultural Studies in History and Modernity (studia kulturowe w nowoczesności) | | Nieobliczana | |
| | 5 | Cultural Studies in History and Modernity (studia kulturowe w nowoczesności) [wykład] | zaliczenie z ocena | | |
| Basic reading | Barker C., Jane E. A. (2016): Cultural Studies: Theory and Practice, SAGE, California | | | | |
| | Beer D. (2019): The Quirks of Digital Culture, Emerald Publishing Limited, Bingley | | | | |
| | Bishop C. (2012): Artificial Hells: Participatory Art and the Politics of Spectatorship, Verso Books, London | | | | |
| | Kenan M. (2015): The Failure of Multiculturalism: Community versus Society in Europe, "Foreign Affairs", Vol. 94, No. 2 | | | | |
| | Lacy S. (2008): Time in Place. New Genre Public Art a Decade Later (In:) The Practice of Public Art, Cartiere C., Willis S. (eds.), Routledge, New York | | | | |
| | Muratovski G. (2016): Consumer Culture: Selected Essays, Intellect Books, Bristol | | | | |
| | Visconti L. M., Sherry Jr. J. F., Borghini S., Anderson L. (2010): Street Art, Sweet Art? Reclaiming the "Public" in Public Place, "Journal of Consumer Research" nr 37 | | | | |
| Supplementary reading | Bishop C. (2006): Introduction (In:) Participation. Documents of Contemporary Art, Bishop C. (ed.), Whitechapel/The MIT Press, London/Cambridge, Massachusetts | | | | |
| | During S. (ed.) (2007): The Cultural Studies Reader, Routledge, New York | | | | |
| | Helguera P. (2011): Education for Socially Engaged Art: A Materials and Techniques Handbook, Yorge Pinto Books, New York | | | | |
| | Kwon M. (2002): One Place after Another. Site-specific Art and Locational Identity, The MIT Press, Cambridge/Massachusetts | | | | |
| | Lacy S. (1995): Debated Territory: Toward a Critical Language for Public Art, (In:) Mapping the Terrain: New Genre Public Art, Bay Press, Seattle/Washington | | | | |
| Modood T. (2007): Multiculturalism, Polity, Cambridge | | | | | |
| STUDENT WORKLOAD | | | | | |
| | | No. of hours | | | |
| | | W tym e-learning | | | |
| Contact hours | 15 | | | | |
| Participation in test / exam | 0 | | | | |
| Preparation for contact hours | 0 | | | | |
| Private reading and studying | 5 | | | | |

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| Participation in tutorials | 0 | |
| Preparation of project / essay / etc. | 5 | |
| Preparation for test / exam | 0 | |
| TOTAL workload | 25 | |
| ECTS credits | 1 | |

COURSE SYLLABUS AND SPECIFICATION

| Curriculum title: USNSP-SS-O-I-S-20/21Z | | | | | | |
|---------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|----------------------|----------|
| Course title: CULTURE AND POWER | | | | Course code: NSP190AIJ3437_6S | | |
| Name of field of study: Social Sciences | | | | | | |
| Mode and cycle of study: First/ second degree, full time | | Profile of study: general academic | | Specialty: | | |
| Course / module status facultative | | | Language of instruction: English language (100%) | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS |
| | | | | e-learning | | |
| 1 | 1 | lecture | 20 | 0 | | 3 |
| Total | | | 20 | | | 3 |
| 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 | | | | | | |
| LEARNING OUTCOMES | | | | | | |
| 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. | K_W02, K_W07 | | |
| 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. | K_U01 | | |
| 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. | K_K01 | | |
| CONTENT | | | | Semester | No. of hours | |
| | | | | | Including e-learning | |
| Subject title: Culture and power | | | | | | |
| Format of instruction: lecture | | | | | | |
| 1. The approach to culture in social sciences. Recap of basic sociological knowledge on culture. | | | | 1 | 2 | |
| 2. Approaches to power in social sciences. | | | | 1 | 1 | |

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|-------------------------------------------------------------------------------------------|---|---|--|
| 3. Different forms of political power and their interrelations with culture. | 1 | 3 | |
| 4. Different forms of social (non-political) power and their interrelations with culture. | 1 | 4 | |
| 5. Social revolutions as ways to liberalization(?) and their relation to culture. | 1 | 2 | |
| 6. Religions in aspects of culture and power. | 1 | 2 | |

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|-------------------------------------------------------------------------------------------|--------------------------------------------|---|--|
| 7. Ideologies: culture - politics - social consciousness - social change. | 1 | 2 | |
| 8. Nations and nationalisms as cultural and political phenomena. | 1 | 2 | |
| 9. The concept of clashes of civilizations versus concepts of multi- or interculturality. | 1 | 2 | |
| Modes of delivery | Lecture with elements of discussion | | |

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/
2

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|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|--------------------|------------------------|
| 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: 1st Canadian Edition, Pressbooks, chapter 3 , open access at: https://opentextbc.ca/introductiontosociology/ | | | |
| | 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. | | | |
| Supplementary reading | John W. Berry, Integration and Multiculturalism: Ways towards Social Solidarity, "Papers on Social Representations", vol. 20, 2011. | | | |
| | Astrid Erll, Ansgar Nuning (eds.), Cultural Memory Studies, Walter de Gruyter, Berlin, New York, 2008. | | | |

STUDENT WORKLOAD

| | No. of hours | |
|---------------------------------------|--------------|------------|
| | | e-learning |
| Contact hours | 20 | |
| Participation in test / exam | 3 | |
| Preparation for contact hours | 0 | |
| Participation in tutorials | 5 | |
| Preparation of project / essay / etc. | | |
| Preparation for test / exam | 22 | |
| TOTAL workload | 75 | |
| ECTS credits | 3 | |

2

| Curriculum title: USNSP-SS-O-I-S-20/21Z | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------|------------------|
| Course title: Current Problems of Education in Poland (współczesne problemy wychowania w Polsce) (KIERUNKOWE) | | | | | Course code: NSP190AIJ3438_53S | |
| Name of field of study: Social Sciences | | | | | | |
| Mode and cycle of study: first-degree, full - time | | Profile of study: general academic | | | Specialty: | |
| Course / module status obligatory | | | Language of instruction: semester: 5 - english language | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS |
| | | | | w tym e-learning | | |
| 3 | 5 | lecture | 25 | 0 | e | 2 |
| Total | | | 25 | | | 2 |
| Course / module coordinator | dr Barbara Żakowska | | | | | |
| Course instructor | dr Barbara Żakowska | | | | | |
| Course / module objectives | After completing the course students will have the knowledge on Polish educational system and will understand the essential problems of the system as well as the main directions of solving them | | | | | |
| Prerequisites | | | | | | |
| LEARNING OUTCOMES | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | |
| knowledge | 1 | EP1 | Student knows and understand basic values and rules of Polish education system and dilemmas and conflicts they derive | K_W06 | | |
| | 2 | EP2 | Student have a basic knowledge on educational institutions in Poland | K_W07 | | |
| | 3 | EP3 | student has systematized information on educational policy in Poland, its roots, challenges and direction of development | K_W09 | | |
| skills | 1 | EP4 | Student is able to use the knowledge for deliberating social problems located in educational institutions | K_U03 | | |
| | 2 | EP5 | Student is able to select and use information to present his/her viewpoint as well as formulate conclusions on educational problems in Poland | K_U01 | | |
| | 3 | EP6 | Student is able to find information to develop his/her knowledge and understanding educational problem | K_U08 | | |
| social competences | 1 | EP7 | Student is able to communicate and cooperate with other to elaborate educational issues. | K_K03 | | |
| | 2 | EP8 | Student is able to be involved in different educational projects. | K_K08 | | |
| CONTENT | | | | Qpmpctor emester | | No. of hours |
| | | | | | | w tym e-learning |
| Subject title: Current Problems of Education in Poland (współczesne problemy wychowania w Polsce) | | | | | | |
| Format of instruction: lecture | | | | | | |
| 1. THE SYSTEM OF EDUCATION IN POLAND - GOVERNANCE, ORGANIZATION, FUNDING | | | | 5 | 6 | |
| 2. SPECIAL EDUCATION WITHIN MAINSTREAM EDUCATION ? PROBLEMS OF INCLUSION | | | | 5 | 2 | |
| 3. STUDENTS ATTITUDE AND BEHAVIORS ? URGENT NECESSITY OF SOCIAL-EMOTIONAL LEARNING | | | | 5 | 4 | |

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|-----------------------------------------------------------------------------|---|---|--|
| 4. THE ACHIEVEMENT GAP IN EDUCATION - EVERY STUDENT SUCCEEDS? | 5 | 4 | |
| 5. BRINGING TECHNOLOGY AND EDUCATION TOGETHER - chances, threats, questions | 5 | 2 | |
| 6. THE TEACHER AND HIS/HER CHANGING ROLE IN EDUCATION | 5 | 4 | |
| 7. ON THE CONTACT OF EDUCATION AND A JOB MARKET | 5 | 4 | |
| 8. VALUES AS A MISSING DIMENSION OF EDUCATION | 5 | 4 | |

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|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------|--------------------|-------------------------------------------|
| Modes of delivery | lecture, group discussion, case study | | | | |
| Assessment methods | | | | | No. of learning outcome from the syllabus |
| | EGZAMIN USTNY | | | | EP1,EP2,EP3,EP4,EP5,EP6,EP7,EP8 |
| Grading criteria | Written exam with 5 open questions. | | | | |
| | Grade calculation principles | | | | |
| | Student can get 5 points for each question. 13-15 points - 3,0; 16-17 points;- 3,5; 18-20 points - 4,0; 21-22 - points 4,5; 23-25 points 5,0 | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 5 | Current Problems of Education in Poland (współczesne problemy wychowania w Polsce) | | Ważona | |
| | 5 | Current Problems of Education in Poland (współczesne problemy wychowania w Polsce) [wykład] | egzamin | | 1,00 |
| Basic reading | Z. Kwieciński (1995): The sociopathology of education, Edytor, Toruń (2018): The System of Education in Poland 2018, Foundation for the Development of the Education System, Warsaw 2018 http://czytelnia.frse.org.pl/media/The-system-of-education-in-poland-2018-calosc.pdf , Warsaw | | | | |
| Supplementary reading | | | | | |

STUDENT WORKLOAD

| | No. of hours | |
|---------------------------------------|--------------|------------------|
| | | W tym e-learning |
| Contact hours | 25 | |
| Participation in test / exam | 2 | |
| Preparation for contact hours | 0 | |
| Private reading and studying | 10 | |
| Participation in tutorials | 8 | |
| Preparation of project / essay / etc. | 0 | |
| Preparation for test / exam | 5 | |
| TOTAL workload | 50 | |
| ECTS credits | 2 | |

| Curriculum title: USNSP-SS-O-I-S-20/21Z | | | | | | |
|----------------------------------------------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------------------|------------------|
| Course title: Design & System Thinking (KIERUNKOWE) | | | | | Course code: NSP190AIJ3437_64S | |
| Name of field of study: Social Sciences | | | | | | |
| Mode and cycle of study: first-degree, full - time | | | Profile of study: general academic | | Specialty: | |
| Course / module status obligatory | | | Language of instruction: semester: 6 - english language | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS |
| | | | | w tym e-learning | | |
| 3 | 6 | discussion classes | 15 | 0 | pg | 1 |
| Total | | | 15 | | | 1 |
| Course / module coordinator | | dr Kalina Kukielko | | | | |
| Course instructor | | dr Kalina Kukielko | | | | |
| Course / module objectives | | The student is to gain in-depth knowledge of the design thinking method, allowing him/her to apply it in the interest of the public good and his/her own entrepreneurship. | | | | |
| Prerequisites | | Brak wymagań wstępnych/ None | | | | |
| LEARNING OUTCOMES | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | |
| knowledge | 1 | EP1 | He knows and understands the principles of creative and design thinking aimed at creating value and social innovation for the market and public good. | K_W03 K_W09 | | |
| skills | 1 | EP2 | Can use sources of information to learn about social trends and adapt resources to them, providing innovative solutions. | K_U01 | | |
| social competences | 1 | EP3 | He is ready to act in entrepreneurial way for the public interest using design thinking. | K_K08 | | |
| CONTENT | | | | | No. of hours | |
| | | | | | Qpmpctor emester | w tym e-learning |
| Subject title: Design & System Thinking | | | | | | |
| Format of instruction: discussion classes | | | | | | |
| 1. Wprowadzenie do metody design thinking - podział na grupy i poznanie wyzwania | | | | | 6 | 2 |
| 2. Krok 1. Empatia - mapa empatii, bazy danych i inne źródła | | | | | 6 | 2 |
| 3. Krok 2. Definiowanie - znaczenie ograniczeń w myśleniu kreatywnym | | | | | 6 | 2 |
| 4. Krok 3. Kreatywne myślenie - techniki wyzwalające innowacyjne myślenie indywidualne i grupowe | | | | | 6 | 2 |
| 5. Krok 4. Prototypowanie - rola lidera grupy i podejmowanie decyzji zespołowych | | | | | 6 | 2 |
| 6. Krok 5. Testowanie - znaczenie informacji zwrotnej dla ciągłego doskonalenia | | | | | 6 | 2 |
| 7. Sposoby komercjalizacji prototypu - private equity, start'up, seed & venture capital | | | | | 6 | 2 |
| 8. Pitch - sztuka prezentacji przed inwestorem | | | | | 6 | 1 |
| Modes of delivery | | Metody problemowe (aktywizujące /metoda przypadków; metoda sytuacyjna; inscenizacja; gry dydaktyczne: symulacyjne, decyzyjne, burza mózgów, metaplan); Metody praktyczne (pokaz; ćwiczenia przedmiotowe; metoda projektów)., Metody podające (wykład informacyjny; pogadanka; opowiadanie; opis; prelekcja; anegdota; odczyt; objaśnienie lub wyjaśnienie);, Metody eksponujące (z użyciem komputera); | | | | |

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| Assessment methods | | | | | | No. of learning outcome from the syllabus |
| | | | | | | |
| | PREZENTACJA | | | | | EP1,EP2,EP3 |
| | PROJEKT | | | | | EP1,EP2,EP3 |
| Grading criteria | A group project (2-4 people) in the form of a start-up idea, a joint venture, a citizens' initiative that solves a diagnosed problem, increases the effectiveness of meeting social needs or reduces barriers to meeting those needs. | | | | | |
| | Grade calculation principles Project evaluation criteria: Identification of the needs of the target group (25%), innovativeness of the idea (25%), degree of rethinking of the idea based on available resources (25%), plan of commercialization of the idea (25%). Project public presentation evaluation criteria (so called pitch): time schedule (25%), method of presentation (25%), concreteness and measurability of the idea (25%), time frame of the realization of the idea (25%). Average of the marks from two works: final mark. Calculation of the grade: 51% - 75% - sufficient; 76% - 90% - good; 90%-100% - very good. | | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average | |
| | 6 | Design & System Thinking | | Ważona | | |
| | 6 | Design & System Thinking [ćwiczenia] | zaliczenie z ocena | | 1,00 | |
| Basic reading | Balaram, S. (2011): Thinking design, SAGE Publications, New Delhi | | | | | |
| | Thomas Lockwood (2013): Design thinking : integrating innovation, customer experience, and brand value, Allworth Press, New York | | | | | |
| Supplementary reading | Liedtka, Jeanne (2013): Solving problems with design thinking : ten stories of what works, Columbia University Press / Columbia Business School Publishing, New York | | | | | |
| | Liedtka, Jeanne. (2011): Designing for growth : a design thinking tool kit for managers, Columbia Business School Publishing, New York; Chichester | | | | | |
| STUDENT WORKLOAD | | | | | | |
| | | | No. of hours | | | |
| | | | W tym e-learning | | | |
| Contact hours | | | 15 | | | |
| Participation in test / exam | | | 1 | | | |
| Preparation for contact hours | | | 0 | | | |
| Private reading and studying | | | 1 | | | |
| Participation in tutorials | | | 1 | | | |
| Preparation of project / essay / etc. | | | 2 | | | |
| Preparation for test / exam | | | 5 | | | |
| TOTAL workload | | | 25 | | | |
| ECTS credits | | | 1 | | | |

| Curriculum title: USNSP-SS-O-I-S-20/21Z | | | | | | | |
|----------------------------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------------------|------------------|--|
| Course title: Digital Societies (społeczeństwa cyfrowe) (KIERUNKOWE) | | | | | Course code: NSP190AIJ3437_67S | | |
| Name of field of study: Social Sciences | | | | | | | |
| Mode and cycle of study: first-degree, full - time | | | Profile of study: general academic | | Specialty: | | |
| Course / module status obligatory | | | Language of instruction: semester: 6 - english language | | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS | |
| | | | | w tym e-learning | | | |
| 3 | 6 | konwersatorium | 15 | 0 | pg | 1 | |
| Total | | | 15 | | | 1 | |
| Course / module coordinator | | dr KALINA KUKIEŁKO | | | | | |
| Course instructor | | dr KALINA KUKIEŁKO | | | | | |
| Course / module objectives | | Providing students with basic knowledge in the field of digital societies. Familiarizing students with the roles of social media in contemporary society. Introducing students to issues related to the information activities | | | | | |
| Prerequisites | | Basic knowledge in the field of social sciences. Knowledge of issues, concepts and theories related to analysis and interpretation observed social phenomena | | | | | |
| LEARNING OUTCOMES | | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | | |
| knowledge | 1 | EP1 | Student describes the characteristics of the digital societies | K_W05 | | | |
| skills | 1 | EP2 | Student is able to analyze the social media effects | K_U01 | | | |
| | 2 | EP3 | Student is able to use basic theoretical knowledge to criticize contemporary digital society | K_U03 | | | |
| social competences | 1 | EP4 | Student is ready to work in a group during implementation of tasks | K_K03 | | | |
| | 2 | EP5 | Student is ready to follow and develop the rules ethical and scientific integrity, including requirements of this from others | K_K06 | | | |
| CONTENT | | | | | epmoctor Semester | No. of hours | |
| | | | | | | w tym e-learning | |
| Subject title: Digital Societies (społeczeństwa cyfrowe) | | | | | | | |
| Format of instruction: konwersatorium | | | | | | | |
| 1. Digital societies - introduction | | | | | 6 | 3 | |
| 2. EU policy on the digital society | | | | | 6 | 2 | |
| 3. Digital economy (e-commerce) | | | | | 6 | 2 | |
| 4. Information activities (public structures and non-governmental organizations) | | | | | 6 | 2 | |
| 5. Roles of social media in contemporary society | | | | | 6 | 4 | |
| 6. The databases, information networks | | | | | 6 | 2 | |
| Modes of delivery Practical methods; project method | | | | | | | |

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|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|--------------------|--------------------|-------------------------------------------|
| Assessment methods | | | | | No. of learning outcome from the syllabus |
| | PREZENTACJA | | | | EP1,EP2,EP3,EP4,EP5 |
| | ZAJĘCIA PRAKTYCZNE (WERYFIKACJA POPRZEZ OBSERWACJĘ) | | | | EP1,EP2,EP3,EP4,EP5 |
| Grading criteria | The condition of obtaining credit is to prepare a presentation on a selected topic related to the subject of digital society | | | | |
| | Grade calculation principles | | | | |
| | 80% - preparation and presentation of the project (substantive correctness, originality of the proposed perspective, the attractiveness of the presentation); 20% - attendance and activity during the classes | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 6 | Digital Societies (społeczeństwa cyfrowe) | | Nieobliczana | |
| | 6 | Digital Societies (społeczeństwa cyfrowe) [konwersatorium] | zaliczenie z oceną | | |
| Basic reading | Jordan Tim (2015): Information politics : liberation and exploitation in the digital society, Pluto Press, London | | | | |
| | Masum Hassan (2011): The reputation society : how online opinions are reshaping the offline world, MIT Press, Cambridge, Massachusetts | | | | |
| Supplementary reading | | | | | |
| STUDENT WORKLOAD | | | | | |
| | | No. of hours | | | |
| | | W tym e-learning | | | |
| Contact hours | 15 | | | | |
| Participation in test / exam | 1 | | | | |
| Preparation for contact hours | 0 | | | | |
| Private reading and studying | 1 | | | | |
| Participation in tutorials | 1 | | | | |
| Preparation of project / essay / etc. | 7 | | | | |
| Preparation for test / exam | 0 | | | | |
| TOTAL workload | 25 | | | | |
| ECTS credits | 1 | | | | |

COURSE SYLLABUS AND SPECIFICATION

| Curriculum title: USNSP-SS-O-I-S-21/22Z | | | | | | |
|-----------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------|----------|
| Course title: Diploma Seminar (seminarium dyplomowe) (KIERUNKOWE) | | | | | Course code: NSP190AIJ3437_45S | |
| Name of field of study: Social Sciences | | | | | | |
| Mode and cycle of study: first-degree, full - time | | | Profile of study: general academic | | Specialty: | |
| Course / module status elective | | | Language of instruction: semester: 4 - english language, semester: 5 - english language, semester: 6 - english language | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS |
| | | | | w tym e-learning | | |
| 2 | 4 | seminarium | 30 | 0 | pg | 2 |
| 3 | 5 | seminarium | 30 | 0 | pg | 2 |
| | 6 | seminarium | 30 | 0 | pg | 5 |
| Total | | | 90 | | | 9 |
| Course / module coordinator | | dr hab. MACIEJ KOWALEWSKI | | | | |
| Course instructor | | dr hab. MACIEJ KOWALEWSKI | | | | |
| Course / module objectives | | <p>Preparation of the student for independent formulation of the research problem and work plan, critical analysis of the literature on the subject, application of correct research methods, interpretation of research results and formulation of conclusions and preparation of the final work.</p> <p>To provide students with the ability to analyze typical social problems using theories and methods specific to the social sciences and political and administrative science (as the leading discipline) in particular</p> | | | | |
| Prerequisites | | Podstawowy zasób wiadomości z zakresu teorii i metodologii nauk społecznych | | | | |
| LEARNING OUTCOMES | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | |
| knowledge | 1 | EP1 | Student has basic knowledge of the subject of social sciences research, and in particular of the disciplines assigned to the field of study | K_W01 K_W02 | | |
| | 2 | EP2 | Student knows the basic principles of the construction of the final written work, as well as the methods and techniques necessary to analyse the research problems. | K_W02 K_W03 | | |
| skills | 1 | EP3 | Student is able to select sources and apply methods correctly in the conduct of reactive and secondary research, with methods specific to the leading discipline and the disciplines assigned to the course (Social Sciences) | K_U01 K_U02 | | |
| | 2 | EP4 | Student is able to correctly interpret the results of research and formulate conclusions on the basis of the results of the research problem. | K_U03 K_U04 | | |
| | 3 | EP5 | Student applies the knowledge and skills acquired to specific tasks, including in the framework of discussions during the seminar together with other learners (students) | K_U04 K_U06 K_U07 | | |
| social competences | 1 | EP6 | It is ready to carry out specific tasks using the knowledge and skills it has acquired, taking into account the ethical principles of the authority-citizen relationship | K_K01 K_K06 | | |
| | 2 | EP7 | Student is ready to take responsibility for activities relating to the social sphere by designing team projects for social interest | K_K04 K_K05 K_K08 | | |

| CONTENT | | Semester | No. of hours | | |
|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|--------------------|-------------------------------------------|------------------------|
| | | | | w tym e-learning | |
| Subject title: Diploma Seminar (seminarium dyplomowe) | | | | | |
| Format of instruction: seminarium | | | | | |
| 1. Podstawowe narzędzia pracy z tekstem naukowym | | 4 | 2 | 0 | |
| 2. Cele i ogólne zasady przygotowania pracy dyplomowej | | 4 | 6 | 0 | |
| 3. Zasady konstruowania pracy naukowej. Omówienie tematyki pracy | | 4 | 6 | 0 | |
| 4. Ustalenie struktury (oraz indywidualnego planu) pracy. Przegląd literatury | | 4 | 6 | 0 | |
| 5. Problem badawczy i hipotezy | | 4 | 10 | 0 | |
| 6. Sposób rozwiązania przyjętego problemu i metoda zastosowana w pracy (praca empiryczna lub przeglądowa) | | 5 | 4 | 0 | |
| 7. Praca nad opisem i kierunkami analizy przedmiotu i obiektu badan | | 5 | 12 | 0 | |
| 8. Praca nad analiza zebranego materiału (empirycznego lub przeglądu literatury). | | 5 | 4 | 0 | |
| 9. Zasady prezentacji analizowanych danych (treści i rezultaty) | | 5 | 2 | 0 | |
| 10. Dalsza analiza wyników i odniesienia do przyjętych założeń (celów i problemów badawczych). | | 5 | 8 | 0 | |
| 11. Przedstawianie przez studentów poszczególnych podrozdziałów pracy. Dyskusja seminaryjna | | 6 | 24 | 0 | |
| 12. Etap finalny i przygotowanie do egzaminu licencjackiego. | | 6 | 6 | 0 | |
| Modes of delivery | Metody problemowe (seminarium, dyskusja dydaktyczna) | | | | |
| Assessment methods | | | | No. of learning outcome from the syllabus | |
| | PRACA PISEMNA/ ESEJ/ RECENZJA | | | EP1,EP2,EP3,EP6 | |
| | PRACA DYPLOMOWA | | | EP1,EP2,EP3,EP4 | |
| | ZAJĘCIA PRAKTYCZNE (WERYFIKACJA POPRZEZ OBSERWACJĘ) | | | EP4,EP5,EP6,EP7 | |
| Grading criteria | <p>The condition for passing the 4th semester is the presentation of a work outline (plan), including presentations issues and assumptions of work and description of work structure. In order to pass the 5th semester, the student must submit the indicated fragments of the work (one of the chapters and/or work bibliographies). The condition for passing the 6th semester is submitting a written bachelor's thesis according to the guidelines adopted by the Department of Social Sciences.</p> | | | | |
| | <p>Grade calculation principles The overall grade is calculated in relation to the subsequent stages of the student's own work in preparation of the BA thesis . The grade is determined by reference to the tasks assigned to each of the 3 semesters, taking into account criteria: substantive, linguistic and technical correctness of the task performed. The evaluation also takes into account the presentations of the steps and discussions within the seminar group. The evaluation shall take into account the following presentation of the results of the student's own work, workload, ability to discuss with the seminar group</p> | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 4 | Diploma Seminar (seminarium dyplomowe) | | Nieobliczana | |
| | 4 | Diploma Seminar (seminarium dyplomowe) [seminarium] | zaliczenie z ocena | | |
| | 5 | Diploma Seminar (seminarium dyplomowe) | | Nieobliczana | |
| | 5 | Diploma Seminar (seminarium dyplomowe) [seminarium] | zaliczenie z ocena | | |
| | 6 | Diploma Seminar (seminarium dyplomowe) | | Nieobliczana | |
| | 6 | Diploma Seminar (seminarium dyplomowe) [seminarium] | zaliczenie z ocena | | |
| Basic reading | Dunleavy, Patrick. (2005): Authoring a PhD : how to plan, draft, write and finish a doctoral thesis or dissertation, Palgrave, New York | | | | |
| | Matt Henn, Mark Weinstein and Nick Foard (2009): A critical introduction to social research , Sage, London | | | | |

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| Supplementary reading | Additionally, the literature indicated by the promoters | |
| STUDENT WORKLOAD | | |
| | No. of hours | |
| | | W tym e-learning |
| Contact hours | 90 | 0 |
| Participation in test / exam | 0 | 0 |
| Preparation for contact hours | 0 | 0 |
| Private reading and studying | 10 | 0 |
| Participation in tutorials | 15 | 0 |
| Preparation of project / essay / etc. | 100 | 0 |
| Preparation for test / exam | 10 | 0 |
| TOTAL workload | 225 | |
| ECTS credits | 9 | |

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| COURSE TITLE : | Environmental Communication & Mediation |
| LEARNING FORMAT AND NUMBER OF HOURS | <i>lecture, 10 hours</i> <i>exercises, 10 hours</i> |
| STUDY PERIOD: | <i>Spring semester</i> |
| LEVEL | <i>Bachelor, 2nd year Social Sciences</i> |
| ECTS POINTS | 2 |
| LANGUAGE | <i>English</i> |
| PREREQUISITES | <i>None</i> |
| COURSE OBJECTIVES | |
| Students acquire skills in diagnosing, identifying, managing and resolving local environmental conflicts. | |
| COURSE CONTENT | |
| <ol style="list-style-type: none"> 1. The importance of environmental communication in social discourse: examples of environmental conflicts. 2. The importance of environmental communication in social discourse: interest groups and their arguments 3. Public participation in environmental decision-making - good and bad practices, case studies. 4. Public relations in environmental communication 5. Environmental conflict management and mediation for compromise - exercises | |
| LEARNING OUTCOMES | |
| <i>knowledge:</i> | Student knows and understands the organised system of relations, social ties, interests and values connecting and dividing collective actors of social life and knows how to solve conflict situations between them. |
| <i>skills:</i> | Student can analyse, anticipate and discuss different attitudes, opinions and positions of stakeholders, including predicting their possible behaviour in typical environmental conflicts. |
| <i>social competences:</i> | He/she is ready to communicate, cooperate and perform tasks for the benefit of the social environment, including diagnosing, mediating and solving conflicts in it. |
| REQUIREMENTS AND GRADING SYSTEM | <p>Written work (lecture) - Content embedded in theories of local policy mechanisms (40%), diagnosis of overt and covert interests and values of interest groups and indirect stakeholders (40%), degree of complexity in selected social problem conditioning a local conflict (20%).</p> <p>2. Project (exercises) - Developing an information campaign/environmental mediation scenario/social consultation</p> |

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| | <p>social mediation scenario/ consultations, their plan, proposing a way of solving a local conflict</p> <p>Substantive content from lectures embedded in theories of local policy mechanisms (40%), diagnosis of overt and covert interests of overt and covert interests and values of interest groups and indirect stakeholders (40%), the degree of complexity of the selected complexity of a selected social problem conditioning a local conflict (20%) - evaluation of knowledge on the basis of written work (weight - 50% of the final mark). 50% of the final mark).</p> <p>2. empathy map (25% of the final mark), values board (25% of the final mark), information campaign board (25% of the final mark), Draft Public Consultation Procedure (25% of the final mark). social competences (assessment weight - 50% of the final mark) - exercise completion result.</p> <p>The average of the grades of the two papers: the final grade. Calculation of marks: 51% - 75% - sufficient; 76% - 90% - good; 90%-100% - very good.</p> <p style="text-align: center;">LITERATURE</p> |
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1. Ch. Moore (2014): The Mediation Process. Practical Strategies for Resolving Conflict, Wiley., Somerset.
2. Pezzullo, P. C., Cox, J. R. (2018): Environmental communication and the public sphere, SAGE, Thousand Oaks, California.
3. Farrell, J. (2017): The battle for Yellowstone: Morality and the sacred roots of environmental conflict, Princeton University Press, Princeton.
4. Saint, M., Flavell, R. J., & Fox, P. F. (2009). . (2009): NIMBY wars: The politics of land use, Saint University Press, Hingham.
5. Stone, C. N., & Stoker, R. P. (2015): Urban neighborhoods in a new era: Revitalization politics in the postindustrial city., The University of Chicago Press, Chicago.

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| NAME OF THE TEACHER AND CONTACT | Robert Bartłomiejski, Ph.D. robert.bartlomiejski@usz.edu.pl |
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COURSES YLLABUS AND SPECIFICATION

| Curriculum title: USNSP-SS-O-I-S-20/21Z | | | | | | |
|---------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------------------------|------------------------------|
| Course title: Environmental Policy (polityka ekologiczna) (KIERUNKOWE) | | | | | Course code: NSP190AIJ3437_66S | |
| Name of field of study: Social Sciences | | | | | | |
| Mode and cycle of study: first-degree, full - time | | | Profile of study: general academic | | Specialty: | |
| Course / module status obligatory | | | Language of instruction: semester: 6 - english language | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS |
| | | | | w tym e-learning | | |
| 3 | 6 | konwersatorium | 15 | 0 | pg | 1 |
| Total | | | 15 | | | 1 |
| Course / module coordinator | | dr Piotr Biniek | | | | |
| Course instructor | | dr Piotr Biniek | | | | |
| Course / module objectives | | Providing students with basic knowledge in the field of environmental policy. Familiarizing students with the subject of ecological responsibility. Introducing students to issues related to sustainable development | | | | |
| Prerequisites | | Basic knowledge in the field of social sciences. Knowledge of issues, concepts and theories related to analysis and interpretation of observed social phenomena | | | | |
| LEARNING OUTCOMES | | | | | | |
| Category | No. | Code | Description | | | Ref. to programme benchmarks |
| knowledge | 1 | EP1 | Student describes the characteristics of the contemporary environmental policy in Europe and the worldwide | | | K_W01 |
| skills | 1 | EP2 | Student is able to analyze the environmental policy effects | | | K_U03 |
| | 2 | EP3 | Student has the research skills to select the right methods and tools to analyze the environmental actions | | | K_U01 |
| social competences | 1 | EP4 | Student is ready to work in a group during implementation of tasks | | | K_K03 |
| | 2 | EP5 | Student is ready to follow and develop the rules ethical and scientific integrity, including requirements of this from others | | | K_K06 |
| CONTENT | | | | | epmoctor Semester | No. of hours |
| | | | | | | w tym e-learning |
| Subject title: Environmental Policy (polityka ekologiczna) | | | | | | |
| Format of instruction: konwersatorium | | | | | | |
| 1. Environmental Policy - introduction | | | | | 6 | 2 |
| 2. The subject of environmental policy | | | | | 6 | 2 |
| 3. Environmental policy in Europe and the worldwide | | | | | 6 | 4 |
| 4. The goals of environmental policy | | | | | 6 | 2 |
| 5. Principles of environmental policy | | | | | 6 | 2 |
| 6. Environmental action program | | | | | 6 | 3 |

COURSES YLLABUS AND SPECIFICATION

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|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|--------------------|--------------------|-------------------------------------------|
| Modes of delivery | Practical methods; project method | | | | |
| Assessment methods | | | | | No. of learning outcome from the syllabus |
| | PREZENTACJA | | | | EP1,EP2,EP3,EP4,EP5 |
| Grading criteria | The condition of obtaining credit is to prepare a presentation on the structure and impact of selected environmental action | | | | |
| | Grade calculation principles | | | | |
| | 80% - preparation and presentation of the project - (substantive correctness, originality of the proposed perspective, the attractiveness of the presentation); 20% - attendance and activity during the classes | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 6 | Environmental Policy (polityka ekologiczna) | | Nieobliczana | |
| | 6 | Environmental Policy (polityka ekologiczna) [konwersatorium] | zaliczenie z ocena | | |
| Basic reading | Cohen Steven (2006): Understanding environmental policy, Columbia University Press, New York | | | | |
| Supplementary reading | Crabbe? Ann (2008): The handbook of environmental policy evaluation, Earthscan, London | | | | |
| | Kamieniecki Sheldon (ed.) (1986): Controversies in environmental policy, State University of New York Press, Albany | | | | |
| STUDENT WORKLOAD | | | | | |
| | | No. of hours | | | |
| | | W tym e-learning | | | |
| Contact hours | 15 | | | | |
| Participation in test / exam | 0 | | | | |
| Preparation for contact hours | 0 | | | | |
| Private reading and studying | 2 | | | | |
| Participation in tutorials | 1 | | | | |
| Preparation of project / essay / etc. | 7 | | | | |
| Preparation for test / exam | 0 | | | | |
| TOTAL workload | 25 | | | | |
| ECTS credits | 1 | | | | |

COURSES YLLABUS AND SPECIFICATION

| Curriculum title: USNSP-SS-O-I-S-20/21Z | | | | | | |
|----------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------|------------------|
| Course title: Ethics in Social Practice (etyka w praktyce społecznej) (KIERUNKOWE) | | | | | Course code: NSP190AIJ3438_52S | |
| Name of field of study: Social Sciences | | | | | | |
| Mode and cycle of study: first-degree, full - time | | | Profile of study: general academic | | Specialty: | |
| Course / module status obligatory | | | Language of instruction: semester: 5 - english language | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS |
| | | | | w tym e-learning | | |
| 3 | 5 | lecture | 30 | 0 | e | 3 |
| Total | | | 30 | | | 3 |
| Course / module coordinator | | dr MAŁGORZATA WAŁEJKO | | | | |
| Course instructor | | dr MAŁGORZATA WAŁEJKO | | | | |
| Course / module objectives | | Celem przedmiotu jest zapewnienie słuchaczom podstaw wiedzy z zakresu etycznych aspektów nauk społecznych oraz działalności społecznej. Nabycie przez studentów umiejętności ustalenia zasad etycznych projektowanego badania | | | | |
| Prerequisites | | Brak wymagań wstępnych. | | | | |
| LEARNING OUTCOMES | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | |
| knowledge | 1 | EP4 | Student understands significance of ethical aspects of work in the area of social science and activity, including education and social work. | K_W08 | | |
| skills | 1 | EP5 | Student indicates main ethical aspects of scientific and social activity, especially applied to education and social work. | K_U06 | | |
| social competences | 1 | EP6 | Student is ready to require only high moral standards in educational, social work (and similar) - from them-self and others. | K_K06 | | |
| CONTENT | | | | | No. of hours | |
| | | | | | Qpmpctpr | emester |
| | | | | | | w tym e-learning |
| Subject title: Ethics in Social Practice (etyka w praktyce społecznej) | | | | | | |
| Format of instruction: lecture | | | | | | |
| 1. Wprowadzenie: główne pojęcia etyki oraz etyki pedagogicznej | | | | | 5 | 2 |
| 2. Czyn jako centralne pojęcie etyki. Kiedy nie odpowiadamy za swoje czyny? | | | | | 5 | 4 |
| 3. Formacja ku dojrzałej osobowości: sumienie i silna wola | | | | | 5 | 4 |
| 4. Szacunek wobec dziecięcych uczuć i opinii. | | | | | 5 | 4 |
| 5. Kara w wychowaniu. Etyczny status kary fizycznej | | | | | 5 | 2 |
| 6. Wychowanie a manipulacja: różnice. | | | | | 5 | 2 |
| 7. jak zachęcić dziecko do współpracy nie stosując niewłaściwych metod? | | | | | 5 | 2 |
| 8. Etyczne aspekty pracy z osobą chorą i starą | | | | | 5 | 4 |
| 9. Porozumienie bez przemocy - szacunek w życiu społecznym | | | | | 5 | 6 |

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| Modes of delivery | Wykład problemowy, wykład konwersatoryjny | | | | |
| Assessment methods | | | | | No. of learning outcome from the syllabus |
| | EGZAMIN USTNY | | | | EP4,EP5,EP6 |
| Grading criteria | The knowledge demonstrated during an oral exam | | | | |
| | Grade calculation principles 33 % 1/3 of expected answer means grade 3, 66% 2/3 - grade 4 and 100% - grade 5 (the exam consists of 3 questions) | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 5 | Ethics in Social Practice (etyka w praktyce społecznej) | | Ważona | |
| | 5 | Ethics in Social Practice (etyka w praktyce społecznej) [wykład] | egzamin | | 1,00 |
| Basic reading | A. Faber, E. Mazlish (2012): How to Talk so Kids Will Listen...And Listen So Kids Will Talk, Scribner | | | | |
| | Chris Clark (1999): Social Work Ethics: Politics, Principles and Practice, Palgrave | | | | |
| | Frank Thilly (2019): Introduction to Ethics, Franklin Classics Trade Press | | | | |
| | Lester Parrott (2014): Values and Ethics in Social Work Practice, Learning Matters | | | | |
| | M.B. Rosenberg (2015): Nonviolent Communication: A Language of Life, Puddle Dancer Press | | | | |
| | R. S. Peters (1969): ETHICS AND EDUCATION, ALLEN & UNWIN | | | | |
| Supplementary reading | | | | | |
| STUDENT WORKLOAD | | | | | |
| | | No. of hours | | | |
| | | W tym e-learning | | | |
| Contact hours | 30 | | | | |
| Participation in test / exam | 2 | | | | |
| Preparation for contact hours | 15 | | | | |
| Private reading and studying | 15 | | | | |
| Participation in tutorials | 5 | | | | |
| Preparation of project / essay / etc. | 0 | | | | |
| Preparation for test / exam | 8 | | | | |
| TOTAL workload | 75 | | | | |
| ECTS credits | 3 | | | | |

COURSE SYLLABUS AND SPECIFICATION

| Curriculum title: USNSP-SS-O-I-S-20/21Z | | | | | | |
|----------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------|----------|
| Course title: Europe in Cultural Perspective: Past and Present | | | | | Course code: NSP190AIJ3437_20S | |
| Name of field of study: Social Sciences | | | | | | |
| Mode and cycle of study: first-degree / second degree, full-time | | | Profile of study: general academic | | Specialty: | |
| Course / module status obligatory | | | | Language of instruction: semestr: 2 - English language (100%) | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS |
| | | | | e-learning included | | |
| 1 | 2 | conservatory | 30 | 0 | pg | 3 |
| Total | | | 30 | | | 3 |
| Course / module coordinator | | dr ANNA KRÓLIKOWSKA | | | | |
| Course instructor | | dr ANNA KRÓLIKOWSKA | | | | |
| Course / module objectives | | During the course a student is concerned with the topics which, taken together, form a synthesis to help determine what is specific in Europe and understand to what extent the past has influenced today's state of affairs. The course also deals with the still important problem of how much common and how many differences are there within Europe. | | | | |
| Prerequisites | | Enough language abilities. | | | | |
| LEARNING OUTCOMES | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | |
| knowledge | 1 | EP1 | A student has the deepened and broadened knowledge of historical grounds of today characteristics of European culture (in a broad sense of the word), also in relation to other collective actors in the world. | K_W04 | | |
| | 2 | EP2 | A student has knowledge about complexity and discrepancies within Europe as far as aims, ideals, values etc. are concerned, which pose a challenge. | K_W06 | | |
| skills | 1 | EP3 | A student can search for information and portion of literature, and then discuss in substantive way. | K_U01 K_U04 | | |
| | 2 | EP4 | A student is able to use the acquired knowledge and information to analyze, synthesize, and draw conclusions about the issues raised during the course. | K_U03 | | |

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| social competences | 1 | EP5 | A student is ready to critically approach common statements and stereotypes, and look for cultural and historical justifications for contemporary diversities and similarities within Europe. | K_K01 | |
| | 2 | EP6 | A student is ready to recognize, that the knowledge about many interrelated elements of European culture and history can help in solving theoretical as well practical issues. | K_K02 | |
| CONTENT | | | Semester | No. of hours | |
| | | | | | including elearning |
| Subject title: Europe in Cultural Perspective: Past and Present | | | | | |
| Format of instruction: Conversatory | | | | | |
| 1. Approach to culture according to social Sciences - repetition | | | 2 | 2 | 0 |
| 2. What does constitute the peculiarity of Europe? | | | 2 | 2 | 0 |
| 3. History as a factor of culture: what is in common and divisions within Europe | | | 2 | 2 | 0 |
| 4. Family in Europe: from the past to the present. European (Western) and other concepts of family in comparative perspective | | | 2 | 2 | 0 |
| 5. An individual and a society. Social bonds and the role of emotions | | | 2 | 2 | 0 |
| 6. Religion in Europe: the past and the present | | | 2 | 2 | 0 |
| 7. Ideas, currents, ferments, and science: the past - heritage - contemporaneity | | | 2 | 2 | 0 |
| 8. Aesthetics: the past and today | | | 2 | 2 | 0 |
| 9. Revolutions | | | 2 | 2 | 0 |
| 10. Nations and ethnies, nationalism, nationality, ethnicity | | | 2 | 2 | 0 |
| 11. Europe towards others within its borders. Europe towards the rest of the world | | | 2 | 2 | 0 |
| 12. Forms of exercising power and political culture | | | 2 | 2 | 0 |
| 13. The attitude to time. Social and historical memory on one side, but the role of progress on the other | | | 2 | 2 | 0 |
| 14. The problematics of multiculturalism and transculturality | | | 2 | 2 | 0 |
| 15. Europe as a project | | | 2 | 2 | 0 |
| Modes of delivery | Discussion with students on basis of readings., Elements of lecture with presentation | | | | |
| Assessment methods | Test | | | No. of learning outcome from the syllabus | |
| | Practical classes (verification by observation) | | | EP1,EP2,EP4,EP5 | |
| | | | EP1,EP2,EP3,EP4, EP5,EP6 | | |

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| Grading criteria | The condition for passing the course is a positive grade obtained in the knowledge and skills test. |
| | Grade calculation principles |
| | The final grade depends A) on the grade resulting from the test, which consists of closed questions (related to knowledge) and open questions (related to skills) (50-59% of positive answers - 3.0; 60-69% - 3.5; 70-79% - 4.0; 80- 89% - 4.5; 90% and more - 5.0). B)Substantive participation in the classes may raise the overall mark by 1.0 point, provided that the test is passed. |

| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------|--------------------|------------------------|
| | 2 | Europe in Cultural Perspective: Past and Present [conversatory] | credit with grade | weighted rating | 1,00 |
| Basic reading | Norman Davies (1996): Europe: a history, Oxford University Press, Oxford, New York. | | | | |
| Supplementary reading | Arnold Maik, Przemysław Łukasik (2012): Europe and America in the mirror: culture, economy and history, Nomos, Kraków. | | | | |
| | David Bankier, Israel Gutman (eds.) (2009): Nazi Europe and the final solution , Yad Vashem, Berghahn Books, Jerusalem, New York. | | | | |
| | Dieter Fuchs, Raul Magni-Berton, Antoine Roger (eds.) (2009): Euroscepticism: images of Europe among mass publics and political elites, Barbara Budrich Publishers, Opladen, Farmington Hills, MI. | | | | |
| | Joanne Maher (ed.) (2005): Western Europe, Europa Publ., London. | | | | |
| | Kevin Wilson, Jan van der Dussen (eds.) (1995): The history of the idea of Europe, Routledge; The Open Univ., London, New York. | | | | |
| | Musolff, Andreas (2016): Metaphor and political discourse: analogical reasoning in debates about Europe, Palgrave Macmillan, New York. | | | | |
| | Robert Kusek (ed.) (2019): Heritage and Society, Międzynarodowe Centrum Kultury, Kraków. | | | | |
| | Roger Scully, Richard Wyn Jones (eds.) (2010): Europe, regions and European regionalism , Palgrave Macmillan, Basingstoke, Hants, New York. | | | | |
| | Teresa Obolevitch, Józef Bremer (eds.) (2011): The influence of Jewish culture: on the intellectual heritage of Central and Eastern Europe, Ignatianum, Kraków. | | | | |
| Wim Blockmans (1997): A history of power in Europe: people, markets, states , Fond Maercator Paribas, Antwerp. | | | | | |

STUDENT WORKLOAD

| | No. of hours | |
|---------------------------------------|--------------|----------------------|
| | | Including e-learning |
| Contact hours | 30 | 0 |
| Participation in test / exam | 3 | |
| Preparation for contact hours | 10 | |
| Private reading and studying | 15 | |
| Participation in tutorials | 1 | |
| Preparation of project / essay / etc. | 0 | |
| Preparation for test / exam | 16 | |
| TOTAL workload | 75 | |
| ECTS credits | 3 | |

COURSES YLLABUS AND SPECIFICATION

| Curriculum title: USNSP-NoP-O-II-S-21/22Z-IS | | | | | | | |
|-----------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------|------------|---|
| Course title: European Cultural Identities (SPECIALIZATIONS / SPECIALIZATION MODULES) | | | | | Course code: NSP09AIIJ3439_10S | | |
| Name of field of study: political science | | | | | | | |
| Mode and cycle of study: second degree, full - time | | | Profile of study: general academic | | Specialty: International Studies | | |
| Course / module status obligatory | | | | Language of instruction: semestr: 4 - english language (100%) | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS | |
| | | | | e-learning | | | |
| 2 | 4 | discussion classes | 15 | 0 | pg | 3 | |
| Total | | | 15 | | | 3 | |
| Course / module coordinator | | dr hab. FUAD JOMMA, prof. US | | | | | |
| Course instructor | | dr hab. FUAD JOMMA, prof. US | | | | | |
| Course / module objectives | | transfer of knowledge in the field of European culture drawing attention to social, religious and national differences in Europe discussing changes in Europeans' identities Enhancement of analytical skills. Providing experience in writing papers in English | | | | | |
| Prerequisites | | basic knowledge of European culture | | | | | |
| LEARNING OUTCOMES | | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | | |
| knowledge | 1 | EP1 | student knows what cultural identity is, and has advanced knowledge on cultural, social and political relations in various European States | K_W02 | | | |
| | 2 | EP2 | knows the essence of cultural roots of contemporary political systems and their social consequences in various European countries | K_W08 | | | |
| | 3 | EP3 | has structured and theoretically founded knowledge of social, cultural, and political institutions in various European countries | K_W04 K_W10 K_W12 | | | |
| skills | 1 | EP4 | Student is able to analyse complex international relations, including those related to the cultural dimension, in Europe | K_U15 | | | |
| | 2 | EP5 | Student is able to create written works in English that deal with complex international problems. | K_U17 K_U18 | | | |
| social competences | 1 | EP6 | The student is ready to take on professional challenges that are in touch with international context | K_K12 | | | |
| CONTENT | | | | | No. of hours | | |
| | | | | | Semestei | e-learning | |
| Subject title: European Cultural Identities | | | | | | | |
| Format of instruction: discussion classes | | | | | | | |
| 1. Political and cultural specificity of Europe | | | | | 4 | 5 | 0 |

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|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|----------------|-------------------------------------------|------------------------|
| 2. European diversity: migration, immigrants, ethnic and national minorities in Europe | | 4 | 5 | 0 | |
| 3. European identity and its relation with Middle East | | 4 | 5 | 0 | |
| Modes of delivery | Exercise | | | | |
| Assessment methods | | | | No. of learning outcome from the syllabus | |
| | WRITTEN WORK/ ESSAY/ REVIEW | | | EP1,EP2,EP3,EP4,EP5 | |
| | PRACTICAL CLASSES (VERIFICATION THROUGH OBSERVATION) | | | EP4,EP6 | |
| Grading criteria | assessment based on presence and written work | | | | |
| | Grade calculation principles 5.0 - excellent knowledge, very well mastered skills and well-developed personal and social competences 4.5 - in-depth knowledge, well-learned skills and well-developed personal and social competences 4.0 - good knowledge, well-learned skills and well-developed personal and social competences 3.5 - satisfactory knowledge, skills and personal and social competences 3.0 - basic knowledge, acquired the most important skills and well-developed basic personal and social competences 2.0 - unsatisfactory knowledge, uncommon skills and uneducated personal and social competences | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 4 | European Cultural Identities | | Unaccounted | |
| | 4 | European Cultural Identities | credit | | |
| Basic reading | G. Richards (2000): <i>The European Cultural Capital Event: Strategic Weapon in the Cultural Arms Race?</i> , International Journal of Cultural Policy 6(2): 159-181 | | | | |
| | L. Bekemans (1990): <i>European Integration and Cultural Policies: Analysis of a Dialectic Polarity</i> , Florence | | | | |
| | L. Woff (1994): <i>Inventing Eastern Europe: the map of civilization on the mind of the enlightenment</i> , Stanford, Calif | | | | |
| Supplementary reading | | | | | |
| STUDENT WORKLOAD | | | | | |
| | | No. of hours | | | |
| | | | | | e'learning |
| Contact hours | 15 | | | 0 | |
| Participation in test / exam | 0 | | | 0 | |
| Preparation for contact hours | 8 | | | 0 | |
| Private reading and studying | 20 | | | 0 | |
| Participation in tutorials | 15 | | | 0 | |
| Preparation of project / essay / etc. | 17 | | | 0 | |
| Preparation for test / exam | 0 | | | 0 | |
| TOTAL workload | 75 | | | | |
| ECTS credits | 3 | | | | |



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| COURSE TITLE : | <i>European Studies</i> |
| LEARNING FORMAT AND NUMBER OF HOURS | <i>lecture, 15 hours</i> |
| STUDY PERIOD: | <i>Winter semester</i> |
| LEVEL | <i>Bachelor</i> |
| ECTS POINTS | 2 |
| LANGUAGE | <i>English</i> |
| PREREQUISITES | <i>no</i> |
| COURSE OBJECTIVES | |
| Presentation of European integration processes in contemporary history and at present | |
| COURSE CONTENT | |
| <ol style="list-style-type: none"> 1. European integration as an historical issue 2. Long-time cultural factors of European integration 3. Political factors of European integration after WW I 4. Political factors of European integration after WW II 5. Chronology of European integration since 1945 6. The return of the nations as challenge to postwar integration in Europe 7. History and the burden of conflicting collective memories 8. Populism: its roots and effects on European integration processes | |
| LEARNING OUTCOMES | |
| <i>knowledge:</i> | <p>The student knows the methodology of social sciences as a prerequisite for research in European studies</p> <p>The student understands the changes intervening in public, social, and economic institutions at European level</p> |
| <i>skills:</i> | <p>The student disposes the research capacities in order to chose adequate methods and tools to analyse European issues in the fields of politics, society, and economy</p> <p>The student has B2+ fluency in at least one foreign language according to the Common European Framework of Reference for Languages</p> |
| <i>social competences:</i> | The student identifies and solves problems concerning the way European political and social agents function. S/he is ready to contribute to their higher efficiency |
| REQUIREMENTS AND GRADING SYSTEM | Written exam basing on the lectures and literature. The grade also takes into account the student's activity during lectures |
| LITERATURE | |
| <ol style="list-style-type: none"> 1. G. Amato et al. (eds.) (2019): The History of the European Union: Constructing Utopia, Hart 2. M. Gilbert (2011): European Integration: A Concise History, Rowman & Littlefield 3. S. Sweeney (2019): The European Illusion: Britain, France, Germany, and the Long | |

History of European Integration, Reaktion Books

1. A. Wiener, T.A. Borzel, Th. Risse (2018): European Integration Theory, Oxford University Press
2. E. Bakardjieva et al. (eds.) (2020): The European Union and the Return of the Nation State. Interdisciplinary European Studies, Palgrave Macmillan
3. R. Eatwell, M. Goodwin (2018): National Populism: The Revolt Against Liberal Democracy, Pelican Books

NAME OF THE TEACHER dr hab. Pierre-Frederic Weber, prof. US

AND CONTACT pierre.weber@usz.edu.pl

| Curriculum title: USNSP-SS-O-I-S-20/21Z | | | | | | |
|-----------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------|-----------------------------------|-------------------------------------------|
| Course title: Fieldwork (badania terenowe) (KIERUNKOWE) | | | | | Course code: NSP190AIJ3437_50S | |
| Name of field of study: Social Sciences | | | | | | |
| Mode and cycle of study: first-degree, full - time | | | Profile of study: general academic | | Specialty: | |
| Course / module status obligatory | | | Language of instruction: semester: 5 - english language | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS |
| | | | | w tym e-learning | | |
| 3 | 5 | zajęcia terenowe | 15 | 0 | pg | 1 |
| Total | | | 15 | | | 1 |
| Course / module coordinator | | mgr OLGA ŁOZIŃSKA | | | | |
| Course instructor | | mgr OLGA ŁOZIŃSKA | | | | |
| Course / module objectives | | The student is to acquire in-depth knowledge in the use of methods and techniques of sociological research. The student is to obtain, in-depth, skills in planning and implementing typical test procedures for social problems by acting in unpredictable conditions by choosing and using the right ones methods, techniques and research tools. | | | | |
| Prerequisites | | Basic knowledge and skills in the field of social research methodology and research methods and techniques. | | | | |
| LEARNING OUTCOMES | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | |
| knowledge | 1 | EP1 | The student understands the ideas of the survey as a research technique. | K_W03 | | |
| skills | 1 | EP2 | The student is able to apply a questionnaire interview, as a research technique. | K_U02 | | |
| social competences | 1 | EP3 | The student has competence in the use of free interview as a research technique. | K_K03 | | |
| CONTENT | | | | | No. of hours | |
| | | | | | w tym e-learning | |
| Subject title: Fieldwork (badania terenowe) | | | | | | |
| Format of instruction: zajęcia terenowe | | | | | | |
| 1. Survey: implementation of simple tasks related to conducting sociological surveys | | | | | 5 | 5 |
| 2. Questionnaire interview: implementation of simple questionnaire interviews - conducting street surveys | | | | | 5 | 5 |
| 3. Unstructured interview: conducting unstructured interviews among students | | | | | 5 | 5 |
| Modes of delivery | | Students work independently with research tools as part of the study. | | | | |
| Assessment methods | | | | | | No. of learning outcome from the syllabus |
| | | PRACTICAL CLASSES (VERIFICATION BY OBSERVATION) | | | | EP1,EP2,EP3 |

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|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------|--------------------|------------------------|
| Grading criteria | The student discusses the issues of the study (setting hypotheses, variables and indicators) participates in the collection research material. | | | | |
| | Grade calculation principles | | | | |
| | Participation in tasks related to the analysis of research issues - 50% Participation in field work - 50% | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 5 | Fieldwork (badania terenowe) | | Arytmetyczna | |
| | 5 | Fieldwork (badania terenowe) [zajęcia terenowe] | zaliczenie z ocena | | |
| Basic reading | Earl Babbie (2007): The Practice of Social Research, Wadsworth, Cengage Learning, Wadsworth | | | | |
| Supplementary reading | | | | | |
| STUDENT WORKLOAD | | | | | |
| | | No. of hours | | | |
| | | | | W tym e-learning | |
| Contact hours | 15 | | | | |
| Participation in test / exam | 0 | | | | |
| Preparation for contact hours | 2 | | | | |
| Private reading and studying | 8 | | | | |
| Participation in tutorials | 0 | | | | |
| Preparation of project / essay / etc. | 0 | | | | |
| Preparation for test / exam | 0 | | | | |
| TOTAL workload | 25 | | | | |
| ECTS credits | 1 | | | | |

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| COURSE TITLE : | <i>Gender Mainstreaming in Social Sciences</i> |
| LEARNING FORMAT AND NUMBER OF HOURS | <i>lecture, 25 hours</i> |
| STUDY PERIOD: | <i>Winter semester</i> |
| LEVEL | <i>Bachelor</i> |
| ECTS POINTS | <i>3</i> |
| LANGUAGE | <i>English</i> |
| PREREQUISITES | <i>No prerequisites</i> |
| COURSE OBJECTIVES | |
| <i>Obtain basic knowledge of gender mainstreaming in social Sciences</i> | |
| COURSE CONTENT | |
| <ol style="list-style-type: none"> <i>1. Basic concepts related to Gender Mainstreaming</i> <i>2. Selected socio-economic theories from gender perspective</i> <i>3. Models of distribution of household and market work</i> <i>4. 'Chronosophy' and Time use surveys</i> <i>5. Influence of demographic and economic factors on womens and men's work</i> <i>6. The value of womens and men's work</i> | |
| LEARNING OUTCOMES | |
| <i>knowledge:</i> | <i>Student knows gender mainstreaming theory</i> |
| <i>skills:</i> | <i>Student uses elements of gender theory to describe socio-economic phenomena and processes</i> |
| <i>social competences:</i> | <i>Readiness to respect the principles of professional ethics in the process of socio-economic research, taking into account gender issues</i> |
| REQUIREMENTS AND GRADING SYSTEM | <p><i>Written exam in order to verify the knowledge presented during lectures.</i></p> <p><i>Exam in the form of open questions (five questions), giving the correct answers to three questions is a sufficient assessment, four questions is a good assessment, five questions is a very good assessment.</i></p> |
| LITERATURE | |
| <ol style="list-style-type: none"> <i>1. Antonopoulos, R. i Hirway, I. (2010): Unpaid Work and the Economy. Gender, Time use and Poverty in Developing Countries, New York: Palgrave Macmillan</i> | |

2. Elson D. (1998): The Economic, the Political and the Domestic: Business, States and Households in the Organisation of Production, *New Political Economy*, 3(2), pp. 189-208
 3. Folbre, N. (2009): *Greed, Lust & Gender. A history of Economic Ideas*, Oxford University Press
 4. Hozer-Koćmiel M. (2008): Gender Mainstreaming in economics. Woman work time and value distribution, IADiPG, University of Szczecin
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NAME OF THE TEACHER Dr Marta Hozer-Koćmiel

AND CONTACT marta.hozer-kocmiel@usz.edu.pl

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| COURSE TITLE : | <i>Historical Sociology</i> |
| LEARNING FORMAT AND NUMBER OF HOURS | <i>lecture, 15 hours</i> |
| STUDY PERIOD: | <i>Winter semester</i> |
| LEVEL | <i>Bachelor</i> |
| ECTS POINTS | 2 |
| LANGUAGE | <i>English</i> |
| PREREQUISITES | <i>no</i> |
| COURSE OBJECTIVES | |
| Presentation of the main social issues of the 20th and early 21st century from the perspective of historical sociology | |
| COURSE CONTENT | |
| <ol style="list-style-type: none"> 1. Multiple modernities and the variety of path dependencies 2. Secularization 3. Sovereignty (or: an historical sociology of international relations) 4. Social mobilization and big narratives 5. Historical sociology of emotions 6. Social acceleration of the late modernity 7. Summing up | |
| LEARNING OUTCOMES | |
| <i>knowledge:</i> | <p>The student knows the specificities of political and social sciences, and disposes basic knowledge about historical sociology</p> <p>The student disposes well-structured knowledge about political history, public policies, social policies and economics, as well as the history of civilisational changes in Europe and the world</p> |
| <i>skills:</i> | <p>The student knows how to use theoretical models in order understand, predict, and evaluate basic social and political processes and phenomenons</p> <p>The student is fluent in at least one foreign language at a B2+ level according to the Common European Framework of Reference for Languages</p> |
| <i>social competences:</i> | The student is ready to adopt a critical approach to the knowledge acquired and knows that social categorisations are social constructs |
| REQUIREMENTS AND GRADING SYSTEM | Oral test basing on the lectures and literature. The grade also takes into account the student's activity during lectures |
| LITERATURE | |

1. Ch. Taylor (2004): A Secular Age, The Belknap Press of Harvard University Press

2. J. B. Elshtain (2008): Sovereignty: God, State, and Self, Basic Books

3. S. Eisenstadt (ed.) (2002): Multiple Modernities, Transaction Publishers

4. H. Rosa (2013): Social Acceleration: A New Theory of Modernity, translated by Jonathan Trejo-Mathys, Columbia University Press

5. Th. J. Scheff (2000): Bloody Revenge. Emotions, Nationalism, and War, Backinprint

6. W. M. Reddy (2001): The Navigation of Feeling. A Framework for the History of Emotions, Cambridge University Press

NAME OF THE TEACHER | dr hab. Pierre-Frederic Weber, prof. US

AND CONTACT pierre.weber@usz.edu.pl

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| COURSE TITLE : | <i>History of Social Thought</i> |
| LEARNING FORMAT AND NUMBER OF HOURS | <i>Seminar, 30 hours</i> |
| STUDY PERIOD: | <i>Spring semester</i> |
| LEVEL | <i>Bachelor</i> |
| ECTS POINTS | 3 |
| LANGUAGE | <i>English</i> |
| PREREQUISITES | - |
| COURSE OBJECTIVES | |
| <ul style="list-style-type: none"> - The aim of the course is to provide knowledge about fundamental theorems from various historical periods illustrating the shaping of sociological issues. - Acquainting students with the intellectual achievements of social thinkers. - Transfer of knowledge about the classic achievements of social thought and the ability to confront them with contemporary sociological concepts. | |
| COURSE CONTENT | |
| <ol style="list-style-type: none"> 1. Plato's state and society 2. Niccolo Machiavelli: politics and morality 3. Concepts of the natural state: Thomas Hobbes and John Locke. The idea of a social contract 4. Jean Jacques Rousseau: nature and culture 5. The social theory of Claude Henri Saint-Simon 6. The sociology of August Comte 7. Sigmund Freud: culture as a source of suffering 8. Psychological sociology of Vilfredo Pareto 9. Philosophy of historical reason by Wilhelm Dilthey 10. Phenomenological sociology 11. The sociology of Ferdinand Tonnies 12. Social pragmatism: John Dewey, Charles H. Cooley, George Herbert Mead 13. Sociological issues in the works of Karl Marx. 14. Erving Goffman's dramatic concept | |
| LEARNING OUTCOMES | |
| <i>knowledge:</i> | <ul style="list-style-type: none"> - <i>Students know the basic social and sociological concepts and related terminology</i> - <i>Students have structured knowledge of the history of social thought and understand the process of shaping the</i> |
| <i>skills:</i> | <ul style="list-style-type: none"> - <i>Students are able to use source texts from the history of social thought in order to search, analyze, select and use information. Students compare the views of various authors in the field of the history of social thought, criticize them, draw conclusions based on their</i> |

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| | <ul style="list-style-type: none"> - <i>Students use basic terminology in the field of the history of social thought and are able to use it in public debate</i> |
| <i>social competences:</i> | <ul style="list-style-type: none"> - <i>Students are ready to critically evaluate the achievements of social thought and to consult experts in the event of difficulties in solving the problem on their own.</i> - <i>Students are ready to recognize the importance of sociological knowledge in solving cognitive and practical</i> |
| REQUIREMENTS AND GRADING SYSTEM | <p>A student completes the course on the base of:</p> <ul style="list-style-type: none"> - positive evaluation of his/her participation in discussion - test examination |
| LITERATURE | |
| <p>Bogardus E. S. (2018): A History of Social Thought, Forgotten Books , London Coser L. A. (2003): Masters of Sociological Thought, Waveland Press, Illinois Stark W. (2010): The Fundamental Forms of Social Thought: An Essay in Aid of Deeper Understanding of History of Ideas, Routledge, Abington Szacki J. (1979): History of Sociological Thought, Greenwood Press, London Supplementary literature: Freud S. (2013): Civilisation and Its Discontents, Penguin Books, London Goffman E. (1990): The presentation of Self in Everyday Life, Penguin Books, London Machiavelli N. (1992): The Prince, Dover Publications Inc., New York Plato (1992): The Republic, Everyman, London</p> | |
| NAME OF THE TEACHER AND CONTACT | <p>Karolina Izdebska, PhD. karolina.izdebska@usz.edu.pl</p> |

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| COURSE TITLE : | <i>Information Technologies</i> |
| LEARNING FORMAT AND NUMBER OF HOURS | <i>discussion classes, 15</i> |
| STUDY PERIOD: | <i>Spring semester</i> |
| LEVEL | <i>Bachelor</i> |
| ECTS POINTS | <i>1</i> |
| LANGUAGE | <i>English</i> |
| PREREQUISITES | <i>No prerequisites</i> |
| COURSE OBJECTIVES | |
| The student is to acquire knowledge in the field of modern information technologies and the ability to use computers in work. | |
| COURSE CONTENT | |
| <ol style="list-style-type: none"> 1. Basic issues of the course information technology - introduction to the course 2. Algorithmization, what are algorithms and how to create them. 3. Programming languages, which language should you choose? Analysis of the example codes. 4. Hypertext technologies. Website components. 5. Basics of computer graphics 6. Data analysis and database 7. Operating system, principles of safe computer work, selected programs supporting team work. 8. Summary: modern technologies in the information society | |
| LEARNING OUTCOMES | |
| <i>knowledge:</i> | <p>The student knows the IT tools for acquiring, collecting and developing data</p> <p>Understands the principles and potential of communication through modern technologies</p> |
| <i>skills:</i> | <p>Is able to use modern computer technologies in the field of communication and data analysis</p> <p>Plans its development based on the possibilities of computer technologies.</p> |
| <i>social competences:</i> | <p>Is ready to critically evaluate and analyze information transmitted through modern information technologies</p> <p>Is ready to participate in ventures using modern information technologies</p> |
| REQUIREMENTS AND GRADING SYSTEM | Assessment of task implementation (on computers) during the semester. 5 tasks carried out during subsequent exercises are assessed. The final grade is the arithmetic average of the obtained partial grades. |
| LITERATURE | |
| 1. Julie C. Meloni (2011): Sams Teach Yourself HTML, CSS and JavaScript , Pearson Education, Inc, | |

Indiana

2. Ulla Kirch-Prinz Peter Prinz (2002): A Complete Guide to Programming in C++, Jones and Bartlett Publishers, London

**NAME OF THE TEACHER
AND CONTACT**

dr Piotr Biniek

piotr.biniek@usz.edu.pl

COURSES YLLABUS AND SPECIFICATION

| Curriculum title: USNSP-SS-O-I-S-23/24Z | | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------|------------------|---|
| Course title: Intercultural Integration (integracja międzykulturowa) (KIERUNKOWE) | | | | | Course code: NSP190AIJ3438_8S | | |
| Name of field of study: Social Sciences | | | | | | | |
| Mode and cycle of study: first-degree, full - time | | | Profile of study: general academic | | Specjalty: | | |
| Course / module status obligatory | | | | Language of instruction: semester: 1 - english language polish language | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS | |
| | | | | w tym e-learning | | | |
| 1 | 1 | lecture | 15 | 0 | pg | 2 | |
| Total | | | 15 | | | 2 | |
| Course / module coordinator | | dr ANNA LINKA | | | | | |
| Course instructor | | dr ANNA LINKA | | | | | |
| Course / module objectives | | <ul style="list-style-type: none"> - zapoznanie studentów z pojęciem integracji międzykulturowej i jej formami/to familiarize students with the notion and forms of intercultural integration, - zapoznanie studentów z głównymi problemami psychologicznymi i społecznymi wynikającymi z migracji i braku integracji międzykulturowej/to familiarize students with main social and psychological problems resulting from migration and lack of intercultural integration, zapoznanie studentów z formami i metodami rozwiązywania problemów wynikających z igracji i braku integracji międzykulturowej/ familiarize students with forms and methods of solving problems resulting from migration and lack of intercultural integration (work with individuals, groups, families and communities), zapoznanie studentów z działalnością wybranych instytucji i organizacji pracujących z expatriantami, migrantami, imigrantami i uchodźcami /to familiarize students with activities of chosen organizations working with expats, migrants, immigrants and refugees, - zapoznanie studentów z podstawową wiedzą nt. polityki migracyjnej UE/to familiarize students with elementary knowledge of EU migration policy, | | | | | |
| Prerequisites | | Znajomość języka angielskiego na poziomie B2. | | | | | |
| LEARNING OUTCOMES | | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | | |
| knowledge | 1 | EP1 | student ma podstawową wiedzę o globalnym wymiarze procesów migracji i integracji międzykulturowej w wymiarach politycznym, społecznym, kulturowym. | K_W04 | | | |
| skills | 1 | EP2 | - student umie poszerzać zakres własnych kompetencji międzykulturowych poprzez ustawiczne samokształcenie oraz potrafi planować i realizować potrzebę uczenia się przez całe życie | K_U08 | | | |
| social competences | 1 | EP3 | - student jest gotów do komunikowania się, współdziałania i realizacji zadań w grupach i społecznościach wielokulturowych. | K_K03 | | | |
| CONTENT | | | | | Semester | No. of hours | |
| | | | | | | w tym e-learning | |
| Subject title: Intercultural Integration (integracja międzykulturowa) | | | | | | | |
| Format of instruction: lecture | | | | | | | |
| 1. Definicje kultury, rodzajów akulturacji . asymilacja, marginalizacja, separacja i integracja), źródła nieporozumień kulturowych. | | | | | 1 | 2 | 0 |
| 2. Modele szoku kulturowego | | | | | 1 | 2 | 0 |
| 3. Wymiary kultury | | | | | 1 | 2 | 0 |

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|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------|-------------------------------------------|------------------------|
| 4. Migrująca rodzina | | 1 | 2 | 0 | |
| 5. Praca z osobami z różnych grup religijnych. | | 1 | 3 | 0 | |
| 6. Trening kompetencji międzykulturowych | | 1 | 4 | 0 | |
| Modes of delivery | Metody problemowe (wykład konwersatoryjny; metody aktywizujące) | | | | |
| Assessment methods | | | | No. of learning outcome from the syllabus | |
| | KOLOKWIUM | | | EP1,EP2,EP3 | |
| | Metody i formy weryfikacji efektów uczenia się mogą zostać zmienione dla studentów ze szczególnymi potrzebami na warunkach i zasadach określonych w Regulaminie Studiów Uniwersytetu Szczecińskiego. | | | | |
| Grading criteria | Written colloquium testing knowledge and skills. The written column will contain open (50% of the points) and closed (50% of the points) questions. | | | | |
| | Grade calculation principles A maximum of 100 points can be obtained from the colloquium. Rating: dst. - 51%-61%, dst(+) - 62-71%), db - 72%-78%, db(+) - 79%-85%, bdb - 86%-100%. | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 1 | Intercultural Integration (integracja międzykulturowa) | | Ważona | |
| | 1 | Intercultural Integration (integracja międzykulturowa) [wykład] | zaliczenie z oceną | | 1,00 |
| Basic reading | B.H Settles (2010): Families on the Move: Migration, Immigration, Emigration, and Mobility, The Haworth Press, New York - London - Norwood (Australia). | | | | |
| | J. W Green (2010): Cultural Awareness in The Human Services, Prentice Hall, Englewood Cliffs | | | | |
| | M.G Constatntine, D. Wing (2005): Strategies for Building Multicultural Competence in Mental Health and Educational Settings, John Willey & Sons, Hoboken, New Jersey | | | | |
| Supplementary reading | | | | | |
| STUDENT WORKLOAD | | | | | |
| | | No. of hours | | | |
| | | W tym e-learning | | | |
| Contact hours | 15 | 0 | | | |
| Participation in test / exam | 2 | 0 | | | |
| Preparation for contact hours | 0 | 0 | | | |
| Private reading and studying | 15 | 0 | | | |
| Participation in tutorials | 5 | 0 | | | |
| Preparation of project / essay / etc. | 0 | 0 | | | |
| Preparation for test / exam | 13 | 0 | | | |
| TOTAL workload | 50 | | | | |
| ECTS credits | 2 | | | | |

COURSE SYLLABUS AND SPECIFICATION

| Curriculum title: USNSP-AK-P-II-S-21/22Z | | | | | | | |
|--------------------------------------------------------------------------|----------|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------|------------------------------------|------|----------------------------------------------------------|
| Course title: International Cultural Networking (KIERUNKOWE) | | | | | Course code: NSP151PIIJ3438_31S | | |
| Name of field of study: animacja kultury | | | | | | | |
| Mode and cycle of study: second degree, full - time | | | Profile of study: practical | | Specialty: | | |
| Course / module status obligatory | | | | Language of instruction: semester: 4 - english language | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS | |
| | | | | w tym e-learning | | | |
| 2 | 4 | lecture | 20 | 0 | pg | 2 | |
| Total | | | 20 | | | 2 | |
| Course / module coordinator | | dr KALINA KUKIEŁKO | | | | | |
| Course instructor | | prof. dr hab. DARIUSZ KUBINOWSKI | | | | | |
| Course / module objectives | | introduction to the understanding European and global cultural networking | | | | | |
| Prerequisites | | without | | | | | |
| LEARNING OUTCOMES | | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | | |
| knowledge | 1 | EP1 | is knowing and understanding key European and global networks in the field of culture | K_W04 | | | |
| skills | 1 | EP2 | is able to use knowledge and experiences proposed by key European and global cultural networking | K_U09 | | | |
| social competences | 1 | EP3 | is ready to accept the role of key European and global networks in development of culture | K_K02 | | | |
| CONTENT | | | | | No. of hours | | |
| | | | | | w tym e-learning | | |
| Subject title: International Cultural Networking | | | | | | | |
| Format of instruction: lecture | | | | | | | |
| 1. European and Global Networking in development of world cooperation | | | | | 4 | 4 | 0 |
| 2. International Cultural Networking - aims, forms, results | | | | | 4 | 4 | 0 |
| 3. International Cultural Partnerships | | | | | 4 | 4 | 0 |
| 4. European Network of Cultural Administration Training Centres (ENCATC) | | | | | 4 | 4 | 0 |
| 5. Creative Europe in building of cultural networking | | | | | 4 | 2 | 0 |
| 6. Interreg as a example of regional intersectional networking | | | | | 4 | 2 | 0 |
| Modes of delivery | | lectures with multimedia presentations | | | | | |
| Assessment methods | | | | | | | |
| | | PRACA PISEMNA/ ESEJ/ RECENZJA | | | | | No. of learning outcome from the syllabus EP1,EP2,EP3 |

COURSE SYLLABUS AND SPECIFICATION

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|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--------------------|--------------------|------------------------|
| Grading criteria | przygotowanie eseju w języku polskim lub angielskim na temat wybranej międzynarodowej sieci kulturalnej | | | | |
| | Grade calculation principles | | | | |
| | 5,0 - wysoka ocena za esej na temat sieci nieomawianej podczas wykładu, 4,0 - średnia ocena z eseju na temat wybranej sieci; 3,0 - niska ale pozytywna ocena z eseju na temat wybranej sieci | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 4 | International Cultural Networking | | Ważona | |
| | 4 | International Cultural Networking [wykład] | zaliczenie z ocena | | 1,00 |
| Basic reading | Phillips S., Ellinas S.. (2014): The complete guide to professional networking : the secrets of online and offline success , Kogan Page, London | | | | |
| | czasopismo "European Journal of Cultural Management and Policy" | | | | |
| Supplementary reading | Borin E., (2017): Public-Private Partnership in the Cultural Sector. A Comparative Analysis of European Models , Peter Lang | | | | |

STUDENT WORKLOAD

| | No. of hours | |
|---------------------------------------|--------------|------------------|
| | | W tym e-learning |
| Contact hours | 20 | 0 |
| Participation in test / exam | 0 | 0 |
| Preparation for contact hours | 0 | 0 |
| Private reading and studying | 4 | 0 |
| Participation in tutorials | 16 | 0 |
| Preparation of project / essay / etc. | 10 | 0 |
| Preparation for test / exam | 0 | 0 |
| TOTAL workload | 50 | |
| ECTS credits | 2 | |

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| COURSE TITLE: | International Political Relations |
| LEARNING FORMAT AND NUMBER OF HOURS | lecture, 15 hours |
| STUDY PERIOD: | Spring semester |
| LEVEL | Bachelor |
| ECTS POINTS | 1 |
| LANGUAGE | English |
| PREREQUISITES | Completion of the previous semester of study |
| COURSE OBJECTIVES | |
| <p>Lecture provides students with the base knowledge in the field of contemporary international relations, including in particular:</p> <ul style="list-style-type: none"> - The latest trends in international diplomacy - Use of contemporary International terminology - International security - the territory of the States and their boundaries - the activities of International organizations <p style="padding-left: 40px;">diagnosis and evaluation of international events</p> | |
| COURSE CONTENT | |
| <p>1. The Structure of the Course, Key readings, Conditions to pass the course. 2. Introduction to the International Political Relations 3. International Organizations. Terms and Typology 4. The War in International Relations 5. Migrations and refugees In the International Relations 6. The Fundamentals of the international public law 7. Globalisation and Global Governance 8. Exam</p> | |
| LEARNING OUTCOMES | |
| <p>knowledge:</p> | <ol style="list-style-type: none"> 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 |

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| skills: | <ol style="list-style-type: none"> 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 mechanisms of the origin and evolution of international regimes, as well as understand the role of the main actors in international relations |
| social competences: | <ol style="list-style-type: none"> 1. Able to analyze economic phenomena and economic processes at the international level, and situations of threat to international security. 2. The most basic level is interested in the current international situation |
| REQUIREMENTS AND GRADING SYSTEM | DISCUSSION AND EXAM |

LITERATURE

1. Glinchey S., *International Relations*, E-International Relations Publishing 2016.
2. Berridge G. R., *Diplomacy. Theory and Practice*, Palgrave 2002.
3. J. Ruszkowski, *Europeizacja. Analiza Odziaływania Unii Europejskiej*, Warszawa 2019.
4. H. Kissinger, *World Order*, Penguin Press 2014
5. *International security management: new Solutions to complexity* / Gabriele Jacobs, Ilona Suojanen, Kate E. Horton, Petra Saskia Bayerl, editor, Springer 2021.
6. Brown Ch., *Understanding International Relations*, Palgrave 2001.
7. Burchill S., Devetak, R., Linklater A., Paterson M., Reus-Smit Ch., True J., *Theories of International Relations*, New York 2001.
8. Burgess M., A.-G. Gagnon (red.), *Comparative Federalism and Federation. Competing Traditions and Future Directions*, New York, London, 1993.
9. Cerny P., *The Changing Architecture of Politics*, London 1990.
10. Cerutti F., Rudolph E. (red.), *A Soul for Europe*, vol. I i II, Leuven 2001.
11. Clark I., *The Hierarchy of States. Reform and Resistance in the International Order*, Cambridge, , 1989.
12. Cooper R., *The Economics of Interdependence*, New York 1968,
13. Cowles M.G. , Caporaso J., Risse T. (red.), *Transforming Europe: Europeanization and Domestic Change*, Ithaca, New York 2001.
14. Dougherty J.E., Platzgraff R.L. Jr., *Contending Theories of International Relations*, New York, 1990.
15. Holiday F., *Rethinking International Relations*, London, MacMillan 1994.
16. Jagodziński J., *The Visegrad Group - a central European constellation*,
17. Keohane R., J. S. Nye, *Power and Interdependence*, Boston 1989.
18. Kratochwil F., E. Mansfield (eds.), *International Organization: A Reader*, New
19. Rosenau J., *Turbulence in World Politics*, Princeton 1990.
20. Weihe T. (ed.), *Stability in the Persian Gulf*, Hamburg 2006.

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| NAME OF THE TEACHER AND CONTACT | <i>Prof. dr hab. Janusz Ruszkowski</i> <i>Janusz.ruszkowski@usz.edu.pl</i> |

| Name of the subject: Introduction to Pedagogy | | | | | | |
|---------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------------------------|------------------------------------------|------|
| Name of the course: Social Sciences | | | | | | |
| Form of studies: 1st degree full-time studies | | profile of study: general academic | | | Specialty: | |
| Course / module status obligatory | | | | Language of instruction: english language | | |
| Year | Semester | Form of classes | Number of hours | | The form of crediting | ECTS |
| | | | | e-learning | | |
| 1 | 2 | conversation lecture | 30 | | Essay | 3 |
| RAZEM | | | | | | |
| Koordinator przedmiotu: | | | | | | |
| Lecturer: | | Maria Czerepaniak-Walczak | | | | |
| Aims of the subject | | Knowing and understanding the specific and functions of education sciences and their location in the structure of human and social sciences. Moreover, learning of contemporary pedagogical concepts, their sources, and practices so that learner can use this as a basis to adopt own perspective of choice and critique of theory and educational activities, to reflect of own and other's values system as well as participation in the community. | | | | |
| Prerequisites: | | non | | | | |
| LEARNING OUTCOMES | | | | | | |
| Kategorie | L.p. | description of the effect | | | Reference to the effects for the program | |
| knowledge | 1 | Knows and understands the specificity and functions of pedagogy / educational sciences, their relationships with other disciplines and knows the system of concepts and terms (language) of pedagogy | | | K_W01 | |
| | 2 | Knows contemporary pedagogical theories and pedagogies, knows their sources and connects them with current civilization, social, economic and political processes. | | | K_W02 | |
| skills | 3 | Is able to use the basic theoretical knowledge in the field of pedagogy and related disciplines (psychology, sociology, philosophy, anthropology) in order to analyze and interpret educational, upbringing, caring problems, as well as motives and patterns of human behavior. | | | K_U02 | |
| | 4 | Is able to express in speaking and writing, in a clear and consistent manner, on topics related to selected pedagogical, guardianship and educational issues using various theoretical approaches, using both the knowledge of pedagogy and other disciplines. | | | K_U06 | |
| Social competences | 5 | docenia znaczenie nauk pedagogicznych dla utrzymania i rozwoju osoby oraz prawidłowych więzi w środowiskach społecznych i odnosi zdobytą wiedzę do projektowania działań edukacyjnych | | | K_K02 | |

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| | | Appreciates the importance of pedagogical sciences for the maintenance and development of a person and appropriate ties in social environments, and applies the acquired knowledge to designing educational activities | |
| PROGRAM CONTENT | | | |
| Forma zajęć: Lecture | | | |
| L.P κ | T - ■ T treści | semestr | liczba godzin |
| 1. | Introduction to Educational Sciences: The aim of the course will be considered. | | 2 |
| 2. | Basics concepts of education - language of educational sciences: concepts and expressions | | 4 |
| 3. | Purposes and functions of education as social practice | | 2 |
| 4. | Foundations of educational sciences, their location in the structure of human and social sciences. | | 2 |
| 5. | Structure of educational sciences | | 4 |
| 6. | Paradigms of education, modern thinkers on education | | 6 |
| 7. | Education policies in the age of globalization, migration and conflicts | | 2 |
| 8. | Learning and teaching in the mediascape | | 2 |
| 9. | Human and Childrens' Rights as a task and challenge for educational sciences | | 2 |
| 10. | The education system in Poland | | 2 |
| 11. | Research paradigms in educational sciences | | 2 |
| Teaching methods: | Conversation lecture: Expression and exchange of ideas through talking with and sharing knowledge with the group | | |
| Methods of verification of learning outcomes | Writing an essay on a selected pedagogical concept (theory or practice) Writing an evaluation of a selected element of the education system in Poland or in the country of origin Presenting the relation of education sciences with the chosen discipline of knowledge (in the written form) | Nr efektu uczenia się z sylabusu | |
| Form and conditions of passing | Three essays - very good Two essays - good One essay - satisfactory | | |
| Basic literature | J. Bruner, <i>The Culture of Education</i> . Cambridge, MA, 1996 K. Illeris, <i>Contemporary Theories of Learning</i> , 2009 P. McLaren, <i>Life in Schools, An Introduction to Critical Pedagogy in the Foundations of Education</i> , 2006 J.A.Palmer, <i>Fifty Modern Thinkers on Education. From Piaget to the Present</i> , 2001 | | |
| Supplementary literature | C.E. Hmelo-Silver, S.R.Goldman, P.Reimann, F. Fischer (ed.), <i>International Handbook of the Learning Sciences</i> , 2019 F. Furedi, <i>Wasted: Why Education isn't Educating</i> , 2009 K. Mundy, A. Green, B. Lingard, and A. Verger (ed), <i>The Handbook of Global Education Policy</i> , 2016 M. Czerepaniak-Walczak, E. Perzycka (ed) <i>Trust in Global Perspective</i> , 2013 | | |
| STUDENT'S WORK INPUT | | | |

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| | Liczba godzin |
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COURSE SYLLABUS AND SPECIFICATION

| Curriculum title: USNSP-SS-O-I-S-21/22Z | | | | | | |
|-----------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------|----------|
| Course title: Introduction to Politics | | | | | Course code: NSP190AIJ3439_4S | |
| Name of field of study: Social Sciences | | | | | | |
| Mode and cycle of study: first-degree, full-time | | | Profile of study: general academic | | Specialty: | |
| Course / module status obligatory | | | | Language of instruction: semestr: 1 - english language (100%) | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS |
| | | | | Incl. e-learning | | |
| 1 | 1 | discussion classes | 30 | 0 | pg | 4 |
| | | lecture | 30 | 0 | e | |
| Total | | | 60 | | | 4 |
| Course / module coordinator | | prof. dr hab. JANUSZ RUSZKOWSKI | | | | |
| Course instructor | | dr Marta Szulc | | | | |
| Course / module objectives | | To acquaint students with basic concepts, issues and the most important theoretical approaches necessary to understand the political literature. To acquire the ability to analyze phenomena from the sphere of politics using terminology specific to the discipline | | | | |
| Prerequisites | | Basic knowledge of political science | | | | |
| LEARNING OUTCOMES | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | |
| knowledge | 1 | EP1 | Student has a general knowledge of political sciences in the social sciences system. | K W01 K W02 | | |
| skills | 1 | EP7 | Student interprets the basic categories of political science. | K U01 K U03 | | |
| | 2 | EP8 | Student analyses and evaluates facts, processes and political phenomena. | K_U02 | | |
| social competences | 1 | EP9 | Student discusses political concepts, phenomena and processes. | K_K03 | | |
| CONTENT | | | | No. of hours | | |
| | | | | | Incl. e-learning | |
| Subject title: Introduction to Politics | | | | | | |
| Format of instruction: lecture | | | | | | |
| 1. Introduction to politics. | | | | 1 | 2 | 0 |
| 2. Theory of the state. | | | | 1 | 2 | 0 |
| 3. Political systems. | | | | 1 | 10 | 0 |
| 4. Party Systems. | | | | 1 | 8 | 0 |
| 5. International system. | | | | 1 | 4 | 0 |
| 6. Political management. | | | | 1 | 4 | 0 |
| Format of instruction: discussion classes | | | | | | |
| 1. Facts, processes and political behaviour. Political action. | | | | 1 | 2 | 0 |

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| 2. Political values and norms. | | 1 | 4 | 0 | |
| 3. Political interests, interest group. | | 1 | 4 | 0 | |
| 4. Power and types. Legitimacy of power. | | 1 | 6 | 0 | |
| 5. Introduction to democratic theory. | | 1 | 2 | 0 | |
| 6. Social and political conflicts. | | 1 | 6 | 0 | |
| 7. Social change. Theory of revolution. | | 1 | 6 | 0 | |
| Modes of delivery | Discussion and multimedia presentation, written exam. | | | | |
| Assessment methods | | | | No. of learning outcome from the syllabus | |
| | written exam | | | EP1,EP7,EP8,EP9 | |
| PRACTICAL CLASSES (OBSERVATION AND VERIFICATION | | | EP7,EP8,EP9 | | |
| Grading criteria | class attendance and a written exam | | | | |
| | Grade calculation principles | | | | |
| attendance and points in the examination test | | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 1 | Introduction to Politics | | arithmetic | |
| | 1 | Introduction to Politics [exercise] | Graded credit | | |
| | 1 | Introduction to Politics [lecture] | exam | | |
| Basic reading | Hix S. (2010): System polityczny UE, PWN , Warszawa | | | | |
| | J. Justyński (1994): Historia doktryn politycznych czasów nowożytnych, Toruń | | | | |
| | K. Chojnicka, W. Kozub-Ciembroniewicz [red.] (2000): Doktryny polityczne XIX i XX wieku, Kraków | | | | |
| | M. Żmigrodzki [red.] (2000): Encyklopedia politologii , Zakamycze | | | | |
| Supplementary reading | | | | | |
| STUDENT WORKLOAD | | | | | |
| | | No. of hours | | | |
| | | Incl. e-learning | | | |
| Contact hours | 60 | 0 | | | |
| Participation in test / exam | 2 | 0 | | | |
| Preparation for contact hours | 10 | 0 | | | |
| Private reading and studying | 15 | 0 | | | |
| Participation in tutorials | 3 | 0 | | | |
| Preparation of project / essay / etc. | 0 | 0 | | | |
| Preparation for test / exam | 10 | 0 | | | |

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| TOTAL workload | 100 |
| ECTS credits | 4 |

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| COURSE TITLE : | Introduction to Social Science |
| LEARNING FORMAT AND NUMBER OF HOURS | <i>lecture, 30 hours</i> <i>exercises, 30 hours</i> |
| STUDY PERIOD: | <i>Winter semester</i> |
| LEVEL | <i>Bachelor, 1st year Social Sciences</i> |
| ECTS POINTS | 4 |
| LANGUAGE | <i>English</i> |
| PREREQUISITES | <i>None</i> |
| COURSE OBJECTIVES | |
| <ul style="list-style-type: none"> - To introduce students to the basic concepts, issues and the most important theoretical approaches in sociology and social sciences; - To develop students' sociological imagination and ability to apply sociological categories to analyze society; - To develop the competence necessary to read sociological texts. | |
| COURSE CONTENT | |
| <ol style="list-style-type: none"> 1. Sociological imagination and theoretical perspectives - the key to social science 2. Contacts, behaviours, actions, interactions, relations, structures, organisations and social institutions 3. Social group - characteristics, structure, position, role and social prestige in a group, interaction in a group, individual behaviour in a group, power in a group, relations in peer groups - packs, cliques, gangs, shanties, social circles, mafias; 4. Social inequalities: system of stratification and social mobility: slavery, castes, states, social strata and classes, legitimacy of power; 5. Economy and society: political ideologies and classical social thought 6. Power, politics, state, state structure, party system 7. Family, socialisation and upbringing, marriage and family life cycle, alternative family models 8. The body, sexuality, biological and cultural sex, gender inequality 9. Civilisation, culture, nation, subculture, counterculture, axio-normative system, cultural patterns. 10. Contacts, behaviour, actions, interactions, relations, structures, organisations and social institutions 11. The body, sexuality, biological and cultural sex, gender inequality | |
| LEARNING OUTCOMES | |
| <i>knowledge:</i> | Students knows and understands: basic terms used in theories of social sciences, common areas and differences differences between social sciences as well as between theoretical approaches in social sciences. |
| <i>skills:</i> | He/she can formulate arguments useful in public discourse using sociological notions and can analyse social phenomena from various theoretical perspectives. theoretical perspectives. |

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| <i>social competences:</i> | Is prepared to recognise the importance of knowledge in describing cognitive and practical problems, distinguishing between theoretical approaches and understanding the conceptual range of terms it uses. |
| REQUIREMENTS AND GRADING SYSTEM | Exercises: colloquium in the form of a test in MS Forms with closed and open questions (50% of final grade). Lecture: oral exam (50% of final grade). Calculation of marks: 51% - 75% - sufficient; 76% - 90% - good; 90%-100% - very good. LITERATURE |

1. Tischler, Henry L. (2014): Introduction to sociology, Polity Press", Belmont, CA.
2. Giddens, A., & Sutton, P. W. (2021). Sociology. Cambridge: Polity Press.

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| NAME OF THE TEACHER AND CONTACT | Robert Bartłomiejski, Ph.D. robert.bartlomiejski@usz.edu.pl |
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| COURSE TITLE : | <i>Introduction to the Theory of International Relations</i> |
| LEARNING FORMAT AND NUMBER OF HOURS | <i>Discussion classes (15 hours)</i> |
| STUDY PERIOD: | <i>Spring semester</i> |
| LEVEL | <i>Bachelor/master</i> |
| ECTS POINTS | <i>1</i> |
| LANGUAGE | <i>English</i> |
| PREREQUISITES | <i>General knowledge about world politics would be of great benefit</i> |
| COURSE OBJECTIVES | |
| The aim of the class is to offer students a general knowledge about major paradigms of international relations. | |
| COURSE CONTENT | |
| Lecture: 1. Classical Realism 2. Classical Liberalism 3. Neorealism 4. Neoliberalism 5. The English School | |
| LEARNING OUTCOMES | |
| <i>knowledge:</i> | <i>1. Student knows major actors of international relations and main fields of their interactions.</i> |
| <i>skills:</i> | <i>1. Student should be able to identify and explain the most important issues of international relation.</i> |
| <i>social competences:</i> | <i>1. 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> |
| REQUIREMENTS AND GRADING SYSTEM | Video project |
| LITERATURE | |
| Lawson S. (2015): Theories of International Relations: Contending Approaches to World Politics, , Polity Press, Cambridge | |
| NAME OF THE TEACHER AND CONTACT | Mateusz Smolaga mateusz.smolaga@usz.edu.pl |

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| COURSE TITLE : | Maritime and Oceans's Sociology |
| LEARNING FORMAT AND NUMBER OF HOURS | <i>conversatorium, 20 hours</i> |
| STUDY PERIOD: | <i>Winter semester</i> |
| LEVEL | <i>Bachelor, 2nd year Social Sciences</i> |
| ECTS POINTS | 3 |
| LANGUAGE | <i>English</i> |
| PREREQUISITES | <i>None</i> |
| COURSE OBJECTIVES | |
| To familiarise the student with the research area of maritime sociology, including the organised system of relations, social bonds, deviant behaviour and means of social control on a deep-sea ship, as well as the significance of impact of the sea on social life in maritime local communities and port cities. | |
| COURSE CONTENT | |
| <ol style="list-style-type: none"> 1. To understand the influence of the sea: maritime culture, economy and education 2. To understand the influence of the sea: the concept of marinization by Ludwik Janiszewski 3. To understand the influence of the sea: the theory of social metabolisms and the actor-network theory, environmental sociology, sociology of work. 4. Port city - port region: definitions, typologies, distinctiveness criteria, concepts: readings of urban space, narratives of urban space, urban assemblage. 5. Maritime work and professions: specificity and ways to define. 6. Social structure of ship crews and social practices on and off the ship. 7. Ship as social system and total institution. 8. Social world of seafarers: family life cycle, family role division, conflicts and role conflicts, trust and longing, deviances. | |
| LEARNING OUTCOMES | |
| knowledge: | Student knows and understands the research subject of maritime sociology, its place in the discipline of sociological sciences and field of social sciences. |
| skills: | Be able to analyse and solve typical problems arising from the impact of the sea on social life, as well as the marine environment of the adolescent, using contemporary sociological theories. |
| social competences: | He or she is ready to carry out tasks for the port city and maritime local communities, thus being ready to care for the achievements and traditions of maritime sociology maritime sociology developed at his/her university. |
| REQUIREMENTS AND GRADING SYSTEM | Knowledge test with an element testing the ability to analyse the social space of a port city and seafarers' profession in quiz and descriptive forms. MS Forms. Calculation of marks: 51% - 75% - sufficient; 76% - 90% - good; 90%-100% - very good. |
| LITERATURE | |

1. Kołodziej, A., Kołodziej-Durnaś, A. (2019): The concept of marinization by Ludwik Janiszewski - to understand the influence of the sea, *Cultural Interaction Studies of Sea Port Cities*, nr 20, s 159-179.
2. Alice Mah (2018): *Port cities and global legacies: urban identity, waterfront work, and radicalism*, Palgrave Macmillan., Houndmills, Basingstoke, Hampshire.
3. Cesar Ducruet, Sung-Woo Lee (2006): Frontline soldiers of globalisation: Port-city evolution and regional competition, *GeoJournal* 67(2):107-122.
4. Philip de Souza (2001): *Seafaring and Civilization. Maritime Perspectives on World History*, Profile Books, London.
5. Baker, P., Stanley, J. (2003): *Hello Sailor! The hidden history of gay life at sea*, Longman, London
6. Bartłomiejski R. (2016): Environmental conflicts in port cities, *Opuscula Sociologica*, nr 4(18), s. 33-44, Szczecin.
7. Hannigan J. (2017): Toward a sociology of oceans , *Canadian Review of Sociology* nr 54(1) s. 8-27
8. Kołodziej A., Kołodziej-Durnaś A., (2018): Labour Milieu of Merchant Seamen's Crews - Economization versus Human Relations, *Transformation in Business & Economics* nr 17(1), s. 64-82.
9. Erol Kahveci, Tony Lane, Helen Sampson (2000): *Transnational Seafaring Communities*, Cardiff University, Cardiff.

NAME OF THE TEACHER AND CONTACT

Robert Bartłomiejski, PhD
robert.bartlomiejski@usz.edu.pl

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| COURSE TITLE : | <i>Memory Studies</i> |
| LEARNING FORMAT AND NUMBER OF HOURS | <i>lecture, 15 hours</i> |
| STUDY PERIOD: | <i>Winter semester</i> |
| LEVEL | <i>Bachelor</i> |
| ECTS POINTS | 2 |
| LANGUAGE | <i>English</i> |
| PREREQUISITES | <i>no</i> |
| COURSE OBJECTIVES | |
| Presentation of the multiple aspects of memory as a social issue | |
| COURSE CONTENT | |
| <ol style="list-style-type: none"> 1. History vs. memory 2. Presence of the past 3. Memory and emotions 4. Collective memory and cultural memory 5. Memory and identity 6. Memory and politics 7. Conflicting memories | |
| LEARNING OUTCOMES | |
| <i>knowledge:</i> | <p>The student identifies the changes intervening in public and social institutions playing a part in the management of historical knowledge and the creation and sustainment of collective memory</p> <p>The student disposes well-structured knowledge in political history and social history</p> |
| <i>skills:</i> | <p>The student knows various theoretical models and research paradigms, and is able to use them to predict and evaluate basic social and political processes and phenomenons concerning collective memory and memory politics</p> <p>The student is fluent in at least one foreign language at a B2+ level according to the Common European Framework of Reference of Languages</p> |
| <i>social competences:</i> | The student adopts a critical approach to the knowledge acquired during lectures, and is ready to care for norms and ethic as well as juridical principles, and habits, concerning the management of public institutions responsible for the public uses of historical knowledge |
| REQUIREMENTS AND GRADING SYSTEM | Oral test basing on the materials and literature presented during courses. The grade also takes into account the student's activity during courses |
| LITERATURE | |
| 1. A. Assmann (2012): Cultural Memory and Western Civilization: Functions, Media, Archives, Cambridge University Press | |

2. E. Rutten, J. Fedor, V. Zvereva (eds.) (2013): Memory, Conflict, and New Media. Web-Wars in Post-Socialist States, Routledge
3. J. Assmann (2011): Cultural Memory and Early Civilization: Writing, Remembrance, and Political Imagination, Cambridge University Press
4. D. Reisberg, P. Hertel (eds.) (2004): Memory and Emotion, Oxford University Press
5. E. Langenbacher, B. Niven, R. Wittlinger (eds.) (2012): Dynamics of Memory and Identity in Contemporary Europe, Berghahn Books
6. M. Halbwachs (1992): On Collective Memory, edited, translated, and with an Introduction by Lewis A. Coser, University of Chicago Press

**NAME OF THE TEACHER
AND CONTACT**

dr hab. Pierre-Frederic Weber, prof. US
pierre.weber@usz.edu.pl

Curriculum title:
USNSP-SS-O-I-S-21/22Z

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| Course title: Methodology of Social Sciences: qualitative methods (metodologia nauk społecznych: metody jakościowe) (PODSTAWOWE) | Course code: NSP190AIJ3437_44S |
|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|

Name of field of study:
Social Sciences

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|--------------------------------------------------------------|----------------------------------------------|------------|
| Mode and cycle of study: first-degree, full - time | Profile of study: general academic | Specialty: |
|--------------------------------------------------------------|----------------------------------------------|------------|

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|---------------------------------------------|-------------------------------------------------------------------|
| Course / module status obligatory | Language of instruction: semester: 4 - english language |
|---------------------------------------------|-------------------------------------------------------------------|

| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS |
|--------------|----------|---------------------|--------------|------------------|----------------|----------|
| | | | | w tym e-learning | | |
| 2 | 4 | discussion classes | 20 | 0 | pg | 5 |
| | | lecture | 10 | 0 | e | |
| Total | | | 30 | | | 5 |

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| Course / module coordinator | dr KALINA KUKIELKO |
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|-------------------|----------------------------------|
| Course instructor | dr hab. MACIEJ KOWALEWSKI |
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| Course / module objectives | The aim of the course is to introduce students to the issues of qualitative research in social sciences The aim of the course is to provide the ability to analyse social phenomena using qualitative methods |
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| Prerequisites | Brak wymagań wstępnych |
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LEARNING OUTCOMES

| Category | No. | Code | Description | Ref. to programme benchmarks |
|--------------------|-----|------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| knowledge | 1 | EP1 | student explains the main idea and stages of qualitative research with referring to the data analysis methods covered during the course | K_W02 K_W03 |
| | 2 | EP2 | Student knows ethical implications of qualitative research | K_W08 K_W10 |
| skills | 1 | EP3 | Student is able to review and evaluate the application of qualitative methods | K_U02 |
| social competences | 1 | EP4 | student presents and discuss own and/or others application of the qualitative methods covered during the course | K_K03 |
| | 2 | EP5 | student is ready to appraise the ethical implications of qualitative research | K_K06 |

| CONTENT | Qpmpctpr emester | | No. of hours | |
|---------|------------------|--|--------------|------------------|
| | | | | w tym e-learning |

Subject title: **Methodology of Social Sciences: qualitative methods (metodologia nauk społecznych: metody jakościowe)**

Format of instruction: **lecture**

| | | | |
|--------------------------------------------------|---|---|---|
| 1. Projektowanie badania jakościowego | 4 | 6 | 0 |
| 2. Aspekty etyczne i zasady pracy z respondentem | 4 | 2 | 0 |

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|--------------------------------------------------------------------------------|---|---|---|
| 3. Dane cyfrowe w badaniach jakościowych | 4 | 2 | 0 |
| Format of instruction: discussion classes | | | |
| 1. Ontologiczne i epistemologiczne założenia badań jakościowych - wprowadzenie | 4 | 2 | 0 |
| 2. Formułowanie pytań badawczych. Od hipotezy do danych i z powrotem | 4 | 2 | 0 |

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|----------------------------------------------------------------------------------------------------------------------------|---|---|---|
| 3. Wprowadzenie do teorii ugruntowanej. Od danych do hipotez i z powrotem | 4 | 2 | 0 |
| 4. Techniki badań jakościowych: badanie jednostek (indywidualny wywiad pogłębiony, historia mówiona, badania biograficzne) | 4 | 4 | 0 |
| 5. Techniki badań jakościowych: badanie znaków, tekstu, obrazów (CDA, visual studies) | 4 | 4 | 0 |
| 6. Techniki badań jakościowych: badanie grup i wspólnot (FGI, obserwacja) | 4 | 4 | 0 |
| 7. Analiza i prezentacja wyników badań. Przygotowanie raportu z badań jakościowych | 4 | 2 | 0 |

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|-------------------|----------------------------------------------------------|--|--|
| Modes of delivery | wykład - wykład problemowy. ćwiczenia - metoda projektów | | |
|-------------------|----------------------------------------------------------|--|--|

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|--------------------|-----------------|-------------------------------------------|
| Assessment methods | | No. of learning outcome from the syllabus |
| | EGZAMIN PISEMNY | EP1,EP2,EP3,EP4,EP5 |
| | PROJEKT | EP2,EP4,EP5 |

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|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Grading criteria | Positive assessment resulting from the arithmetic mean of the grades from the final examination and the grade from the project performance during the exercises | | |
| | Grade calculation principles | | |
| | The grade in the course is equal to the arithmetic mean of the grades from the credit project and the written examination. Examination grade: written examination in the form of open questions (5 questions), giving correct answers to 3 questions is a sufficient grade, to 4 questions is good grade, out of 5 questions, it's a very good grade. Project assessment criteria: The relevance of the chosen method(s) and the quality of the collected data; The quality of data analysis; the quality of the main thesis/conclusion: its originality, its clarity, and its relevance to the research question/problem | | |

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|--------------------------------|------|-------------------------------------------------------------------------------------------------------------------|--------------------|--------------------|------------------------|
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 4 | Methodology of Social Sciences: qualitative methods (metodologia nauk społecznych: metody jakościowe) | | Arytmetyczna | |
| | 4 | Methodology of Social Sciences: qualitative methods (metodologia nauk społecznych: metody jakościowe) [ćwiczenia] | zaliczenie z oceną | | |
| | 4 | Methodology of Social Sciences: qualitative methods (metodologia nauk społecznych: metody jakościowe) [wykład] | egzamin | | |

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|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Basic reading | Alex Edmonds, Thomas D. Kennedy. (2013): An applied reference guide to research designs : quantitative, qualitative, and mixed methods , Sage, Thousand Oaks | | |
| | Christine Bellamy (2012): Principles of methodology : research design in social science, Sage, London | | |
| | Gerard Guthrie (2012): Basic research methods : an entry to social science research , Sage, London | | |
| | Jane Ritchie (Ed.) (2014): Qualitative research practice : a guide for social science students and researchers, Sage, London | | |
| | Ruth Wodak, Michael Meyer (Eds.) (2013): Methods of critical discourse analysis, London | | |

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| Supplementary reading | |
|-----------------------|--|

STUDENT WORKLOAD

| | | |
|-------------------------------|--------------|------------------|
| | No. of hours | |
| | | W tym e-learning |
| Contact hours | 30 | 0 |
| Participation in test / exam | 2 | 0 |
| Preparation for contact hours | 20 | 0 |
| Private reading and studying | 20 | 0 |
| Participation in tutorials | 6 | 0 |

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|---------------------------------------|------------|---|
| Preparation of project / essay / etc. | 30 | 0 |
| Preparation for test / exam | 17 | 0 |
| TOTAL workload | 125 | |
| ECTS credits | 5 | |

| Curriculum title: USNSP-SS-O-I-S-20/21Z | | | | | | | |
|----------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------|------------------|--|
| Course title: Methodology of Social Sciences: quantitative methods | | | | | Course code: NSP190AIJ3437_43S | | |
| Name of field of study: Social Sciences | | | | | | | |
| Mode and cycle of study: first-degree, full-time | | | Profile of study: general academic | | Specialty: | | |
| Course / module status obligatory | | | | Language of instruction: semestr: 4 - english language (100%) | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS | |
| | | | | Incl. e-learning | | | |
| 2 | 4 | discussion classes | 20 | 0 | pg | 5 | |
| | | lecture | 10 | 0 | e | | |
| Total | | | 30 | | | 5 | |
| Course / module coordinator | | dr hab. MACIEJ KOWALEWSKI | | | | | |
| Course instructor | | dr hab. MACIEJ KOWALEWSKI | | | | | |
| Course / module objectives | | The aim of the course is to introduce students to the issues of quantitative research in social sciences Acquisition by students of the ability to analyse social phenomena using quantitative methods | | | | | |
| Prerequisites | | No requirements | | | | | |
| LEARNING OUTCOMES | | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | | |
| knowledge | 1 | EP1 | student explains the main idea and stages of quantitative research with referring to the data analysis methods covered during the course | K_W02 K_W03 | | | |
| | 2 | EP2 | Student knows ethical implications of quantitative research | K_W08 K_W10 | | | |
| skills | 1 | EP3 | Student is able to review and evaluate the application of quantitative methods | K_U02 K_U03 | | | |
| social competences | 1 | EP4 | student presents and discuss own and/or others application of the quantitative methods covered during the course | K_K03 | | | |
| | 2 | EP5 | student is ready to appraise the ethical implications of quantitative research | K_K06 | | | |
| CONTENT | | | | | No. of hours | | |
| | | | | | | Incl. e-learning | |
| Subject title: Methodology of Social Sciences: quantitative methods | | | | | | | |
| Format of instruction: lecture | | | | | | | |
| 1. Theories of quantitative research. | | | | | 4 | 2 | |
| 2. Sampling | | | | | 4 | 2 | |
| 3. Questionnaire design and field work with the respondent. | | | | | 4 | 2 | |
| 4. The use of scales and indexes in survey research. Measurement levels. | | | | | 4 | 2 | |
| 5. Scientific method and data analysis - introduction to descriptive statistics and model building | | | | | 4 | 2 | |
| Format of instruction: discussion classes | | | | | | | |

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|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|----------------|--------------------|-------------------------------------------|----|
| 1. Group work on a project using quantitative research methodology | | 4 | | | | 20 |
| Modes of delivery | lecture - problem lecture. exercises - project method | | | | | |
| Assessment methods | | | | | No. of learning outcome from the syllabus | |
| | WRITTEN EGZAM | | | | EP1,EP2,EP3 | |
| | PROJECT | | | | EP2,EP4,EP5 | |
| Grading criteria | Positive assessment resulting from the arithmetic mean of the grades from the final examination and the grade from the project performance during the exercises | | | | | |
| | Grade calculation principles The grade in the course is equal to the arithmetic mean of the grades from the credit project and the written examination. Examination grade: written examination in the form of open questions (5 questions), giving correct answers to 3 questions is a sufficient grade, to 4 questions is good grade, out of 5 questions, it's a very good grade. Project assessment criteria: The relevance of the chosen method(s) and the quality of the collected data; The quality of data analysis; the quality of the main thesis/conclusion: its originality, its clarity, and its relevance to the research question/problem | | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average | |
| | 4 | Methodology of Social Sciences: quantitative methods | | arithmetic | | |
| | 4 | Methodology of Social Sciences: quantitative methods [lecture] | exam | | | |
| | 4 | Methodology of Social Sciences: quantitative methods) [exercise] | Graded credit | | | |
| Basic reading | ed. by W. Paul Vogt (2013): SAGE quantitative research methods. Vol. 1, Fundamental issues in quantitative research /, London | | | | | |
| | Alex Edmonds, Thomas D. Kennedy. (2013): An applied reference guide to research designs : quantitative, qualitative, and mixed methods , Sage, Thousand Oaks | | | | | |
| | Christine Bellamy (2012): Principles of methodology : research design in social science, Sage, London | | | | | |
| | Gerard Guthrie (2012): Basic research methods : an entry to social science research , Sage, London | | | | | |
| Supplementary reading | | | | | | |
| STUDENT WORKLOAD | | | | | | |
| | | No. of hours | | | | |
| | | Incl. e-learning | | | | |
| Contact hours | 30 | | | | | |
| Participation in test / exam | 2 | | | | | |
| Preparation for contact hours | 5 | | | | | |
| Private reading and studying | 20 | | | | | |
| Participation in tutorials | 5 | | | | | |
| Preparation of project / essay / etc. | 30 | | | | | |
| Preparation for test / exam | 23 | | | | | |
| TOTAL workload | 125 | | | | | |
| ECTS credits | 5 | | | | | |

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| COURSE TITLE : | Migration and Labour Market |
| LEARNING FORMAT AND NUMBER OF HOURS | <i>lecture, 30</i> |
| STUDY PERIOD: | <i>Winter and Spring Semester</i> |
| LEVEL | <i>Bachelor and master</i> |
| ECTS POINTS | <i>4</i> |
| LANGUAGE | <i>English</i> |
| PREREQUISITES | |
| COURSE OBJECTIVES | |
| <ul style="list-style-type: none"> - Familiarizing students with the specificity of professional migrations, - Familiarizing students with the features and personal resources that determine professional success abroad, - Providing students with the ability to build a professional career development path abroad. | |
| COURSE CONTENT | |
| <ol style="list-style-type: none"> 1. Risks and opportunities related to professional migration, 2. Features and personal resources that determine professional success abroad, 3. Building a professional career development path abroad. | |
| LEARNING OUTCOMES | |
| <i>knowledge:</i> | <p>Knowledge about risks and opportunities related to professional migration, Knowledge about the features and personal resources that determine professional success abroad, Knowledge about Building a professional career development path abroad</p> |
| <i>skills:</i> | <p>Ability of recognizing the risks and opportunities related to professional migration, Ability of recognizing the features and personal resources that determine professional success abroad, Ability of building a professional career development path abroad</p> |
| <i>social competences:</i> | <p>Competence to advise on the issue of the risks and opportunities related to professional migration, Competence to advise on the issue of the features and personal resources that determine professional success abroad, Competence to advise on the issue of building a professional career development path abroad</p> |

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| 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 |

■ III WYDZIAŁ NAUK
SPOŁECZNYCH

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| COURSE TITLE: | New Media and Communication |
| LEARNING FORMAT AND NUMBER OF HOURS | seminar, 15 hours |
| STUDY PERIOD: | Summer semester |
| LEVEL | Bachelor |
| ECTS POINTS | 1 |
| LANGUAGE | English |
| PREREQUISITES | Basic knowledge in the field of social sciences. Knowledge of issues, concepts and theories related to analysis and interpretation observed social phenomena. Ability to use sociological categories for social analysis. |
| COURSE OBJECTIVES | |
| Providing students with basic knowledge in the field of media and social communication. Familiarizing students with the subject of media influence. Introducing students to issues related to the media systems. | |
| COURSE CONTENT | |
| <ol style="list-style-type: none"> 1. Theory of social communication 2. Contemporary media systems 3. Media impact 4. Media and public agenda, agenda setting 5. Media policy 6. Contemporary media users | |
| LEARNING OUTCOMES | |
| <i>knowledge:</i> | Student describes the characteristics of the contemporary media systems. |
| <i>skills:</i> | Student is able to analyze the mass media effects. Student analyzes media messages. |
| <i>social competences:</i> | Student is ready to work in a group during implementation of tasks. Student is ready to follow and develop the rules ethical and scientific integrity, including requirements of this from others. |
| REQUIREMENTS AND GRADING SYSTEM | The condition of obtaining credit is to prepare a presentation on the mode of action and impact of the selected medium. Preparation and presentation of the project - 80% (substantive correctness, originality of the proposed perspective, the attractiveness of the presentation); 20% - attendance and activity during the classes. |

LITERATURE

1. McEwan Breanna (2015): Navigating new media networks: understanding and managing communication challenges in a networked society, Lexington Books, Lanham, Maryland.
2. Herrmann Andrew F. (ed.) (2015): Beyond new media: discourse and critique in a polymediated age, Lexington Books, Lanham, Maryland.

**NAME OF THE TEACHER
AND CONTACT**

Mgr Olga Łozińska

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| COURSE TITLE : | <i>North-South divide in international relations</i> |
| LEARNING FORMAT AND NUMBER OF HOURS | <i>Discussion classes (30 hours)</i> |
| STUDY PERIOD: | <i>Winter semesler</i> |
| LEVEL | <i>Bachelor/master</i> |
| ECTS POINTS | <i>4</i> |
| LANGUAGE | <i>English</i> |
| PREREQUISITES | <i>General knowledge about internationalpolitics and international economy would be of great benefit for a student.</i> |
| COURSE OBJECTIVES | |
| <p>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.</p> | |
| COURSE CONTENT | |
| <ol style="list-style-type: none"> 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 | |
| LEARNING OUTCOMES | |
| <i>knowledge:</i> | <ol style="list-style-type: none"> 1. <i>Student knows main differences between developed and developing countries.</i> 2. <i>Student should know what are the main fields and instruments of North-South relations</i> |
| <i>skills:</i> | <ol style="list-style-type: none"> 1. <i>Student should be able to identify and explain the most important issues of international politics related to the North-South divide.</i> 2. <i>Student is able to analyse the Worlds social and economic problems and instruments of the Northern assistance to the global South.</i> |
| <i>social competences:</i> | <ol style="list-style-type: none"> 1. <i>Thanks to gained knowledge and skills student can participate in debates on relations of EU and his country with the global South.</i> 2. <i>Student is ready to involve into the ongoing development cooperation.</i> |
| REQUIREMENTS AND GRADING SYSTEM | Analytical presentation and video project |
| LITERATURE | |

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
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

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| NAME OF THE TEACHER AND CONTACT | Mateusz Smolaga mateusz.smolaga@usz.edu.pl |
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COURSES YLLABUS AND SPECIFICATION

| Curriculum title: USNSP-SS-O-I-S-20/21Z | | | | | | |
|----------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------|----------|
| Course title: Organizational Culture (kultura organizacji) (KIERUNKOWE) | | | | | Course code: NSP190AIJ3437_54S | |
| Name of field of study: Social Sciences | | | | | | |
| Mode and cycle of study: first-degree, full - time | | | Profile of study: general academic | | Specialty: | |
| Course / module status obligatory | | | Language of instruction: semester: 5 - english language | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS |
| | | | | w tym e-learning | | |
| 3 | 5 | discussion classes | 10 | 0 | pg | 2 |
| | | lecture | 10 | 0 | pg | |
| Total | | | 20 | | | 2 |
| Course / module coordinator | | dr hab. AGNIESZKA KOŁODZIEJ-DURNAŚ | | | | |
| Course instructor | | dr hab. AGNIESZKA KOŁODZIEJ-DURNAŚ | | | | |
| Course / module objectives | | Providing students with knowledge on the structure and kinds of organizational culture as well as the ways of diagnosing and shaping it Wyposażenie studentów w umiejętności rozpoznawania różnic w zakresie kultur organizacyjnych | | | | |
| Prerequisites | | znajomość podstaw socjologii | | | | |
| LEARNING OUTCOMES | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | |
| knowledge | 1 | EP1 | Posiada podstawową wiedzę o człowieku jako twórcy i odbiorcy kultury symbolicznej w środowisku pracy | K_W05 K_W06 | | |
| skills | 1 | EP2 | Wykorzystuje podstawową wiedzę teoretyczną do opisu i analizowania procesów i zjawisk społecznych w organizacjach | K_U03 K_U04 | | |
| | 2 | EP3 | Posiada elementarną umiejętność badania i przewidywania ludzkich zachowań w środowisku pracy | K_U02 | | |
| social competences | 1 | EP4 | Jest przygotowany do podstawowych współdziałań w zespołach pracowniczych i innych | K_K07 K_K08 | | |
| CONTENT | | | | | No. of hours | |
| | | | | | w tym e-learning | |
| Subject title: Organizational Culture (kultura organizacji) | | | | | | |
| Format of instruction: lecture | | | | | | |
| 1. Geneza badań nad kulturą organizacji - na świecie i w Polsce | | | | | 5 | 2 |
| 2. Konceptualizacja pojęcia kultury organizacji - historia, budowa, elementy, przejawy | | | | | 5 | 2 |
| 3. Profile kultury organizacji | | | | | 5 | 2 |
| 4. Typologie kultur organizacyjnych | | | | | 5 | 2 |
| 5. Kultury narodowe i ich oddziaływanie na kulturę organizacji | | | | | 5 | 2 |
| Format of instruction: discussion classes | | | | | | |

| | | | |
|-------------------------------------------------------------------------------------------------|---|---|--|
| 1. Typ kultury organizacyjnej a konkurencyjność, efektywność, długość trwania organizacji | 5 | 2 | |
| 2. Identyfikacja kultury znanych firm | 5 | 4 | |
| 3. Techniki diagnozowania kultury organizacyjnej | 5 | 2 | |
| 4. Możliwości kształtowania kultury organizacyjnej - interwencja kulturowa (cele, fazy, skutki) | 5 | 2 | |

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|--------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|--------------------|--------------------|-------------------------------------------|
| Modes of delivery | wykład - wykład informacyjny ćwiczenia - metoda przypadków, metoda projektów | | | | |
| Assessment methods | | | | | No. of learning outcome from the syllabus |
| | KOLOKWIUM | | | | EP1 |
| | ZAJĘCIA PRAKTYCZNE (WERYFIKACJA POPRZEZ OBSERWACJĘ) | | | | EP2,EP3,EP4 |
| Grading criteria | positive evaluation of work during tutorials and positive grade in test | | | | |
| | Grade calculation principles | | | | |
| | after the completion of tutorials, taking a test - 100% of the grade from the test is the final grade | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 5 | Organizational Culture (kultura organizacji) | | Ważona | |
| | 5 | Organizational Culture (kultura organizacji) [wykład] | zaliczenie z ocena | | 1,00 |
| | 5 | Organizational Culture (kultura organizacji) [ćwiczenia] | zaliczenie z ocena | | 0,00 |
| Basic reading | Hofstede G, Hovstede G.J., Minkov M. (2010): Cultures and Organizations. Software of the Mind, McGraw Hill, New York | | | | |
| | Martin Joanne (2002): Organizational Culture. Mapping the Terrain, Sage, Thousand Oaks | | | | |
| Supplementary reading | Cameron K.S., Quinn R. (2003): Kultura organizacyjna - diagnoza i zmiana, Oficyna Ekonomiczna, Kraków | | | | |
| | Zbiegień-Maciąg L. (1999): Kultura w organizacji. Identyfikacja kultury znanych firm, PWN, Wa-wa | | | | |

STUDENT WORKLOAD

| | No. of hours | |
|---------------------------------------|--------------|------------------|
| | | W tym e-learning |
| Contact hours | 20 | |
| Participation in test / exam | 2 | |
| Preparation for contact hours | 8 | |
| Private reading and studying | 8 | |
| Participation in tutorials | 0 | |
| Preparation of project / essay / etc. | 0 | |
| Preparation for test / exam | 12 | |
| TOTAL workload | 50 | |
| ECTS credits | 2 | |

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| COURSE TITLE : | <i>Peacekeeping in the modern World</i> |
| LEARNING FORMAT AND NUMBER OF HOURS | <i>lectures, 30 hours</i> |
| STUDY PERIOD: | <i>Summer semester</i> |
| LEVEL | <i>Master</i> |
| ECTS POINTS | <i>4</i> |
| LANGUAGE | <i>English</i> |
| PREREQUISITES | <i>Basic knowledge about World history in 20/21 centuries</i> |
| COURSE OBJECTIVES | |
| <i>Informing students about main military doctrines created by civilian and military key World experts.</i> | |
| COURSE CONTENT | |
| <ol style="list-style-type: none"> 1. Genesis of the United Nations 2. UN first peacekeeping missions 3. What is peacekeeping? 4. Evolution of UN peacekeeping missions after Cold War 5. Hot spots of the modern World 6. Peacekeeping missions by NATO and European Union 7. Poland and other countries in peacekeeping missions | |
| LEARNING OUTCOMES | |
| <i>knowledge:</i> | <i>To know basic information about genesis and evolution of the</i> |
| <i>skills:</i> | <i>peacekeeping missions</i> |
| | <i>Main contributors of the peacekeeping missions</i> |
| <i>social competences:</i> | <i>To lead the work in small thematic teams, to organize searching of sources</i> |
| | <i>in teams</i> |
| REQUIREMENTS AND GRADING SYSTEM | WRITTEN TEST |
| LITERATURE | |
| <p>Adam Day, <i>UN Transitions: Improving Security Council practice in mission settings</i>, New York „Review of the global focal point for police, justice, and corrections”, Norwegian Institute of International Affairs.</p> <p><i>Leaders and changemakers women transforming peace and security amidst the Covid-19 pandemic</i>, Women, Peace and Security Highlights - UN Peacekeeping in 2020, New York 2020.</p> <p>„UN Police magazine”</p> <p>All material are available in internet</p> <p>Websites:</p> <p>https://peacekeeping.un.org;</p> <p>https://www.nato.int/;</p> <p>https://eeas.europa.eu/headquarters/headquarters-homepage/430/military-and-civilian-missions-and-operations_en</p> | |

**NAME OF THE TEACHER AND
CONTACT**

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

COURSES YLLABUS AND SPECIFICATION

| Curriculum title: USNSP-SS-O-I-S-21/22Z | | | | | | | |
|----------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------|----------|---|
| Course title: Philosophy | | | | | Course code: NSP190AIJ3441_2S | | |
| Name of field of study: Social Sciences | | | | | | | |
| Mode and cycle of study: first-degree, full-time | | | Profile of study: general academic | | Specialty: | | |
| Course / module status obligatory | | | | Language of instruction: semestr: 1 - english language (100%) | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS | |
| | | | | Incl. e-learning | | | |
| 1 | 1 | lecture | 30 | 0 | pg | 3 | |
| Total | | | 30 | | | 3 | |
| Course / module coordinator ----- | | dr hab. KAROL POLCYN | | | | | |
| Course instructor | | dr hab. MACIEJ WITEK | | | | | |
| Course / module objectives | | To acquaint the student with selected classical and contemporary philosophical problems with particular emphasis on social and political philosophy. | | | | | |
| Prerequisites | | | | | | | |
| LEARNING OUTCOMES | | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | | |
| knowledge | 1 | EP1 | The student has knowledge about the views of selected philosophers and philosophical schools. | K_W02 K_W06 | | | |
| | 2 | EP2 | The student learns the main problems and methods of contemporary philosophy and their place in relation to other disciplines | K_W01 | | | |
| skills | 1 | EP3 | The student interprets selected social and political problems in a philosophical perspective | K_U01 K_U03 | | | |
| social competences | 1 | EP4 | The student is ready to independently organize his work and subject it to critical evaluation | K_K01 K_K05 | | | |
| CONTENT | | | | | epmctor Semester | | |
| | | | | | No. of hours | | |
| | | | | | Incl. e-learning | | |
| Subject title: Philosophy | | | | | | | |
| Format of instruction: lecture | | | | | | | |
| 1. Introduction to philosophy and philosophical method. | | | | | 1 | 2 | 0 |
| 2. Classical philosophy - overview of creators and concepts. | | | | | 1 | 6 | 0 |
| 3. Philosophy of knowledge. Problem of cognition. | | | | | 1 | 6 | 0 |
| 4. Philosophical concepts of human. | | | | | 1 | 4 | 0 |
| 5. Contemporary philosophy - overview of authors and concepts. | | | | | 1 | 6 | 0 |
| 6. Ethics and theories. Sources of morality. Moral precepts. Ethical views of selected philosophers-ethical systems. | | | | | 1 | 6 | 0 |
| Modes of delivery | | Lecture, Text analysis with discussion, preparation of written work. | | | | | |

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|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------|--------------------|-------------------------------------------|
| Assessment methods | | | | | No. of learning outcome from the syllabus |
| | WRITTEN WORK/ESSAY/REVIEW. | | | | EP1,EP2,EP3,EP4 |
| Grading criteria | Obtaining a positive assessment of the written work | | | | |
| | Grade calculation principles The grade for written work is calculated on the basis of the points obtained according to the following scale, taking into account the following rounded percentages: 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). | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 1 | Philosophy | | weighted average | |
| | 1 | Philosophy exam [lecture] | Graded credit | | 1,00 |
| Basic reading | Daly, C. (2010): An Introduction to Philosophical Methods, Peterborough, Ont | | | | |
| | ed. by W. H. Newton-Smith. (2001): A companion to the philosophy of science , Blackwell | | | | |
| Supplementary reading | | | | | |
| STUDENT WORKLOAD | | | | | |
| | No. of hours | | Incl. e-learning | | |
| Contact hours | 30 | | 0 | | |
| Participation in test / exam | 0 | | 0 | | |
| Preparation for contact hours | 0 | | 0 | | |
| Private reading and studying | 16 | | 0 | | |
| Participation in tutorials | 10 | | 0 | | |
| Preparation of project / essay / etc. | 19 | | 0 | | |
| Preparation for test / exam | 0 | | 0 | | |
| TOTAL workload | 75 | | | | |
| ECTS credits | 3 | | | | |

COURSE SYLLABUS AND SPECIFICATION

| Curriculum title: USNSP-NoP-O-II-S-21/22Z-IS | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------|------------------|---|
| Course title: Political communication (komunikowanie polityczne) (SPECJALNOŚCI / SPECJALIZACJE / MODUŁY SPECJALNOŚCIOWE) | | | | | Course code: NSP09AIJ3439_4S | | |
| Name of field of study: nauki o polityce | | | | | | | |
| Mode and cycle of study: second degree, full - time | | | Profile of study: general academic | | Specialty: International Studies | | |
| Course / module status obligatory | | | | Language of instruction: semestr: 2 - english language (100%) | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS | |
| | | | | w tym e-learning | | | |
| 1 | 2 | discussion classes | 30 | 0 | pg | 4 | |
| Total | | | 30 | | | 4 | |
| Course / module coordinator | | dr KATARZYNA ZAWADZKA-WITT | | | | | |
| Course instructor | | dr KATARZYNA ZAWADZKA-WITT | | | | | |
| Course / module objectives | | Shaping the skills of recognizing the processes of political communication, analyzing the roles of participants communication process, using research methods and tools for building strategies communication. Students will learn the theory but also will have the opportunity try to use it in practice. | | | | | |
| Prerequisites | | Knowledge of subjects related to political and party systems, election campaigns | | | | | |
| LEARNING OUTCOMES | | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | | |
| knowledge | 1 | EP1 | defines the basic concepts of communication | K_W10 K_W21 | | | |
| | 2 | EP2 | characterizes the communication processes in election's campaigns | K_W22 | | | |
| skills | 1 | EP3 | analyzes processes in systems of communication | K_U06 K_U10 | | | |
| social competences | 1 | EP4 | ready to discuss with openness to different views | K_K04 K_K06 | | | |
| | 2 | EP5 | ready to expand his own knowledge | K_K08 | | | |
| CONTENT | | | | | epmpefpr emeser | No. of hours | |
| | | | | | | w tym e-learning | |
| Subject title: Political communication (komunikowanie polityczne) | | | | | | | |
| Format of instruction: discussion classes | | | | | | | |
| 1. Introduction to political communication. | | | | | 2 | 5 | 0 |
| 2. Political marketing and political communication | | | | | 2 | 5 | 0 |
| 3. The image of the politician, the role in political communication | | | | | 2 | 5 | 0 |
| 4. The political decision making process and the significance of political communication | | | | | 2 | 5 | 0 |
| 5. Political communication in social media | | | | | 2 | 5 | 0 |
| 6. Political advertising | | | | | 2 | 5 | 0 |

Modes of delivery

Lecture with multimedia presentation.

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|---------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------|------------------|--------------------|-------------------------------------------|
| Assessment methods | | | | | No. of learning outcome from the syllabus |
| | PRESENTATION | | | | EP1,EP2,EP3 |
| | PRACTICAL ACTIVITIES (VERIFICATION BY OBSERVATION) | | | | EP3,EP4,EP5 |
| Grading criteria | Positive evaluation of multimedia presentation | | | | |
| | Grade calculation principles | | | | |
| | Positive evaluation of multimedia presentation | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 2 | Political communication (komunikowanie polityczne) | | | |
| | 2 | Political communication (komunikowanie polityczne) Ycvcpagqc | apcbgr ugrf epbc | | 1,00 |
| Basic reading | D.G. Lilleker (2006): Key Concepts in Political Communication,, Sage | | | | |
| | J. Gastil (2008): Political communication and deliberation, Sage | | | | |
| | L. L. Kaid (2004): Handbook of Political Communication Research,, Taylor & Francis Group | | | | |
| Supplementary reading | B. McNair (2011): An Introduction to Political Communication, Taylor & Francis Group | | | | |
| STUDENT WORKLOAD | | | | | |
| | | | No. of hours | | |
| | | | W tym e-learning | | |
| Contact hours | 30 | | 0 | | |
| Participation in test / exam | 0 | | 0 | | |
| Preparation for contact hours | 10 | | 0 | | |
| Private reading and studying | 15 | | 0 | | |
| Participation in tutorials | 18 | | 0 | | |
| Preparation of project / essay / etc. | 27 | | 0 | | |
| Preparation for test / exam | 0 | | 0 | | |
| TOTAL workload | 100 | | | | |
| ECTS credits | 4 | | | | |

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| COURSE TITLE: | Political System of the European Union |
| LEARNING FORMAT AND NUMBER OF HOURS | <i>lecture, 15 hours</i> |
| STUDY PERIOD: | <i>Spring semester</i> |
| LEVEL | <i>Bachelor</i> |
| ECTS POINTS | <i>1</i> |
| LANGUAGE | <i>English</i> |
| PREREQUISITES | <i>Completion of the previous semester of study</i> |
| COURSE OBJECTIVES | |
| <p>Providing students with the basics of knowledge in the field of the EU political system, including in particular: Mechanics of its formation? Concepts and theories regarding European integration? Institutions in the EU? sources of Community law? secondary Community legislation? EU sectoral policies</p> | |
| COURSE CONTENT | |
| <ol style="list-style-type: none"> 1. The Structure of the Course, Key readings, Conditions to pass the course. 2. Evolution and Development of the European Union 3. Theory and Typology of political systems 4. Political system of the European Union. 5. Europeanisation in the political system of the EU 6. Multi-level Governance as a political system of the EU 7. European Union in the International Relations 8. Exam | |
| LEARNING OUTCOMES | |
| <i>knowledge:</i> | <ol style="list-style-type: none"> 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> | <ol style="list-style-type: none"> 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. Identifies the complex political and economic problems in international relations, analysis and detects the basic mechanisms |

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| | of the origin and evolution of international regimes, as well as understand the role of the main actors in international relations |
| <i>social competences:</i> | 7. Able to analyze economic phenomena and economic processes at the international level, and situations of threat to international security. 2. The most basic level is interested in the current international situation |
| REQUIREMENTS AND GRADING SYSTEM | <i>DISCUSSION AND EXAM</i> |
| LITERATURE | |
| <p>Borzel T., <i>States and regions in the European Union</i>, Cambridge University Press 2002.</p> <p>Christiansen T., Jorgensen K. E., Wiener A., <i>The Social construction of Europe</i>, London 2001.</p> <p>Coman R., Kostera T., Tomini L. (ed.), <i>Europeanization and European Integration: From Incremental to Structural Change</i>, London 2014.</p> <p>Cormick Mc J., <i>Europeanism</i>, Oxford University Press, New York 2010.</p> <p>Conway M., Patel K.K., Patel K. K., <i>Europeanization in the Twentieth Century: Historical Approaches</i>, Palgrave MacMillan 2010.</p> <p>Cowles M. G., Caporaso J., Risse T. (eds.), <i>Transforming Europe: Europeanization And Domestic Change</i>, Ithaca 2001.</p> <p>Dyson K. (ed.), <i>European states and Euro. Europeanization. Variation and Convergence</i>, Oxford University Press, New York, 2002.</p> <p>Graziano P., Vink M. P. (eds.), <i>Europeanization: New Research Agendas</i>, Basingstoke-New York 2007.</p> <p>Hooghe L., Marks G., <i>Multi-Level Governance and European Integration</i>, Boulder: Rowmann and Littlefield 2001.</p> <p>Pollack M., <i>The Engines of European Integration: Delegation, Agency, and Agenda Setting in the EU</i>, New York 2005.</p> <p>Tallberg J., <i>European Governance and Supranational Institutions: Making States Comply</i>, London- New York 2003.</p> <p>Telo M., <i>Europe: A Civilian Power? European Union Global Governance, World Order</i>, Houndmills, Basingstoke, Hampshire, New York, 2006.</p> <p>Egan M. Nugent N., Paterson W. E., <i>Research Agendas in EU Studies. Stalking Elephant</i>, Palgrave Macmillan 2010.</p> <p>Hix S., <i>Political System of the European Union</i>, Palgrave Macmillan 2011.</p> <p>N. Nugent, <i>Government and Politics of the European Union</i>, Palgrave Macmillan 2017.</p> | |
| NAME OF THE TEACHER AND CONTACT | <i>Prof. dr hab. Janusz Ruzkowski</i> <i>Janusz.ruzkowski@usz.edu.pl</i> |

| Curriculum title: USNSP-SS-O-I-S-20/21Z | | | | | | |
|--------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------------------|------------------|
| Course title: Politics of Art and Culture (polityka sztuki i kultury) (KIERUNKOWE) | | | | | Course code: NSP190AIJ3437_68S | |
| Name of field of study: Social Sciences | | | | | | |
| Mode and cycle of study: first-degree, full-time | | | Profile of study: general academic | | Specialty: | |
| Course / module status obligatory | | | Language of instruction: semester: 6 - english language | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS |
| | | | | w tym e-learning | | |
| 3 | 6 | konwersatorium | 15 | 0 | pg | 1 |
| Total | | | 15 | | | 1 |
| Course / module coordinator | | dr KALINA KUKIEŁKO | | | | |
| Course instructor | | dr KALINA KUKIEŁKO | | | | |
| Course / module objectives | | Providing students with basic knowledge in the field of politics of art and culture . Familiarizing students with the subject of public culture and art financing. Introducing students to issues related to the contemporary trends in art and culture politics | | | | |
| Prerequisites | | Basic knowledge in the field of social sciences. Knowledge of issues, concepts and theories related to analysis and interpretation observed social phenomena | | | | |
| LEARNING OUTCOMES | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | |
| knowledge | 1 | EP1 | Student describes the characteristics of the politics of art and culture | K_W01 | | |
| skills | 1 | EP2 | Student is able to analyze the selected premises of public culture and art financing | K_U01 | | |
| | 2 | EP3 | Student is able to search for contemporary trends in art and culture politics | K_U03 | | |
| social competences | 1 | EP4 | Student is ready to work in a group during implementation of tasks | K_K03 | | |
| | 2 | EP5 | Student is ready to follow and develop the rules ethical and scientific integrity, including requirements of this from others | K_K03 K_K06 | | |
| CONTENT | | | | Qpmbe for semester | | No. of hours |
| | | | | | | w tym e-learning |
| Subject title: Politics of Art and Culture (polityka sztuki i kultury) | | | | | | |
| Format of instruction: konwersatorium | | | | | | |
| 1. What is art and culture policy? Objectives, scope, tools | | | | 6 | 2 | |
| 2. Politics of art and culture - main problems and issues | | | | 6 | 2 | |
| 3. Models of state patronage and mechanisms of culture and art financing | | | | 6 | 2 | |
| 4. Premises of public culture and art financing in political and/or ideological discourses | | | | 6 | 2 | |
| 5. Paternalism of the state - autonomy of art and culture | | | | 6 | 2 | |
| 6. Contemporary trends in art and culture politics | | | | 6 | 2 | |
| 7. Politics of art and culture on a global level | | | | 6 | 3 | |

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|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------|--------------------|-------------------------------------------|
| Modes of delivery | Practical methods; project method | | | | |
| Assessment methods | | | | | No. of learning outcome from the syllabus |
| | PREZENTACJA | | | | EP1,EP2,EP3,EP4,EP5 |
| | ZAJĘCIA PRAKTYCZNE (WERYFIKACJA POPRZEZ OBSERWACJĘ) | | | | EP1,EP2,EP3,EP4,EP5 |
| Grading criteria | The condition of obtaining credit is to prepare a presentation on the selected issue from art and culture politics | | | | |
| | Grade calculation principles 80% - preparation and presentation of the project(substantive correctness, originality of the proposed perspective, the attractiveness of the presentation); 20% - attendance and activity during the classes | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 6 | Politics of Art and Culture (polityka sztuki i kultury) | | Nieobliczana | |
| | 6 | Politics of Art and Culture (polityka sztuki i kultury) [konwersatorium] | zaliczenie z oceną | | |
| Basic reading | Lane Jan-Erik, Ersson Svante (2005): Culture and politics a comparative approach, Ashgate , Burlington | | | | |
| | Murray Leah A. (2010): Politics and popular culture, Cambridge Scholars, Newcastle | | | | |
| Supplementary reading | | | | | |
| STUDENT WORKLOAD | | | | | |
| | | | No. of hours | | |
| | | | W tym e-learning | | |
| Contact hours | 15 | | | | |
| Participation in test / exam | 0 | | | | |
| Preparation for contact hours | 8 | | | | |
| Private reading and studying | 9 | | | | |
| Participation in tutorials | 8 | | | | |
| Preparation of project / essay / etc. | 10 | | | | |
| Preparation for test / exam | 0 | | | | |
| TOTAL workload | 50 | | | | |
| ECTS credits | 2 | | | | |

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| COURSE TITLE : | Regional policies in Europe (Polityka regionalna w Europie) |
| LEARNING FORMAT AND NUMBER OF HOURS | <i>lectures, 30 hours</i> |
| STUDY PERIOD: | <i>summer</i> |
| LEVEL | <i>bachelor/master</i> |
| ECTS POINTS | 4 |
| LANGUAGE | <i>English</i> |
| PREREQUISITES | <i>none</i> |
| COURSE OBJECTIVES | |
| Presentation and analysis of causes and effects of regional policies in selected European countries and regional policy of the European Union. | |
| COURSE CONTENT | |
| <ol style="list-style-type: none"> 1. Fragmentation processes in modern Europe - federalization, regionalization, devolution. 2. Autonomous regions of Portugal, Spain, Denmark and Finland. 3. Regional divisions in Spain, France and Italy. 4. Asymmetry of the UK devolution. 5. Regional policy in federal countries - Belgium and Germany. 6. Relations between the state and the region in Eastern Europe - Poland and Ukraine. 7. The European Union regional policy. | |
| LEARNING OUTCOMES | |
| <i>knowledge:</i> | <ol style="list-style-type: none"> 1. Student knows and understands reasons of regional divisions and political aspirations of regional communities in Europe 2. Student knows the main rules of regional policy in selected European countries (Belgium, Denmark, Finland, France, Germany, Italy, Poland, Portugal, Spain, the UK and Ukraine) and the European Union |
| <i>skills:</i> | <ol style="list-style-type: none"> 1. Student is able to define factors determining regional management formula in selected European countries 2. Student identifies elements shaping regional policy of European countries and the European Union and its reciprocal relations |
| <i>social competences:</i> | <ol style="list-style-type: none"> 1. Student is able to analyze political, economic and social effects of regional divisions in Europe 2. Student understands meaning of regional communities political aspirations for functioning of the state political system 3. Student |
| REQUIREMENTS AND GRADING SYSTEM | DISCUSSION AND EXAM |
| LITERATURE | |
| <ol style="list-style-type: none"> 1. S.S. Artobolevskiy, Regional Policy in Europe, Routledge, 2002. 2. J. Bachtler, I. Turok, The Coherence of EU Regional Policy, Routledge, 2013. 3. J. Batt, K. Wolczuk, Region, state and identity in Central and Eastern Europe, Routledge, | |

2002.

4. T.A. Boerzel, States and Regions in the European Union: Institutional Adaptation in Germany and Spain, Cambridge University Press, 2001.
5. I. Deas, S. Hincks, Territorial Policy and Governance, Routledge, 2017.
6. B. Funck, L. Pizzati, European Integration, Regional Policy and Growth, World Bank Publications, 2003.
7. P. McCann, The Regional and Urban Policy of the European Union, Edward Elgar Publishing Ltd., 2016.

NAME OF THE TEACHER

Drhab. BartłomiejH. Toszek

AND CONTACT

bartlomiej.toszek@usz.edu.pl

COURSE SYLLABUS AND SPECIFICATION

| Curriculum title: USNSP-SS-O-I-S-20/21Z | | | | | | |
|-------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------|----------|
| Course title: Religions in the Contemporary World | | | | | Course code: NSP190AIJ3437_10S | |
| Name of field of study: Social Sciences | | | | | | |
| Mode and cycle of study: first-degree, full-time | | | Profile of study: general academic | | Specialty: | |
| Course / module status obligatory | | | | Language of instruction: semester: 1 - english language (100%) | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS |
| | | | | e-learning | | |
| 1 | 1 | conversatory | 30 | 0 | pg | 3 |
| Total | | | 30 | | | 3 |
| Course / module coordinator | | dr ANNA KRÓLIKOWSKA | | | | |
| Course instructor | | dr ANNA KRÓLIKOWSKA | | | | |
| Course / module objectives | | The aim of the course is to develop and systematize a student's knowledge of religions and the functions they perform in the modern world and the ways of they are used for achieving various goals. The course examines various attitudes to 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. | | | | |
| LEARNING OUTCOMES | | | | | | |
| 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. | K_W04 | | |
| | 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. | K_W06 | | |
| skills | 1 | EP3 | A student is able to describe and analyze the interaction between phenomena and processes in the area of religion and beyond religion. | K_U03 | | |
| | 2 | EP4 | A student is able to use the terms and concepts used in the scientific discourse on topics related to religious issues. | K_U05 | | |
| social competences | 1 | EP5 | A student is ready to recognize the importance of knowledge about religion and religions in solving social and political problems emerging in the modern world. | K_K02 | | |

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|----------------------------------------------------|---|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| | 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: Religions in the Contemporary World | | | | |

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| Format of instruction: Conversatory | | | | |
| 1. Definition of religion. Sciences dealing with religion. Different scientific approaches and ontomethodological 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 modernization. | 1 | 2 | | |
| 7. Secularisation, postsecularisation, religious revitalisation, mobilization, 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 globalization; religions as dimension of multiculturality. | 1 | 2 | | |
| 12. The role of religion in the concept of civilizations. | 1 | 2 | | |
| 13. Religious conflicts. | 1 | 2 | | |
| Modes of delivery | Lectures, implemented with the use of multimedial presentation., Elements of discussion. | | | |
| Assessment methods | | | | No. of learning outcome from the syllabus |
| | Test | | | EP1,EP2,EP3,EP4 |
| | Presentation | | | EP1,EP4,EP5 |
| | Practical classes (verification by observation) | | | EP3,EP4,EP5,EP6 |
| 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). | | | |

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|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------|--------------------|------------------------|
| | 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. 101119. | | | | |
| Supplementary reading | Blicharz, Grzegorz, Freedom of religion - comparative perspective, Wydawnictwo Instytutu Wymiaru Sprawiedliwości, Warszawa, 2019. | | | | |
| | Drozdowicz, Zbigniew, Sztajer, Stawomir (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, http://danbhai.com/wr/l01.htm . | | | | |
| | 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 | 10 | |
| Participation in tutorials | 2 | |
| Preparation of project / essay / etc. | 8 | |
| Preparation for test / exam | 18 | |
| TOTAL workload | 75 | |
| ECTS credits | 3 | |

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|--------------------------------------------------|
| Research and Learning Tutoring |
| discussion classes, 25 hours |
| Winter /Spring semester (semester no. 2,3,4,5,6) |
| Bachelor |
| 1 (for each 5 hours/per semester) |
| English |
| |

COURSE OBJECTIVES

The aim of the course is to acquire knowledge, new competencies and development of skills related to the studied field by students in individual work with a tutor.

COURSE CONTENT

1. Tools to support effective learning and the achievement of developmental and professional goals
2. Selection of further development paths for student work, assistance in choosing research topics,
3. Improve individual study skills. Building relationships with
4. Building relations with students. Ethical issues in social research. Individual career development and development of individual career and entrepreneurship of students.

LEARNING OUTCOMES

Student understands the specifics of the studied field, recognizes the possibilities of using the acquired knowledge of social processes and phenomena

The student is able to manage his/her own time and cooperate in a team

Student exchanges views and conducts substantive discussions in the field of social sciences

Student demonstrates the ability to solve team problems while respecting ethical principles

Student is ready to participate (in various roles) in social issues projects of local and regional range.

Completing the successive stages of work according to the tutoring plan created by the lecturer and the student

LITERATURE

Maciej Kowalewski
Maciej.kowalewski@usz.edu.pl

COURSE SYLLABUS AND SPECIFICATION

| Curriculum title: USNSP-NoP-O-II-S-20/21Z-IS | | | | | | | |
|---------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------|-------------------------------------------|--|
| Course title: Security Policy of the European Union | | | | | Course code: NSP09AIIJ3439_9S | | |
| Name of field of study: political science | | | | | | | |
| Mode and cycle of study: second degree, full - time | | | Profile of study: general academic | | Specialty: International Studies | | |
| Course / module status obligatory | | | | Language of instruction: semester: 4 - english language | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS | |
| | | | | w tym e-learning | | | |
| 2 | 4 | discussion classes | 15 | 0 | pg | 3 | |
| Total | | | 15 | | | 3 | |
| Course / module coordinator | | dr MONIKA POTKAŃSKA | | | | | |
| Course instructor | | dr MONIKA POTKAŃSKA | | | | | |
| Course / module objectives | | understanding of security policy of the European Union; improvement of analytical and interpretative skills | | | | | |
| Prerequisites | | general knowledge of the European Union | | | | | |
| LEARNING OUTCOMES | | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | | |
| knowledge | 1 | EP1 | has advanced knowledge of the home affairs policy and security policy of the European Union | K_W12 | | | |
| skills | 1 | EP2 | can analyze and interpret of the home affairs policy and security policy of the European Union | K_U15 | | | |
| social competences | 1 | EP3 | is ready to develop his social in security policy of the European Union | K_K08 | | | |
| CONTENT | | | | | Semester | No. of hours | |
| | | | | | | w tym e-learning | |
| Subject title: Security Policy of the European Union | | | | | | | |
| Format of instruction: discussion classes | | | | | | | |
| 1. Home affairs policy | | | | | 4 | 5 | |
| 2. Security and defence policy | | | | | 4 | 5 | |
| 3. Crisis management in the EU | | | | | 4 | 5 | |
| Modes of delivery | | analysis of selected problems with multimedia presentation | | | | | |
| Assessment methods | | | | | | No. of learning outcome from the syllabus | |
| | | written work / essay / review | | | | EP1,EP2,EP3 | |
| | | presentation | | | | EP1,EP2,EP3 | |

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|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------|--------------------|------------------------|
| Grading criteria | Credit with grade from exercises based on positive grade from multimedia presentation. | | | | |
| | Grade calculation principles | | | | |
| | The final grade (coordinator) is a grade from exercises. | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 4 | Security Policy of the European Union (polityka bezpieczeństwa Unii Europejskiej) | | Nieobliczana | |
| | 4 | Security Policy of the European Union (polityka bezpieczeństwa Unii Europejskiej) [ćwiczenia] | passing with a grade | | |
| Basic reading | Borders and security brochure, http://ec.europa.eu/dgs/home-affairs/e-library/multimedia/publications/index_en.htm#080126248aec476a/c_ | | | | |
| | Justice and fundamental rights, https://ec.europa.eu/info/topics/justice-and-fundamental-rights_en | | | | |
| | Security 2020 - Meeting the challenge, http://ec.europa.eu/dgs/home-affairs/e-library/multimedia/publications/index_en.htm#080126248e152cc8/c_ | | | | |
| | The Common Security and Defence Policy (CSDP), https://eeas.europa.eu/topics/common-security-and-defence-policy-csdp_en | | | | |
| Supplementary reading | Humanitarian principles, https://ec.europa.eu/echo/who/humanitarian-aid-and-civil-protection/humanitarian-principles_en | | | | |

STUDENT WORKLOAD

| | No. of hours | |
|---------------------------------------|--------------|------------------|
| | | W tym e-learning |
| Contact hours | 15 | |
| Participation in test / exam | 0 | |
| Preparation for contact hours | 10 | |
| Private reading and studying | 15 | |
| Participation in tutorials | 15 | |
| Preparation of project / essay / etc. | 20 | |
| Preparation for test / exam | 0 | |
| TOTAL workload | 75 | |
| ECTS credits | 3 | |

COURSES YLLABUS AND SPECIFICATION

| Curriculum title: USNSP-SS-O-I-S-23/24Z | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------|----------|
| Course title: Social Conflict Theory (teorie konfliktu społecznego) (KIERUNKOWE) | | | | Course code: NSP190AIJ3437_5S | | |
| Name of field of study: Social Sciences | | | | | | |
| Mode and cycle of study: first-degree, full - time | | Profile of study: general academic | | Specialty: | | |
| Course / module status obligatory | | | Language of instruction: semester: 4 - english language polish language | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS |
| | | | | w tym e-learning | | |
| 2 | 4 | discussion classes | 10 | 0 | pg | 3 |
| | | lecture | 10 | 0 | pg | |
| Total | | | 20 | | | 3 |
| Course / module coordinator | | dr ROBERT BARTŁOMIEJSKI | | | | |
| Course instructor | | dr ROBERT BARTŁOMIEJSKI | | | | |
| Course / module objectives | | To provide students with the knowledge and skills needed to analyse social conflicts in different contexts of social life. | | | | |
| Prerequisites | | No prerequisites. | | | | |
| LEARNING OUTCOMES | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | |
| knowledge | 1 | EP1 | The student knows, understands the perspectives of different interest groups in different types of social conflicts. | K_W06 K_W10 | | |
| skills | 1 | EP2 | The student is able to apply social conflict theories to the analysis of contradictions between different interest groups and predict possible scenarios of solving disagreements. | K_U01 K_U03 | | |
| social competences | 1 | EP3 | Student conclude that knowledge is important in resolving conflict situations and is ready to take part in social actions for the benefit of the society. | K_K02 K_K08 | | |
| CONTENT | | | | No. of hours | | |
| | | | | w tym e-learning | | |
| Subject title: Social Conflict Theory (teorie konfliktu społecznego) | | | | | | |
| Format of instruction: lecture | | | | | | |
| 1. Marksistowska koncepcja sprzeczności i konfliktów społecznych a koncepcje teoretyków burżuazyjnych | | | 4 | 2 | 0 | |
| 2. Struktura i dynamika konfliktów społecznych | | | 4 | 2 | 0 | |
| 3. Główne płaszczyzny przejawiania się sprzeczności wywołujących konflikty społeczne (dane, strukturalne, relacji, wartości, interesów) i ich funkcje społeczne. | | | 4 | 2 | 0 | |
| 4. Konflikty ról społecznych i konflikty w obrębie roli społecznej | | | 4 | 2 | 0 | |
| 5. Strategie rozwiązywania konfliktów społecznych | | | 4 | 2 | 0 | |
| Format of instruction: discussion classes | | | | | | |
| 1. Sprzeczności i konflikty: przegląd definicji i typologii | | | 4 | 2 | 0 | |
| 2. O przyczynach, znaczeniu i funkcjach: Czym jest konflikt w życiu społecznym? | | | 4 | 2 | 0 | |

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| 3. Konflikt a nierówności społeczne. Warunki powstawania konfliktów na przykładach: konflikt w rodzinie, konflikt w zakładzie pracy, konflikt lokalizacyjny - syndrom NIMBY, konflikt ekologiczny; | | 4 | 3 | 0 | |
| 4. Strategie rozwiązywania konfliktów na przykładach: konflikt w rodzinie, konflikt w zakładzie pracy, konflikt lokalizacyjny - syndrom NIMBY, konflikt ekologiczny; | | 4 | 3 | 0 | |
| Modes of delivery | Metody problemowe (wykład problemowy; wykład konwersatoryjny; klasyczna metoda problemowa; aktywizujące /metoda przypadków; metoda sytuacyjna; inscenizacja; gry dydaktyczne: symulacyjne, decyzyjne, okrągłego stołu, burza mózgów); Metody podające (wykład informacyjny; pogadanka; opowiadanie; opis; prelekcja; anegdota; odczyt; wyjaśnienie); Metody praktyczne (pokaz; metoda przewodniego tekstu). | | | | |
| Assessment methods | | | No. of learning outcome from the syllabus | | |
| | PRACA PISEMNA/ ESEJ/ RECENZJA | | EP1,EP2,EP3 | | |
| | PREZENTACJA | | EP1,EP2,EP3 | | |
| | Metody i formy weryfikacji efektów uczenia się mogą zostać zmienione dla studentów ze szczególnymi potrzebami na warunkach i zasadach określonych w Regulaminie Studiów Uniwersytetu Szczecińskiego. | | | | |
| Grading criteria | <p>The condition for obtaining an evaluation is:</p> <p>1. written work based on the diagnosis, freely chosen by the student, of a conflict situation observed in his/her local environment. Written work should include an analysis of the conflict situation, identification of interest groups, description of possible variants of conflict resolution.</p> <p>2. defense of the written work - 4 questions concerning the analysis of the conflict situation (25%), identification of interest groups (25%), possible variants of conflict resolution (25%), degree of complexity of the conflict situation in the theoretical perspective (25%).</p> | | | | |
| | <p>Grade calculation principles</p> <p>The final grade in the course is the arithmetic mean of written work (50%) and oral defence of written work (50%).</p> <p>Written work - Assessment criteria: analysis of conflict situation (25%), identification of interest groups (25%), description of possible variants of conflict resolution (25%), degree of difficulty of conflict situation (25%).</p> <p>2. defense of written work (in the form of oral answer to 4 questions concerning the analysis of conflict situation (25%), identification of interest groups (25%), possible variants of conflict resolution (25%), degree of complexity of conflict situation in the theoretical view (25%).</p> | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 4 | Social Conflict Theory (teorie konfliktu społecznego) | | Nieobliczana | |
| | 4 | Social Conflict Theory (teorie konfliktu społecznego) [wykład] | zaliczenie z oceną | | |
| | 4 | Social Conflict Theory (teorie konfliktu społecznego) [ćwiczenia] | zaliczenie z oceną | | |
| Basic reading | Craig Calhoun (2007): Contemporary sociological theory, Blackwell Publ., Malden | | | | |
| | Dahrendorf, R. (1990): The modern social conflict : an essay on the politics of liberty, Univ.of California Press, Berkeley; Los Angeles | | | | |
| Supplementary reading | Lemert Ch. (2004): Social theory. The multicultural and classic readings., Westview, Boulder, Colorado; Oxford | | | | |
| | Turner, J. H. (2013): Contemporary sociological theory, SAGE, Thousand Oaks, Calif.; London | | | | |
| STUDENT WORKLOAD | | | | | |
| | | No. of hours | | | |
| | | W tym e-learning | | | |
| Contact hours | 20 | | 0 | | |
| Participation in test / exam | 1 | | 0 | | |
| Preparation for contact hours | 10 | | 0 | | |
| Private reading and studying | 10 | | 0 | | |
| Participation in tutorials | 10 | | 0 | | |
| Preparation of project / essay / etc. | 20 | | 0 | | |
| Preparation for test / exam | 4 | | 0 | | |
| TOTAL workload | 75 | | | | |
| ECTS credits | 3 | | | | |

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| COURSE TITLE : | Social Movements and Politics of Contention |
| LEARNING FORMAT AND NUMBER OF HOURS | <i>lecture, 15 hours</i> |
| STUDY PERIOD: | <i>Spring semester</i> |
| LEVEL | <i>Bachelor</i> |
| ECTS POINTS | <i>1</i> |
| LANGUAGE | <i>English</i> |
| PREREQUISITES | |
| COURSE OBJECTIVES | |
| The aim of the course is to acquaint students with the issues of social movements and civil contention policies. | |
| COURSE CONTENT | |
| <ol style="list-style-type: none"> 1. Social movement theory: an introduction 2. Social movements and their members 3. Methodologies for researching social movements 2 4 0 4. The politics of dissent (contestation). Protest tactics 5. discussion of selected social movements | |
| LEARNING OUTCOMES | |
| <i>knowledge:</i> | Student has knowledge of contemporary social movements |
| <i>skills:</i> | Student can analyze the causes and conditions of social movements. Can explain these phenomena in conceptual terms specific to social sciences |
| <i>social competences:</i> | The student is ready to use the knowledge (independently and in teamwork) in civic activity projects. |
| REQUIREMENTS AND GRADING SYSTEM | Written (6-8 pages) group project. The aim of the assignment is to Describe the aims, tactics, key players, key events, and outcomes of the chosen social movement. |
| LITERATURE | |
| <p>Albert Breton, Gianluigi Galeotti, Pierre Salmon, Ronald Wintrobe (2010): Political extremism and rationality, CUP</p> <p>Emily Gaarder (2011): Women and the animal rights movement , Rutgers</p> <p>Hanspeter Kriesi, Sarah A. Soule, David A. Snow (Eds.) (2004): The Blackwell Companion to Social Movements, Blackwell-Wiley</p> <p>James M. Jasper, Jeff Goodwin (Eds.) (2014): The Social Movements Reader: Cases and Concepts, Wiley</p> | |
| NAME OF THE TEACHER AND CONTACT | Maciej Kowalewski Maciej.kowalewski@usz.edu.pl |

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| COURSE TITLE : | <i>Social Psychology</i> |
| LEARNING FORMAT AND NUMBER OF HOURS | <i>lecture, 30 hours, discussion classes 30 hours</i> |
| STUDY PERIOD: | <i>Spring semester</i> |
| LEVEL | <i>Bachelor</i> |
| ECTS POINTS | 4 |
| LANGUAGE | <i>English</i> |
| PREREQUISITES | <i>Communicatwe level of English</i> |
| COURSE OBJECTIVES | |
| <p>This course will consist of 30 hours which will introduce the social psychological understanding of human cognition, affect and behavior. The goal of the course is to find different explanations of human behavior in given social situations. The course will provide students with a background in classic and modern social psychological theories, as well as opportunities to interpret the real-life problems within the theoretical framework of social psychology. During the course the students will learn about basic mechanisms underlying behavior of individuals in social groups.</p> | |
| COURSE CONTENT | |
| <ol style="list-style-type: none"> 1.1 ntroducing Social Psychology 2.Methodology: How social psychologists do research 3.Social Cognition: How people think about the social word 4.Social Perception: How people come to understand other people 5.The Self: Understanding ourselves in a social context 6.Cognitive Dissonance and the need to protect our self-esteem 7.Attitudes and Attitude change: influencing thoughts and feelings 8.Conformity and obedience: Influencing behavior 9.Group Processes: Influence in social groups 10 .Attraction and relationships: From initial impressions to long-term intimacy 11.Prosocial behavior: Why do people help? 12.Aggression: types, determinants and consequences 13.Prejudice: causes and consequences 13.Stereotypes 14.Gender roles 15.Cultural Psychology 16.Social Communication 17.Social Development | |
| LEARNING OUTCOMES | |
| <i>knowledge:</i> | <p>Student has basic knowledge of the specificity of social psychology. Student knows the basic terminology of the discipline</p> <p>Student has knowledge of the methodology of the social psychology and understands the research methods and techniques necessary for analysis as well as IT tools for data</p> |

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| | collection and analysis. |
| <i>skills:</i> | <p>Student is able to search for, analyze, evaluate, select and use information from a variety of data sources, and then argue with other authors' views, formulate conclusions and make summaries.</p> <p>Student has the research skills to select the right methods and tools to analyze psychological problems.</p> <p>Student is able to use basic theoretical knowledge to describe, synthesize and critically analyse complex psychological problems in social contexts</p> |
| <i>social competences:</i> | <p>Student is ready to critically assess your knowledge and content, including consulting experts in case of difficulties with solving the problem</p> <p>Student is ready to think and act in an entrepreneurial manner, including in the public interest</p> |
| REQUIREMENTS AND GRADING SYSTEM | <p>Knowledge and competences from the lectures is assessed with a written exam (multiple choice questions). This exam accounts for 100% of the final grade.</p> <p>Grading criteria:</p> <p>90% of knowledge or more = 5</p> <p>80-89% of knowledge = 4.5</p> <p>70-79% of knowledge = 4</p> <p>60-69% of knowledge = 3.5</p> <p>50-59% of knowledge = 3</p> <p>below 50% of knowledge = 2 (fail)</p> <p>Attendance is obligatory for lectures. No more than 2 of each can be missed without valid excuse.</p> |
| LITERATURE | |
| <p>Aronson, E. (2011). <i>The Social Animal</i> (11th ed.). New York: Worth/Freeman.</p> <p>Aronson, E., Wilson, T. D., Akert, R. M., & Sommers S. R. (2015). <i>Social psychology</i> (9th ed.). New York: Prentice Hall</p> <p>Abele, A. E., & Wojciszke, B. (2007). Agency and communion from the perspective of self versus others. <i>Journal of Personality and Social Psychology</i>, 93(5), 751-763.</p> <p>Gaertner, S. L., Dovidio, J. F., Anastasio, P. A., Bachman, B. A., & Rust, M. C. (1993). The common ingroup identity model: Recategorization and the reduction of intergroup bias. <i>European Review of Social Psychology</i>, 4(1), 1-26.</p> <p>Goldstein, N. J., & Griskevicius, V. (2007). The constructive, destructive, and reconstructive power of social norms. <i>Psychological Science</i>, 18(5), 429-434.</p> | |
| <p>Hogg M. & Vaughan, G. (2011) Chapter 1 Introducing social Psychology In: , M, Hogg & G., Vaughan Social Psychology. Pearsons Education. Section - Methodological Issues (pp 8-19)</p> | |

- Markus, H., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98, 224-253.
- Stangor, C., & Schaller, M. (2000). Stereotypes as individual and collective representations. In C. Stangor (Ed.), *Key readings in social psychology*.
Stereotypes and prejudice: Essential readings (pp. 64-82). New York: Psychology Press.
- Tajfel, H. (1979). Individuals and groups in social psychology. *British Journal of Clinical Psychology*, 18(2), 183-190

NAME OF THE TEACHER Dr hab. Piotr Próchniak, Prof. University of Szczecin
AND CONTACT piotr.prochniak@usz.edu.pl

COURSES YLLABUS AND SPECIFICATION

| Curriculum title: USNSP-SS-O-I-S-20/21Z | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------|-------------------------------------------|
| Course title: Social Sciences in Global Perspective (nauki społeczne w perspektywie globalnej) (KIERUNKOWE) | | | | | Course code: NSP190AIJ3437_57S | |
| Name of field of study: Social Sciences | | | | | | |
| Mode and cycle of study: first-degree, full - time | | | Profile of study: general academic | | Specialty: | |
| Course / module status obligatory | | | Language of instruction: semester: 5 - english language | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS |
| | | | | w tym e-learning | | |
| 3 | 5 | lecture | 10 | 0 | pg | 1 |
| Total | | | 10 | | | 1 |
| Course / module coordinator | | dr hab. MACIEJ KOWALEWSKI | | | | |
| Course instructor | | dr hab. MACIEJ KOWALEWSKI | | | | |
| Course / module objectives | | The aim of the course is to provide introduction to the interdisciplinary field of the social sciences global perspective The aim of the course is for students to acquire the ability to analyse social phenomena in a global perspective. | | | | |
| Prerequisites | | | | | | |
| LEARNING OUTCOMES | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | |
| knowledge | 1 | EP1 | Student has a deepened knowledge in the area of the global social sciences | K_W04 | | |
| skills | 1 | EP2 | Student is able to use his/her knowledge within area of specialisation in the context of the changing roles and functions of the social sciences in historical, sociologica and global perspectives | K_U01 K_U03 | | |
| social competences | 1 | EP3 | Students are ready to expand their knowledge based on the experience and achievements of researchers and research centres of international scope. | K_K01 K_K02 | | |
| CONTENT | | | | Qpmppefpr emester | | No. of hours |
| | | | | | | w tym e-learning |
| Subject title: Social Sciences in Global Perspective (nauki społeczne w perspektywie globalnej) | | | | | | |
| Format of instruction: lecture | | | | | | |
| 1. Wytwarzanie wiedzy społecznej | | | | 5 | 4 | |
| 2. Nauki społeczne globalnego południa i północy | | | | 5 | 2 | |
| 3. Nauki społeczne - kluczowe tematy w perspektywie globalnej: władza, płeć, nierówności, wolność, sprawiedliwość, państwo dobrobytu. | | | | 5 | 2 | |
| 4. Media masowe i nowe media ? wpływ na wiedzę o procesach globalizacji i uniwersalizacji | | | | 5 | 2 | |
| Modes of delivery | | Wykład z omówieniem studiów przypadku | | | | |
| Assessment methods | | | | | | No. of learning outcome from the syllabus |
| | | SPRAWDZIAN | | | | EP1,EP2,EP3 |

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|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------|--------------------|------------------------|
| Grading criteria | Obtaining a positive grade on the written examination | | | | |
| | Grade calculation principles | | | | |
| | Obtaining a positive grade on the written test, consisting of three questions (3 correct answers - 5.0 mark, 2 - 4.0, 1 - 3.0) | | | | |
| 100% of the course grade is from the written (final) test | | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 5 | Social Sciences in Global Perspective (nauki społeczne w perspektywie globalnej) | | Ważona | |
| | 5 | Social Sciences in Global Perspective (nauki społeczne w perspektywie globalnej) [wykład] | zaliczenie z oceną | | 1,00 |
| Basic reading | Camic Charles, Gross Neil, Lamont Mich?le (2011): Social knowledge in the making, University of Chicago Press | | | | |
| | John Gerring (2013): Social science methodology : a unified framework, Cambridge University Press | | | | |
| | Juliet Kaarbo, James Lee Ray. (2011): Global politics, Wadsworth Cengage Learning | | | | |
| | Raewyn Connell (2007): Southern theory : the global dynamics of knowledge in social science, Wiley | | | | |
| Supplementary reading | | | | | |

STUDENT WORKLOAD

| | No. of hours | |
|---------------------------------------|--------------|------------------|
| | | W tym e-learning |
| Contact hours | 10 | |
| Participation in test / exam | 2 | |
| Preparation for contact hours | 0 | |
| Private reading and studying | 8 | |
| Participation in tutorials | 0 | |
| Preparation of project / essay / etc. | 0 | |
| Preparation for test / exam | 5 | |
| TOTAL workload | 25 | |
| ECTS credits | 1 | |

| Curriculum title: USNSP-SS-O-I-S-20/21Z | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------|-------------------------------------------|
| Course title: Social Studies in different social contexts (nauki społeczne w różnych kontekstach społecznych) (KIERUNKOWE) | | | | | Course code: NSP190AIJ3437_69S | |
| Name of field of study: Social Sciences | | | | | | |
| Mode and cycle of study: first-degree, full - time | | | Profile of study: general academic | | Specialty: | |
| Course / module status obligatory | | | Language of instruction: semester: 6 - english language | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS |
| | | | | w tym e-learning | | |
| 3 | 6 | konwersatorium | 15 | 0 | pg | 2 |
| Total | | | 15 | | | 2 |
| Course / module coordinator | | dr Natalia Maksymowicz - Mróz | | | | |
| Course instructor | | dr Natalia Maksymowicz - Mróz | | | | |
| Course / module objectives | | The aim of the course is to provide students with knowledge of the diversity of foundations and perspectives for the development of social sciences, and to acquire competences for them to track the interdependence of the development of integration and disintegration processes in activities and thinking about society | | | | |
| Prerequisites | | Brak | | | | |
| LEARNING OUTCOMES | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | |
| knowledge | 1 | EP1 | The student understands the importance of the social context in designing and implementing research in the field of social sciences | K_W02 K_W05 | | |
| skills | 1 | EP2 | Student has ability to use social and multicultural differences for solving problems in professional and social activity | K_U02 K_U03 | | |
| social competences | 1 | EP3 | The student is ready to analyze the specifics of organizing his work in multicultural groups | K_K03 K_K08 | | |
| CONTENT | | | | | Semester | No. of hours |
| | | | | | | w tym e-learning |
| Subject title: Social Studies in different social contexts (nauki społeczne w różnych kontekstach społecznych) | | | | | | |
| Format of instruction: konwersatorium | | | | | | |
| 1. 1. Society and social sciences. The principles of differentiation of societies. | | | | | 6 | 3 |
| 2. 2. Key aspects of social heterogeneity | | | | | 6 | 3 |
| 3. 3. The influence of the history of society on the features of forming social sciences in each country | | | | | 6 | 6 |
| 4. 4. The problem of mentality and identity in the context of globalization. | | | | | 6 | 3 |
| Modes of delivery | | wykład, dyskusja akademicka | | | | |
| Assessment methods | | | | | | No. of learning outcome from the syllabus |
| | | PRACA PISEMNA/ ESEJ/ RECENZJA | | | | EP1,EP2,EP3 |

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|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------|--------------------|------------------------|
| Grading criteria | The condition for passing is to receive a positive assessment from the written work | | | | |
| | Grade calculation principles | | | | |
| | The final grade is given on the basis of activity in the classroom and written work on the given topic | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 6 | Social Studies in different social contexts (nauki społeczne w różnych kontekstach społecznych) | | Ważona | |
| | 6 | Social Studies in different social contexts (nauki społeczne w różnych kontekstach społecznych) [konwersatorium] | zaliczenie z oceną | | 1,00 |
| Basic reading | Dallmayr F., Demenchonok E. (2019): A World Beyond Global Disorder. The Courage to Hope , Cambridge Scholars Publishing, Cambridge | | | | |
| | David Colander (2019): Social Science: An Introduction to the Study of Society, Routledge; 17 edition | | | | |
| | James Mahoney (Editor), Dietrich Rueschemeyer (Editor) (2003): Comparative Historical Analysis in the Social Sciences (Cambridge Studies in Comparative Politics), Cambridge University Press, Cambridge | | | | |
| | Schutz A. (2012): O wielości światów. Szkice z socjologii fenomenologicznej, NOMOS, Kraków | | | | |
| Supplementary reading | Bo Strath, Nina Witoszek (1999): The Postmodern Challenge: Perspectives East and West. , Brill Rodopi, Amsterdam | | | | |
| | Gillian MacNaughton and Diane F. Frey (2018): Economic and Social Rights in a Neoliberal World, Cambridge University Press, Cambridge | | | | |
| STUDENT WORKLOAD | | | | | |
| | | No. of hours | | | |
| | | W tym e-learning | | | |
| Contact hours | 15 | | | | |
| Participation in test / exam | 0 | | | | |
| Preparation for contact hours | 7 | | | | |
| Private reading and studying | 10 | | | | |
| Participation in tutorials | 4 | | | | |
| Preparation of project / essay / etc. | 14 | | | | |
| Preparation for test / exam | 0 | | | | |
| TOTAL workload | 50 | | | | |
| ECTS credits | 2 | | | | |

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| COURSE TITLE : | <i>Socio-Economic Demographics</i> |
| LEARNING FORMAT AND NUMBER OF HOURS | <i>Lecture and laboratories, 30 hours</i> |
| STUDY PERIOD: | <i>Summer semester</i> |
| LEVEL | <i>Bachelor</i> |
| ECTS POINTS | <i>3</i> |
| LANGUAGE | <i>English</i> |
| PREREQUISITES | <i>No prerequisites</i> |
| COURSE OBJECTIVES | |
| <i>Obtain basic knowledge of demographic phenomena and processes and their relationship to selected socio-economic problems.</i> | |
| <i>Transfer of skills for analysing and interpreting demographic phenomena</i> | |
| COURSE CONTENT | |
| <ol style="list-style-type: none"> <i>1. Basic demographic Methods and Measures</i> <i>2. Age-specific Rates and Probabilities</i> <i>3. Vital processes</i> <i>4. Demographic models</i> <i>5. Fertility and Reproduction</i> <i>6. Spatial patterns and processes</i> <i>7. Population Projections</i> | |
| LEARNING OUTCOMES | |
| <i>knowledge:</i> | <i>Student is familiar with methods of analysing of demographic phenomena and processes.</i> |
| <i>skills:</i> | <i>Student uses basic demographic theories and methods to describe phenomena and processes.</i> |
| <i>social competences:</i> | <i>The student is ready to carry out a socio-economic survey project taking into account demographic problems.</i> |
| REQUIREMENTS AND GRADING SYSTEM | <p><i>Written exam in order to verify the knowledge presented during lectures.</i></p> <p><i>Assessment of laboratories on the basis of a project that solves the socio-demographic problem and its public presentation.</i></p> <p><i>Rules for calculating the assessment</i></p> <p><i>Lecture: Written exam in the form of open questions (five questions), giving the correct answers to three questions is a sufficient assessment, four questions is a good assessment, five questions is a very good assessment.</i></p> <p><i>Laboratories: The evaluation of the project/presentation takes into account the completeness of the topic, substantive</i></p> |

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| | <i>correctness, originality of the proposed solutions, attractiveness of the presentation.</i> |
| LITERATURE | |
| | <ol style="list-style-type: none"> 1. <i>Rowland D. T. (2003): Demographic Methods and Concepts, Oxford</i> 2. <i>Preston S., Heuveline P., Guillot M. (2001): Demography: Measuring and Modeling Population Processes, Blackwell Publishing</i> 3. <i>Pressat R., Wilson C. (1985): Dictionary Of Demography, Blackwell Publishing</i> |
| NAME OF THE TEACHER AND CONTACT | <i>Dr Marta Hozer-Koćmiel marta. hozer-kocmiel@usz.edu.pl</i> |

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| COURSE TITLE : | Statistics for Social Science |
| LEARNING FORMAT AND NUMBER OF HOURS | <i>lecture, 15 hours</i> |
| STUDY PERIOD: | <i>Summer semester</i> |
| LEVEL | <i>Bachelor</i> |
| ECTS POINTS | <i>1</i> |
| LANGUAGE | <i>English</i> |
| PREREQUISITES | <i>No prerequisites</i> |
| COURSE OBJECTIVES | |
| <i>The aim of the subject is to obtain basic knowledge of the quantitative description of socio-economic phenomena. The student is to be able to conduct a study on the structure, correlation and dynamics of chosen phenomena.</i> | |
| COURSE CONTENT | |
| <ol style="list-style-type: none"> <i>1. Basic terms</i> <i>2. Measures of central tendency and variability</i> <i>3. Asymmetry and concentration</i> <i>4. Correlation analysis</i> <i>5. Regression analysis</i> <i>6. Short-term changes analysis</i> <i>7. c</i> | |
| LEARNING OUTCOMES | |
| <i>knowledge:</i> | <i>Student knows methods of analysing, diagnosing, and predicting the regularities of socio-economic phenomena and processes</i> |
| <i>skills:</i> | <i>Student can analyse statistical accurateness, diagnose and predict economic phenomena with the usage of quantitative methods and tools</i> |
| <i>social competences:</i> | <i>Readiness to critically assess the sources of information obtained, ability to use the results of available studies</i> |
| REQUIREMENTS AND GRADING SYSTEM | <i>Written test in the form of open questions (five questions), giving the correct answers to three questions is a sufficient assessment, four questions is a good assessment, five questions is a very good assessment. During the test students can use unified tables with statical formulas</i> |

LITERATURE



1. Leon-Guerrero A., Frankfort-Nachmias C. (2012): Essentials of social statistics for a diverse society, SAGE, Thousand Oaks
2. Landers R.N. (2013): A step by step introduction to statistics for business, SAGE
3. Weinbach, R. W., Grinnell, R. M. (2007): Statistics for social workers, Pearson, Boston

NAME OF THE TEACHER

marta.hozer-kocmiel@usz.edu.pl

COURSES YLLABUS AND SPECIFICATION

| Curriculum title: USNSP-SS-O-I-S-20/21Z | | | | | | |
|---------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------|----------|
| Course title: Storytelling and social communication (narracje i komunikacja społeczna) (KIERUNKOWE) | | | | | Course code: NSP190AIJ3437_58S | |
| Name of field of study: Social Sciences | | | | | | |
| Mode and cycle of study: first-degree, full - time | | | Profile of study: general academic | | Specialty: | |
| Course / module status obligatory | | | Language of instruction: semester: 5 - english language | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS |
| | | | | w tym e-learning | | |
| 3 | 5 | konwersatorium | 15 | 0 | pg | 1 |
| Total | | | 15 | | | 1 |
| Course / module coordinator | | dr KALINA KUKIEŁKO | | | | |
| Course instructor | | dr KALINA KUKIEŁKO | | | | |
| Course / module objectives | | Providing students with basic knowledge in the field of storytelling in the context of social communication. Familiarizing students with the subject of storytelling influence. Introducing students to issues related to the building of the story | | | | |
| Prerequisites | | Basic knowledge in the field of social sciences. Knowledge of issues, concepts and theories related to analysis and interpretation observed social phenomena. | | | | |
| LEARNING OUTCOMES | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | |
| knowledge | 1 | EP1 | Student describes the characteristics of the storytelling in the context of social communication | K_W05 | | |
| skills | 1 | EP2 | Student has the ability to communicate her/his own views by telling stories | K_U03 | | |
| | 2 | EP3 | The student analyzes the structure and effects of the story in the context of social communication | K_U06 | | |
| social competences | 1 | EP4 | Student is ready to work in a group during implementation of tasks | K_K03 | | |
| | 2 | EP5 | Student is ready to follow and develop the rules ethical and scientific integrity, including requirements of this from others | K_K06 | | |
| CONTENT | | | | | No. of hours | |
| | | | | | w tym e-learning | |
| Subject title: Storytelling and social communication (narracje i komunikacja społeczna) | | | | | | |
| Format of instruction: konwersatorium | | | | | | |
| 1. Storytelling and social communication - introduction | | | | | 5 | 2 |
| 2. Creating a narrative | | | | | 5 | 2 |
| 3. Attracting attention | | | | | 5 | 2 |
| 4. Relation building | | | | | 5 | 2 |
| 5. Emotional engagement | | | | | 5 | 2 |
| 6. Authenticity building | | | | | 5 | 2 |
| 7. Storytelling effects | | | | | 5 | 3 |

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|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------|--------------------|-------------------------------------------|
| Modes of delivery | Practical methods; project method | | | | |
| Assessment methods | | | | | No. of learning outcome from the syllabus |
| | PREZENTACJA | | | | EP1,EP2,EP3,EP4,EP5 |
| | ZAJĘCIA PRAKTYCZNE (WERYFIKACJA POPRZEZ OBSERWACJĘ) | | | | EP1,EP2,EP3,EP4,EP5 |
| Grading criteria | The condition of getting credit is the preparation and presentation of a story on a topic related to contemporary social life | | | | |
| | Grade calculation principles Preparation and presentation of the story - 80% (substantive correctness, originality of the proposed perspective, the attractiveness of the presentation); 20% - attendance and activity during the classes | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 5 | Storytelling and social communication (narracje i komunikacja społeczna) | | Nieobliczana | |
| | 5 | Storytelling and social communication (narracje i komunikacja społeczna) [konwersatorium] | zaliczenie z oceną | | |
| Basic reading | Campbell Joseph (2003): The Hero's Journey, New World Library, Novato, California | | | | |
| Supplementary reading | | | | | |

STUDENT WORKLOAD

| | No. of hours | |
|---------------------------------------|--------------|------------------|
| | | W tym e-learning |
| Contact hours | 15 | |
| Participation in test / exam | 0 | |
| Preparation for contact hours | 2 | |
| Private reading and studying | 2 | |
| Participation in tutorials | 2 | |
| Preparation of project / essay / etc. | 4 | |
| Preparation for test / exam | 0 | |
| TOTAL workload | 25 | |
| ECTS credits | 1 | |

COURSES YLLABUS AND SPECIFICATION

| Curriculum title: USNSP-NoP-O-II-S-21/22Z-IS | | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------|------------------|---|
| Course title: Terrorism in a globalized world (terroryzm w zglobalizowanym świecie) (SPECJALNOŚCI / SPECJALIZACJE / MODUŁY SPECJALNOŚCIOWE) | | | | | Course code: NSP09AIIJ3439_1S | | |
| Name of field of study: nauki o polityce | | | | | | | |
| Mode and cycle of study: second degree, full - time | | | Profile of study: general academic | | Specialty: International Studies | | |
| Course / module status obligatory | | | | Language of instruction: semestr: 2 - english language (100%) | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS | |
| | | | | w tym e-learning | | | |
| 1 | 2 | konwersatorium | 30 | 0 | pg | 4 | |
| Total | | | 30 | | | 4 | |
| Course / module coordinator | | dr MICHAŁ ROMAŃCZUK | | | | | |
| Course instructor | | dr MICHAŁ ROMAŃCZUK | | | | | |
| Course / module objectives | | The course aim is to provide knowledge and skills related to the methods and mechanism of the European Union in fight against terrorism | | | | | |
| Prerequisites | | General knowledge of the security of the European Union | | | | | |
| LEARNING OUTCOMES | | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | | |
| knowledge | 1 | EP1 | has knowledge of international security, security threats and their causes; has knowledge of the mechanisms of national security and international organizations | K_W13 | | | |
| skills | 1 | EP2 | student can analyze the international situation and causes of threats | K_U15 | | | |
| social competences | 1 | EP3 | student is ready to take action and create security analyzes | K_K11 | | | |
| CONTENT | | | | | No. of hours | | |
| | | | | | Qpmpefor emester | w tym e-learning | |
| Subject title: Terrorism in a globalized world (terroryzm w zglobalizowanym świecie) | | | | | | | |
| Format of instruction: konwersatorium | | | | | | | |
| 1. Classification of terrorism | | | | | 2 | 4 | 0 |
| 2. Origins of modern terrorism | | | | | 2 | 2 | 0 |
| 3. The process of radicalization in contemporary terrorism | | | | | 2 | 2 | 0 |
| 4. Global terrorist networks | | | | | 2 | 4 | 0 |
| 5. Terrorist propaganda | | | | | 2 | 2 | 0 |
| 6. Women's role in terrorism | | | | | 2 | 2 | 0 |
| 7. Children in terrorist organizations | | | | | 2 | 2 | 0 |
| 8. Contemporary ideologues of global terrorism | | | | | 2 | 6 | 0 |
| 9. Terrorist organizations | | | | | 2 | 6 | 0 |
| Modes of delivery | | analysis of selected problems | | | | | |

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|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------|--------------------|-------------------------------------------|
| Assessment methods | | | | | No. of learning outcome from the syllabus |
| | | | | | |
| | PWRITTEN RACE/ ESSAY/ REVIEW | | | | EP1,EP2,EP3 |
| | PROJECT | | | | EP1,EP2,EP3 |
| PRACTICAL CLASSES (VERIFICATION BY OBSERVATION) | | | | EP2,EP3 | |
| Grading criteria | credit with a grade from exercises based on a positive grade from the project, and the written paper | | | | |
| | Grade calculation principles | | | | |
| | the final grade (coordinator) is the grade from the exercises | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 2 | Terrorism in a globalized world (terroryzm w zglobalizowanym świecie) | | Arytmetyczna | |
| | 2 | Terrorism in a globalized world (terroryzm w zglobalizowanym świecie) [konwersatorium] | zaliczenie z ocena | | |
| Basic reading | Argomaniz Javier (2016): The EU and Counter-Terrorism: Politics, Polity and Policies After 9/11. | | | | |
| Supplementary reading | Engene Jan, Oskar (2000): Terrorism in Western Europe: Explaining the Trends Since 1950. | | | | |
| STUDENT WORKLOAD | | | | | |
| | | No. of hours | | | |
| | | W tym e-learning | | | |
| Contact hours | 30 | | 0 | | |
| Participation in test / exam | 2 | | 0 | | |
| Preparation for contact hours | 0 | | 0 | | |
| Private reading and studying | 30 | | 0 | | |
| Participation in tutorials | 20 | | 0 | | |
| Preparation of project / essay / etc. | 18 | | 0 | | |
| Preparation for test / exam | 0 | | 0 | | |
| TOTAL workload | 100 | | | | |
| ECTS credits | 4 | | | | |

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| COURSE TITLE : | <i>Theory of International Relations</i> |
| LEARNING FORMAT AND NUMBER OF HOURS | <i>Lecture (30h) and discussion classes (15h) [45 hours in total]</i> |
| STUDY PERIOD: | <i>Winter semester</i> |
| LEVEL | <i>Bachelor/master</i> |
| ECTS POINTS | 5 |
| LANGUAGE | <i>English</i> |
| PREREQUISITES | <i>General knowledge about world politics would be of great benefit</i> |
| COURSE OBJECTIVES | |
| The aim of the class is to offer students a general knowledge about major paradigms and theories of international relations. Additionally, course provides an opportunity to improve explanation and communication skills using new technologies | |
| COURSE CONTENT | |
| <p>Lecture:</p> <ol style="list-style-type: none"> 1. Classical Realism 2. Classical Liberalism 3. Neorealism 4. Neoliberalism 5. The English School 6. Constructivism 7. Marxism, Critical Theory and Green Politics 8. Modernization and development theory <p>Discussion classes:</p> <ol style="list-style-type: none"> 1. How classical realism influenced the IR practice? 2. The significance of classical liberalism in IR 3. Theories of Waltz, Mearsheimer, and Gilpin - is there a single neorealist pattern in IR? 4. The comparison between Classical Realism and neorealism 5. Joseph Nye on the crisis of the American liberal order? 6. The comparison between the neoliberalism and the neorealism in IR: differences and similarities 7. The significance of neo-Marxist IR theories | |
| LEARNING OUTCOMES | |
| <i>knowledge:</i> | <ol style="list-style-type: none"> 1. <i>Student knows major actors of international relations and main fields of their interactions.</i> 2. <i>Student should know and understand main features of international relations theories under consideration.</i> |

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| <p><i>skills:</i></p> | <ol style="list-style-type: none"> 1. <i>Student should be able to identify and explain the most important issues of international relation.</i> 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> |
| <p><i>social competences:</i></p> | <ol style="list-style-type: none"> 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> |
| <p>REQUIREMENTS AND GRADING SYSTEM</p> | <p>Lecture: written exam Discussion classes: video project</p> <p style="text-align: center;">LITERATURE</p> |

1. Burchill S., Linklater A., Devetak R., Donnelly J., Paterson M., Reus-Smit Ch., True J. (2005): Theories of International Relations: Third edition, 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, Routledge, Abingdon

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| <p>NAME OF THE TEACHER AND CONTACT</p> | <p>Mateusz Smolaga mateusz.smolaga@usz.edu.pl</p> |
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RSESYLLABUS AND SPECIFICATION

| Curriculum title: USNSP-SS-O-I-S-20/21Z | | | | | | |
|-----------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------|----------|
| Course title: Time in Social Sciences Perspective (czas w perspektywie nauk społecznych) (KIERUNKOWE) | | | | | Course code: NSP190AIJ3437_24S | |
| Name of field of study: Social Sciences | | | | | | |
| Mode and cycle of study: first-degree, full - time | | | Profile of study: general academic | | Specialty: | |
| Course / module status obligatory | | | Language of instruction: semester: 2 - english language | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS |
| | | | | w tym e-learning | | |
| 1 | 2 | konwersatorium | 20 | 0 | pg | 2 |
| Total | | | 20 | | | 2 |
| Course / module coordinator | | dr NATALIA MAKSYMOWICZ MRÓZ | | | | |
| Course instructor | | dr NATALIA MAKSYMOWICZ MRÓZ | | | | |
| Course / module objectives | | The aim of the course is to present methods and theories concerning time in social sciences, the acquisition by students of the ability to analyse the cultural context of the concepts of time and space | | | | |
| Prerequisites | | | | | | |
| LEARNING OUTCOMES | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | |
| knowledge | 1 | EP2 | Student zna i rozumie znaczenie teorii i metodologii badań nad czasem w naukach społecznych | K_W02 K_W06 | | |
| skills | 1 | EP1 | Student distinguish the differences between theoretical concepts and methodological approaches to time in social sciences | K_U02 K_U03 | | |
| social competences | 1 | EP3 | The student is ready to comply with ethical principles related to the study of intercultural differences | K_K06 | | |
| CONTENT | | | | | No. of hours | |
| | | | | | w tym e-learning | |
| Subject title: Time in Social Sciences Perspective (czas w perspektywie nauk społecznych) | | | | | | |
| Format of instruction: konwersatorium | | | | | | |
| 1. Czas chronologiczny i kulturowy. Wymiary czasu. Podejście do czasu w naukach społecznych. | | | | | 2 | 2 |
| 2. Kohorty i pokolenia. Czy rok urodzenia determinuje nasze położenie społeczne? | | | | | 2 | 2 |
| 3. Trajektorie, cykl życia i przebieg życia - różnice pomiędzy podejściami i strategiami badawczymi | | | | | 2 | 2 |
| 4. Jednostka i społeczeństwo w czasie. Badając (auto)biografie - podejścia metodologiczne | | | | | 2 | 4 |
| 5. Co się zdarzyło? Przeszłość w pamięci społecznej. Badania i teorie | | | | | 2 | 6 |
| 6. Społeczny czas przyszły. Prognozy i utopie | | | | | 2 | 4 |
| Modes of delivery | | Konwersatorium, lektura tekstów z interpretacją | | | | |

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|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------|--------------------|-------------------------------------------|
| Assessment methods | | | | | No. of learning outcome from the syllabus |
| | | | | | |
| | PROJEKT | | | | EP1,EP2 |
| | ZAJĘCIA PRAKTYCZNE (WERYFIKACJA POPRZEZ OBSERWACJĘ) | | | | EP3 |
| Grading criteria | Obtaining a positive final rating | | | | |
| | Grade calculation principles | | | | |
| | The final grade is given on the basis of the evaluation of activity in the classroom and written work on the given topic. | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 2 | Time in Social Sciences Perspective (czas w perspektywie nauk społecznych) | | Ważona | |
| | 2 | Time in Social Sciences Perspective (czas w perspektywie nauk społecznych) [konwersatorium] | zaliczenie z ocena | | 1,00 |
| Basic reading | Adam, B. (2013): Time and social theory. , John Wiley & Sons. | | | | |
| | Corsten, M (1999): The time of generations, Time & Society, 8(2-3), 249-272. | | | | |
| | Michelson, William H (2015): Time use: Expanding explanation in the social sciences, Routledge | | | | |
| | Nowotny, H. (1992): Time and social theory: Towards a social theory of time. , Time & Society, 1(3), 421-454. | | | | |
| Supplementary reading | | | | | |
| STUDENT WORKLOAD | | | | | |
| | | No. of hours | | | |
| | | W tym e-learning | | | |
| Contact hours | 20 | | | | |
| Participation in test / exam | 0 | | | | |
| Preparation for contact hours | 5 | | | | |
| Private reading and studying | 6 | | | | |
| Participation in tutorials | 4 | | | | |
| Preparation of project / essay / etc. | 15 | | | | |
| Preparation for test / exam | 0 | | | | |
| TOTAL workload | 50 | | | | |
| ECTS credits | 2 | | | | |

COURSE SYLLABUS AND SPECIFICATION

| Curriculum title: USNSP-SS-O-I-S-20/21Z | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------|----------|
| Course title: Translation Course/Scientific Writing Workshop (zajęcia z warsztatu pisania naukowego) (KIERUNKOWE) | | | | | Course code: NSP190AIJ3437_55S | |
| Name of field of study: Social Sciences | | | | | | |
| Mode and cycle of study: first-degree, full - time | | | Profile of study: general academic | | Specialty: | |
| Course / module status obligatory | | | | Language of instruction: semester: 5 - english language | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS |
| | | | | w tym e-learning | | |
| 3 | 5 | konwersatorium | 15 | 0 | pg | 1 |
| Total | | | 15 | | | 1 |
| Course / module coordinator | | dr hab. AGNIESZKA KOŁODZIEJ-DURNAŚ | | | | |
| Course instructor | | mgr OLGA ŁOZIŃSKA | | | | |
| Course / module objectives | | Student is to acquire or widen the skill of individual use of academic English texts in their scientific work | | | | |
| Prerequisites | | znajomość języka angielskiego na poziomie B2 | | | | |
| LEARNING OUTCOMES | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | |
| knowledge | 1 | EP1 | Student zna podstawowe pojęcia i terminologię z zakresu nauk społecznych w języku angielskim. | K_W01 | | |
| | 2 | EP2 | Student ma wiedzę na temat głównych zagadnień podejmowanych w ramach dziedziny przedmiotowej w języku angielskim. | K_W02 | | |
| skills | 1 | EP3 | Student potrafi wykorzystać anglojęzyczny tekst naukowy w samodzielnym opracowywaniu materiału. | K_U01 K_U05 | | |
| | 2 | EP4 | Student sprawnie posługuje się w mówionym i pisany języku angielskim terminologią specyficzną dla nauk społecznych. | K_U03 K_U04 | | |
| social competences | 1 | EP5 | Student potrafi ocenić swoje możliwości rozumienia tekstu akademickiego i jest gotów do wykorzystywania swoich zdolności komunikacyjnych w języku angielskim w omawianym zakresie. | K_K01 K_K03 | | |
| CONTENT | | | | | No. of hours | |
| | | | | | w tym e-learning | |
| Subject title: Translation Course/Scientific Writing Workshop (zajęcia z warsztatu pisania naukowego) | | | | | | |
| Format of instruction: konwersatorium | | | | | | |
| 1. Ogólne wprowadzenie w metodologię zajęć | | | | | 5 | 2 |
| 2. Specyfika tłumaczenia tekstów akademickich | | | | | 5 | 2 |
| 3. Wprowadzenie do tłumaczenia tekstów z zakresu tematyki społecznej | | | | | 5 | 2 |
| 4. Różne typy słowników i thesaurusy | | | | | 5 | 2 |
| 5. pisanie tekstów akademickich w grupach | | | | | 5 | 4 |
| 6. pisanie tekstów akademickich - praca indywidualna | | | | | 5 | 2 |

| | | | | | |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------|--------------------|------------------------|
| 7. podsumowanie - zasady, słownictwo, konstrukcje | | 5 | 1 | | |
| Modes of delivery | ćwiczenia przedmiotowe - praca nad tekstami, metoda tekstu przewodniego | | | | |
| Assessment methods | | | No. of learning outcome from the syllabus | | |
| | SPRAWDZIAN | | EP2,EP3 | | |
| | ZAJĘCIA PRAKTYCZNE (WERYFIKACJA POPRZEZ OBSERWACJĘ) | | EP1,EP4,EP5 | | |
| Grading criteria | positive evaluation of students' work during tutorials and positive grade in test | | | | |
| | Grade calculation principles | | | | |
| | 100% of grade in test is the final grade | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 5 | Translation Course/Scientific Writing Workshop (zajęcia z warsztatu pisania naukowego) | | Ważona | |
| | 5 | Translation Course/Scientific Writing Workshop (zajęcia z warsztatu pisania naukowego) [konwersatorium] | zaliczenie z oceną | | 1,00 |
| Basic reading | Douglas Kozłowska Christian (2006): Difficult Words in Polish-English Translation, Wydawnictwo Naukowe PWN, Warszawa | | | | |
| | Gilbert Nigel (2008): Researching Social Life, Sage, London | | | | |
| | Macpherson Robin (2006): English for Academic Purposes, Wydawnictwo Naukowe PWN, Warszawa | | | | |
| Supplementary reading | Korzeniowska Aniela, Kuhniewicz Piotr (1994): Successful Polish-English Translation. Tricks of the Trade, Wydawnictwo Naukowe PWN, Warszawa | | | | |
| STUDENT WORKLOAD | | | | | |
| | | No. of hours | | | |
| | | W tym e-learning | | | |
| Contact hours | 15 | | | | |
| Participation in test / exam | 1 | | | | |
| Preparation for contact hours | 2 | | | | |
| Private reading and studying | 2 | | | | |
| Participation in tutorials | 0 | | | | |
| Preparation of project / essay / etc. | 0 | | | | |
| Preparation for test / exam | 5 | | | | |
| TOTAL workload | 25 | | | | |
| ECTS credits | 1 | | | | |

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| COURSE TITLE : | Urban Politics |
| LEARNING FORMAT AND NUMBER OF HOURS | <i>lecture, 15 hours</i> |
| STUDY PERIOD: | <i>Winter semester</i> |
| LEVEL | <i>Bachelor</i> |
| ECTS POINTS | 2 |
| LANGUAGE | <i>English</i> |
| PREREQUISITES | |
| COURSE OBJECTIVES | |
| The aim of the course is to acquaint students with the issues of political and sociological analysis of the urban politics | |
| COURSE CONTENT | |
| 1. History of Urban Politics 2. Theories of Urban Power and Politics 3. Urban protest 4. Urban policies - examples | |
| LEARNING OUTCOMES | |
| <i>knowledge:</i> | Student recognize contemporary political and social situation of cities, its conditions and consequences |
| <i>skills:</i> | Student can analyse reasons of processes and social phenomena determining power relations in urban urban space. Can explain these phenomena in terms of categories of sub-disciplines |
| <i>social competences:</i> | Students are willing to use knowledge concerning urban policy to solve theoretical and practical problems of urban communities |
| REQUIREMENTS AND GRADING SYSTEM | Test (written) |
| LITERATURE | |
| G. Grigsby, William; Rosenburg, Louis (2012): Urban housing policy, Transaction Publishers Kratke, Stefan (2011): The creative capital of cities : interactive knowledge creation and the urbanization economies of innovation, Wiley-Blackwell O'Sullivan, Arthur (2012): Urban economics, McGraw-Hill Strom, Elizabeth; Mollenkopf, John H. (2006): The Urban Politics Reader, Routledge | |
| NAME OF THE TEACHER AND CONTACT | Maciej Kowalewski Maciej.kowalewski@usz.edu.pl |

COURSES YLLABUS AND SPECIFICATION

| Curriculum title: USNSP-SS-O-I-S-20/21Z | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------|-----------------------------------|------------------|
| Course title: Visual Studies Methods: Photography and Documentary Movie as Research Tool (metody studiów wizualnych: fotografia i film dokumentalny jako narzędzie badawcze) (KIERUNKOWE) | | | | | Course code: NSP190AIJ3437_65S | |
| Name of field of study: Social Sciences | | | | | | |
| Mode and cycle of study: first-degree, full-time | | | Profile of study: general academic | | Specialty: | |
| Course / module status obligatory | | | Language of instruction: semester: 6 - english language | | | |
| Year | Semester | Form of instruction | No. of hours | | Type of credit | ECTS |
| | | | | w tym e-learning | | |
| 3 | 6 | discussion classes | 15 | 0 | pg | 2 |
| Total | | | 15 | | | 2 |
| Course / module coordinator | | dr NATALIA MAKSYMOWICZ MRÓZ | | | | |
| Course instructor | | dr NATALIA MAKSYMOWICZ MRÓZ | | | | |
| Course / module objectives | | To acquaint students with modern research methods, using tools for the production of visual documents. the acquisition by students of the ability to analyse visual documents (characteristic of social sciences) | | | | |
| Prerequisites | | przedmiot nie wymaga wcześniejszego przygotowania się przez studenta | | | | |
| LEARNING OUTCOMES | | | | | | |
| Category | No. | Code | Description | Ref. to programme benchmarks | | |
| knowledge | 1 | EP1 | The student knows modern research methods using tools to produce visual documents. | K_W02 K_W03 | | |
| | 2 | EP2 | The student has knowledge about the tools for producing visual documents and their social significance | K_W01 | | |
| skills | 1 | EP3 | Student can prepare a presentation in a group and discusses the challenges of the visual studies projects | K_U01 K_U08 | | |
| social competences | 1 | EP4 | Student is ready to assess and improve the acquired knowledge and skills in the field of visual studies. | K_K01 | | |
| CONTENT | | | | epmoetor Semester | No. of hours | |
| | | | | | | w tym e-learning |
| Subject title: Visual Studies Methods: Photography and Documentary Movie as Research Tool (metody studiów wizualnych: fotografia i film dokumentalny jako narzędzie badawcze) | | | | | | |
| Format of instruction: discussion classes | | | | | | |
| 1. Narzędzia wizualne w fotografii i filmie dokumentalnym. | | | | 6 | 2 | |
| 2. Paralelizm pomiędzy antropologią i fotografią. Wczesna fotografia antropologiczna | | | | 6 | 2 | |
| 3. Krótka historia społeczna filmu dokumentalnego | | | | 6 | 2 | |
| 4. Dokument w fotografii i filmie; konwencje realizmu dokumentalnego. | | | | 6 | 2 | |
| 5. praca nad projektami | | | | 6 | 4 | |
| 6. prezentacja prac studentów | | | | 6 | 3 | |
| Modes of delivery | metody mieszane: forma ustna przekazania, wiedzy, prezentacja ppt, prezentacja fotografii, wybranych fragmentów filmów, wykorzystanie technologii cyfrowej | | | | | |

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|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------|-------------------------------------------|
| Assessment methods | | | | | No. of learning outcome from the syllabus |
| | PREZENTACJA | | | | EP1,EP2,EP3,EP4 |
| Grading criteria | accepted by the teacher of the visual project using photography or film | | | | |
| | Grade calculation principles the project must meet the conditions indicated by the teacher such as: presentation time, use of tools, substantive value | | | | |
| Final grade calculation method | Sem. | Course | Type of credit | Grade calc. method | Weight for the average |
| | 6 | Visual Studies Methods: Photography and Documentary Movie as Research Tool (metody studiów wizualnych: fotografia i film dokumentalny jako narzędzie badawcze) | | Ważona | |
| | 6 | Visual Studies Methods: Photography and Documentary Movie as Research Tool (metody studiów wizualnych: fotografia i film dokumentalny jako narzędzie badawcze) [ćwiczenia] | zaliczenie z oceną | | 1,00 |
| Basic reading | Carl Plantinga (2005): What a Documentary Is, After All, The Journal of Aesthetics and Art Criticism Vol. 63, No. 2 (Spring, 2005), pp. 105-117 | | | | |
| | Won-Leep Moon (2018): Documentary and its realism, Studies in Documentary Film Volume 12 | | | | |
| Supplementary reading | Belinda Smaill (2007): Interview with Kim Longinotto, Studies in Documentary Film | | | | |
| | Christian Christensen (2009): Political documentary, online organization and activist synergies, Studies in Documentary Film | | | | |
| | Lucia Ricciardelli (2010): Documentary Filmmaking in the Postmodern Age: Errol Morris & The Fog of Truth, Studies in Documentary Film | | | | |
| STUDENT WORKLOAD | | | | | |
| | | | No. of hours | | |
| | | | W tym e-learning | | |
| Contact hours | | | 15 | | |
| Participation in test / exam | | | 0 | | |
| Preparation for contact hours | | | 8 | | |
| Private reading and studying | | | 8 | | |
| Participation in tutorials | | | 8 | | |
| Preparation of project / essay / etc. | | | 11 | | |
| Preparation for test / exam | | | 0 | | |
| TOTAL workload | | | 50 | | |
| ECTS credits | | | 2 | | |

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|-----------------------------------------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|------|
| Course unit title: Time in Social Sciences Perspective (czas w perspektywie nauk społecznych) | | | | | |
| Unit: | | | | Course unit code: | |
| Faculty / Department providing the course / module: Institute of Sociology | | | | | |
| Mode of study: first-degree, full - time | | Name of field of study: Social Sciences | | Discipline of study: Politics and Administration, Sociology | |
| Course / module status: Social Sciences | | | | Language of instruction: English | |
| Year | Semester | Form of instruction | No. of hours | Type of credit | ECTS |
| 3 | 6 | | 20 | ECTS | 2 |
| TOTAL | | | | | |
| Course/module coordinator | | dr Natalia Maksymowicz Mróz | | | |
| Course instructor | | dr Natalia Maksymowicz Mróz | | | |
| Course/module objectives | | The aim of the course is to enable students to gain knowledge of social realm in relation to a particular area of social sciences. The lecturer providing the course shall specify the above mentioned purpose. | | | |
| Prerequisites | | any | | | |
| LEARNING OUTCOMES | | | | | |
| Having obtained a credit from a course/module, a doctoral student can: | | | | | |
| Category | No. | CODE | Description | Ref. to the programme benchmark | |
| Knowledge | 1 | EP1 | The student knows and understands the specificity of the social sciences research area in relation to the discussed issue. | K_W01 K_W02 K_W06 | |
| Skills | 1 | EP2 | The student analyzes and criticizes arguments for or against the discussed positions, identifies their key theses and assumptions. | K_U04 K_U06 | |
| Social competencies | 1 | EP3 | Student is ready to analyze his/her resources and skills deficits in order to use them in individual and team work | K_K01 K_K05 K_K07 | |
| CONTENT | | | Semester | No. of hours | |
| Introduction: Form of the course: theory and practice in the field of research | | | 6 | 2 | |
| Overview of the course: reconstructing history, ethnoarcheology | | | | 2 | |
| Developing an idea/story topic. Lecture: The Fates of Human Societies | | | | 2 | |
| Causes of the spread of food production | | | | 6 | |
| The evolution of technology | | | | 6 | |
| Students presentation | | | | 2 | |
| Modes of delivery | | | | | |
| Assessment methods | | presentation (10-15 minutes) | | No. of learning outcome from the syllabus | |
| | | Methods and forms of verification of learning outcomes may be changed for students with special needs under the following conditions: principles specified in the Study Regulations of the University of Szczecin. | | EP1, EP2, EP3, EP4 | |
| Grading criteria | | Positive assessment resulting from the grade from the project performance during the exercises. | | | |
| | | Principles for calculating a grade for the course | | | |
| | | The relevance of the chosen method(s). Its originality, its clarity, and its relevance to the research question/problem. | | | |
| Basic reading | | 1. Jared M. Diamond, Guns, Germs, and Steel: The Fates of Human Societies, 2000. | | | |
| Supplementary reading | | - | | | |
| STUDENT WORKLOAD: | | | | | |
| | | | No. of hours | | |
| Contact hours | | | 20 | | |
| Participation in test / exam | | | 2 | | |
| Preparation for contact hours | | | 1 | | |
| Private reading and studying | | | 4 | | |
| Participation in tutorials | | | 1 | | |
| Preparation of project / essay / etc. | | | 2 | | |
| Preparation for test / exam | | | 2 | | |
| Other | | | - | | |
| TOTAL workload in hours | | | 32 | | |
| ECTS credits | | | 2 | | |