

COURSE TITLE :	<i>Communication in organization</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>lecture, 30 hours</i>
STUDY PERIOD:	<i>Winter or Spring semester</i>
LEVEL	<i>Bachelor/master</i>
ECTS POINTS	<i>4</i>
LANGUAGE	<i>English</i>
PREREQUISITES	<i>Basic knowledge of communication</i>
COURSE OBJECTIVES	
Upon completion of this course students will have the ability to describe, evaluate, develop, and improve communication within organizations.	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. How can we use communication to create and sustain a positive and strong impression within an organizational environment? 2. Defining organizational communication 3. Main barriers in communication in organization 4. People (Identity and difference in organizational life, intercultural aspects, generation aspects) 5. Communicating leadership in organizations 6. Tools of communication in organization 7. Strategy of internal communication 8. Collaboration in organization (e.g. communication of change, crisis communication) 	
LEARNING OUTCOMES	
<i>knowledge:</i>	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Understand, describe, and recognize the ever-changing workplace and impact of interpersonal relationships. 2. Understand, describe, and value the history and current trends in organizational communication. 3. Understand, describe and value different tools in organizational communication 4. Develop the communicative ability to closely analyse and overcome challenges within the workplace. 5. Understand the complex nature and importance of organizational communication. 6. Recognize the importance of well-functioning organizations to the success of employees.
<i>skills:</i>	<p>Students would be able to:</p> <ol style="list-style-type: none"> 1. Prepare a strategy of communication 2. Communicate effectively in workplace 3. Communicate effectively with media

<i>social competences:</i>	Students should gain the following competencies and abilities: 1. learning to create an effective strategy of communication in organization, 2. to develop and apply a professional methodology to work, 3. to carry out professional activities in the field of communication in organization.
REQUIREMENTS AND GRADING SYSTEM	Assignment: project - a strategy of communication in organization
LITERATURE	
1. Joann Keyton, Communication and Organizational Culture: A Key to Understanding Work Experiences , Sage Publications, Inc, 2004. 2. Tamara Gillis, The IABC Handbook of Organizational Communication: A Guide to Internal Communication, Public Relations, Marketing and Leadership (J-B International Association of Business Communicators) , Publisher: Jossey-Bass, Year: 2006. 3. Bertrand Moingeon, Guillaume B. Soenen, Corporate and Organizational Identities: Integrating Strategy, Marketing, Communication and Organizational Perspectives , Taylor & Francis, Inc., 2002.	
NAME OF THE TEACHER AND CONTACT	Maria Ochwat, PhD maria.ochwat@usz.edu.pl

COURSE TITLE :	<i>Globalization of International Relations</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>15 hours of lecture and 30 hours of discussion classes (45 hours in total)</i>
STUDY PERIOD:	<i>Winter semester</i>
LEVEL	<i>Bachelor</i>
ECTS POINTS	<i>4</i>
LANGUAGE	<i>English</i>
PREREQUISITES	<i>Basic knowledge of international relations will be a student's advantage.</i>

COURSE OBJECTIVES

The aim of this course is to have a look at the main developments in global international relations. Students will be able to practise teamwork and the use of new technologies for presentation purposes by working on their audio-video projects.

COURSE CONTENT

Lecture:

Destabilization of the international system after 2001

- a) Wars in Afghanistan, Iraq, Georgia, Nagorno Karabakh, as tools for power projection
- b) Problems in the disarmament talks
- c) The Arab Spring and following proxy wars
- d) The US Pivot to Asia and political tensions in the Asia-Pacific
- e) Migration crises
- f) Weakening of the West supremacy in the international system

Cooperation within the international system after 2001

- a) The importance of sustainable development in contemporary international politics
- b) Development cooperation
- c) The efforts undertaken by the United Nations System

Discussion classes

1. The rise of modern international order
2. From the end of the cold war to a new world dis-order?
3. International and global security
4. Current armed conflicts
5. Global political economy
6. International organizations in global politics
7. Terrorism and globalization
8. Environmental issues

LEARNING OUTCOMES

<i>knowledge:</i>	The student has a systematic knowledge of the world and knows the role of multidimensional international relations. Thanks to general academic knowledge, he/she knows and understands various conditions, principles and functions of major international organisations and institutions.
<i>skills:</i>	The student will identify the impact of international social and economic changes on political processes.
<i>social competences:</i>	As a result of the knowledge and skills acquired, the student will be able to identify and criticise false media claims on international issues in a social environment.
REQUIREMENTS AND GRADING SYSTEM	TEST AND VIDEO PROJECT
LITERATURE	
<ol style="list-style-type: none"> 1. J. Baylis, S. Smith, P. Owens (2020), The Globalization of World Politics: An Introduction to International Relations. Eighth Edition, Oxford University Press. 2. T. Kaminski (ed.) (2017): Overcoming Controversies in East Asia, Wydawnictwo Uniwersytetu Łódzkiego, Łódź. 3. K. Zakowski, B. Kowalski (ed.) (2019): Power shifts in East Asia and Their Implications for Asia-Europe Relations, Wydawnictwo Uniwersytetu Łódzkiego, Łódź 	
NAME OF THE TEACHER AND CONTACT	Mateusz Smolaga, PhD (mateusz.smolaga@usz.edu.pl)

COURSE TITLE :	Intercultural communication
LEARNING FORMAT AND NUMBER OF HOURS	<i>Lecture, 30 hours</i>
STUDY PERIOD:	<i>Winter or Spring semester</i>
LEVEL	<i>Bachelor/master</i>
ECTS POINTS	<i>4</i>
LANGUAGE	<i>English</i>
PREREQUISITES	<i>Basic knowledge of communication, interest in different cultures</i>
COURSE OBJECTIVES	
<p>The main objects of the course are:</p> <ul style="list-style-type: none"> - to define major terms and concepts related to cross-cultural communication as well as to identify factors that can influence the cross-cultural communication process, - to understand how communication processes differ among cultures, - to identify main barriers of intercultural communication, - to acquire knowledge, skills, and attitudes that increase intercultural competence, - to recognize difference between western and non-western approaches to cooperation, conflict, culture and communication. 	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. Definitions of culture and intercultural communication. Why is it so important in the contemporary world? 2. Different civilizations. 3. What is identity? 4. Main barriers in intercultural communication (semantic, psychological, physical and environmental). 5. Cultural shock - how to overcome? 6. Types of culture (partner vs. pro-transaction, monochronic vs. polychronic, restrained vs. expressive culture, individual vs. collective, ceremonial vs. non ceremonial). 7. Cooperation with representatives of different cultures - selected examples. 	
LEARNING OUTCOMES	
<i>knowledge:</i>	<p>The students should gain the following knowledge and understanding on:</p> <ul style="list-style-type: none"> - the importance of intercultural communication in the contemporary world, - main barriers in intercultural communication (semantic, psychological, physical and environmental) and ways to overcome them, - types of culture (partner vs. pro-transaction, monochronic vs. polychronic, restrained vs. expressive culture, individual vs. collective, ceremonial vs. non ceremonial), - cooperation with representatives of different cultures.

<i>skills:</i>	<p>The students should gain the following skills and abilities:</p> <ul style="list-style-type: none"> - to define and identify elements of intercultural communication, - to communicate with representatives from different cultural backgrounds, - to recognize and overcome barriers in intercultural communication, - to cooperate with people from different cultural backgrounds
<i>social competences:</i>	<p>The students should gain the following competencies and abilities:</p> <ul style="list-style-type: none"> - to work in a team, - Ability to understand and cooperate with representatives from different cultures, - To raise awareness of intercultural communication, differences and barriers.
REQUIREMENTS AND GRADING SYSTEM	<p>Group of max. 4 students prepare a presentation on intercultural communication in the selected country/region. It is important not only to briefly present a given country/ region, their style of communication, but also to enable the experience of a given culture through various forms of activating the audience.</p>
LITERATURE	
<ol style="list-style-type: none"> 1. P.Khan-Panni, D.Swallow, Communications across cultures, How to Books, London, 2003. 2. R.M.Steers, C.J. Sanchez - Runde, L. Nardon, Management across cultures. Challenges and strategies, Cambridge, 2010. 3. H.Dersky. International management. Managing across borders and cultures. Pearson. 2014. 	
NAME OF THE TEACHER AND CONTACT	<p>Maria Ochwat, PhD maria.ochwat@usz.edu.pl</p>

COURSE TITLE :	<i>Intercultural negotiations</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>lecture, 30 hrs</i>
STUDY PERIOD:	<i>Winter or Spring semester</i>
LEVEL	<i>Bachelor/master</i>
ECTS POINTS	<i>4</i>
LANGUAGE	<i>English</i>
PREREQUISITES	<i>Basic knowledge of communication and negotiation, interest in different cultures</i>
COURSE OBJECTIVES	
<p>The main objects of the course are:</p> <ul style="list-style-type: none"> - to define major terms and concepts related to cross-cultural communication as well as to identify factors that can influence the cross-cultural communication process in negotiation, - to understand how communication processes differ among cultures in negotiation, - to identify main barriers of intercultural communication, - to acquire knowledge, skills, and attitudes that increase intercultural competence in negotiation, - to recognize difference between western and non-western approaches to cooperation, conflict, culture and communication in negotiation 	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. Definitions of intercultural negotiation 2. Main barriers in intercultural communication (semantic, psychological, physical and environmental) 3. Types of culture (partner vs. pro-transaction, monochronic vs. polychronic, restrained vs. expressive culture, individual vs. collective, ceremonial vs. non ceremonial) 4. Profiles of negotiators from different part of the world 5. Different methods and styles of negotiation 6. Selected aspects of business culture in selected countries 7. Negotiations with representatives of different cultures on selected examples <p>Assignment: a short presentation, activity in negotiation (case studies)</p>	
LEARNING OUTCOMES	
<i>knowledge:</i>	<p>The students should gain the following knowledge and understanding on:</p> <ul style="list-style-type: none"> - the importance of intercultural communication in negotiation - main barriers in intercultural communication (semantic, psychological, physical and environmental) and ways to overcome them, especially in situations of negotiation, - types of culture (partner vs. pro-transaction, monochronic vs. polychronic, restrained vs. expressive culture, individual vs. collective, ceremonial vs. non ceremonial), - cooperation and negotiation with representatives of different cultures.

<i>skills:</i>	The students should gain the following skills and abilities: <ul style="list-style-type: none">- to define and identify elements of intercultural communication and negotiation,- to communicate and negotiate with representatives from different cultural backgrounds,- to recognize and overcome barriers in intercultural communication in negotiation,- to cooperate and negotiate with people from different cultural backgrounds
<i>social competences:</i>	The students should gain the following competencies and abilities: - <ul style="list-style-type: none">- To work in a team,- Ability to understand and cooperate as well as negotiate with representatives from different cultures,- To raise awareness of intercultural communication, differences and barriers.
REQUIREMENTS AND GRADING SYSTEM	Assignment: a short presentation, activity in negotiations (case studies) LITERATURE 1. P.Khan-Panni, D.Swallow, Communications across cultures, How to Books, London, 2003. 2. R.M.Steers, C.J. Sanchez - Runde, L. Nardon, Management across cultures. Challenges and strategies, Cambridge, 2010. 3. H.Dersky, International management. Managing across borders and cultures, Pearson, 2014.
NAME OF THE TEACHER AND CONTACT	Maria Ochwat, PhD maria.ochwat@usz.edu.pl

SPOŁECZNYCH

COURSE TITLE :	International Public Law
LEARNING FORMAT AND NUMBER OF HOURS	<i>lecture, 30 hours</i>
STUDY PERIOD:	<i>Winter or Spring semester</i>
LEVEL	<i>Bachelor/master</i>
ECTS POINTS	3
LANGUAGE	<i>English</i>
PREREQUISITES	<i>Basic knowledge of law, interest in public international law</i>
COURSE OBJECTIVES	
The main object of the course is to develop skills to use norms of Public International Law, conduct legal research individually and in a team and solve cases in the field of this discipline.	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. International public law vs. international private law 2. Sources of international law 3. The law of treaties 4. Subjects of international law 5. Diplomatic and consular law 6. Territory in international public law 7. People in international public law 8. International organizations 9. Human rights 10. Peace and conflict resolution 11. International law in armed conflicts 12. Humanitarian law 	
LEARNING OUTCOMES	
<i>knowledge:</i>	<p>The students should gain the following knowledge and understanding on:</p> <ul style="list-style-type: none"> - Public International Law terminology, - the sources of international law and learn how to identify the applicable law to solve possible case law - the law of treaties, - the role of states and international organizations in law-making; - the role and the situation of human rights in the world, - the role of diplomatic and consular law, - peace and conflict resolution as well as ADR methods, - international law in armed conflicts as well as humanitarian law.

<i>skills:</i>	The students should gain the following skills and abilities: <ul style="list-style-type: none"> - to learn and use specific terminology and sources of Public International Law; - to develop practical abilities of legal research and analysis of customary law, treaties, soft law, decisions, and doctrines; - to use appropriate referencing and bibliographic methods; - to read and correctly analyse case law (International Court of Justice, ICC, ICTY; ICTR, ECtHR, EUCJ, and international arbitration court) using lawyering skills and legal argumentation).
<i>social competences:</i>	Students should gain the following competencies and abilities: <ul style="list-style-type: none"> - learning to conduct exhaustive legal research, correct identification of relevant judicial decision and applicable law - to develop and apply a professional methodology to work, - to carry out professional activities in the field of Public International Law, human rights, humanitarian assistance, diplomatic and consular law, peace and conflict resolution, - to identify legal issues in the field of International Public Law and to develop an independent analysis of such issues.
REQUIREMENTS AND GRADING SYSTEM	Case study - 50 % Test - 50 % Scores: 20-19 - 5,0 18-17 - 4,5 16-15 - 4,0 14-13 - 3,5 12-11 - 3,0 10 and less - 2,0
LITERATURE	
1. T. Hillier, Sourcebook on Public International Law, Routledge-Cavendish, 1998. 2. R. Bernhardt, ENCYCLOPEDIA OF PUBLIC INTERNATIONAL LAW, all volumes, North-Holland Publishing Co, 1982. 3. G. Boas, Public International Law: Contemporary Principles and Perspectives, Edward Elgar Pub, 2013. 4. selected legal documents	
NAME OF THE TEACHER AND CONTACT	Maria Ochwat, PhD maria.ochwat@usz.edu.pl

COURSE TITLE:	<i>Psychological and pedagogical aspects of foreign language learning</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>lecture, 30 hours</i>
STUDY PERIOD:	<i>Spring semester</i>
LEVEL	<i>Bachelor</i>
ECTS POINTS	<i>4</i>
LANGUAGE	<i>English</i>
PREREQUISITES	
COURSE OBJECTIVES	
<ul style="list-style-type: none"> - <i>To introduce students to the basic concepts, issues and the most important theoretical approaches in foreign language teaching and learning</i> - <i>To develop students' ability to apply gain knowledge about teaching foreign language to young learners in practice</i> 	
COURSE CONTENT	
<p><i>1. Introduction: Foreign language teaching and learning - concepts, definitions and contexts. 2h</i></p> <p><i>2. Characteristics of child development milestones. Individual predisposition for learning the foreign language 3h</i></p> <p><i>3. The role of foreign language learning in developing multicultural awareness. 2h</i></p> <p><i>4. Language teaching approaches and methods appropriate for young learners 3h</i></p> <p><i>5. Technology in foreign language teaching and learning. 2h</i></p> <p><i>6. Foreign language teachers competences 2h</i></p> <p><i>7. Assessment in foreign language learning - principles, forms and functions. 2h</i></p> <p><i>8. Motivation in foreign language teaching to young learners 2h</i></p>	
LEARNING OUTCOMES	
<i>knowledge:</i>	<p>Student has a knowledge related to the main pedagogical concepts of language learning and teaching.</p> <p>Student has a knowledge related to the main psychological concepts of language learning and teaching.</p>
<i>skills:</i>	<p>Student can search for information and discuss the presented topics.</p> <p>Student can apply the knowledge in practice.</p> <p>Student can compare different approaches to foreign language teaching to young learners.</p>
<i>social competences:</i>	<p>Student can critically evaluate the familiar concepts in learning and teaching the foreign language.</p>

REQUIREMENTS AND GRADING SYSTEM	ATTENDANCE AND WRITTEN WORK Grading criteria of a written work: content-50%, organization-25%, clarity-15%, bibliography-10%. bdb (95-100% of the maximum number of points), db+ (90-94% of the maximum number of points), db (80-89% of the maximum number of points), db- (70-79% of the maximum number of points), c (60-69% of the maximum number of points), nc (50-59% of the maximum number of points), n (below 50% of the maximum number of points)
LITERATURE	
<ol style="list-style-type: none"> 1. M. Szpotowicz, M. Szulc-Kurpaska, Teaching English to Young Learners, Warszawa 2021. 2. M. Rychło-Kok, The educational approach to language teaching, Warszawa 2008 3. C. Lynne, Teaching Languages to Young Learners, Cambridge 2001 4. C. J. Richards, Approaches and Methods in Language Teaching, Cambridge 2014 5. J. Santrock, K. Deater-Deckard and J. Lansford, Child Development: An Introduction, New York 2021. 	
NAME OF THE TEACHER AND CONTACT	<i>Barbara Żakowska, PhD barbara.zakowska@usz.edu.pl</i>