

COURSE TITLE :	<i>Creative writing</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>writing classes, 20 hours</i>
STUDY PERIOD:	<i>Summer semester</i>
LEVEL	<i>1</i>
ECTS POINTS	<i>3</i>
LANGUAGE	<i>English</i>
PREREQUISITES	
COURSE OBJECTIVES	
The main aim of the course is to get to know creative writing methods and acquire students with knowledge how to use them in practice.	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. Introduction. 2. Transformative phenomenology. 3. Contemplative social research. 4. Autoethnography. 5. Student's writings. 	
LEARNING OUTCOMES	
<i>knowledge:</i>	<ol style="list-style-type: none"> 1. <i>Student knows main creative writing's methods.</i> 2. <i>Student knows how to apply creative writing methods in social research.</i>
<i>skills:</i>	<ol style="list-style-type: none"> 1. <i>Student practices one creative writing method in his daily life and adjust it to planned social research.</i> 2. <i>Student knows how to write in a creative way.</i>
<i>social competences:</i>	<ol style="list-style-type: none"> 1. <i>Thanks to gained knowledge and skills student can write their own texts using creative methods.</i> 2. <i>Student is ready to express themselves creatively.</i>
REQUIREMENTS AND GRADING SYSTEM	In – class activity and self – written creative essay with no use of ChatGPT.
LITERATURE	
<ol style="list-style-type: none"> 1. Glaveanu, V. P., Hanchett Hanson, M., Baer, J., Barbot, B., Clapp, E. P., Corazza, G. E., ... & Sternberg, R. J. (2020): Advancing creativity theory and research: A socio-cultural manifesto. , <i>The Journal of Creative Behavior</i>, 54(3), 741-745, 2. Supena, I., Darmuki, A., & Hariyadi, A. (2021): The Influence of 4C (Constructive, Critical, Creativity, Collaborative) Learning Model on Students' Learning Outcomes. , <i>International Journal of Instruction</i>, 14(3), 873-892, 	

3. M. Pławski, O. Szwabowski, C. Szczepaniak, P. Wężniejewska, Friendly writing as non-inquiry : the problems of collective autoethnographic writing about collective autoethnographic writing, "Qualitative Inquiry", vol. 25, issue 9 - 10, Nov – Dec. 2019. DOI: 10.1177/1077800418809134

**NAME OF THE TEACHER
AND CONTACT**

COURSE TITLE :	<i>Culture and Power</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>Lectures (with elements of discussion), 20 hours</i>
STUDY PERIOD:	<i>Winter semester</i>
LEVEL	<i>Bachelor; Master</i>
ECTS POINTS	3
LANGUAGE	<i>English</i>
PREREQUISITES	-
COURSE OBJECTIVES	
The course turns students' attention to interrelationships between culture and power. It provides elements of knowledge of chosen theoretical approaches to the topic.	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. The approach to culture in social sciences. Basic sociological knowledge on culture 2. Approaches to power in social sciences 3. Different forms of political power and their interrelations with culture 4. Different forms of social (non-political) power and their interrelations with culture 5. Social memory – cultural and power dimensions 6. Ideologies: culture - politics - social consciousness - social change 7. Nations and nationalisms as cultural and political phenomena 8. The concept of clashes of civilisations versus concepts of multi- or interculturality 9. Social revolutions and their relation to culture 10. Religions in aspects of culture and power 	
LEARNING OUTCOMES	
<i>knowledge:</i>	1. Student understands relations between various aspects of culture and different aspects of power or domination.
<i>skills:</i>	1. Student should be able to comment and interpret selected phenomena connecting power and culture based on the acquired knowledge and taking into account specific particular conditions.
<i>social competences:</i>	1. 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.
REQUIREMENTS AND GRADING SYSTEM	Evaluation of the test: 50-59% - 3,0; 60-69% - 3,5; 70-79% - 4,0; 80-89% - 4,5; 90-100% - 5,0. The final grade increases by 0.5 due to substantive participation in discussions.
LITERATURE	

1. William Little, (2016), Introduction to Sociology: 1st Canadian Edition, Pressbooks, chapter 3, open access at: <https://opentextbc.ca/introductiontosociology/> .
2. Hans Schoenmakers, (2012), *Introduction to The Power of Culture: A Short History of Anthropological Theory about Culture and Power*. University of Groningen.
3. Teun van Dijk (2006): *Politics, Ideology and Discourse*, Elsevier.
4. Anthony D. Smith, (1999), *Introduction to Myths and Memories on the Nation*, Oxford, N.Y.
5. Joseph Nye, (2004), *Soft Power: The Means to Success in World Politics*, Public Affairs, N.Y.
6. Pierre Bourdieu, *Forms of Capital*, teacher's materials.
7. Michel Foucault, (1982), The subject and power, *Critical Inquiry*, 8.
8. Jan Assmann, (2008), Communicative and cultural memory, in: Astrid Erll, Ansgar Nünning (eds.), *Cultural Memory Studies*, Walter de Gruyter, Berlin, N.Y.
9. John W. Berry, (2011), Integration and Multiculturalism: Ways towards Social Solidarity, *Papers on Social Representations*, vol. 20.
10. Gregorio Bettiza, Fabio Petito (2018), Why (clash of) civilisations discourses just don't go away? in: Davide Orsi (ed.), *The "Clash of Civilizations" 25 Years On. A Multidisciplinary Appraisal*, E-International Relations Publishing, Bristol.

**NAME OF THE TEACHER
AND CONTACT**

Anna Królikowska PhD
anna.krolikowska@usz.edu.pl

COURSE TITLE :	<i>Gender and its social influence</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>Discussion class, 20 hours</i>
STUDY PERIOD:	<i>Summer semester</i>
LEVEL	<i>I</i>
ECTS POINTS	<i>3</i>
LANGUAGE	<i>English</i>
PREREQUISITES	<i>Openness</i>
COURSE OBJECTIVES	
The main aim of the course is to shape critical thinking towards the process of gender socialization.	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. Introduction. 2. What socialization and gender are. 3. The examples and the meaning of gender stereotypes in the socialization process. 4. Differences between man and woman in different countries. 5. Students' projects and discussion. 	
LEARNING OUTCOMES	
<i>knowledge:</i>	<ol style="list-style-type: none"> 1. <i>Student knows the difference between gender and sex.</i> 2. <i>Student knows what socialization is and how it shapes gender.</i> 3. <i>Student knows what different perceptions of men and women in different countries are.</i>
<i>skills:</i>	<ol style="list-style-type: none"> 1. <i>Student has a critical thinking towards gender socializations.</i> 2. <i>Student can distinguish between the true between genders and stereotypes concerning genders.</i>
<i>social competences:</i>	<ol style="list-style-type: none"> 1. <i>Thanks to gained knowledge and skills student can see the socialization processes towards gender consciously.</i> 2. <i>Student can differ between gender and sex.</i> 3. <i>Student can be reflective about "gender ideology" in social life.</i>
REQUIREMENTS AND GRADING SYSTEM	Students' projects on gender socialization examples.
LITERATURE	
<ol style="list-style-type: none"> 1. bell hooks, <i>the will to change: men, masculinity and love</i>, Washington Square Press, 2004. 2. bell hooks, <i>feminism is for everybody: passionate politics</i>, South End Press, 2000. 3. Wojciech Śmieja, <i>Between traditions and technology: political radicalism and the spectacle of masculinity in contemporary Poland</i>, "Society Register", 2021. 4. Chimamanda Ngozi Adichie, <i>we should all be feminists</i>, Vintage Books, 2014. 	

NAME OF THE TEACHER AND CONTACT	
--	--

COURSE TITLE :	<i>General trends in North-South divide</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	2
LANGUAGE	<i>English</i>
PREREQUISITES	<i>It would be really helpful for a student to know about international politics and the global economy.</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 2. Decolonization 3. various examples of Northern interference in the global South 4. Development 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>
<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>
REQUIREMENTS AND GRADING SYSTEM	Video project
LITERATURE	
<ol style="list-style-type: none"> 1. Calvert P., Calvert S., (2007): <i>Politics and Society in Developing World</i>, Third Edition, Pearson Education Limited, 2. OECD (2019): <i>Development Co-operation Report 2019: A FAIRER, GREENER, SAFER TOMORROW</i>, OECD Publishing, Paris 	

3. OECD (2024), Development Co-operation Report 2024: Tackling Poverty and Inequalities through the Green Transition, OECD Publishing, Paris, <https://doi.org/10.1787/357b63f7-en>.

**NAME OF THE TEACHER
AND CONTACT**

Mateusz Smolaga
mateusz.smolaga@usz.edu.pl

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>Spring semester</i>
LEVEL	<i>Bachelor/master</i>
ECTS POINTS	<i>5</i>
LANGUAGE	<i>English</i>
PREREQUISITES	<i>A general knowledge of international politics and economics would be of great benefit to a student.</i>
COURSE OBJECTIVES	
<p>The main aim of the class is to highlight the 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 	
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 World's 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 (the comparison of data and other information on a particular country of the global North and the global South), video project, and in-class activity
LITERATURE	
<ol style="list-style-type: none"> 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 (2024), Development Co-operation Report 2024: Tackling Poverty and Inequalities through the Green Transition, OECD Publishing, Paris, https://doi.org/10.1787/357b63f7-en. 5. UNDP (United Nations Development Programme). 2024. Human Development Report 2023-24: Breaking the gridlock: Reimagining cooperation in a polarized world. New York, https://hdr.undp.org/system/files/documents/global-report-document/hdr2023-24reporten.pdf. 	
NAME OF THE TEACHER AND CONTACT	Mateusz Smolaga mateusz.smolaga@usz.edu.pl

COURSE TITLE :	<i>Peacebuilding and international organizations</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>Discussion classes, 15 hours</i>
STUDY PERIOD:	<i>Summer semester</i>
LEVEL	<i>Master</i>
ECTS POINTS	5
LANGUAGE	<i>English</i>
PREREQUISITES	<i>General interest in world politics.</i>
COURSE OBJECTIVES	
This course aims to explore what peacebuilding means, how peace may be restored, by whom, and for what ends, and the many obstacles that arise to slow down and, in some cases, disrupt the peace process. Another aim is to familiarize the student with organizations dealing with the peace process and the functioning of regulatory mechanisms at the organizational level.	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. Introduction to peacebuilding and conflict resolution process. 2. The role of international organizations in peacebuilding. 3. Analysis of the Peace Process in Selected Armed Conflicts and External Involvement in the Peace Process – Case Study 	
LEARNING OUTCOMES	
<i>knowledge:</i>	1. Student will have a basic understanding of the role of peacebuilding in preventing, managing, and resolving conflicts.
<i>skills:</i>	1. Student will be able to analyse the peace process and observe the changes taking place.
<i>social competences:</i>	1. As a result of the knowledge and skills acquired student will be able to identify the cycle of armed conflict taking into account sensitivity of the cultural and social context.
REQUIREMENTS AND GRADING SYSTEM	ANALITICAL PRESENTATION
LITERATURE	
<ol style="list-style-type: none"> 1. Vuković S. (2017), International multiparty mediation and conflict management. Challenges of cooperation and coordination, Routledge. 2. Grech O., Wohlfeld M. (red.) (2010), Human rights and the conflict cycle, Mediaterranean Academy of Diplomatic Studies, Medac. 3. Freire M. R. (2003), Conflict and Security in the Former Soviet Union. The role of the OSCE, Routledge. 4. Hofmann C., Schneckener U. (2012), Engaging non-state armed actors in state- and peacebuilding: option and strategies, International Review of Red Cross, t. 93, nr 883, ss. 603-621. 	

NAME OF THE TEACHER AND CONTACT	Julia Kołodziejska, PhD (julia.kolodziejska@usz.edu.pl)
--	---

COURSE TITLE :	<i>Religions in the Contemporary World</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>Seminar (with elements of lectures), 30 hours</i>
STUDY PERIOD:	<i>Winter semester</i>
LEVEL	<i>Bachelor; Master</i>
ECTS POINTS	<i>?</i>
LANGUAGE	<i>English</i>
PREREQUISITES	-

COURSE OBJECTIVES

The aim of the course is to develop and systematise a student's knowledge of religions, the functions they perform in the modern world and the ways they are used for achieving various goals. The course examines different attitudes towards religion and the processes to which religions 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.

COURSE CONTENT

1. 1. Definition of religion. Sciences dealing with religion. Different scientific approaches and ontological-methodological assumptions on religion
2. Religion in chosen social theories
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
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
5. Religions and modernisation. Secularisation, postsecularisation, secularism, postsecularism
6. Religious revitalisation, mobilisation, religious radicalisation as processes in the world, some their determinants and outcomes; religious fundamentalism
7. State-religion interrelations

LEARNING OUTCOMES

<i>knowledge:</i>	<ol style="list-style-type: none"> 1. A student should have 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. 2. A student should be aware of the differences in views relating to religious issues and the resulting divergences and their consequences in the contemporary world.
<i>skills:</i>	<ol style="list-style-type: none"> 1. A student should be able to describe and analyse the interaction between phenomena and processes in the area of religion and beyond religion. 2. A student should be able to use the terms and concepts used in the scientific discourse on topics related to religious issues.

<i>social competences:</i>	<ol style="list-style-type: none"> 1. A student should be ready to recognise the importance of knowledge about religion and religions in solving social and political problems emerging in the contemporary world. 2. The student is more ready to communicate and potentially cooperate in intercultural contacts (encountering different religious attitudes and attitudes towards religion).
REQUIREMENTS AND GRADING SYSTEM	<p>Evaluation of the test: 50-59% of positive answers in the test - 3,0; 60-69% - 3,5; 70-79% - 4,0; 80-89% - 4,5; 90-100% - 5,0.</p> <p>The final grade increases by 0,5 (maximum by 1.0) due to substantive participation in discussions.</p>
LITERATURE	
<ol style="list-style-type: none"> 1. Chosen entries from <i>The Encyclopedia of World Religions, Revised Edition</i>, 2007, by Robert S. Ellwood, Gregory D. Alles (eds.). 2. Inger Furseth, Pal Repstad, 2006, <i>An Introduction to the Sociology of Religion: Classical and Contemporary Perspectives</i> – chap. 5 3. Handbook of religious beliefs and practices, Washington, 2013. 4. José Casanova, 2006, Rethinking Secularization: A Global Comparative Perspective, <i>The Hedgehog Review</i>, Spring–Summer, pp. 7-22 5. Casanova, Jose, Public Religions Revisited, in Hent de Vries (ed.), <i>Religion: Beyond the Concept</i>, Fordham, 2008, pp. 101-119. 6. Taylor, Charles, The Meaning of Secularism, <i>The Hedgehog Review</i>, Fall, 2010, pp. 23-34. 	
NAME OF THE TEACHER AND CONTACT	<p>Anna Królikowska PhD anna.krolikowska@usz.edu.pl</p>

COURSE TITLE :	<i>Soft power in international relations</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>Discussion classes, 15 hours</i>
STUDY PERIOD:	<i>Summer semester</i>
LEVEL	<i>Master</i>
ECTS POINTS	<i>5</i>
LANGUAGE	<i>English</i>
PREREQUISITES	<i>General interest in world politics.</i>
COURSE OBJECTIVES	
The course aims to provide students with basic understanding of how nations use cultural diplomacy, public diplomacy, and other soft power tools to influence international relations.	
COURSE CONTENT	
1. Introduction to Soft Power. 2. Tools and Mechanisms of Soft Power. 3. Case Studies on the Application of Soft Power.	
LEARNING OUTCOMES	
<i>knowledge:</i>	1. The student will have a basic understanding of the concept of soft power, its mechanisms, and its distinction from hard power within the framework of international relations.
<i>skills:</i>	1. The student will be able to analyse the effectiveness of soft power strategies used by nations in influencing global politics and achieving foreign policy objectives.
<i>social competences:</i>	1. As a result of the knowledge and skills acquired, the student will be able to identify and cultivate the capacity to engage in informed and respectful dialogue on the significance of cultural and public diplomacy.
REQUIREMENTS AND GRADING SYSTEM	ANALITICAL PRESENTATION
LITERATURE	
1. Joseph S. Nye Jr., "Soft Power: The Means to Success in World Politics, 2004. 2. Craig Hayden, "The Rhetoric of Soft Power: Public Diplomacy in Global Contexts, 2011. 3. Inderjeet Parmar, Michael Cox, "Soft Power and US Foreign Policy: Theoretical, Historical and Contemporary Perspectives", 2010 4. Yong Deng, "China's Struggle for Status: The Realignment of International Relations, 2008.	
NAME OF THE TEACHER AND CONTACT	Julia Kołodziejska, PhD (julia.kolodziejska@usz.edu.pl)

SYLABUS

Nazwa programu studiów: NIE WYPEŁNIAMY						
Moduł: Seminarium przedmiotowe						
Nazwa przedmiotu: Adverse Childhood Experiences – Impact on Body and Behavior					Kod przedmiotu: [uzupełnione automatycznie przez system]	
Nazwa kierunku: psychologia						
Forma studiów: stacjonarne		profil studiów: jednolite			Specjalność: NIE WYPEŁNIAMY	
Status przedmiotu:				Język przedmiotu: semestr: – język angielski		
Rok	Semestr	Forma zajęć	Liczba godzin		Forma zaliczenia	ECTS
				w tym e-learning		
3	6	Seminarium przedmiotowe	30		E	2
Razem			30			
Koordinator przedmiotu:	dr Elżbieta Pieńkowska					
Prowadzący zajęcia:	dr Elżbieta Pieńkowska					
Cele przedmiotu:	The course will increase the knowledge of adverse childhood experiences, the possible cascading and long term effects on child development and functioning during the life-span					
Wymagania wstępne:	brak					
EFEKTY UCZENIA SIĘ						
Kategoria	Lp	KOD	Opis efektu			Odniesienie do efektów dla programu
wiedza	1	EP1	demonstrate understanding of the terminology used in clinical psychology of adverse childhood experiences and trauma			
	2	EP2	identify research models and relate the findings of research to effects of trauma on developmental domain			
	3	EP3	have knowledge of forms of psychological intervention in early trauma and adversity exposure			
umiejętności	1	EP3	is able to recognize the symptoms of stress, trauma, and violence and can understand how stress, trauma, or violence affects brain development and learning			
	2	EP4	demonstrate understanding of the different theoretical approaches to trauma and adversity in development and be able to articulate the different assumptions behind them			
				
kompetencje społeczne	1	EP5	being self-aware, reflective and flexible and have the capacity to accept and give constructive feedback			

	2	EP6	demonstrate understanding of the workings of their own consciousness, behavior, and interpersonal relationships	
		
TREŚCI PROGRAMOWE			Semestr	Liczba godzin
				30
				w tym e-learning
Przedmiot: Adverse Childhood Experiences – Impact on Body and Behavior				
Forma zajęć: seminarium				
1. Effects of trauma and adversity on developmental domains			8	8
2. Cascading and long -term effects of childhood trauma			8	8
3. Recognizing risk and protective factors – posttrauma aftermath related variables			8	6
4. Issues for working with children and youth exposed to adversity and trauma			8	8
Metody kształcenia	Wykład prezentacja multimedialna, praca samodzielna z literaturą przedmiotu analiza przykładów z dyskusją			
Metody weryfikacji efektów uczenia się	Praca pisemna – studium przypadku			Nr efektu uczenia się z sylabusu
Forma i warunki zaliczenia	Zasady wyliczania oceny z przedmiotu			
Metoda obliczania oceny końcowej	Sem.	Przedmiot	Rodzaj zaliczenia	Metoda obl. oceny
			Praca pisemna – studium przypadku	
Literatura podstawowa	Nader, K. (2020). <i>Handbook of Trauma, Traumatic Loss, and Adversity in Children</i> . New York: Taylor and Frances Group Blaustein, M., & Kinniburgh, K. (2019). <i>Treating traumatic stress in children and adolescents</i> . Guilford Bethell, C.D., Carle, A., Hudziak, J., Gombojav, N., Powers, K. Wade, R., & Braveman, P. (2017). Methods to assess adverse childhood experiences of children and families: Toward approaches to promote child well-being in policy and practice. <i>Academic Pediatrics</i> , 17(7), S51–S69			
Literatura uzupełniająca	American Psychological Association. (2022). <i>Identifying signs of stress in your children and teens</i> . https://www.apa.org/topics/stress/children Boxer, P., & Sloan-Power, E. (2013). Coping with violence: A comprehensive framework and implications for understanding resilience. <i>Trauma, Violence, & Abuse</i> , 14(3). https://doi.org/10.1177/1524838013487806 Burke Harris, N. (2018). <i>The deepest well: Healing the long-term effects of childhood adversity</i> . Houghton Mifflin Harcourt.			
NAKŁAD PRACY STUDENTA				
			Liczba godzin	
			w tym e-learning	
Zajęcia dydaktyczne	30		0	
Udział w egzaminie/zaliczeniu	2		0	

Przygotowanie się do zajęć	1	
Studiowanie literatury	5	
Udział w konsultacjach	2	0
Przygotowanie projektu / eseju / itp.		
Przygotowanie się do egzaminu/zaliczenia	5	
ŁĄCZNY nakład pracy studenta w godz.	45	
Liczba punktów ECTS	2	

COURSE TITLE:	<i>Arabic language</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>lecture, 30 hours</i>
STUDY PERIOD:	<i>Winter semester</i>
LEVEL	<i>Bachelor/master</i>
ECTS POINTS	<i>5</i>
LANGUAGE	<i>English</i>
PREREQUISITES	
COURSE OBJECTIVES	
<p>Communication: The first and most important goal of learning Arabic may be to communicate with people living in Arab countries. By knowing this language, you can communicate better with Arabs and get to know their culture and traditions better.</p> <p>Professional development: Knowledge of Arabic may also be useful in professional development, especially if you plan to work in international companies or institutions operating in Arab countries.</p>	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. Introducing yourself, providing data, asking about data. 2. Numerals, days of the week, months, prepositions. 3. Present tense, routine activities, times of day, basic verbs, verb conjugation by persons 4. Asking questions in the present tense 5. Food products, food preferences 6. Names of countries and nationalities, traveling 7. Past tense, verb forms, questions and answers. 	
LEARNING OUTCOMES	
<i>knowledge:</i>	<p>Knowledge of the Arabic language includes understanding its grammatical structure, spelling rules, pronunciation and the specificity of individual dialects. Additionally, it is worth gaining knowledge about the history of the Arabic language, its evolution and influence on other languages.</p> <p>Knowledge of Arabic can be useful for research, teaching and business purposes, as many Arabic-speaking countries play an increasingly important role on the international stage. It can also be an excellent opportunity to learn and better understand Arab culture and tradition.</p>

<i>skills:</i>	<p>Reading and writing: Being able to read and write in Arabic is crucial to communicating and understanding written texts.</p> <p>Understanding spoken Arabic: Being able to understand spoken Arabic can be helpful when talking, watching movies, or listening to music in Arabic.</p>
<i>social competences:</i>	<p>Social competences, i.e. the ability to establish interpersonal relationships, build trust, resolve conflicts and work in a group, are also very important in everyday life. Having good social skills allows us to communicate better with other people, conduct effective negotiations, cope with stressful situations and coach others in their development.</p> <p>Therefore, having both Arabic language and social competences is of great value and can open many doors both professionally and personally.</p>
REQUIREMENTS AND GRADING SYSTEM	<p>Attendance and Participation Readings and Discussion Assignments Final Exam</p>
LITERATURE	
<ol style="list-style-type: none"> 1. Essential Arabic :A Learner's Practical Guide, https://www.awesomebooks.com/book/9788185063263/essential-arabic/used?gad_source=1&qclid=CjwKCAiA0bWvBhBjEiwAtEsoW7FrcwTNG_ZhvXhtxzMVfT8eK_YpRUDQwH_B3doFSN1dU6KhRSa1UxoC8fgQAvD_BwE 2. Arabic Reading Practice for ALL Learners - Arabic for Daily Life, https://www.youtube.com/watch?v=K4mXjDsXOLw 	
NAME OF THE TEACHER AND CONTACT	<p>dr hab. Fuad Jomma, Profesor US fuad.jomma@usz.edu.pl +48 604492503</p>

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

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

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

LITERATURE	
1. Publications - Climate Strategies 2. Climate Policy Journal	
NAME OF THE TEACHER AND CONTACT	Marta Szulc, marta.szulc@usz.edu.pl

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

LITERATURE

1. C. Hill, M. Smith, S. Vanhoonacker, International Relations and the European Union, Oxford University Press, 2017;

2. P. Foradori, P. Rosa, R. Scartezzini, Managing a Multilevel Foreign Policy, Lexington Books, 2007;

3. F. Bindi, I. Angelescu (eds.), The Foreign Policy of the European Union, Brooking Institution Press, 2012.

NAME OF THE TEACHER AND CONTACT	Prof. US dr hab. Bartłomiej H. Toszek bartlomiej.toszek@usz.edu.pl
--	---

COURSE TITLE :	<i>Community arts</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>Lecture – 10 hours, exercises - 10 hours</i>
STUDY PERIOD:	<i>Spring semester</i>
LEVEL	<i>Bachelor</i>
ECTS POINTS	<i>...</i>
LANGUAGE	<i>English</i>
PREREQUISITES	
COURSE OBJECTIVES	
The aim of the course is to introduce students to the theory and practice of community arts, to impart skills in communicating and working with communities taking into account their specificities and needs and ethical principles in working with the community.	
COURSE CONTENT	
Lectures: 1. Public art and its transformation – 2h 2. New genre public art – 2h 3. Relationship-participation-dialogue-collaboration. Community art – 2h 4. Sources of public and community art – 2h 5. Ethical issues of community art – 2h Exercises: 1. Art as a tool for creating relationships and community – 2h 2. Place, memory, identity in the context of local communities – 2h 3. Community art and social problems – 2h 4. Creation and implementation of a socio-artistic project of intervention in urban space – 4h	
LEARNING OUTCOMES	
<i>knowledge:</i>	The student knows and understands the forms and functions of community art and the problems of contemporary art education related to the process of direct participation of diverse communities in culture and art
<i>skills:</i>	The student recognises, analyses, interprets and critiques problems and phenomena occurring in local communities and is able to synthesise knowledge about them in order to design creative and innovative animation activities for these communities. The student is able to critically communicate with diverse communities and participants of culture in public space, as well as lead a debate on the ways, forms and functions of community participation in culture and arts.

<i>social competences:</i>	<p>The student is ready to work with different communities and to inspire and organise creative art activities with the community.</p> <p>The student is ready to participate in the preparation of community art projects and to work responsibly and committedly in their implementation.</p>
REQUIREMENTS AND GRADING SYSTEM	<p>Group project: socio-artistic intervention in a selected urban space.</p> <p>The final grade is a grade for the project.</p>
LITERATURE	
<ol style="list-style-type: none"> 1. Art in the Public Interest, Raven A. (red.), UMI Research Press, 1989 2. Bishop C., Participation. Documents of Contemporary Art, Bishop C. (red.), Whitechapel/The MIT Press, London/Cambridge, Massachusetts 2006 3. Bishop C., The Social Turn: Collaboration and its Discontents, „Artforum”, Feb. 2006. 4. Bishop C., Artificial hells. Participatory art and the politics of spectatorship, London/New York 2012 5. Boal A., Theatre of the Oppressed, Theatre Communications Group, New York 1985. 6. Byrne E., Elliott E., Williams G., ‘Performing the micro-social: using theatre to debate research findings on everyday life, health and well-being’. <i>The Sociological Review</i> 64(4)/2016: 715-733. 7. Helguera P., Education for Socially Engaged Art: A Materials and Techniques Handbook, Yorge Pinto Books, New York 2011 8. Izdebska K., <i>Art, Identity of the Place and Cultural Heritage of the Region</i>, [w:] <i>Cultural discourses of regionalisation</i>. Oxana Kozlova and Robert Bartłomiejski (red.), Szczecin 2015 9. Izdebska K., Chechen Refugees in Poland on ‘Tolerated Stay’: Different Perspectives of Hospitality in the Context of Theatrical Action in a Private Apartment. <i>Journal of Refugee Studies</i>, 34(1)/2021, 741-759. 10. Kwon M., One Place after Another. Site-specific Art and Locational Identity, The MIT Press, Cambridge/Massachusetts 2002 11. Lacy S., Debated Territory: Toward a Critical Language for Public Art, (w:) Mapping the Terrain: New Genre Public Art, Bay Press, Seattle/Washington 1995, s. 171-185. 12. Lacy S., Time in Place. New Genre Public Art a Decade Later (w:) The Practice of Public Art, Cartiere C., Willis S. (red.), Routledge, New York, Abingdon 2008, s. 18-32 13. Lippard L., Trojan Horses: Activist Art and Power (w:) Art after Modernism. Rethinking Representation, Wallis B. (red.), New Museum of Contemporary Art, New York/Boston 1984(b), s. 341-358. 14. Mapping the Terrain: New Genre Public Art, Lacy Susan (red.), Bay Press, Seattle, Wash. 1995 	
NAME OF THE TEACHER AND CONTACT	<p>Karolina Izdebska karolina.izdebska@usz.edu.pl</p>

Course unit title: <i>Cooperation and teamwork in science</i>					
Unit:				Course unit code:	
Faculty / Department providing the course / module:					
Mode of study:		Name of field of study		Discipline of study:	
Course / module status:				Language of instruction: English	
Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
			15		2
TOTAL					
Course/module coordinator		Maciej Kowalewski			
Course instructor		Maciej Kowalewski			
Course/module objectives					
Prerequisites		none			
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		students know the principles and contexts of scientific cooperation, the principles of dissemination of the results of scientific activity, and the basic principles of transferring knowledge produced in scientific teams to the social or economic sphere		
	2		Students know ways to improve their own development in relation to working in research teams		
Skills	1		students are able to establish and undertake scientific cooperation in research teams, including international ones		
Social competencies	1		students are ready to act in accordance with ethical principles binding in creative work and interpersonal relations, as well as to develop and disseminate the ethos of scientific and professional community		
CONTENT				Semester	No. of hours
Form of the course:					
1 Working in a science/research environment					3
2 Setting the objectives of the collaboration					3
3. Resources: team characteristics and networking potential					3
4. Rules: communication and relations in a team					3
5. Outcomes: tools for managing and measuring work progress					3
Modes of delivery	Workshop				
Assessment methods	group project - (2-4 persons) in the form of an idea for a scientific article/research project. Activity during class is also assessed			No. of learning outcome from the syllabus	
Grading criteria	Principles for calculating a grade for the course				
Basic reading	West, M. A., Tjosvold, D., & Smith, K. G. (Eds.). (2008). <i>International handbook of organizational teamwork and cooperative working</i> . John Wiley & Sons. Fiore, S. M. (2008). Interdisciplinarity as teamwork: How the science of teams can inform team science. <i>Small Group Research</i> , 39(3), 251-277.				
Supplementary reading					
DOCTORAL STUDENT WORKLOAD:					
				No. of hours	
Contact hours	15				

Participation in test / exam	
Preparation for contact hours	5
Private reading and studying	15
Participation in tutorials	
Preparation of project / essay / etc.	15
Preparation for test / exam	
Other	
TOTAL workload in hours	50
ECTS credits	

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

LITERATURE

1. Di Pietro, G., Biagi, F., Costa P., Karpiński Z., Mazza, J., *The likely impact of COVID-19 on education: Reflections based on the existing literature and recent international datasets*, 2020, jrc121071.pdf

2. Building a High-Quality Teaching Profession. Lessons from around the world

<https://www2.ed.gov/about/inits/ed/international/background.pdf>

3. Anna Murawska, *The "Existential Turn" in Education as an Answer to Crises Facing an Individual*, "NOWIS. Nauki o Wychowaniu. Studia Interdyscyplinarne" 2020, nr 1(10)

<https://czasopismo.naukiowychowaniu.uni.lodz.pl/resources/html/article/details?id=204491>

NAME OF THE TEACHER AND dr Barbara Żakowska

CONTACT

barbara.zakowska@usz.edu.pl

COURSE TITLE :	<i>Developing countries in International Relations: institutions, economy, political agenda</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>discussion classes, 30 hours</i>
STUDY PERIOD:	<i>Summer semester</i>
LEVEL	<i>Master</i>
ECTS POINTS	<i>4</i>
LANGUAGE	<i>English</i>
PREREQUISITES	<i>General knowledge of international relations will be beneficial.</i>
COURSE OBJECTIVES	
<p>The main aim of the course is to highlight the position of developing countries in the international system and the main trends in their mutual relations. By working on their audio-video projects, students will be able to practise teamwork and the use of new technologies for presentation purposes.</p>	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. Introduction 2. Decolonization 3. Developing countries and the global economy; 4. Social and economic problems across developing countries 5. Development cooperation; 6. The position of developing countries in the major international organizations/institutions; 7. 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 World's 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 the relations of the EU and their country with the global South.</i> 2. <i>Student is ready to be involved in the ongoing development cooperation.</i>

REQUIREMENTS AND GRADING SYSTEM	Analytical presentation (the comparison of data and other information on two chosen developing countries), video project, and in-class activity
LITERATURE	
<p>1. Calvert P., Calvert S., (2007): Politics and Society in Developing World, Third Edition, Pearson Education Limited.</p> <p>2. Harlow V. Desai, R. B. Potter (ed.) (2002): The Companion to Development Studies, Hodder Arnold, London.</p> <p>3. Development Co-operation Report 2023: Debating the Aid System, OECD Publishing, Paris 2023, https://doi.org/10.1787/f6edc3c2-en.</p> <p>4. Human Development Report 2021-22: Uncertain Times, Unsettled Lives: Shaping our Future in a Transforming World, https://hdr.undp.org/system/files/documents/global-report-document/hdr2021-22reportenglish_0.pdf, UNDP, New York 2022.</p>	
NAME OF THE TEACHER AND CONTACT	

Course unit title: Documentary photography as part of social research					
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	3
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
Form of the course: theory and practice in the field research				6	2
Introduction and overview of the course. Lecture: Elements of documentary photography.					2
Developing an idea/story topic. Lecture: Writing a treatment and proposal. The Documentary Team. Different roles on the documentary team. Making Contact.					4
Organizing shoot and understanding tools.					2
Shooting in the fieldwork.					6
Post-Production. Presentation of series of photos.					4
Modes of delivery					
Assessment methods		presentation of series of photos		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. Dirk Eitzen ,When Is a Documentary?: Documentary as a Mode of Reception. in: Cinema Journal, Vol. 35, No. 1 (Autumn, 1995), pp. 81-102			
Supplementary reading		1. S. Pink, Visual Ethnography: Image, Media and Representation in Research.			
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	3

COURSE SYLLABUS AND SPECIFICATION

Curriculum title: USNSP-MIPiPR-O-II-S-24/25Z						
Unit: Przedmiot do wyboru w języku obcym [moduł]						
Course title: Electoral law (POZOSTAŁE PRZEDMIOTY / MODUŁY)					Course code: US69AIIJ2977_54S	
Name of field of study: management instytucji publicznych i Public Relations						
Mode and cycle of study: second degree, full - time			Profile of study: general academic		Specialty:	
Course / module status elective				Language of instruction: semester: 2 - polish language		
Year	Semester	Form of instruction	No. of hours		Type of credit	ECTS
				including elearning		
1	2	lecture	30	0	pg	4
Total			30			4
Course / module coordinator		dr RADOSŁAW ZYCH				
Course instructor		dr RADOSŁAW ZYCH				
Course / module objectives		<p>The aim of the course will be to present students with the electoral law in terms of the object and subject matter. Basic documents of international and Polish law concerning the elections will be analyzed. Moreover, the individual's subjective electoral rights, basic principles of electoral law and their guarantees will be presented. The role of election monitoring organizations and their importance for the organization of elections will also be presented.</p> <p>The aim of the course is to draw students' attention to the importance of elections and legal regulations in the public life of modern states.</p>				
Prerequisites		The student shows interest in various problems falling within the scope of social sciences, especially political science and administration. Knowledge of the general history of state, political systems and law.				
LEARNING OUTCOMES						
Category	No.	Code	Description			Ref. to programme benchmarks
knowledge	1	EP1	The student knows and thoroughly understands the concepts and electoral law terminology and develops detailed knowledge in the field; knows and understands thoroughly basic principles of organization and holding of elections, their guarantees and relations between them.			K_W01 K_W02
skills	1	EP2	Searching foreign-language sources, the student actively seeks out, analyses and critiques information on a variety of issues of interest to the social sciences. He or she is able, in a foreign language, not only to give arguments for or against the positions under discussion, but also to make a basic synthesis of the key theses relating to the problem under discussion. The student is able to use his knowledge and use it correctly rules of logical reasoning for interpretation and explanation complex legal issues in the field of electoral law.			K_U01 K_U03 K_U04

social competences	1	EP3	The student is ready for responsible personal self-development through the formation of his opinions on topics previously poorly explored by him. Presenting such an attitude, he is open to using pluralistic and culturally varied sources of information and foreign expert opinions. In connection with the processes of globalization taking place in modern states. The student has a deepened awareness of his level knowledge and skills in the field of electoral law, understands the need for continuous professional development and personal development and is ready for the critical evaluating the knowledge possessed and the content received and setting directions for one's own development and extended education in an interdisciplinary dimension.	K_K01 K_K02 K_K06
--------------------	---	-----	--	-------------------------

CONTENT	Semester	No. of hours	
			including e-learning

Subject title: **Electoral law****elective subject in a foreign language**Format of instruction: **lecture**

1. Concept of the elections, electoral rights in terms of subjective and objective.	2	3	0
2. Functions of the elections.	2	4	0
3. Active and passive right to vote.	2	3	0
4. Electoral administration.	2	3	0
5. Basic principles of the electoral law and the guarantees.	2	4	0
6. Organization of the elections, legal regulation of electoral campaign.	2	4	0
7. Legal regulation of organization and conduct of the vote.	2	3	0
8. Legal aspects of determining the results of voting and electoral results.	2	3	0
9. Verification of the elections.	2	3	0

Modes of delivery	Lecture, discussion and multimedia presentation.	
	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	
	WRITTEN WORK/ ESSAY/ REVIEW	EP1
	PROJECT	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	Detailed conditions for passing are given by the instructor at the first class.				
	Grade calculation principles				
	Details about the calculation of the course grade are given by the instructor at the first class.				
Final grade calculation method	Sem.	Course	Type of credit	Grade calc. method	Weight for the average
	2	Electoral law		Weighted	
	2	Electoral law [lecture]	pass-fail		1,00
Basic reading	<p>Gierach E., Chybalski P. (2009): Polish Constitutional Law: The Constitution and selected statutory materials, Warszawa</p> <p>Zych R. (2022): How should Polish electoral law be modernized to better serve people with disabilities ?, [in:] Human rights as a guarantee of smart, sustainable and inclusive growth, ed. Iwona Florek, Ildiko Laki, Budapeszt - Józefów: Milton Friedman University ; Alcide De Gasperi University of Euroregional Economy</p> <p>Zych R.(2022): Disability as a global problem : considerations in light of the Polish electoral law, "Zbornik radova Pravnog Fakulteta", no. 8, pp. 57-68.</p> <p>Zych R. (2023): Legal aspects concerning the need to distinguish between the concepts of "election" and "voting" : State de lege lata and postulates de lege ferenda, "Teki Komisji Prawniczej PAN Oddział w Lublinie", Vol. 16 no. 1, pp. 409-420. Lublin</p> <p>Kjerulf Dubrow J., Palaguta N. (2016): Towards electoral control in Central and Eastern Europe, Warszawa</p> <p>Zych R. (2023): Permissibility of the involvement of the Polish armed forces to secure the electoral process in Poland, "Reality of Politics" pp. 151-170.</p> <p>Zych R. (2023): The Right to Vote in the Light of an Individual's End of Life, "Przegląd Prawa Konstytucyjnego", no. 6, pp. 267-281, Toruń</p> <p>Zych R. (2023): Problems with the use of electronic technologies illustrated by the electoral process in Poland : a look at the amendments to the Electoral code made in 2023 [in:] Digital well-being : a concern for the quality of life, ed. Lara Tafaro, Ildiko Laki, Iwona Florek, Józefów – Hungary.</p>				
Supplementary reading	<p>Birke W. (1961): European elections by direct suffrage : a comparative study of the electoral systems used in Western Europe and their utility for the direct election of a European Parliament, Publisher: A. W. Sythoff, Leyden.</p> <p>Sarnecki P., Szmyt A., Witkowski Z.(eds.) (1999): The Principles of Basic Institutions of the System of Government in Poland, Warsaw.</p> <p>Kuźelewska E., Kloza D. (2013): Elections to the European Parliament as a challenge for democracy, Białystok.</p> <p>Zych R. (2020): The legal and practical aspects of implementing university students' active electoral right in Poland, "Teki Komisji Prawniczej Polskiej Akademii Nauk Oddział w Lublinie", vol. XIII, no. 1, pp. 531-542, Lublin.</p> <p>Zych R. (2022): Directions and scope of amendments in Polish electoral criminal law of 2018, "Przegląd Prawa Konstytucyjnego", no. 2 (66), pp. 321-336, Toruń.</p> <p>Zych R. (2022): Implementation of the right of man of trust to register the work of precinct electoral commissions in the context of personal data legal protection, "Przegląd Prawa Konstytucyjnego", no. 6 (70), pp. 453-463, Toruń.</p>				
STUDENT WORKLOAD					
			No. of hours		
			including e-learning		
Contact hours	30		0		
Participation in test / exam	2		0		

Preparation for contact hours	30	0
Private reading and studying	8	0
Participation in tutorials	20	0
Preparation of project / essay / etc.	10	0
Preparation for test / exam	0	0
TOTAL workload	100	
ECTS credits	4	

COURSE TITLE	<i>Emotions and Social Interaction</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>laboratory, 15 hours</i>
STUDY PERIOD	<i>Winter semester</i>
LEVEL	<i>Bachelor</i>
ECTS POINTS	<i>2</i>
LANGUAGE	<i>English</i>
PREREQUISITES	<i>no</i>
COURSE OBJECTIVES	
The course aims at providing core knowledge about the social dimension of collective emotions and is thought to teach students how to analyse them adequately through the presentation of case studies.	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. Emotions as synchronically and diachronically constructed social facts. Elements of theory 2. Empathy and gratitude 3. Anger and envy 4. Pride 5. Delight and happiness 6. Fear 7. Concluding reflections 	
LEARNING OUTCOMES	
<i>knowledge:</i>	<p>The student knows the main theoretical aspects of the sociology of emotions.</p> <p>The student disposes well-structured knowledge about the terminology prevailing in emotion studies.</p>
<i>skills:</i>	<p>The student is able to recognize, describe, analyse, and explain a given collective emotion in its social context as well as its historical background.</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>	<p>The student is ready to adopt a critical approach to social phenomena.</p> <p>The student is prepared to stay aware and build up others' awareness of the sociotechnical dimension of the management of collective emotions and the risks of manipulation.</p>

REQUIREMENTS AND GRADING SYSTEM	Oral presentations on chosen case studies + written validation test checking the theoretical knowledge acquired during the lecturer's introductory presentation.
LITERATURE	
<p>1. J. Barbalet (ed.) (2002): Emotions and Sociology, Blackwell Publishing</p> <p>2. J. Barbalet (1998): Emotion, Social Theory, and Social Structure, Cambridge University Press</p> <p>3. Th. J. Scheff (2000): Bloody Revenge. Emotions, Nationalism, and War, Backinprint</p> <p>4. W. M. Reddy (2001): The Navigation of Feeling. A Framework for the History of Emotions, Cambridge University Press</p> <p>5. B. H. Rosenwein (2007): Emotional communities in the Early Middle Ages, Cornell University Press</p>	
NAME OF THE TEACHER AND CONTACT	dr hab. Pierre-Frédéric Weber, prof. US pierre.weber@usz.edu.pl

Course unit title: <i>Energy and society</i>					
Unit:				Course unit code:	
Faculty / Department providing the course / module:					
Mode of study:		Name of field of study		Discipline of study:	
Course / module status:				Language of instruction: English	
Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
			15		2
TOTAL					
Course/module coordinator		Piotr Biniek			
Course instructor		Piotr Biniek			
Course/module objectives					
Prerequisites		none			
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		Students will understand the importance of energy in social, economic, and environmental life, including economic, social, and ecological aspects.		
	2		Students will be able to evaluate various energy technologies in terms of their effectiveness, economic viability, environmental impact, and social acceptance.		
Skills	1		Students will be able to analyze various energy technologies in terms of their effectiveness, economic viability, environmental impact, and social acceptance. Students will be able to effectively communicate and collaborate with others, both within teams and in interactions with external stakeholders, to achieve desired goals related to energy and society.		
Social competencies	1	SD_K06	Students will be able to critically analyze information and arguments related to energy and society, understanding the diversity of perspectives and interests associated with this topic.	P8S_KR	
CONTENT				Semester	No. of hours
Form of the course:					
1 The role of energy in society					3
2 Energy technologies and their assessment:					3
3. Energy policy					3
4. Sustainable development and energy					3
5. Energy challenges and perspectives					3
Modes of delivery	Workshop				
Assessment methods	group project - (2-4 persons) in the form of an idea for a scientific article/research project. Activity during class is also assessed			No. of learning outcome from the syllabus	
Grading criteria	Principles for calculating a grade for the course				
Basic reading	Schobert, H. H. (2002). Energy and society: An introduction. Crc Press.				
Supplementary reading	Wolfson, R. (2011). Energy, environment, and climate. WW Norton & Company.				

DOCTORAL STUDENT WORKLOAD:

	No. of hours
Contact hours	15
Participation in test / exam	
Preparation for contact hours	5
Private reading and studying	15
Participation in tutorials	
Preparation of project / essay / etc.	15
Preparation for test / exam	
Other	
TOTAL workload in hours	50
ECTS credits	

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

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

NAME OF THE TEACHER AND CONTACT	dr Ewelina Kochanek ewelina.kochanek@usz.edu.pl
--	--

COURSE TITLE:	Fashion Studies
LEARNING FORMAT AND NUMBER OF HOURS	lecture, 15 hours
STUDY PERIOD:	Winter semester
LEVEL	Bachelor
ECTS POINTS	2
LANGUAGE	English
PREREQUISITES	Basic knowledge of sociology. Knowledge of issues, concepts and theories related to the analysis and interpretation of the observed social phenomena. Ability to use sociological categories to analyze society.
COURSE OBJECTIVES	
Introducing the student to the issues related to the social significance of clothing. To acquaint students with the basic concepts and concepts of the sociological analysis of clothing and dressing. Presentation of the most important problems related to the production, distribution and disposal of clothes.	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. Sociology of clothing - an introduction to the problem. 2. What Sociology Says About Fashion and Dressing Up. 3. Dressing up as a social activity. 4. Fashion spirits. 	
LEARNING OUTCOMES	
<i>knowledge:</i>	<p>The student has knowledge of the sociology of clothing and the sociology of fashion.</p> <p>The student knows the scope, concepts and terminology related to the social context of clothing and dressing.</p>
<i>skills:</i>	<p>The student is able to trace the way of distribution of clothing.</p> <p>The student prepares a project in the field of social responsibility of fashion.</p>
<i>social competences:</i>	<p>The student is ready to work in a group and jointly carry out the assigned task.</p> <p>The student is willing to adhere to and develop ethical principles and scientific integrity, including demanding the same from others.</p>
REQUIREMENTS AND GRADING SYSTEM	Preparation and presentation of the project "Who made my clothes?" - 80% (substantive correctness, originality of the proposed perspective, the attractiveness of the presentation); 20% - attendance and activity during the classes.
LITERATURE	

Craik J., 2005, The Face of Fashion. Cultural Studies in Fashion, London and New York, Routledge.

Jenss H. (ed.), 2016, Fashion Studies. Research Methods, Sites and Practices, London and New York, Bloomsbury.

**NAME OF THE TEACHER
AND CONTACT**

dr Kalina Kukielko
kalina.kukielko@usz.edu.pl

COURSE TITLE :	Introduction to Special Education
LEARNING FORMAT AND NUMBER OF HOURS	lectures, 15 hours
STUDY PERIOD:	Fall/spring semester
LEVEL	Bachelor/master
ECTS POINTS	4
LANGUAGE	English
PREREQUISITES	Basic knowledge of developmental psychology and general education.
COURSE OBJECTIVES	
<ol style="list-style-type: none"> 1. Recognize current trends of special education and disability studies. 2. Become familiar with the medical and social models of disability. 3. Understand the situation of pupils with learning difficulties in different forms of school education (special, integration and inclusion). 4. Respect the disabled persons' law to self-determine their life, education and rehabilitation. 	
COURSE CONTENT	
<ol style="list-style-type: none"> 1. Basic terms of special education: norms, disease, impairment, disability, handicap, learning difficulties, normalization, rehabilitation. 2. The subject, range and goals of special education. 3. Medical and social models of disability - introduction to the disability studies. 4. The social integration and inclusive education as the realization of humanistic paradigm of special education. 5. The essence of modern rehabilitation - from medical intervention to equal opportunities and social inclusion. 6. Polish and European models of school education for pupils with different kinds and grades of disability and learning difficulties. 7. Subdisciplines of special education. 8. Education and rehabilitation of persons with hearing loss. 9. Education and rehabilitation of persons with visual impairment. 10. Education and rehabilitation of persons with intellectual disability. 11. Education and rehabilitation of persons with chronic diseases and physical disability. 12. Education and rehabilitation of persons with autism spectrum disorder. 13. Education of pupils with learning difficulties. 14. Education of pupils with special abilities. 	
LEARNING OUTCOMES	
<i>knowledge:</i>	Student lists and describes basic terms, objectives and tasks of special education special within the social sciences.
<i>skills:</i>	Student explains the modern paradigms of education and rehabilitation of persons with disabilities.
<i>social competences:</i>	Student demonstrates empathic understanding for unique biological and social dimensions of disabled person's life.

REQUIREMENTS AND GRADING SYSTEM	PARTICIPATION IN CLASS, PASSING A WRITTEN TEST.
LITERATURE	
<ol style="list-style-type: none"> 1. Smith D. D., Pedagogika specjalna, t. 1-2, Warszawa 2009, Wyd. APS, PWN. 2. Dykcik W. (ed.), Pedagogika specjalna, Poznań 1997, Wyd. Naukowe UAM. 3. Krause A., Współczesne paradygmaty pedagogiki specjalnej, Kraków 2010, Impuls. 4. Goodley D., Disability Studies: An interdisciplinary Introduction. London 2011. SAGE. 5. Chrzanowska I., Pedagogika specjalna. Od tradycji do współczesności. Kraków 2015, Impuls. 	
NAME OF THE TEACHER AND CONTACT	<i>Dr hab. Marcin Wlazło prof. US marcin.wlazlo@usz.edu.pl</i>

Course unit title: <i>Media in social conflict management</i>					
Unit:				Course unit code:	
Faculty / Department providing the course / module:					
Mode of study:		Name of field of study		Discipline of study:	
Course / module status:				Language of instruction: English	
Year	Semester	Form of instruction	No. of hours	Type of credit	ECTS
			20		3
TOTAL					
Course/module coordinator		Piotr Biniek			
Course instructor		Piotr Biniek			
Course/module objectives					
Prerequisites		none			
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		Students will acquire understanding of the role of media in social conflict management, including the principles and dynamics of media influence during conflicts. They will explore various forms of media involvement in conflict resolution processes, such as peace journalism, conflict-sensitive reporting, and media advocacy.		
	2		Students will examine case studies and theoretical frameworks related to media's impact on social conflict dynamics and resolution efforts.		
Skills	1		Students will be able to assess the role of media in triggering, escalating, and mitigating social conflicts. Students will be able to analyze specific cases related to the role of media in managing social conflicts, considering different approaches and the effects of media in specific conflict situations.		
Social competencies	1	SD_K06	Students will be able to identify problems related to social conflicts and seek creative solutions, also through the use of media and social communication.	P8S_KR	
CONTENT					
Form of the course:			Semester	No. of hours	
1 The role of media in social conflicts				4	
2 Intercultural and mediation communication				4	
3. Media ethics and responsibility				4	
4. Communication strategies in conflict management				4	
5. Practical applications of media in conflict resolution				4	
Modes of delivery		Workshop			
Assessment methods		group project - (2-4 persons) in the form of an idea for a scientific article/research project. Activity during class is also assessed		No. of learning outcome from the syllabus	
Grading criteria		Principles for calculating a grade for the course			
Basic reading		Ramsbotham, O., Miall, H., & Woodhouse, T. (2011). Contemporary conflict resolution. Polity. McCorkle, S., & Reese, M. J. (2017). Personal conflict management: Theory and			

	practice. Routledge.
Supplementary reading	Himes, J. S. (2008). Conflict and conflict management. University of Georgia Press.
STUDENT WORKLOAD:	
	No. of hours
Contact hours	20
Participation in test / exam	
Preparation for contact hours	5
Private reading and studying	10
Participation in tutorials	
Preparation of project / essay / etc.	15
Preparation for test / exam	
Other	
TOTAL workload in hours	50
ECTS credits	

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

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

SYLABUS (wersja pełna)

Nazwa programu studiów:						
Nazwa przedmiotu: Psychology of Love						
Nazwa kierunku: Psychologia						
Forma studiów: jednolite studia magisterskie		Profil studiów: ogólnoakademicki (A)			Specjalność: 1. Kliniczna 2. Społeczna	
Status przedmiotu: fakultatywny				Język przedmiotu: angielski		
Rok	Semestr	Forma zajęć	Liczba godzin		Forma zaliczenia	ECTS
				w tym e-learning		
IV	8	wykład			ZO	2
		ćwiczenia	30			
RAZEM			30			
Koordinator przedmiotu:		Dr Roman Szalachowski				
Prowadzący zajęcia:		Dr Roman Szalachowski				
Cele przedmiotu:		Celem przedmiotu jest zapoznanie studentów z podstawowymi i pogłębionymi zagadnieniami związanymi z psychologią miłości. Studenci poznają procesy związane z powstawaniem i rozwojem bliskich związków, jak również wybrane kwestie wsparcia dla par i rodzin				
Wymagania wstępne:		Student powinien znać język angielski na poziomie pozwalającym na konwersację i czytanie. Student powinien znać podstawy psychologii ogólnej, psychologii rozwoju w ciągu życia, psychologii społecznej i psychologii klinicznej zarówno w sferze wiedzy, umiejętności jak i kompetencji.				
EFEKTY UCZENIA SIĘ						
Kategoria	L.p.	Opis efektu				Odniesienie do efektów dla programu
wiedza	01	ma pogłębioną i uporządkowaną wiedzę na temat zagadnienia psychologii miłości				K_W01, K_W03,
	02	posiada wiedzę na temat podstawowych metod wspierania rozwoju i pomocy parom i rodzinom				K_W07
	03	ma uporządkowaną wiedzę na temat zasad i norm etycznych w pracy z parami i rodzinami				K_W12
umiejętności	04	potrafi zdiagnozować podstawowe potrzeby danej pary i rodziny na podstawie dostępnych danych				K_U01, K_U07
	05	potrafi dobrać metody pomocy adekwatne do potrzeb danej pary lub rodziny				K_U09
	06	potrafi przeprowadzić podstawowe procedury pomocy parom i rodzinom				K_U10
kompetencje społeczne	07	ma pogłębioną świadomość odpowiedzialności i poziomu swojej wiedzy i umiejętności, rozumie potrzebę ciągłego rozwoju osobistego i zawodowego				K_K01
	08	utożsamia się z wartościami, celami i zadaniami realizowanymi w praktyce psychologicznej, odznacza się rozwagą, dojrzałością i zaangażowaniem w projektowaniu, planowaniu i realizowaniu działań psychologicznych				K_K04

TREŚCI PROGRAMOWE				
Forma zajęć: np.: wykład				
L.p.	Treści	semestr	liczba godzin	
1				
2				
Forma zajęć: np.: ćwiczenia				
1	Zagadnienia wprowadzające do psychologii miłości	8	4	
2	Trójczynnikowa koncepcja Sternberga. Teoria i praktyka	8	2	
3	Poznawcza koncepcja rozwoju diady	8	8	
4	Podstawowe metody wspierania rozwoju i pomocy parom i rodzinom	8	6	
5	Podstawowe zagadnienia terapii par i rodzin	8	6	
6	Zagadnienia etyczne i moralne związane z pomocom parom	8	4	
Metody kształcenia:		<ul style="list-style-type: none"> • prezentacja multimedialna • miniwykład • analiza przypadków z dyskusją • praca w grupach • praca indywidualna 		
Metody weryfikacji efektów uczenia się		<ul style="list-style-type: none"> • konwersacje i ćwiczenia na zajęciach • projekt grupowy/prezentacje 		Nr efektu uczenia się z sylabusu
				01,02,06,07 01,02,05,06,07 03,04
Forma i warunki zaliczenia		obecność i aktywność na zajęciach, wykonanie i prezentacja pracy grupowej Kolokwium lub odpowiedź ustna		
Metoda obliczania oceny końcowej		Semestr	Przedmiot / forma	Rodzaj zaliczenia
		8	PL/ćw	zo
Literatura podstawowa				
		1.Beck A. (2010), Love is never enough. Harper Collins 2.Dattilio F. (2013), Cognitive-Behavioral Therapy with Couples and Families. Guilford Pubn.		
Literatura uzupełniająca		Gottman J., Silver N. (2015), Seven Principles for Making Marriage Work. Harmony Book		
NAKŁAD PRACY STUDENTA				
		Liczba godzin		
Zajęcia dydaktyczne		30		
Udział w egzaminie/zaliczeniu		1		
Przygotowanie się do zajęć		6		
Studiowanie literatury		5		
Udział w konsultacjach		1		
Przygotowanie projektu / eseju / itp.		5		

Przygotowanie się do egzaminu / zaliczenia	2
Łączny nakład pracy studenta w godz.	50
Liczba punktów ECTS	2

SYLABUS (wersja pełna)

Nazwa programu studiów:						
Nazwa przedmiotu: Psychologia Pieniądza i Konsumpcjonizm						
Nazwa kierunku: Psychologia						
Forma studiów: stacjonarne		Profil studiów: ogólnoakademicki			Specjalność: społeczna	
Status przedmiotu: seminarium przedmiotowe				Język przedmiotu: polski		
Rok	Semestr	Forma zajęć	Liczba godzin		Forma zaliczenia	ECTS
				w tym e-learning		
		wykład				2
		ćwiczenia	30	0	ZO	
RAZEM			30	0		
Koordinator przedmiotu:		<i>dr Karol Karasiewicz</i>				
Prowadzący zajęcia:		<i>dr Karol Karasiewicz</i>				
Cele przedmiotu:		<i>Course Objective:</i> - To develop the student's competence in the conscious use of verbal and nonverbal communication. - To emphasize practical preparation for shaping attitudes towards money and saving.				
Wymagania wstępne:						
EFEKTY UCZENIA SIĘ						
Kategoria	L.p.	Opis efektu				Odniesienie do efektów dla programu
wiedza		Student will be familiar with: Kahneman, Gruszczyńska, and Baryła's theories on the impact of symbolic and real money on human emotions and cognition. Breakdown: Kahneman: Prospect theory. Gruszczyńska: Research on the psychology of money. Baryła: Studies on the impact of money on decision-making.				
umiejętności		Student will be able to: Explain the impact of financial manipulation and symbolic material values on human emotional and cognitive functioning. Breakdown: Financial manipulation: Explain how financial manipulation can affect emotions and cognition. Symbolic material values: Explain how symbolic material values can affect emotions and cognition.				
		Student będzie potrafił kształtować postawy wobec dóbr materialnych, w tym pieniędzy oraz kształtować wiedzę ludzi o najczęstszych zachowaniach wobec dóbr materialnych				
kompetencje społeczne		Równoległym dążeniem będzie zaznajomienie studentów z metodami skutecznych technik kształtowania postaw wobec pieniędzy i dóbr materialnych, a także rozumieniem międzykulturowych różnic w postawach wobec pieniędzy i dóbr materialnych				

TREŚCI PROGRAMOWE				
Forma zajęć: np.: wykład				
L.p.	Treści	semestr	liczba godzin	
1				
2				
Forma zajęć: np.: ćwiczenia				
1	<p>Economic Psychology: An Interdisciplinary Approach</p> <p>Main areas:</p> <p>Research and methodological problems</p> <p>Theoretical foundations of economic decision-making (rationality vs. emotionality)</p> <p>Heuristics and cognitive biases in economic decisions</p> <p>Theoretical issues concerning the quality of life: terminology, general models, review of psychological theories</p> <p>Measurement of quality of life, indicators, scope of their applications. Review of research in Poland and international comparisons</p> <p>Psychosocial determinants of entrepreneurship development - a review of research</p> <p>Psychological significance of money, selected issues: money and existential anxiety, the relationship between money and self-esteem</p>			
2				
Metody kształcenia:		<i>Multimedia presentations, practical simulations</i>		
Metody weryfikacji efektów uczenia się		Presentation of one subject element in a course		Nr efektu uczenia się z sylabusu
Forma i warunki zaliczenia		<p><i>Prezentacja przeglądu badań na wybrany temat związany z rolą pieniądza w funkcjonowaniu psychologicznym jednostki</i></p> <p><i>Tłumaczenie na angielski:</i></p> <p><i>Presentation of a research review on a selected topic related to the role of money in the psychological functioning of an individual</i></p>		
Metoda obliczania oceny końcowej		Semestr	Przedmiot / forma	Rodzaj zaliczenia
				Metoda obliczania oceny
				Waga do średniej
			Praca pisemna	100%
Literatura podstawowa		<p>1. Kahneman, D. (2011). Pułapki myślenia. O myśleniu szybkim i wolnym. Media Rodzina</p> <p>2. Tyszka T. (2004) Psychologia ekonomiczna, GWP, rozdz. 1,2,5,6,7,16,17,18</p>		
Literatura uzupełniająca		<p>Housel, M. (2021). <i>Psychologia Pieniądzy. Ponadczasowe lekcje o bogactwie, chciwości i szczęściu</i>. Onepress.</p> <p>Baryła, W. (2014). <i>Pieniądze w umyśle. Jak myślenie o pieniądzach wpływa w na motywację?</i>. Smak Słowa, Sopot.</p> <p>Gąsiorowska, A. (2014). <i>Psychologiczne znaczenie pieniędzy</i>. Wydawnictwo Naukowe PWN. Warszawa</p>		

NAKŁAD PRACY STUDENTA	
	Liczba godzin
Zajęcia dydaktyczne	30
Udział w egzaminie/zaliczeniu	1
Przygotowanie się do zajęć	6
Studiowanie literatury	3
Udział w konsultacjach	2
Przygotowanie projektu / eseju / itp.	3
Przygotowanie się do egzaminu / zaliczenia	5
Łączny nakład pracy studenta w godz.	50
Liczba punktów ECTS	2

Nazwa programu studiów:						
Nazwa przedmiotu: <u>Psychotherapy - case study</u>						
Nazwa kierunku: Psychologia						
Forma studiów: jednolite dzienne studia magisterskie		Profil studiów:			Specjalność: społeczna i kliniczna	
Status przedmiotu: do wyboru				Język przedmiotu: angielski		
Rok	Semestr	Forma zajęć	Liczba godzin		Forma zaliczenia	ECTS
				w tym e-learning		
IV	8	wykład	30		prezentacja i studium przypadku	2
		<u>ćwiczenia</u>				
RAZEM						
Koordynator przedmiotu:		dr Emilia Rutkowska				
Prowadzący zajęcia:		dr Emilia Rutkowska				
Cele przedmiotu:		- celem przedmiotu jest przybliżenie studentom możliwości wykorzystania zdobytej wiedzy dotyczącej psychoterapii i pomocy psychologicznej w praktyce w oparciu o obserwacje pracy psychologów i psychoterapeutów w inscenizowanych sesjach terapeutycznych				
Wymagania wstępne:		- brak				
EFEKTY UCZENIA SIĘ						
Kategoria	L.p.	Opis efektu			Odniesienie do efektów dla programu	
wiedza	1	Student ma wiedzę na temat podstawowych zjawisk i form pracy psychoterapeutycznej			K W10 K W11	
umiejętności	2	Student potrafi zidentyfikować techniki pracy stosowane w obserwowanych sesjach psychoterapeutycznych			K U01 K U02 K U07 K U13 K U15	
kompetencje społeczne	3	Student potrafi empatycznie rozpoznawać przeżywane przez siebie i przez klientów emocje w czasie pracy psychoterapeutycznej			K K08 K K10 K K11	
TREŚCI PROGRAMOWE						
Forma zajęć: ćwiczenia						
L.p.	Treści				semestr	liczba godzin
1	Initial interview and qualification for various forms of psychological help and psychotherapy. Indications for short and long-term therapy.				8	8
2	Problems reported by patients. Building contact and psychotherapeutic relationship on the example of a case study.				8	8
3	Principles of using psychotherapeutic dialogue and its use in various forms of work with the patient.				8	6
4	Learning different techniques of working with patients.				8	8

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

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

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

Course unit title: Public Speaking - presentation of the Research Results					
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		15	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
Objectives, Outline, and Introduction				6	2
Benefits of Public Speaking					2
Elements of the Communication Process					2
Role of Speaker					2
Strategies to Enhance Listening					3
Students presentation					4
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. Lumen learning, Principles of Public Speaking.			
Supplementary reading		https://courses.lumenlearning.com/publicspeakingprinciples/			
STUDENT WORKLOAD:					
			No. of hours		
Contact hours			15		
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			27		
ECTS credits			2		

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

SYLABUS (wersja pełna)

Nazwa programu studiów:						
Nazwa przedmiotu: Sociology of interspecies relations						
Nazwa kierunku: Sociology						
Forma studiów: I stopnia lic., stacjonarne		Profil studiów: general academic			Specjalność:	
Status przedmiotu:				Język przedmiotu: semestr: 2polski		
Rok	Semestr	Forma zajęć	Liczba godzin		Forma zaliczenia	ECTS
				w tym e-learning		
2	2	wykład				2
		ćwiczenia	24	0	Zaliczenie z oceną	
RAZEM			24			2
Koordynator przedmiotu:		Dr hab. Maciej Kowalewski, prof. US				
Prowadzący zajęcia:		Mgr Piotr Walkowiak				
Cele przedmiotu:		<p>Providing theoretical and practical knowledge and skills regarding the social world of animal breeders and building relationships between people and animals in various social and cultural contexts</p> <p>The student is to obtain knowledge, skills and competences about establishing relationships between people and animals, as well as the complex practices accompanying them embedded in a network of social and cultural connections, which will enable him to be ready to conduct research in direct contact with people and animals</p>				
Wymagania wstępne:		Knowledge of the basics of issues in the field of sociology of relationships and social phenomena and the use of sociological research methods and techniques				
EFEKTY UCZENIA SIĘ						
Kategoria	L.p.	Opis efektu			Odniesienie do efektów dla programu	
wiedza	1	Student recognizes elements of the social world of animal breeders				
	2	Student knows theories related to the development of relationships between people and animals				
	3	Student knows the symbolism of animals in various social contexts				
umiejętności	1	Student is able to identify and analyze the elements of the structure of the social world of animal breeders, as well as the phenomena occurring within it				
	2	Student is able to apply the acquired theories in terms of conducting research and analyzing interspecies relations				
	3	Student is able to read the symbolism of animals and indicate their connection with a given social and cultural context				
kompetencje społeczne	1	Student is ready to use the acquired knowledge in practice				
	2	Student is ready to observe and sociologically analyze the relationships between people and animals				
	3	Student is ready to conduct research in direct contact with people and animals				
TREŚCI PROGRAMOWE						
Forma zajęć: np.: wykład						
L.p.	Treści				semestr	liczba godzin
1						
2						

Forma zajęć: np.: ćwiczenia						
1	Historical conditions for building relationships between people and animals				2	2
2	Framework and structure of the social world of animal breeders				2	2
3	Socialization and shaping attitudes in the perspective of animal breeding				2	2
4	Building and shaping networked interspecies relationships				2	4
5	Symbolic interactionism in terms of interspecies relations				2	4
6	Rituals of animal breeders – particular and collective				2	4
7	Planning and conducting research on the relationship between people and animals				2	6
Metody kształcenia:		Conversational lecture, didactic discussion: related to the subject				
Metody weryfikacji efektów uczenia się		Written colloquium of the applicants			Nr efektu uczenia się z sylabusu	
		Practical classes (verification through observation)				
Forma i warunki zaliczenia		Pass with grade				
		Rules for calculating the grade for the subject				
		The grade for the course is equivalent to the grade for the test				
Metoda obliczania oceny końcowej		Semestr	Przedmiot / forma	Rodzaj zaliczenia	Metoda obliczania oceny	Waga do średniej
		2	Sociology of interspecies relations	Pass with grade	Weighted	1,00
Literatura podstawowa		C. Jerolmack (2013): The Global Pigeon, The University of Chicago Press, Chicago				
		Franklin (1999): Animals and modern cultures. A sociology of human-animal relations in modernity, Sage Publications, Thousand Oaks				
		L. Irvine (2004): If You Tame Me: Understanding Our Connection with Animals, Temple University Press, Philadelphia				
		E. Babbie (2020): The Practice of Social Research, Cengage Learning, Boston				
		H. Blumer (1986): Symbolic Interactionism: Perspective and Method, California University Press, Berkeley				
Literatura uzupełniająca						
NAKŁAD PRACY STUDENTA						
		Liczba godzin				
Zajęcia dydaktyczne		24				
Udział w egzaminie/zaliczeniu		2				
Przygotowanie się do zajęć		12				
Studiowanie literatury		8				
Udział w konsultacjach		2				
Przygotowanie projektu / eseju / itp.		2				
Przygotowanie się do egzaminu / zaliczenia		2				
Łączny nakład pracy studenta w godz.		50				
Liczba punktów ECTS		2				

COURSE SYLLABUS AND SPECIFICATION

Curriculum title:						
Course title: Sociology of Language					Course code:	
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 facultative			Language of instruction: semestr: 2 - English language (100%)			
Year	Semester	Form of instruction	No. of hours		Type of credit	ECTS
				e-learning included		
2	4	conversatory	15	0	pg	2
Total			15			2
Course / module coordinator		dr ANNA KRÓLIKOWSKA				
Course instructor		dr ANNA KRÓLIKOWSKA				
Course / module objectives		During the course a student meets the topics which focus his/her attention on different aspects of language in various social, cultural and historical contexts. The course addresses the questions of different social functions and uses of language.				
Prerequisites		Basic knowledge in sociology				

LEARNING OUTCOMES

Category	No.	Code	Description	Ref. to programme benchmarks
Knowledge	1	EP1	A student has the knowledge of different functions of language; different forms of language functioning in various social (cultural, structural, institutional, historical) contexts.	K_W04, K_W06
skills	1	EP2	A student can see also the hidden aspect of the language and discuss in substantive way.	K_U01 K_U04
	2	EP3	A student is able to use the acquired knowledge and information to analyse the issues related to language phenomena.	K_U03
social competences	1	EP4	A student is more ready for critical reception of language used in different social contexts.	K_K01

	2	EP5	A student is more aware of the language he/she uses.	K_K02	
CONTENT			Summer semester	No. of hours: 15	
Subject title: Sociology of Language					
Format of instruction: Conversatory					
1. Language as a part of culture and social life, and its relations with thinking			2	2	0
2. Orality and literacy; different form of using language (e.g. colloquial speech, polite speech, formal language, scientific language; language and jokes; curses)			2	2	0
3. Language and gender			2	2	0
4. Linguistic socialization; language and social structure			2	2	0
5. Language in communication; narrative and discourse; linguistic communities			2	2	0
6. Language and ideology, language and politics, language and change			2	2	0
7. Language and social order; freedom of speech and social (political) control over language			2	2	0
8. Summary of classes – the final test			1	1	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, EP3, EP4 EP1,EP2,EP3,EP4, E P5
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 (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 maximally 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
	4	Sociology of language [conversatory]	credit with grade	weighted rating	1,00
Basic reading	W. Ong, <i>Orality and Literacy: The Technologizing of the World</i> . London, New York, Routledge, 2005. A. Beard, <i>The language of politics</i> . London, New York, Routledge, 2001. A. Zijderveld, <i>Jokes and their relation to social reality</i> . Social Research, 1968. F. Coulmas, <i>The handbook of sociolinguistics</i> , Blackwell Publishing, 2005. P. Trudgill, <i>Sociolinguistics: an introduction to language and society</i> , Penguin Books, 2000. M. Meyerhoff, <i>Introducing sociolinguistics</i> , Routledge, 2006				

Supplementary reading	T. van Dijk, ed., <i>Discourse as structure and process</i> , Sage, 1998.
	J. Bohmeyer, <i>Linguistic Relativity: From Whorf to Now</i> , 2019
	F. Fabbro, A. Fabbro, C. Crescentini. <i>The Nature and Functions of Languages</i> . 2022
	P. Brown, <i>Politeness and Language</i> , 2015.
	C. Brettschneider, <i>When the State Speaks, What Should It Say? The Dilemmas of Freedom of Expression and Democratic Persuasion</i> . Perspectives on Politics, 2010.
	G. Leech, <i>The pragmatics of politeness</i> , Oxford, 2014.
	T. van Leeuwen, <i>Discourse and practice</i> . Oxford, 2008.
	L. Litosseliti, <i>Gender and language: theory and practice</i> , London, 2006.
	J. Bruner, <i>The Narrative Construction of Reality</i> . <i>Critical Inquiry</i> , 1991.

STUDENT WORKLOAD

	No. of hours	
		Including e-learning
Contact hours	15	0
Participation in test / exam	1	
Preparation for contact hours	3	
Private reading and studying	10	
Participation in tutorials	1	
Preparation of project / essay / etc.	7	
Preparation for test / exam	13	
TOTAL workload	50	
ECTS credits	2	

SYLABUS (wersja pełna)

Nazwa programu studiów:						
Nazwa przedmiotu: Sociology of migration in the perspective of acculturation						
Nazwa kierunku: Social Sciences						
Forma studiów: I stopnia lic., stacjonarne		Profil studiów: general academic			Specjalność:	
Status przedmiotu:				Język przedmiotu: semestr: 2polski		
Rok	Semestr	Forma zajęć	Liczba godzin		Forma zaliczenia	ECTS
				w tym e-learning		
3	2	wykład			Zaliczenie z oceną	2
		ćwiczenia	24	0		
RAZEM			24			2
Koordinator przedmiotu:		Dr hab. Maciej Kowalewski, prof. US				
Prowadzący zajęcia:		Mgr Piotr Walkowiak				
Cele przedmiotu:		<p>Providing theoretical and practical knowledge on the phenomenon of social migration in the perspective of acculturation occurring in individual social and cultural contexts.</p> <p>The student is to obtain knowledge, skills and competences relating to the phenomenon of social migration in the perspective of acculturation, learning about its determinants and intercultural relations, which will enable to prepare for work with migrants on a social and cultural level.</p>				
Wymagania wstępne:		Knowledge of the basics of issues in the field of sociology				
EFEKTY UCZENIA SIĘ						
Kategoria	L.p.	Opis efektu				Odniesienie do efektów dla programu
wiedza	1	Student recognizes elements of the social migration				
	2	Student knows theories related to the development of social migration				
	3	Student knows the acculturation processes in social and cultural contexts				
umiejętności	1	Student is able to identify and analyze the elements of the social migration				
	2	Student is able to apply the acquired theories in terms of social migration				
	3	Student is able to know the acculturation processes in social and cultural contexts				
kompetencje społeczne	1	Student is ready to use the acquired knowledge in practice				
	2	Student is ready to observe and sociologically analyze the migration and acculturation processes				
	3	Student is ready to work with migrants in terms of social and cultural contexts				
TREŚCI PROGRAMOWE						
Forma zajęć: np.: wykład						
L.p.	Treści				semestr	liczba godzin
1						
2						
Forma zajęć: np.: ćwiczenia						

1	Historical aspects and conditions of social migrations	2	2
2	Elements of social migrations	2	2
3	Pull factors for choosing a migration country	2	2
4	Foundations and conditions of acculturation	2	4
5	Acculturations processes and accompanying phenomena	2	4
6	Building social relations in the country of migration	2	4
7	Social relations of migrants in social and cultural contexts	2	6
Metody kształcenia:	Conversational lecture, didactic discussion: related to the subject		
Metody weryfikacji efektów uczenia się	Written colloquium of the applicants	Nr efektu uczenia się z sylabusu	
	Practical classes (verification through observation)		
Forma i warunki zaliczenia	Pass with grade		
	Rules for calculating the grade for the subject		
	The grade for the course is equivalent to the grade for the test		
Metoda obliczania oceny końcowej	Semestr	Przedmiot / forma	Rodzaj zaliczenia
	2	Sociology of migration in the perspective of social integration	Pass with grade
			Metoda obliczania oceny
			Weighted
			Waga do średniej
			1,00
Literatura podstawowa	J. Arango (2000): Explaining migration: a critical view. Hoboken: Blackwell Publishers, UNESCO		
	J.C. Rogowski and B. Sinclair (2012): Estimating the casual effects of social interaction with endogenous networks, Political Analysis, 20, s. 316–328.		
	P. Walkowiak (2024): Integracja polskich migrantów w Turynii i "zjawisko przelotnych interakcji", Edukacja Międzykulturowa, nr 3 (26), s. 148-159		
	C.B. Brettell and J.F. Hollifield (ed.) (2015), Migration Theory. Talking across Discipline, New York and London: Routledge		
	A. Giddens and P.W. Sutton (2021), Sociology, Cambridge: Polity Press		
Literatura uzupełniająca			
NAKŁAD PRACY STUDENTA			
	Liczba godzin		
Zajęcia dydaktyczne	24		
Udział w egzaminie/zaliczeniu	2		
Przygotowanie się do zajęć	12		
Studiowanie literatury	8		
Udział w konsultacjach	2		
Przygotowanie projektu / eseju / itp.	2		
Przygotowanie się do egzaminu / zaliczenia	2		
Łączny nakład pracy studenta w godz.	50		
Liczba punktów ECTS	2		

Course unit title: Stories of disasters in internet memes					
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		15	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
Memes – a new form of common knowledge				6	2
Political criticism in internet memes.					3
Memes on the Internet. The Internet in memes.					2
Standardization of arguments as a technique for analyzing Internet memes.					2
Memes as cultural texts..					2
Internet memes in the context of disasters.					4
Modes of delivery					
Assessment methods		presentation		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. Miltner, K. M. (2018). Internet memes. <i>The SAGE handbook of social media</i> , 55, 412-428.			
Supplementary reading		https://www.torrossa.com/en/resources/an/5018793#page=435			
STUDENT WORKLOAD:					
			No. of hours		
Contact hours			15		
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			27		
ECTS credits			2		

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

REQUIREMENTS AND GRADING SYSTEM	Essay in English /or/ a 'diary' documenting the introspection accompanying the periodic resignation from access to the media and screens
LITERATURE	
<ol style="list-style-type: none"> 1. The Bloomsbury Handbook of Solitude, Silence and Loneliness, ed. Stern, Wałejko, Sink, Ping Ho, 2022 2. H. Sunim, The things you can see only when you slow down, 2012 3. D. Marchant, Pause every day_, 2018 	
NAME OF THE TEACHER AND CONTACT	Dr Małgorzata Wałejko Malgorzata.walejko@usz.edu.pl

COURSE TITLE :	<i>Video Games, VR/ER, and the Future of Media Communication</i>
LEARNING FORMAT AND NUMBER OF HOURS	<i>seminar, 15 hours</i>
STUDY PERIOD:	<i>Summer semester</i>
LEVEL	<i>Bachelor</i>
ECTS POINTS	
LANGUAGE	<i>English</i>
PREREQUISITES	<i>Basic knowledge of media communication and new media. Interest in media advancements, video gaming, and virtual or extended reality. Willingness to discuss the future of media communication and the evolution of communication technologies.</i>

COURSE OBJECTIVES

Video Games, VR/ER, and the Future of Media Communication provides a discussion seminar on advancements and technological transformation of new media and the future developments of business, entertainment, sports, advertisement, professional training, and public management. The seminar considers examples of the application of video gaming, dynamic game characters, and virtual, augmented, and extended reality.

The course introduces new media communication and gamification of reality and covers two essential fields in the consecutive blocks of classes. Firstly, it discusses the transformation of video gaming – its development from simple entertainment to complex realities offering players a platform to realize their social or psychological needs. It inspires a discussion of a player's becoming a game character (virtual persona) and its impact on media communication, followed by an insight into applications of video games in education, training, and human flourishing while considering the gaming's impact on violence, sexual behavior, and antisocial attitudes. Secondly, the seminar covers virtual reality and technological advancements in human-computer communication, discussing whether augmented or extended realities might replace the physical world and how technology might influence human work, education, and civil liberties. The course is summarized in an open discussion on artificial intelligence and its role in the future of media communication.

The teacher will provide all relevant readings during the course.

COURSE CONTENT

1. Let's play! Are we a part of an advanced multi-player game?
2. From entertainment to alternative worlds. How video games have changed our lives?
3. In the parallel reality. What if we are becoming someone else in the virtual world?
4. The good meets the evil. Do games inspire us to flourish, or do they show our dark sides?
5. Going virtual. Will virtual reality replace the real world one day?
6. Augmented and extended realities. Are we creating a world of obedient servants for the machines?
7. Building the god. Is artificial intelligence going to run the world?

LEARNING OUTCOMES

Knowledge:

The student understands the role of technological advancements in media communication and the importance of new media transformation.

The student knows the applications of video games, virtual, augmented, and extended reality, and artificial intelligence in business, entertainment, sports, advertisement, training, education, and public management.

The student identifies opportunities and threats in new technologies and the values and risks of their application.

The student recognizes possible implementations of video games, virtual, augmented, and extended reality in different areas of social life.

<p><i>Skills:</i></p>	<p>The student uses video games and virtual realities as resources to discuss and understand human behavior and human-computer communication.</p> <p>The student applies critical thinking and predictive analysis to identify new media communication opportunities, threats, values, and risks.</p> <p>The student employs decision-making in the addressing process.</p> <p>The student drafts possible outcomes of applying new media technologies and provides evidence-based solutions to overcome adverse outcomes.</p>
<p><i>Social competences:</i></p>	<p>The student practices discussion based on respect and cooperation.</p> <p>The student is aware of the core issues of human-computer interaction and differences in human behavior in virtual realities.</p> <p>The student communicates opinions on technological advancements, predictions of future developments, and the impact of new media on human communication.</p>
<p>REQUIREMENTS AND GRADING SYSTEM</p>	<p>The course requires students to be present in the class (80%), actively participate in the discussion, read the provided material, and submit a short paper answering the question on the predicted future of media communication in 2040.</p> <p>The paper's length is 8.000–12.000 characters (including spaces), with a list of references (formatted in APA style). The paper should include an introduction with a presented statement, a vision of media communication in 2040, arguments supporting the vision, and a conclusion.</p> <p><i>One point per each criterion: (1) text structure and arrangement, (2) presentation of an opening statement, (3) discussion of a vision of 2040 media communication, (4) presentation of supporting arguments, (5) understandable language.</i></p>
<p>LITERATURE</p>	
<ol style="list-style-type: none"> 1. B.J. Wardyga (2023), <i>The Video Games Textbook: History, Business, Technology</i> (2nd Ed.), CRC Press. 2. N. Aghoro, I. Filippaki et al. (2023), <i>(Not) In the Game. History, Paratexts, and Games</i>, De Gruyter. 3. J. Blom (2023), <i>Video Game Characters and Transmedia Storytelling</i>, Amsterdam University Press. 4. V. Jain (2023), <i>Handbook of Augmented and Virtual Reality</i> (Vol. 1), De Gruyter. 	
<p>NAME OF THE TEACHER AND CONTACT</p>	<p>Dr. Patryk Wawrzyński, patryk.wawrzynski@usz.edu.pl</p>

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

NAME OF THE TEACHER AND CONTACT

Marta Szulc, marta.szulc@usz.edu.pl

