

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

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

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

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

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

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

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

### **COURSE OBJECTIVES**

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

### **COURSE CONTENT**

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

### **LEARNING OUTCOMES**

<p><i>knowledge:</i></p>	<p>The main outcomes of the Human Security course will be defining the concept of human security, its main elements and specially its importance in the contemporary politics. In addition to the main aims, the course will focus on different types of insecurities such as food, economic, health, environmental, gender, and political aspects of Human Security and their interconnectedness with one another. And eventually, the human security course will explain and main reasons of the problem such as environmental problems, poverty, discrimination, inequality and other contemporary problems in the global world.</p>
<p><i>skills:</i></p>	<p>As a result of the course, it will be possible to explain and analyse the main problems of the human security concept and how to response to these problems.</p>
<p><i>social competences:</i></p>	<p>The course will increase awareness of human security and will promote the concept. It also will give a different perspective on concept of security.</p>
<p><b>REQUIREMENTS AND GRADING SYSTEM</b></p>	<p>Attendance and Participation Readings and Discussion Assignments Final Exam</p>
<p><b>LITERATURE</b></p>	
<p>1. HUMAN DEVELOPMENT REPORT 1994 Published for the United Nations Development Programme (UNDP) <a href="https://hdr.undp.org/system/files/documents/hdr1994encompletenostatpdf.pdf">https://hdr.undp.org/system/files/documents/hdr1994encompletenostatpdf.pdf</a></p> <p>2. Andersen-Rodgers, D., &amp; Crawford, K. F. (2023). Human Security: Theory and Action (2nd ed.). California State University, Sacramento; James Madison University.</p> <p>3. Bindenagel Šehović, A. (2018). Introduction: Origins of Human Security. In: Reimagining State and Human Security Beyond Borders. Palgrave Pivot, Cham. <a href="https://doi.org/10.1007/978-3-319-72068-5_1">https://doi.org/10.1007/978-3-319-72068-5_1</a></p>	

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

**NAME OF THE TEACHER  
AND CONTACT**

dr hab. Fuad Jomma, Profesor US  
[fuad.jomma@usz.edu.pl](mailto:fuad.jomma@usz.edu.pl)  
+48 604492503

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

3. the European Union's website: [https://european-union.europa.eu/index\\_en](https://european-union.europa.eu/index_en)

**NAME OF THE TEACHER  
AND CONTACT**

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

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

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

*social competences:*

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

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

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

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

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

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

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

#### **COURSE OBJECTIVES**

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

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

#### **COURSE CONTENT**

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

## LEARNING OUTCOMES

### *Knowledge:*

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

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

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

### *Skills:*

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

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

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

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

### *Social competences:*

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

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

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

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

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

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

<b>REQUIREMENTS AND GRADING SYSTEM</b>	<b>RESEARCH PROJECT FROM 2 TO 5</b>
<b>LITERATURE</b>	
<p>1. Seligman, M.E.P. &amp; Csikszentmihalyi, M. (2000). Positive psychology: An introduction. <i>American Psychologist</i>, 55, 5-14.</p> <p>2. Gable, S.L., &amp; Haidt, J. (2005). What (and why) is positive psychology? <i>Review of General Psychology</i>, 9, 103-110.</p> <p>3. Waterman A. S. (1993) Two conception of Happiness: Contrasts of Personal Expressiveness (Eudaimonia) and Hedonic Enjoyment <i>Journal of Personality and Social Psychology</i>, 64 ,678-691</p> <p>4. Peterson, C. &amp; Park, N. (2009). Classifying and measuring strengths of character. In S. Lopez and C.R. Snyder (Eds.), <i>The Oxford Handbook of Positive Psychology</i> (pp. 25-34). New York: Oxford University Press.</p> <p>5. Biswas-Diener, R., Kashdan, T.B. &amp; Minhas, G. (2011). A dynamic approach to psychological strength development and intervention. <i>Journal of Positive Psychology</i>, 6, 106-118.</p> <p>6. Wood, A.M., Froh, J.J. &amp; Geraghty, A.W.A. (2010). Gratitude and well-being: A review and theoretical integration. <i>Clinical Psychology Review</i>, 30, 890-905.</p> <p>7. Grant, A.M. &amp; Gino, F. (2010). A little thanks goes a long way: Explaining why gratitude expressions motivate prosocial behavior. <i>Journal of Personality and Social Psychology</i>, 98, 946-955.</p> <p>8. McCullough, M.E., Kimeldorf, M.B., &amp; Cohen, A.D. (2008). An adaptation for altruism? The social causes, social effects, and social evolution of gratitude. <i>Current Directions in Psychological Science</i>, 17, 281-284.</p> <p>9. McCullough, M.E., Root, L.M., Tabak, B.A., &amp; Witvliet, C. (2009). Forgiveness. In S. Lopez and C.R. Snyder (Eds.), <i>The Oxford Handbook of Positive Psychology</i>.</p> <p>10. McCullough, M.E. (2001). Forgiveness: Who does it and how do they do it? <i>Current Directions in Psychological Science</i>, 10, 194-197.</p> <p>11. Mayer's, D.G. (2000). Hope and happiness. W: J.E. Gillham (red.) <i>The science of optimism and hope: Research essays in honor of Martin E. P. Seligman</i> (s. 323-336) Philadelphia.</p> <p>12. Aspinwall, L.G. &amp; Tedeschi, R.G. (2010). The value of positive psychology for health psychology: Progress and pitfalls in examining the relationship of positive phenomena to health. <i>Annals of Behavioral Medicine</i>, 39, 4-15.</p> <p>13. Seligman M., (2008) Positive Health, <i>Applied Psychology: An International Review</i> 57.</p>	
<b>NAME OF THE TEACHERS AND CONTACT</b>	Małgorzata Szcześniak; malgorzata.szczesniak@usz.edu.pl

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

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

<b>COURSE TITLE :</b>	<b><i>Psychology of aging</i></b>
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>lecture, 15 hours</i>
<b>STUDY PERIOD:</b>	<i>Winter semester</i>
<b>LEVEL</b>	<i>Bachelor/master</i>
<b>ECTS POINTS</b>	<i>4</i>
<b>LANGUAGE</b>	<i>English</i>
<b>PREREQUISITES</b>	<i>Introduction to psychology</i>

### **COURSE OBJECTIVES**

This course explores essential aspects of aging and provides a multidisciplinary perspective on global aging. It provides an important context for understanding the global patterns of aging around the world, including the demographic and epidemiological patterns. The course emphasizes how these changes have affected the support and services for those over 60 around the world. International efforts to address the emerging global opportunities and challenges related to population aging will also be discussed. The course will cover specific programs and patterns in specific countries.

### **COURSE CONTENT**

1. Demography of global aging.
2. Caregiving around the world.
3. Healthcare system around the world.
4. Employment policies for older adults.
5. Responding to population aging.

### **LEARNING OUTCOMES**

<i>knowledge:</i>	The student will be able to describe the main types of health care systems and the implication for long-term care, life expectancy and caregiving. The student will also be able to describe international initiatives related to aging.
<i>skills:</i>	The student will be able to distinguish among various demographic patterns across the world including the demographic transition. At the end of this course, the student will be able to distinguish the various retirement programs and systems of long-term care.
<i>social competences:</i>	The students will be able to apply knowledge about demographic data, social context, patterns of caregiving and other factors to describe the access and quality of long-term care services and support.
<b>REQUIREMENTS AND GRADING SYSTEM</b>	Group Project = 20 points, Participation (Blackboard Discussion) = 20 points Final = 30 points

### **LITERATURE**

1. Yochim, B. P., & Woodhead, E. L. (Eds.). (2018). *Psychology of aging: A biopsychosocial*

*perspective*. Springer Publishing Company.

2. Frank, J. W., & Kate De Medeiros. (2019). *Global Aging, Second Edition: Comparative Perspectives on Aging and the Life Course*. Springer Publishing Company.

3. Supplemental readings may be assigned to facilitate discussion and provide additional context.

**NAME OF THE TEACHER  
AND CONTACT**

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

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

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

<b>COURSE TITLE :</b>	<b><i>Psychology of personality disorders</i></b>
<b>LEARNING FORMAT AND NUMBER OF HOURS</b>	<i>lecture, 30 hours</i>
<b>STUDY PERIOD:</b>	<i>Winter or Spring semester</i>
<b>LEVEL</b>	<i>Bachelor/master</i>
<b>ECTS POINTS</b>	<i>...</i>
<b>LANGUAGE</b>	<i>English</i>
<b>PREREQUISITES</b>	<i>For psychology students</i>
<b>COURSE OBJECTIVES</b>	
familiarizing students with the criteria for distinguishing healthy from the disturbed personality and familiarizing with various ways to help patients with this type of problem	
<b>COURSE CONTENT</b>	
<ol style="list-style-type: none"> <li>1. Psychological concepts of personality disorders: Otto Kernberg concept, Theodore Millon concept.</li> <li>2. Typologies of personality disorders.</li> <li>3. Personality disorders criteria: ICD-10, ICD-11, DSM-V.</li> <li>4. The specific personality disorders: paranoid, schizoid, dissocial, emotionally unstable (borderline type and impulsive type), histrionic, anankastic, anxious (avoidant), dependent, narcissistic.</li> <li>5. Psychological assistance and psychotherapy of personality disorders.</li> </ol>	
<b>LEARNING OUTCOMES</b>	
<i>knowledge:</i>	The student will have knowledge about the basic types of personality disorders.
<i>skills:</i>	The student will be able to distinguish a healthy and disturbed personality and direct clients to appropriate forms of help.
<i>social competences:</i>	The student will know how to talk to patients with disturbed personality.
<b>REQUIREMENTS AND GRADING SYSTEM</b>	Presence in class, preparation of materials and presentations for classes, preparing a final work, grade from the advanced job is the final assessment in the subject of the subject of passing all requirements
<b>LITERATURE</b>	
<ol style="list-style-type: none"> <li>1. Millon, T. at all (2006). Personality disorders in modern life. Wiley.</li> <li>2. Mc Williams, N. (2011). Psychoanalytic Diagnosis: Understanding Personality Structure. The Guilford Press.</li> </ol>	
<b>NAME OF THE TEACHER AND CONTACT</b>	Emilia Rutkowska, PhD emilia.rutkowska@usz.edu.pl