University of Szczecin

Faculty of Humanities

List of courses offered to incoming Erasmus+ students in the academic year 2019/2020 (both semesters)

Institute of History and International Relations:

1. **Borders and border regions in Central and Eastern Europe**, dr hab. Jörg Hackmann prof.US, 15 hours, 5 ECTS

2. **Minority politics in Central and Eastern Europe**, dr hab. Jörg Hackmann prof.US, 15 hours, 5 ECTS

3. **History of the Baltic nations in the 20th-21st centuries**, dr hab. Jörg Hackmann prof.US, 15 hours, 5 ECTS

4. **GIS and remote sensing techniques in archeological landscape studies**, dr Grzegorz Kiarszys, 15 hours, 5 ECTS

5. **From the Rhine to the Atlantic Sea- the Transformation of the Late Antique Gallia to the Frankish Kingdom**, dr hab. Jörg Kleemann prof. US, 15 hours, 5 ECTS

Institute of Pedagogy:

1. **Introduction to Special Education**, dr hab. Marcin Wlazło prof.US, 15 hours, 5 ECTS
2. **Holistische Prophylaxe**, dr Aleksandra Sander, 15 hours, 5 ECTS
3. **Intercultural Integration**, dr Anna Linka, 15 hours, 5 ECTS

Institute of Philosophy:

1. **The History of Skepticism**, prof. dr hab. Renata Ziemińska, 15 hours, 5 ECTS
2. **Theories of Truth and Knowledge Production**, prof. dr hab. Renata Ziemińska, 15 hours, 5 ECTS

3. **Disagreements – Their Epistemology and Practical Significance**, prof. dr hab. Tadeusz Szubka, 15 hours, 5 ECTS

4. **Pragmatics**, dr hab. Maciej Witek prof. US, 15 hours, 5 ECTS

5. **Formal logic**, dr hab. Wojciech Krysztofiak, 30 hours, 5 ECTS

6. **Philosophy of Mind and Cognition**, dr hab. Karol Polcyn, 15 hours, 5 ECTS

7. **Ethics in Practice**, dr hab. Mirosław Rutkowski, prof. US, 15 hours, 5 ECTS

8. **Mind and Intentionality**, prof. dr hab. Arkadiusz Chrudzimski, 15 hours, 5 ECTS

Institute of Political Science and European Studies:

1. **Theory of International Relations - part 1**, dr Mateusz Smolaga, 15 hours, 5 ECTS

2. **Theory of International Relations - part 2**, dr Mateusz Smolaga, 15 hours, 5 ECTS

3. **North-South divide in international relations**, dr Mateusz Smolaga, 15 hours, 5 ECTS

4. **Fight Against the Crime**, dr Luiza Wojnicz-Smal, , 15 hours, 5 ECTS

5. **Contemporary problems of European states**, dr Luiza Wojnicz-Smal, 15 hours, 5 ECTS

6. **European Union in fight against Terrorism,** dr Luiza Wojnicz-Smal, , 15 hours, 5 ECTS

7. **International Political Relations,** prof. dr hab. Janusz Ruszkowski, 15 hours, 5 ECTS

8. **Cultural and Political Identities of Middle East**, dr Fuad Jomma, 15 hours, 5 ECTS

9. **Europe Cultural Identities**, dr Fuad Jomma, 15 hours, 5 ECTS

10. **Peacekeeping in the Modern World**, dr hab. Grzegorz Ciechanowski, prof. US, 15 hours, 5 ECTS

11. **Regional policies in Europe**, dr Bartłomiej Toszek, 15 hours, 5 ECTS

12. **Political communication**, dr Katarzyna Zawadzka, 15 hours, 5 ECTS

13. **Security Policy of European Union**, dr Monika Potkańska, 15 hours, 5 ECTS

Institute of Psychology:

1. **Positive Psychology,** dr Małgorzata Szczęśniak, 15 hours, 5 ECTS

2. **Psychology of Love**, mgr Kamila Szpunar, 15 hours, 5 ECTS

3. **Sports and Exercise Psychology,** mgr Kamila Szpunar, 15 hours, 5 ECTS

4. **Child and Adolescent Psychopathology**, mgr Kamila Szpunar, 15 hours, 5 ECTS

5. **Psychology of Close Relationships**, mgr Roman Szałachowski, 15 hours, 5 ECTS

6. **Stress and coping**, mgr Karolina Kaliszewska, 15 hours, 5 ECTS

7. **Social and general psychology**, mgr Karolina Kaliszewska, 15 hours, 5 ECTS

Institute of Sociology:

1. **Cultural Images of Poland and Europe**, dr Natalia Maksymowicz, 15 hours, 5 ECTS

2. **Living in the Past, Ethmoarchaeology and Experimental Archaeology**, dr Natalia Maksymowicz, 15 hours, 5 ECTS

3. **Photography**, dr Natalia Maksymowicz, 15 hours, 5 ECTS

4. **Making Documentary Movie**, dr Natalia Maksymowicz, 15 hours, 5 ECTS

5. **Civil-military Cooperation (CIMIC)**, dr Natalia Maksymowicz, 15 hours, 5 ECTS

6. **Religions of the World**, dr Anna Królikowska, 15 hours, 5 ECTS

7. **Culture and Power**, dr Anna Królikowska, 15 hours, 5 ECTS

8. **Introduction to Sociology,** dr Anna Królikowska, 15 hours, 5 ECTS

9. **Contemporary Theories of Sociology**, dr Robert Bartłomiejski, 15 hours, 5 ECTS

COURSE TITLE :	*International Political Relations (Stosunki Międzynarodowe)*
LEARNING FORMAT AND NUMBER OF HOURS	*lectures, 15 hours*
STUDY PERIOD:	*winter semester*
LEVEL	*Bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	*Completion of the previous semester of study*

COURSE OBJECTIVES

Lecture provides students with the base knowledge in the field of contemporary international relations, including in particular:
- The latest trends in international diplomacy
- Use of contemporary international terminology
- international security
- the territory of the states and their boundaries
- the activities of international organizations
- diagnosis and evaluation of international events

COURSE CONTENT

1 . Introduction to the International Political Relations
2. International Organizations. Terms and Typology
3. The War in International Relations
4. The Middle East Conflict
5. International Terrorism
6. Refugees In the international Relations
7. The Territory of the state in the IR

LEARNING OUTCOMES

knowledge:	1. Know and understand the rules and principles governing the functioning of political organizations, institutions and international structures (including the rules of international law). 2. Expertises in the field of concepts and basic categories and determinants and shaping international relations 3. Knows the basic subjects of international relations and the main aspects of the formation and collapse of international regimes and international orders
skills:	1. It has the ability to understand the basic rules for the management category of management in international organizations and state governance at the international level. 2. Identifies the complex political and economic problems in international relations, analysis and detects the basic mechanisms of the origin and evolution of international regimes, as well as understand the role of the main actors in international relations
social competences:	1. Able to analyze economic phenomena and economic processes at the international level, and situations of threat to international security. 2. The most basic level is interested in the current international situation
REQUIREMENTS AND GRADING SYSTEM	DISCUSSION AND EXAM

LITERATURE

1.   Berridge G. R., Diplomacy. Theory and Practice, Palgrave 2002.
2.   Brown Ch., Understanding International Relations, Palgrave 2001.
3.   Burchill S., Devetak, R., Linklater A., Paterson M., Reus-Smit Ch., True J., Theories of International Relations, New York 2001.
4.   Burgess M., A.-G. Gagnon (red.), *Comparative Federalism and Federation. Competing Traditions and Future Directions*, New York, London, 1993.
5.   Cerny P., *The Changing Architecture of Politics*, London 1990.
6.   Cerutti F., Rudolph E. (red.), *A Soul for Europe*, vol. I i II, Leuven 2001.
7.   Clark I., *The Hierarchy of States. Reform and Resistance in the International Order*, Cambridge, , 1989.
8.   Cooper R., *The Economics of Interdependence*, New York 1968,

9. Cowles M.G. , Caporaso J., Risse T. (red.), *Transforming Europe: Europeanization and Domestic Change*, Ithaca, New York 2001.
10. Dougherty J.E., Platzgraff R.L. Jr., *Contending Theories of International Relations*, New York, 1990.
11. Holiday F., Rethinking International Relations, London, MacMillan 1994.
12. Jagodziński J., The Visegrad Group – a central European constellation,
13. Keohane R., J. S. Nye, Power and Interdependence, Boston 1989.
14. Kratochwil F., E. Mansfield (eds.), International Organization: A Reader, New
15. Rosenau J., *Turbulence in World Politics*, Princeton 1990.
16. Weihe T. (ed.), Stability in the Persian Gulf, Hamburg 2006.

NAME OF THE TEACHER AND CONTACT	*Prof. dr hab. Janusz Ruszkowski* *janruoie@poczta.onet.pl*

COURSE TITLE :	*Contemporary problems of European states (Współczesne problemy państw europejskich)*
LEARNING FORMAT AND NUMBER OF HOURS	*lectures, 15 hours*
STUDY PERIOD:	*Winter, summer semester*
LEVEL	*Bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	*Basic knowledge about economy and political issues of the European states*

COURSE OBJECTIVES

Lecture provides students with the base knowledge in the field of contemporary problems in many areas: including in particular:
- Economy
- Security (borders, terrorism, illegal immigrants)
- Policy
- Ecology
- Important events

COURSE CONTENT

1 . Introduction to the Contemporary Problems of European states
2. Economic problems of European states (economic crisis)
3. Security affairs in Europe
4. Terrorism problems in Europe
5. Illegal immigration problems in Europe
6. Refugees In the European states
7. Social security in Europe

LEARNING OUTCOMES

knowledge:	4. Know and understand the rules and principles governing the functioning of European states, institutions and international structures (including the rules of international law).
	5. Analysis of the main causes of the problems
	6. Knows the basic subjects of the main aspects of the mutual relations between European states, European institutions and organizations.
skills:	3. It has the ability to understand the basic rules for the management European problems at the regional level.
	4. Identifies the complex political, economic, and security problems in European states, analysis and detects the basic mechanisms of the crisis management.
	1. Able to analyze economic phenomena and economic processes at the international level, and situations of threat to international security.
	2. Able to understand causes of most European crises, analyze effects of European
social competences:	problems for international relations
REQUIREMENTS AND GRADING SYSTEM	DISCUSSION, PREZENTATION IN POWER PIONT.

LITERATURE

17. Smismans S (ed), Civil Society and Legitimate European Governance (Edward Elgar, 2006)
18. Valerie Symes, Unemployment in Europe: Problems and Policies, Psychology Press, 1995.
19. Flora A.N.J. Goudappel, Helena S. Raulus, The Future of Asylum in the European Union: Problems, proposals and human rights, Springer Science & Business Media, 31 sie 2011.
20. Heinz Gärtner, Adrian G. V. Hyde-Price, Erich Reiter, Europe's New Security Challenges, 2001.
21. European Commission, European Economic Forecast Autumn 2015, Institutional Paper #11, November 2015.
22. International Monetary Fund, The Refugee Surge in Europe: Economic Challenges, January 2016.
23. European Commission Press Release, "Back to Schengen: Commission Takes Next Steps Toward Lifting of Temporary Internal Border Controls," May 4, 2016.
24. Cecile Barbiere, "France and Germany Dither Over Eurozone's Future," EurActiv.com, April 7, 2016.
25. James Kanter, "Eurozone Agrees to Debt Relief and Bailout Aid for Greece," New York Times, May 24, 2016.
26. Shahin Vallée, "How the Greek Deal Could Destroy the Euro," New York Times, July 27, 2015.
27. Judy Dempsey,

28. "Refugees Could Break Europe's Comfort Zone," CarnegieEurope.eu, September 24, 2015.

29. Anne-Marie Slaughter, "Europe's Civil War," Project-Syndicate.org, July 21, 2015.

NAME OF THE TEACHER AND CONTACT	*Dr Luiza Wojnicz-Smal* *luiza.wojnicz@gmail.com*

COURSE TITLE :	EUROPEAN UNION IN FIGHT AGAINST TERRORISM
LEARNING FORMAT AND NUMBER OF HOURS	15 hours exercises
STUDY PERIOD:	Winter semester
LEVEL	bachelor/master
ECTS POINTS	5
LANGUAGE	English
PREREQUISITES	general knowledge about the European Union security
COURSE OBJECTIVES	
provide knowledge about the methods and mechanism of the European Union in fight against terrorism	
COURSE CONTENT	
- European Union and Security (general issues) (2) - Rules of the EU in fight with terrorism (2) - European Union terrorism definition (2) - European Neighbourhood Policy and terrorism (2) - Common Security and Defence Policy (2) - Terrorism in states of the EU (France, Spain, UK, Benelux countries, Italy, Germany) (3) - European Union institutions for prevent and fight with terrorism (2)	
LEARNING OUTCOMES	
knowledge:	Student have knowledge about EU rules in security area
skills:	Student is aware of the threats to internal security of the EU
social competences:	Students can formulate opinions about security and threats
REQUIREMENTS AND GRADING SYSTEM	participation in exercises write essay
LITERATURE	
- Argomaniz Javier, The EU and Counter-Terrorism: Politics, Polity and Policies After 9/11. - Engene Jan, Oskar, Terrorism in Western Europe: Explaining the Trends Since 1950. - Olsson Stefan, Crisis Management in the European Union: Cooperation in the Face of Emergencies. - Spence David, European Union and Terrorism.	
NAME OF THE TEACHER AND CONTACT	Dr Luiza Wojnicz-Smal luiza.wojnicz@gmail.com

COURSE TITLE :	*Fight Against the Crime*
LEARNING FORMAT AND NUMBER OF HOURS	*Exercises 15 hours*
STUDY PERIOD:	*Winter, summer semester*
LEVEL	*Bachelor*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	*general knowledge about the crime and security*

COURSE OBJECTIVES
understanding of the types of crime and the fight against crime

COURSE CONTENT
1. Types of crime 2. Legal basis for the fight against crime (international) 3. The role of law enforcement authorities in combating crime (international) 4. The role of law enforcement authorities in combating crime (in European Union) 5. Fight against the crime from an international perspective 6.Figh against the crime in the area of European, American and Asian

LEARNING OUTCOMES	
knowledge:	*Has a basic knowledge of the types of crime, the legal basis for crime fighting qualities and institutions responsible with the fight against crime*
	Can interpret the phenomenon of social pathology on crime
skills:	
	Is aware of the level of their knowledge and skills in the field of criminology
social competences:	
REQUIREMENTS AND GRADING SYSTEM	LECTURE WITH THE ANALYSIS OF THE CASE PRESENTATION ESSAY

LITERATURE
1. Security 2020 – Meeting the challenge, http://ec.europa.eu/dgs/home-affairs/e-library/multimedia/publications/index_en.htm#080126248e152cc8/c_ 2. Borders and security brochure, http://ec.europa.eu/dgs/home-affairs/e-library/multimedia/publications/index_en.htm#080126248aec476a/c_ 3. Cybercrime fact sheet, http://ec.europa.eu/dgs/home-affairs/e-library/multimedia/publications/index_en.htm#0801262488bf92ca/c_ 4. Trafficking in Human Beings factsheet, http://ec.europa.eu/dgs/home-affairs/e-library/multimedia/publications/index_en.htm#080126248abebbfb/c_ 5. Vermeulen G., Essential Texts on International and European Criminal Law, Antwerpen, Apeldoorn, Portland 2005. 6. Vermeulen G., Harmonisation of criminal law-EIPA, Luxemburg 2003. 7. Ruyver B., Vermeulen G., Beken T., Strategies of the EU and the US in Combating Transnational Organized Crime, Maklu 2002.

| NAME OF THE TEACHER AND CONTACT | *Dr Luiza Wojnicz-Smal*
luiza.wojnicz@gmail.com |

COURSE TITLE :	*Cultural and Political Identities of Middle East (Tożsamości polityczne i kulturowe Bliskiego Wschodu)*
LEARNING FORMAT AND NUMBER OF HOURS	*lectures, 15 hours*
STUDY PERIOD:	*spring semester*
LEVEL	*bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	*Communicative level of English, basic knowledge of problems of contemporary Middle East*

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<tr><td colspan="2" align="center">COURSE OBJECTIVES</td></tr>
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<table>
<tr><td colspan="2" align="center">COURSE CONTENT</td></tr>
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1. Genesis of Middle East Culture
2. Genesis of Middle East Political Problems
3. Middle East Religions
4. Ethnic and National Minorities in States of Middle East
5. Arab Spring

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LEARNING OUTCOMES	
knowledge:	*Knowledge about cultural and political identities of Middle East*
skills:	*Ability of analyzing political and cultural problems*
social competences:	*Ability of discussing political and cultural problems in tolerant and democratic manner*
REQUIREMENTS AND GRADING SYSTEM	ACTIVE PARTICIPATION IN LECTURE WRITING AN ESSAY

<table>
<tr><td colspan="2" align="center">LITERATURE</td></tr>
<tr><td colspan="2">

1. *Albert Haurani (1991)* A History of the Arab Peoples, Cambridge, Mass.: The Belknap Press of Harvard Univer- sity Press
2. Fuad Jomma Janusz Jartyś (2015)„Social and economic problems of contemporary Syria", World Journal of Applied and Life Science
3.

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NAME OF THE TEACHER AND CONTACT	Dr Fuad Jomma

COURSE TITLE :	*Europe Cultural Identities*
LEARNING FORMAT AND NUMBER OF HOURS	*lectures, 15 hours*
STUDY PERIOD:	*winter semester*
LEVEL	*bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	*Communicative level of English, basic knowledge of European history and culture*

COURSE OBJECTIVES

COURSE CONTENT
1.Genesis of Europe 2.Political and cultural specificity of Europe 3.Religions and secularization trends in Europe 4. European diversity: migration, immigrants, ethnic and national minorities in Europe 5.European identity and its relation with Middle East

LEARNING OUTCOMES	
knowledge:	*Knowledge about cultural and political identities of Europe*
skills:	*Ability of analyzing political and cultural problems*
social competences:	*Ability of discussing political and cultural problems in tolerant and democratic manner*
REQUIREMENTS AND GRADING SYSTEM	ACTIVE PARTICIPATION IN LECTURE WRITING AN ESSAY

LITERATURE

1.   *Barber, Benjamin (1992)* "Jihad vs. McWorld"*, Crown, Ballantine Books.*
       John McCormick, Europeanism (Oxford University Press, 2010)
2.   *Cendrowicz, Leo (1 March 2007). "United in Europe" (PDF). European Voice: 12. Retrieved* 28 March *2013*
3.   Constantin Fasolt. (2008) „A Guide for Students History European Civilization" (w:)
       http://home.uchicago.edu/~icon/teach/guideciv.pdf

NAME OF THE TEACHER AND CONTACT	Dr Fuad Jomma

COURSE TITLE :	*Peacekeeping in the modern world*
LEARNING FORMAT AND NUMBER OF HOURS	*lectures, 15 hours*
STUDY PERIOD:	*Winter semester*
LEVEL	*bachelor*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	*Basic knowledge about military history of 20/21 centuries*

COURSE OBJECTIVES
Informing students about main military doctrines created by civilian and military key World experts.

COURSE CONTENT
1. Guerilla War theory 2. Blitzkrieg – theory and practice 3. Cold War military doctrines (containment, flexible reaction) 4. Evolution of UN peacekeeping missions portraying military theories 5. Francis Fukuyama, Tofflers, Samuel Huntington and their theories after Cold War 6. Evolution of Russian military doctrines – theory and practice 7. Main US military doctrines in the beginning of 21st century

LEARNING OUTCOMES	
knowledge:	*To know basic information about modern military doctrines*
skills:	*To distinguish military doctrines existing in 20 and 21st century, their theory and practice illustrating by historical examples*
social competences:	*To lead the work in small thematic teams, to organize searching of sources in teams*

REQUIREMENTS AND GRADING SYSTEM	WRITTEN TEST

LITERATURE
1. S.C. Sarkesian, *Revolutionary Guerrilla Warfare: Theories, Doctrines, and Contexts Paperback*, Washington 2010. 2. L. Deighton , *Blitzkrieg: From the Rise of Hitler to the Fall of Dunkirk*, Hammersmith 2014. 3. J.L. Gaddis, *Strategies of Containment: A Critical Appraisal of American National Security Policy during the Cold War*, Oxford 2005. 5. F. Fukuyama, *The End of History and the Last Man*, Free Press 1992. 6. A. Toffler, *Future Shock*. New York 1970. 7. S.P. Huntington, *The Clash of Civilizations and the Remaking of World Order*, New York 1996. 8. Ch. Donnelly, *Red Banner: The Soviet Military System in Peace and War*, Surrey 1988.

NAME OF THE TEACHER AND CONTACT	*PhD Grzegorz Ciechanowski; gc57@op.pl*

COURSE TITLE :	*North-South divide in international relations*
LEARNING FORMAT AND NUMBER OF HOURS	*lecture, 15 hours*
STUDY PERIOD:	*Winter semester or Spring semester*
LEVEL	*Bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	*General knowledge about international politics and international economy would be of great benefit for a student.*

COURSE OBJECTIVES	
The aim of the class is to highlight main trends in international relations between developed countries (the global North) and developing countries (the global South).	

COURSE CONTENT	
1. Introduction: what are the global North and the South. Are they really different? 2. Decolonization and various Northern interference in the global South; 3. The North-South divide in the major international organizations/institutions; 4. North-South issues in the United Nations; 5. The North-South divide in the global economy; 6. Development cooperation.	

LEARNING OUTCOMES	
knowledge:	7. Student knows main differences between developed and developing countries. 8. Student should know what are the main fields and instruments of North-South relations.
skills:	1. Student should be able to identify and explain the most important issues of international politics related to the North-South divide. 2. Student is ready to analyze the World's social and economic problems and instruments of the Northern assistance to the global South.
social competences:	1. Thanks to gained knowledge and skills student can participate in debates on relations of EU and his country with the global South. 2. Student knows ways to involve into the ongoing development cooperation.
REQUIREMENTS AND GRADING SYSTEM	PROJECT

LITERATURE	
30. V. Desai, R. B. Potter (red.), *The Companion to Development Studies*, Hodder Arnold, London 2002. 31. Calvert P., Calvert S., *Politics and Society in Developing World*, Third Edition, Pearson Education Limited, Harlow 2007. 32. 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. 33. OECD (2016), Development Co-operation Report 2016: The Sustainable Development Goals as Business Opportunities, OECD Publishing, Paris, http://dx.doi.org/10.1787/dcr-2016-en 34. 2015 Human Development Report: Work for Human Development, United Nations Development Programme, http://hdr.undp.org/sites/default/files/2015_human_development_report.pdf 35. United Nations website (http://www.un.org/en/index.html); The UN System (https://www.unsceb.org/content/un-system) and other websites of relevant UN agencies.	

| NAME OF THE TEACHER AND CONTACT | Mateusz Smolaga, PhD <br> mateusz.smolaga@yahoo.pl |

COURSE TITLE :	*Regional policies in Europe* (Polityka regionalna w Europie)
LEARNING FORMAT AND NUMBER OF HOURS	*lectures, 15 hours*
STUDY PERIOD:	*winter*
LEVEL	*bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	*none*

<table>
<tr><td colspan="2" align="center">COURSE OBJECTIVES</td></tr>
<tr><td colspan="2">Presentation and analysis of causes and effects of regional policies in selected European countries and regional policy of the European Union.</td></tr>
<tr><td colspan="2" align="center">COURSE CONTENT</td></tr>
<tr><td colspan="2">

1. Fragmentation processes in modern Europe – federalization, regionalization, devolution.
2. Autonomous regions of Portugal, Spain, Denmark and Finland.
3. Regional divisions in Spain, France and Italy.
4. Asymmetry of the UK devolution.
5. Regional policy in federal countries – Belgium and Germany.
6. Relations between the state and the region in Eastern Europe – Poland and Ukraine.
7. The European Union regional policy.

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<tr><td colspan="2" align="center">LEARNING OUTCOMES</td></tr>
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knowledge:

skills:

social competences:
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9. Student knows and understands reasons of regional divisions and political aspirations of regional communities in Europe
10. Student knows the main rules of regional policy in selected European countries (Belgium, Denmark, Finland, France, Germany, Italy, Poland, Portugal, Spain, the UK and Ukraine) and the European Union
5. Student is able to define factors determining regional management formula in selected European countries
6. Student identifies elements shaping regional policy of European countries and the European Union and its reciprocal relations
1. Student is able to analyze political, economic and social effects of regional divisions in Europe
2. Student understands meaning of regional communities political aspirations for functioning of the state political system
3. Student
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<tr><td>REQUIREMENTS AND GRADING SYSTEM</td><td>DISCUSSION AND EXAM</td></tr>
<tr><td colspan="2" align="center">LITERATURE</td></tr>
<tr><td colspan="2">

36. S.S. Artobolevskiy, Regional Policy in Europe, Routledge, 2002.
37. J. Bachtler, I. Turok, The Coherence of EU Regional Policy, Routledge, 2013.
38. J. Batt, K. Wolczuk, Region, state and identity in Central and Eastern Europe, Routledge, 2002.
39. T.A. Boerzel, States and Regions in the European Union: Institutional Adaptation in Germany and Spain, Cambridge University Press, 2001.
40. I. Deas, S. Hincks, Territorial Policy and Governance, Routledge, 2017.
41. B. Funck, L. Pizzati, European Integration, Regional Policy and Growth, World Bank Publications, 2003.
42. P. McCann, The Regional and Urban Policy of the European Union, Edward Elgar Publishing Ltd., 2016.

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<tr><td>NAME OF THE TEACHER AND CONTACT</td><td>*dr Bartlomiej H. Toszek*
clermont@wp.pl</td></tr>
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COURSE TITLE :	*Political communication*
LEARNING FORMAT AND NUMBER OF HOURS	*Lectures and discussions, 15 hours*
STUDY PERIOD:	*Fall / spring semester*
LEVEL	*bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	*Fundamentals of knowledge about political systems and election campaigns*

COURSE OBJECTIVES
- *Shaping the skills of recognizing political communication processes.* - *Analyzing roles participants in the process of communication.*

COURSE CONTENT
1. Introduction to political communication. *2. Communication process. Communication of everyday life and political communication. Similarities and differences. Analysis and conclusions.* *3. Communication system and media system.* *4. Political actors, propaganda and political advertising.* *5. Communication in the political campaign.* *6. Communication science. Basic theoretical orientations.* *7. Theories and analysis of the press, radio, television and the Internet.*

LEARNING OUTCOMES	
knowledge:	Student defines the basic concepts of communication. Characterizes communication processes in political campaigns.
skills:	Compares and classifies definitions and concepts. Student organizes and plans activities in political communication.
social competences:	Can work in a team. Formulates evaluations, but is open to the others opinions and to dialogue.
REQUIREMENTS AND GRADING SYSTEM	A student completes the course on the base of: - positive evaluation of his/her presentation; and - student's active participation in the classes or – in the case of passive attitude – oral examination

LITERATURE
1. Steven Foster, *Political Communication,* Edinburgh University Press, 2010 2. Lynda Lee Kaid Lawrence, *Handbook of Political Communication Research*, Erlbaum Associates, 2004 3. Rasmus Kleis Nielsen, *Ground Wars: Personalized Communication in Political*, Princeton University Press, 2012 4. Judith S. Trent, Robert V. Friedenberg, *Political Campaign Communication: Principles and Practices*, Praeger, 2000 　　5. Larry Powell, Joseph Cowart, *Political Campaign Communication: Inside and Out,* Routledge, 2016 　　6. Mary E. Stuckey, *Playing the Game: The Presidential Rhetoric of Ronald Reagan*, Praeger Publishers, 1990 　　7. Ewa Maj (ed.), *Political communication: actors, values, channels of communication. Studies, sketches, scientific communications*, Toruń 2014 　　8. Bogusława Dobek-Ostrowska, *Political and public communication. Academic Manual*, Warszawa 2012 　　9. Bogusława Dobek-Ostrowska, Jan Garlicki (eds.), *Political Communication in the Era of New Technologies*, Frankfurt am Main 2013

| NAME OF THE TEACHER AND CONTACT | *Katarzyna Zawadzka PhD*
katarzyna.zawadzka@usz.edu.pl |

COURSE TITLE :	*Culture and Power*
LEARNING FORMAT AND NUMBER OF HOURS	*Seminar(lectures and discussions), 15 hours*
STUDY PERIOD:	*Fall / spring semester*
LEVEL	*bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	*basic knowledge on social science*

COURSE OBJECTIVES

- *The course turns student's attention to interrelationships between culture and power*
- *It concentrates on analysing the mutual impact of social-structural and cultural elements in societies*
- *It provides elements knowledge of chosen theoretical theories on the topic*

COURSE CONTENT

1. Introduction to the course. Recapitulation of the basic sociological and anthropological knowledge on culture. Denotation and connotation of a notion of culture in social sciences; features of culture.

2. Different ways of theoretical and practical understanding of power. Power as phenomenon at different spheres and levels of social life. Economical power. Culture and power in interdependencies.

3. Political power. Political and state power and their cultural and historical background. Political systems; preconditions for democracy. Political system and its references in culture. Pro- and antidemocratic elements of cultures – examples. Cultural conditions for autocracy.

4. Ideology as political and cultural phenomenon. Revolution as an exponential cultural change. The examples of French, Russian, Chinese and Iranian revolution.

5. Religion and power. Models of state-religion relations. Religion and social change. The processes and phenomena caused by modernization and globalization; secularization, politisation and depolitisation of religion; public religions; religious fundamentalism and its political dimension.

6. Ethnic and national cultures. Nations and nationalisms. Paradigms of defining nation. Problems of national states, multi-ethnic or multinational states. Empire.

7. Soft power, ideological power, and propaganda. Public opinion. Ways and means of manipulation. Media and power.

8. Cultural capital and other types of capital (P. Bourdieu). Culture and social structure (stratification). Symbolic domination. Power, knowledge, and science (M. Foucault).

9. Backstage power, secret groups and/or complot "theories".

LEARNING OUTCOMES

knowledge:	- a student obtains a portion of knowledge about the relation between various aspects of culture and different aspects of power or domination, i.e. these dimensions of social life which have been quite often treated separately;
skills:	- a student can interpret and comment selected phenomena in the context of generalized (theoretical) knowledge and their own historical particularity
social competences:	- a student gains ability to enter objectively into discussion on different social, political, and at he same time cultural phenomena – trying to leave behind his/her own adherences
REQUIREMENTS AND GRADING SYSTEM	A student completes the course on the base of: - positive evaluation of his/her presentation; and - student's active participation in the classes or – in the case of passive attitude – oral examination

LITERATURE

C.P. Kottak, *Anthropology: the exploration of human diversity*, New York, 1991.

O. Woshinsky, *Culture and power*, Englewood Cliffs, 1995.

J. Nye, *"Soft Power." Foreign Policy*, 1990, nr 80, s. 153-171, http://faculty.maxwell.syr.edu/rdenever/PPA-730-27/Nye%201990.pdf.

Religious fundamentalism and radicalisation, European Parliament, 2015, http://www.europarl.europa.eu/EPRS/EPRS-briefing-551342-Religious-fundamentalism-and-radicalisation-FINAL.pdf

D. Oswell, *Culture and society*, London, Thousand Oaks, New Delhi, 2006.

E. William, *Culture and imperialism*, London, 1993.

P. Bourdieu, *The forms of capital*. https://faculty.georgetown.edu/irvinem/theory/Bourdieu-Forms-of-Capital.pdf.

F. Tassano, *Mediocracy*, Oxford, 2006.

A. Gray, J. McGuigan, *Studying culture*, London, 1993.

J. Fiske, *Television culture*, London, 1995.

A.D. Smith, *Ethno-symbolism and nationalism*, Abingdon, 2009,
https://smerdaleos.files.wordpress.com/2014/08/187370296-anthony-d-smith-ethno-symbolism-and.pdf

M. Foucault, *Power*, ed. by J.D. Faubion, New York, 2000, http://www.michel-foucault.com/dulwich/subject.pdf.

D.G. Hacket, *That religion in which all men agree*, Berkeley 2014.

M. Newton, *The invisible empire: the Ku Klux Klan in Florida*, Gainesville, 2001.

NAME OF THE TEACHER AND CONTACT	*Anna Królikowska PhD.,* *anna_krolikowska@wp.pl*

COURSE TITLE :	*Civil-military Cooperation (CIMIC) (Współpraca cywilno-militarna w strukturach NATO)*
LEARNING FORMAT AND NUMBER OF HOURS	*lectures, 15 hours*
STUDY PERIOD:	*summer semester*
LEVEL	*Bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	*Completion of the previous semester of study*

<table>
<tr><td colspan="2" align="center">COURSE OBJECTIVES</td></tr>
<tr><td colspan="2">Lecture provides students with the base knowledge in the field of Civil-military Cooperation.
The 21st century global situation involves a myriad of political, economic, ethnic, religious, ideological and other drivers, which require sustainable solutions in societies ravaged by conflicts, disasters or humanitarian catastrophes. Solutions to these large-scale events are impossible to achieve by military means alone. CIMIC as a military function is an integral part of modern operations and addresses all interested, reciprocating parties responding to a conflict or disaster and facilitates mutual support of civilian capabilities to military forces and vice versa.</td></tr>
</table>

COURSE CONTENT

1. NATO CIMIC
2. Civil Military Interaction
3. Civil-Military Liaison
4. Support to the Force
5. Civilian mass movement, refugees and/or Displaced Persons
6. Cross cultural competence
7. Gender awareness
8. Children and Armed Conflict
9. Cultural Property Protection
10. Support to Civil Actors and their environment
11. Humanitarian concepts and principles

LEARNING OUTCOMES	
knowledge *skills* *social competences*	In order to maximize success for all parties it is crucial that all sides fully understand how each partner plans and operates. Furthermore, adequate situational understanding includes respecting the independence and non-cooperation of responders following particular principles, e.g. humanitarian organizations in complex emergencies. On one hand, military personnel at the tactical level will carry out CIMIC tasks, directly contributing to the military effort as "boots on the ground". On the other hand, tasks requiring understanding and consideration of civil-military interdependencies and cross-effects will be carried out by non-CIMIC personnel. CIMIC is applicable to all types of NATO operations. In all conceivable scenarios commanders are increasingly required to take into account political, social, economic, cultural, religious, environmental, and humanitarian factors when planning and conducting their operations.
REQUIREMENTS AND GRADING SYSTEM	DISCUSSION AND EXAM

LITERATURE

1. Allied Joint Doctrine For Civil-Military Cooperation AJP-3.4.9 Edition A Version 1 (Ratification Draft) Published by the Nato Standardization Agency, 2013.
2. Ankersen, C. (Ed.). (2007). Civil-military cooperation in post-conflict operations: Emerging theory and practice. Routledge.
3. Beauregard, A. (1998). "Civil (NGO)-Military Cooperation: Lessons from Somalia, the Former Yugoslavia, and Rwanda." Ploughshares Monitor, December.
4. Kasselmann, H. J. (2012), Civil-Military Cooperation: A Way to Resolve Complex Crisis Situations, PRISM 4, no 1, Dec 2012
5. Studer, M. (2001). The ICRC and civil-military relations in armed conflict. Revue Internationale de la Croix-Rouge/International Review of the Red Cross, 83 (842), 367-392.

NAME OF THE TEACHER AND CONTACT	*dr Natalia Maksymowicz* *oldclock35@gmail.com*

COURSE TITLE :	*Making Documentary Movie (Film dokumentalny)*
LEARNING FORMAT AND NUMBER OF HOURS	*lectures, 15 hours*
STUDY PERIOD:	*summer semester*
LEVEL	*Bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	*Completion of the previous semester of study*

COURSE OBJECTIVES

Lecture provides students with the base knowledge in the field of making documentary movie, including in particular:
- The latest trends in documentary movie
- Use of contemporary terminology
- Avant-doc
- Ethnographic Narratives
- National Documentaries
- Documentary Ethics
- Perspective & Access
- Who Am I?
- Who Are You? (Character Portraits)
- Re-membering History
- preparation and presentation of movie project

COURSE CONTENT

Please note that this course requires you to view films outside of class time.
Film screenings are mandatory.
Take notes on every film you watch for this course. You will need those notes for the required
response papers and your long-form papers. As the film runs, jot down observations and ideas that occur to you and, after the film is over, noteany questions or thou
ghts about the film(s), the theme(s)they consider, and how they relate to the readings
specified for that week. In-Class Presentations: Because this is a discussion-oriented course, you'll often have a chance to think throughthe readings by working with your peers in class to create informal presentations that summarize key ideas and illustrate them through relevant film clip.

LEARNING OUTCOMES

knowledge: *skills:* *social competences:*	This course surveys the history, theory and practice of the genre called Documentary Film. We will attempt to explore what this amorphous and vague term means and examine the ways its forms and ethics have changed since the beginning of cinema. We examine the major modes of documentary filmmaking including cinema verité, direct cinema, investigative documentary, ethnographic film, agit-prop and activist media, autobiography and the personal essay as well as recent post-modern forms that question relationships between fact and fiction such as the docudrama, the archival film, cine-recreations and "mockumentary." Through formal analysis, we will examine the "reality effects" of these works focusing on their narrative structures and the ways in which they make meaning. Through this, we explore some of the theoretical questions that constantly surround this most philosophical of film genres. We will ask: How do these films shape notions of truth, reality and point of view? What are the ethics and politics of representation and who speaks for whom when we watch a documentary? What do documentaries make visible or conceal? What, if anything, constitutes objectivity? And by the way, just what is a document anyway?
REQUIREMENTS AND GRADING SYSTEM	DOCUMENTARY MOVIE PROJECT OR LONG-FORM PAPERS

LITERATURE

Patricia Aufderheide (2007), *Documentary Film: A Very Short Introduction*
Ilisa Barbash and Lucien Taylor (1997), *Cross-Cultural Filmmaking*
Richard Barsam (1992), *Nonfiction Film: A Critical History*
Thomas Benson and Carolyn Anderson (1989), *Reality Fictions: The Films of Frederick Wiseman*
Stella Bruzzi (2000), *New Documentary: A Critical Introduction*
Leslie Devereaux and Roger Hillman, Editors (1995), *Fields of Vision*

Seth Feld, Ed.(2003), *Cine-Ethnography: Jean Rouch*

Jane Gaines and Michael Renov, Editors (1999), *Collecting Visible Evidence*

Jonathan Kahana, *Intelligence Work: The Politics of American Documentary* (2008)

Phyllis R. Klotman ed., *Struggles for Representation: African American Documentary Film/Video*

Alexandra Juhasz, Jesse Lerner, *F Is for Phony: Fake Documentary and Truth's Undoing* (2006)

Kevin Macdonald and Mark Cousins, Editors (1996), *Imagining Reality: The Faber Book of Documentary*

David MacDougall (1998), *Transcultural Cinema*

Annette Michelson, ed.(1984), *Kino-Eye The Writings of Dziga Vertov*

Bill Nichols (1994), *Blurred Boundaries: Questions of Meaning in Contemporary Culture*

Bill Nichols (1991), *Representing Reality*

Carl Plantinga (1997), *Rhetoric and Representation in Nonfiction Film*

Paula Rabinowitz (1995), *They Must Be Represented*

Michael Renov, Editor (1993), *Theorizing Documentary*

Michael Renov, (2004) The Subject of Documentary

Fatimah Tobing Rony (1996), *The Third Eye: Race, Cinema, and Ethnographic Spectacle*

Alan Rosenthal, Ed. (1988), *New Challenges for Documentary*

Jay Ruby (2000), *Picturing Culture: Explorations of Film & Anthropology*

Louise Spence, Vinicus Navarro (2011) Crafting Truth: Documentary Form & Meaning

Lucien Taylor, Editor (1994), *Visualizing Theory*

Trinh T. Minh-ha (1992) *Framer Framed*

Diane Waldman and Janet Walker (1999), *Feminism and Documentary*

NAME OF THE TEACHER AND CONTACT	*dr Natalia Maksymowicz* *oldclock35@gmail.com*

COURSE TITLE :	*Cultural Imiges of Poland and Europe* (Kulturowe obrazy Polski i Europy)
LEARNING FORMAT AND NUMBER OF HOURS	*lectures, 15 hours*
STUDY PERIOD:	*summer semester*
LEVEL	*Bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	*Completion of the previous semester of study*

COURSE OBJECTIVES

The course concerns a material culture in the anthropological approach. The aim of the course is to present the different aspects of relationships between people and things/objects. Student will learn about traditional and contemporary ways of their research, analysis and interpretation.

COURSE CONTENT

1. Material culture and anthropology of the object – tradition and contemporary life.
2. Material culture in the Polish tradtion of ethnography (traditional architecture, traditional dress, food, traditional trade, handicraft products).
3. Objects and people in social relations – contemporary research approach.
4. Objects' styles of life. Biography of objects and biographical things. Objects of collections and mementos.
5. Objects as the element of the identity. Space of home and things. Everyday things.
6. Things as goods. Shopping as a cultural practice of purchasing things. Gender and objects.
7. Objects in the popular culture and in the contemporary design.
8. Used objects, unnecessary and rubbish.

LEARNING OUTCOMES

knowledge *skills* *social competences*	1. Understands the specificity of Polish tradition and Europe 2. recognize major methodological research approaches of material culture and their representatives; 3. recognize different ways of participation objects in the culture and in the social life; 4. indicate and analysis major types of relationships human beings-objects in the traditional and contemporary culture; 5. critically use sources, anthropological knowledge and literature to description and analysis selected phenomenon of social culture; 6. has an awareness of the need of preserving the cultural legacy of Poland and Europe 7. create and present analysis of selected problems of anthropology of objects 8. formulate research conclusions. 9. is possessing a skill of the teamwork,
REQUIREMENTS AND GRADING SYSTEM	teamwork project

LITERATURE

1. Bridger, Susan, and Frances Pine. *Surviving post-socialism: Local strategies and regional responses in Eastern Europe and the former Soviet Union*. Vol. 4. Psychology Press, 1998.
2. Pine, Frances. "Retreat to the household?." *Postsocialism: ideals, ideologies and practices in Eurasia* (2002): 95-113.
3. Pine, Frances. "Naming the house and naming the land: kinship and social groups in highland Poland." *Journal of the Royal Anthropological Institute* (1996): 443-459.
4. Kaneff, Deema, Frances Pine, and Haldis Haukanes. *Memory, politics and religion: the past meets the present in Europe*. Lit, 2004.

NAME OF THE TEACHER AND CONTACT	*dr Natalia Maksymowicz* *oldclock35@gmail.com*

COURSE TITLE :	*Photography (Fotografia)*
LEARNING FORMAT AND NUMBER OF HOURS	*lectures, 15 hours*
STUDY PERIOD:	*summer semester*
LEVEL	*Bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	*Completion of the previous semester of study*

COURSE OBJECTIVES

Lecture provides students with the base knowledge in the field of making documentary photography.
The course starts with a definition of the field followed by a closer look at classic portrayals of
'exotic people' and the role of visual documentation in early anthropology. It moves on to film,
looking at visual conventions in fiction and documentary, genres, narrative and editing styles, issues
of authorship and positioning in contemporary anthropological films. The last sessions explore the
theoretical and methodological potential of new media, which has developed further in new fields
like media or digital anthropology. Thecourse combines readings with film screenings and hands
-on camera practice, aiming to balance practice and theory through substantial visual and theoretical
input and students own production of a photo-essay.

COURSE CONTENT

1. Introducing the field of documentary photography.
2. Between exoticizing and documenting.
3. Analyzing photos: conventions and methods.
4. Ways of seeing: the fiction of reality
5. Ways of knowing: the 'limits' of representation
6. Presentation of final projects (screening roughtcuts, photo essays).

LEARNING OUTCOMES

knowledge: *skills:* *social competences:*	Whether students own a point-and-shoot or a more advanced DSLR, this class will give students a better grasp of your chosen tool and the skills to make successful images. We will focus on core photographic concepts as well as some more advanced techniques. The course will include hands-on demonstrations with the camera as well as basic digital image editing techniques. We will discuss the work of great photographers along side your own photographs in order to better understand the fundamentals of composition to create compelling imagery. Expect to leave the class with a project students are proud of and a working knowledge of thair camera.
REQUIREMENTS AND GRADING SYSTEM	DOCUMENTARY PROJECT OR LONG-FORM PAPERS

LITERATURE

Rossler, Martha, "In, Around, and Afterthoughts (on Documentary Photography)" 3 Works Press of the Nova Scotia College of Art and Design, 1981 pp. 59-86.
Solomon-Godeau, Abigail. ""Who is speaking thus? Some questions about documentary photography. Pp. 169-183 from Photography at the Dock: Essays on Photographic History, Institutions, and Practices. (University of Minnesota Press, Mineapolis 1991)
Smith, S. M. (1988). Photographing the "American Negro": Nation, Race,
and Photography at the Paris Exposition of 1900. Looking for America. A. Cameron. London, Blackwell Publishing.
Michael Renov, Editor (1993), *Theorizing Documentary*
Michael Renov, (2004) The Subject of Documentary
Fatimah Tobing Rony (1996), *The Third Eye: Race, Cinema, and Ethnographic Spectacle*
Alan Rosenthal, Ed. (1988), *New Challenges for Documentary*
Louise Spence, Vinicus Navarro (2011) Crafting Truth: Documentary Form & Meaning
Lucien Taylor, Editor (1994), *Visualizing Theory*
Trinh T. Minh-ha (1992) *Framer Framed*
Diane Waldman and Janet Walker (1999), *Feminism and Documentary*

NAME OF THE TEACHER AND CONTACT	*dr Natalia Maksymowicz* *oldclock35@gmail.com*

COURSE TITLE :	*Living in the Past (Ethnoarchaeology and Experimental Archaeology)*
LEARNING FORMAT AND NUMBER OF HOURS	*lectures, 15 hours (2 full days in an open air museum in Wolin)*
STUDY PERIOD:	*summer semester*
LEVEL	*Bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	*Completion of the previous semester of study*

COURSE OBJECTIVES

Ethnoarchaeology and Experimental Archaeology introduces students to two common middle-range approaches to interpreting the archaeological record. Both are grounded on the study of material culture. Ethnoarchaeology focuses on the study of the material remains of living groups, and experimental archaeology attempts to replicate the production, alteration, or movement of various types of artifacts. Ethnoarchaeological studies have tended to focus on hunting-gathering societies, especially resource acquisition and use, settlement, and refuse production. While many subjects have been tackled, the majority of experimental archaeology studies have concerned lithic technology and hunting.

COURSE CONTENT

An open air museum in Wolin (Poland) shows experimental archeology of a early medieval Slavic and Viking Village. Situated at the trade route, for centuries the town of Wolin attracted traders and travellers. At the end of the 10th century a semi-legendary Viking stronghold of Jomsborg was set up in that area by Danish king Harald Bluetooth. Skansen of Slavs and Vikings in Wolin is an open-air museum located on the Ostrów Recławski, a small island in front of the Baltic shore, within the administrative boundaries of Wolin. The museum illustrates an early medieval settlement of the Slav tribe of Wolinians and the Vikings, through the reconstructed buildings, living history displays and crafts workshops.

LEARNING OUTCOMES

knowledge: *skills:* *social competences:*	Upon successful completion of this course, students will:
	- understand the goals of ethnoarchaeology and experimental archaeology within the context of archaeological explanation and interpretation.
	- become familiar with the literature on ethnoarchaeology and experimental archaeology.
	- read papers related to a diverse range of topics in ethnoarchaeology and experimental archaeology.
	- learn of case studies in ethnoarchaeology and experimental archaeology.
	- contribute to an archaeological experiment.

REQUIREMENTS AND GRADING SYSTEM	DOCUMENTARY PROJECT

LITERATURE

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NAME OF THE TEACHER AND CONTACT	*dr Natalia Maksymowicz* *oldclock35@gmail.com*

COURSE TITLE :	*Contemporary Theories of Sociology*
LEARNING FORMAT AND NUMBER OF HOURS	*Lectures, 15 hours*
STUDY PERIOD:	*Winter semester*
LEVEL	*bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	*Recommended finished course of The History of Social Thought*

COURSE OBJECTIVES

- *To acquaint students with the main schools of modern social theory;*
- *To expose students to the connections between classical and contemporary social theory;*
- *To scrutinize how sociological theory is relevant to understand modern life.*

COURSE CONTENT

1) Introduction to the structure of sociological theory;
2) The rise of structuralist theory;
3) The emerging tradition of functionalist theory;
4) Structural functionalism and system theory;
5) Classic and contemporary approaches to social conflict;
6) Symbolic interactionism and dramaturgical approach;
Mid-term exam;
7) Enthnomethodology;
8) Cultural theories;
9) Postmodern social theory: postmodernism, globalization and risk;
10) Social ecology and environmental sociology - contemporary theories;
11) The introduction to contemporary urban sociology theory;
12) The introduction to contemporary rural sociology theory;
Final exam

LEARNING OUTCOMES

knowledge:	− *To convey a general understanding of main theoretical traditions and main schools in sociology;*
skills:	− *To develop critical thinking and evaluation os sociological theory;*
social competences:	− *To analyze contemporary society and social issues though the application of sociological perspectives;*

REQUIREMENTS AND GRADING SYSTEM	1) Class participation - Student is expected to carefully read the assignated texts before class and participate actively in class discussion (20%); 2) Midterm and final exam written as test (2x35%=70%); 3) Papers – student will be required to write one short paper for this course on given selection of prompts asking to synthesize, provide critical analysis some major schools in social theory (10%); Granding system: Excellent (A, 5,0) – 92 – 100 percentage points; Good (B+; 4,5) – 89 – 91 percentage points; Average (B; 4,0) – 80 - 88 percentage points; Permitting grade plus (C+, 3,5) - 76 -79 percentage points; Permitting grade (C, 3,0) – 73 – 75 percentage points;

LITERATURE

Required reading;
- Jonathan H. Turner (2002), *The Structure of Sociological Theory,* Belmond, CA: Wadsworth.
- George Ritzer, Jeff Stepnisky (2012), *Contemporary Sociological Theory and Its Classical Roots,* McGraw-Hill Humanities.
  (all two are available in a number of editions; any one will do)

Recommended/ Supplementary Readings:
- Craig Calhoun, Joseph Gerteis, James Moody (eds.), *Contemporary Sociological Theory,* Wiley-Blackway, 2012.
- the rest specific texts will be given to students in fragments.

NAME OF THE TEACHER AND	Robert Bartłomiejski (Ph. D)

CONTACT	Institute of Sociology
	University of Szczecin
	Consultation Room: 37 in building H at Krakowska St. Campus of Faculty of Humanities.
	Hours: every Thursday, 12:00 – 14:00.
	contact: robert_bartlomiejski@poczta.onet.pl

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Humanities.
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contact: robert_bartlomiejski@poczta.onet.pl

COURSE TITLE :	*Positive Psychology/ Psychologia pozytywna*
LEARNING FORMAT AND NUMBER OF HOURS	*Seminars, 15 hours*
STUDY PERIOD:	*Winter semester*
LEVEL	*Bachelor/Master*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	

COURSE OBJECTIVES

Course provides an introduction to the scientific study of human strengths, positive emotions and subjective experiences. The first part of the course will focus on the principal areas of research in positive psychology and on the methods used in this field. The second part will concentrate on issues in the context of their real-world application.

COURSE CONTENT

1. The historical antecedents of Positive Psychology
2. The concept of well-being and happiness
3. Motivation theories and optimal experience
4. Positive emotions and Build-and-Broaden Theory
5.Character strengths
6. Gratitude
7. Indirect reciprocity
8. Forgiveness
9. Hope and optimism
10. Trust
11. Religion, spirituality and meditation
12. Positive psychology and health – psychotherapy, resilience and post-traumatic growth
13. Positive psychology in education – mindfulness programs, Hero imagination program, self-compassion
14. Positive psychology in business – positive coaching
15. Summary

LEARNING OUTCOMES

knowledge:	*Knowledge of the historical process of positive psychology development.*
	An understanding of key concepts in positive psychology.
	Experience in reading, searching, and talking about the content presented during classes.
skills:	*Experience of preparing a simple research designed on selected topic.*
	Experience in team working on the research project.
	Experience in public presentation of the results of the project.
social competences:	

REQUIREMENTS AND GRADING SYSTEM	RESEARCH PROJECTC FROM 2 TO 5

LITERATURE

1. White N. *(2006) A Brief History of happiness.* Oxford: Blackwell Publishing Ltd.
2.Tatarkiewicz W. (1979) *O szczęściu,* Warszawa, Państwowe Wydawnictwo Naukowe.
3. Seligman, M.E.P. & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist, 55*, 5-14.
4.Gable, S.L., & Haidt, J. (2005). What (and why) is positive psychology? *Review of General Psychology, 9,* 103-110.
5. Waterman A. S. (1993) Two conception of Happiness: Contrasts of Personal Expressiveness (Eudaimonia) and Hedonic Enjoyment *Journal of Personality and Social Psychology, 64 ,*678-691
6. Diener, E., Oishi, S., & Lucas (2009). Subjective well-being: The science of happiness and life satisfaction. In C.R. Snyder & S.J. Lopez (Eds.), The Oxford *Handbook of Positive Psychology* (pp. 187-194). New York: Oxford University Press.
7. Lyubomirsky, S., Lepper, H. (1999). A measure of subjective happiness: Preliminary reliability and construct validation. *Social Indicators Research, 46,* 137-155.
8. Peterson, C., Park, N., & Seligman, M.E.P. (2005). Orientations to happiness and life satisfaction: The full life versus the empty life. *Journal of Happiness Studies, 6,* 25-41.
9. Khaneman D., Diener E., Schwartz N., (1999) *Well being: The Foundation of Hedonic Psychology,* New York: Russell Sage Foundation.
10. Ryan, R.M. & Deci, E.L. (2000b) 'Self-determination theory and the facilitation of intrinsic motivation, social

development, and well-being', American Psychologist 55: 68–78.

11. M. Csikszentmihaly, *Flow: The Psychology of Optimal Experience*, New York 1990,

12. Fredrickson, B.L. (2001). The role of positive emotions in positive psychology: The broaden and build theory of positive emotions. *American Psychologist, 56,* 218-226.

13. Fredrickson, B.L., Tugade, M.M., Waugh, C.E., & Larkin, G.R. (2003). What good are positive emotions in crises?: A prospective study of resilience and emotions following the terrorist attacks on the United States in September 11, 2001. *Journal of Personality and Social   Psychology, 84,* 365-376.

14. Peterson, C. & Park, N. (2009). Classifying and measuring strengths of character. In S. Lopez and C.R. Snyder (Eds.), *The Oxford Handbook of Positive Psychology* (pp. 25-34). New York: Oxford University Press.

15. Hodges, T.D. & Clifton, D.O. (2004). Strengths-based development in practice. In P.A. Linley & S. Joseph (Eds.), *Positive Psychology in Practice: From Research to Application* (pp. 256-268). New York: Wiley. Schwartz, B. & Sharpe, K.E. (2006). Practical wisdom: Aristotle meets positive psychology. *Journal of Happiness Studies, 7*, 377-395.

16. Biswas-Diener, R., Kashdan, T.B. & Minhas, G. (2011). A dynamic approach to psychological strength development and intervention. *Journal of Positive Psychology, 6,* 106-118.

17. Wood, A.M., Froh, J.J. & Geraghty, A.W.A. (2010). Gratitude and well-being: A review and theoretical integration. *Clinical Psychology Review, 30,* 890-905.

19. Algoe, S.B., Gable, S.L. & Maisel, N.C. (2010). It's the little things: Everyday gratitude as a booster   shot for romantic relationships. *Personal Relationships, 17,* 217-233.

20. Grant, A.M. & Gino, F. (2010). A little thanks goes a long way: Explaining why gratitude expressions motivate prosocial behavior. *Journal of Personality and Social Psychology, 98,* 946-955.

21. McCullough, M.E., Kimeldorf, M.B., & Cohen, A.D. (2008). An adaptation for altruism? The social causes, social effects, and social evolution of gratitude. *Current Directions in Psychological Science*, *17*, 281-284.

22. Szcześniak, M. (2009). *Pay It Back or „Pay It Forward?" Gratitude and Other Psychological Determinants of Upstream Reciprocity*. In A. Błachnio & A. Przepiórka (Eds.), *Closer to Emotions III (pp.* 139-152). Lublin: Wydawnictwo KUL.

23. McCullough, M.E., Root, L.M., Tabak, B.A., & Witvliet, C. (2009). Forgiveness. In S. Lopez and C.R. Snyder (Eds.), *The Oxford Handbook of Positive Psychology*.

24. McNulty, J.K. (2011). The dark side of forgiveness: The tendency to forgive predicts continued psychological and physical aggression in marriage. *Personality and Social Psychology Bulletin, 37,* 770-783.

25. McCullough, M.E. (2001). Forgiveness: Who does it and how do they do it? *Current Directions in Psychological Science, 10*, 194-197.

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35. M. Rydzewska, *Praktyka medytacyjna a subiektywne poczucie szczęścia*, Psychologia Jakości Życia, 2011 vol. 2.

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39. Kabat-Zinn J. Chapman, Salmon P. (1997). "The relationship of cognitive and somatic components of anxiety to patient preference for alternative relaxation techniques". *Mind/ Body Medicine* 2: 101–109.

NAME OF THE TEACHERS AND CONTACT	*Małgorzata Szcześniak, Magdalena Rydzewska* malgorzata.szczesniak@whus.pl rydzewska.magdalena@gmail.com

COURSE TITLE :	Child and adolescent psychopathology/ Psychopatologia dzieci i młodzieży
LEARNING FORMAT AND NUMBER OF HOURS	Seminar 15 hours
STUDY PERIOD:	spring semester
LEVEL	bachelor/master
ECTS POINTS	5
LANGUAGE	English
PREREQUISITES	The basic information about developmental psychology and clinical psychology

<table>
<tr><td colspan="2" align="center">COURSE OBJECTIVES</td></tr>
<tr><td colspan="2">to know the information about psychopathology in children and adolescents
to know how to diagnose and treat mental disorders in children and adolescents
to learn how to use psychological tools usefull in treatment of mental disorders in children and adolescents</td></tr>
<tr><td colspan="2" align="center">COURSE CONTENT</td></tr>
<tr><td colspan="2">1-2. Introduction to psychopathology of children and adolescents.
3-5. Behaviour disorders (Attention Deficit, Hyperactivity Disorder, Conduct and Oppositional Defiant Disorders, Adolescents Substance Use Disorders).
6-8. Emotional and social disorders (Childhood Mood Disorders, Childhood Anxiety Disorders, Childhood Posttraumatic Stress Disorders, Social Withdrawal in Childhood).
9-10. Developmental and learning disorders (Autistic Disorder, Childhood- Onset Schizophrenia, Intellectual Disabilities, Learning Disabilities).</td></tr>
<tr><td colspan="2" align="center">LEARNING OUTCOMES</td></tr>
<tr><td>knowledge:

skills:

social competences:</td><td>The information about mental disorders in children and adolescents
The ability to diagnose and plan treatment for mental disorders in children and adolescents
The understanding of psychopathology in children and adolescents, higher sensitiveness to mental problems of other people</td></tr>
<tr><td>REQUIREMENTS AND GRADING SYSTEM</td><td>THE NOTE IS A RESULT OF ACTIVENESS AND PREPARATION OF STUDENT DURING CLASSES AND ACHIEVEMENT OF AT LEAST 60 PONITS FROM TEST</td></tr>
<tr><td colspan="2" align="center">LITERATURE</td></tr>
<tr><td colspan="2">1. Mash E. J., Barkley R. A. (2014) Child psychopathology, Guilford Press.
2. Schneider B. H. (2015) Child Psychopathology, From Infancy to Adolescence, Cambridge University Press.
3. Diagnostic and Statistical Manual of Mental Disorders, DSM- 5
4. Skovgaard M. (2010) Mental health problems and psychopathology in infancy and early childhood. An epidemiological study. Dan Med Bull. 57(10)</td></tr>
<tr><td>NAME OF THE TEACHER AND CONTACT</td><td>M. A. Kamila Szpunar
kamilaszpunar@wp.pl</td></tr>
</table>

COURSE TITLE :	Psychology of love/ Psychologia miłości
LEARNING FORMAT AND NUMBER OF HOURS	seminar
STUDY PERIOD:	Winter semester
LEVEL	bachelor/master
ECTS POINTS	5
LANGUAGE	English
PREREQUISITES	Basic information about social psychology and communication between people

COURSE OBJECTIVES

To know the theories of love development, dynamic of love, its three basic factors: intimacy, passion and commitment.
To know what can have influence for relationship.
To find out how to build happy relationships.
To find out why people fall in love and what is the chemistry of love.

COURSE CONTENT

1. Introduction to psychology of love.
2. The nature of attraction and love.
3. Traingular teory of love.
4. Attachment theory of love.
5. Biology of love- brain in love.
6. Research on love.
7. Communication in relationship.
8. Can marital success be predicted and improved?
9. Marriage and love.
10. Sex and love- research.

LEARNING OUTCOMES

knowledge:	Knowledge about the nature of love, main theories and studies about love and relationships.
skills:	Finding solutions to help couples in coping with problems, using theory in practice. The ability to understand relationships problems.
social competences:	
REQUIREMENTS AND GRADING SYSTEM	THE NOTE IS A RESULT OF ACTIVNESS AND PREPARATION FOR CLASSES AND ANSWERING FOR QUESTIONS CONNECTED WITH PSYCHOLOGY OF LOVE AT THE END OF SEMESTER OR WRITING ESAY FOR CHOSEN TOPIC.

LITERATURE

1. Sternberg R. J., Barnes M. L. (1989) The Psychology of love, Yale University.
2. Tucker-Ladd C. E. (2011) Dating, love, marriage and sex, In: Psychological Self-Help, available online: http://www.psychologicalselfhelp.org/
3. Chapman H. M. (2011) Love: A Biological, Psychological and Philosophical Study, University of Rhode Island.
4. Hyde J. S., J. D. DeLamater 2008) Attraction, Love, and Communication, In: Understanding human sexuality, University of Wisconsin- Madison.

NAME OF THE TEACHER AND CONTACT	M.A. Kamila Szpunar kamilaszpunar@wp.pl

COURSE TITLE :	*Sport and Exercise Psychology/ Psychologia Sportu I Aktywności Fizycznej*
LEARNING FORMAT AND NUMBER OF HOURS	*seminars* *15 hours*
STUDY PERIOD:	*spring semester*
LEVEL	*bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	*basic knowledge of clinical psychology and psychology of health and developmental psychology*

<table>
<tr><td colspan="2" align="center">COURSE OBJECTIVES</td></tr>
<tr><td colspan="2">

to know what the sport and exercise psychology is
to understand participants in sport and psychology contexts and the influence of environments in sport and exercise
to know how enhacing performance health and well being by sport
to know how build and lead teams
to know how to create interventions connected with clinical issues in sport psychology
</td></tr>
</table>

COURSE CONTENT
1. Introduction to the sport psychology.   2. Developmental perspectives on sport and physical activity participation.   3. Motivation and emotions in sport and exercise settings.   4. Influence of environments on quality of performance.   5- 7.Psychological skills training and programs.   8. Enhacing health and well-being   9. Creating cohesive groups, good communication and adaptive motivational climate.   10. Clinical isssues in sport psychology

LEARNING OUTCOMES	
knowledge:	*Information about the sport psychology interests, theories.*
skills:	*Creating psychological skills training and programs, development of healthy lifestyle, application of the knowledge to practice.*
social competences:	*Better communication skills, working in groups, higher sensitivees to mental problems of other people.*

REQUIREMENTS AND GRADING SYSTEM	NOTE IS A RESULT OF ACTIVENESS, PREPARATION TO CLASSES AND PREPARATION OF PSYCHOLOGICAL SKILL TRAINING PROGRAM IN ATHLETES

<table>
<tr><td colspan="2" align="center">LITERATURE</td></tr>
<tr><td colspan="2">

1. Papaioannou A. G., Hackfort D. (2014) Routledge Companion to Sport and Exercise Psychology, Global Perspectives and fundamental concepts. Routledge Taylor and Francis Group, London and New York.
2. Schoenfeld B., Gould D. (2003) Foundations of Sport & Exercise Psychology, Human Kinetics, London.
3. Williams J. M. (2005) Applied Sport Psychology: Personal Growth to Peak Performance, McGraw-Hill Humanities/Social.
</td></tr>
</table>

NAME OF THE TEACHER AND CONTACT	*M. A. Kamila Szpunar* *kamilaszpunar@wp.pl*

COURSE TITLE :	*Psychology of Close Relationships*
	Psychologia Bliskich Związków
LEARNING FORMAT AND NUMBER OF HOURS	*Seminar, 15 hours*
STUDY PERIOD:	*Spring semester*
LEVEL	*bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*english*
PREREQUISITES	

COURSE OBJECTIVES
The aim of the above course is to maintain students with the knowledge concerning different relationships between people with main focus on dyadic love relationship (marriage, partnership). The course is also design to equip participants with the competence and skills required in order to build a successful relationship.

COURSE CONTENT
1. Psychological nature of Love.
2. Principles of a healthy relationships.
3. Cognitive-behavioral principles of close relationship
4. Psychological nature of relationship crisis and basic CBT and ACT solutions.

LEARNING OUTCOMES	
knowledge:	Students will know the principles of psychological laws concerning close relationships.
skills:	Students will be able to use basic techniques helping in building strong relationships.
social competences:	Students will be equipped in a competences concerning social, emotional and interpersonal communication and behavior.
REQUIREMENTS AND GRADING SYSTEM	No special requirements.
	Students will be expected to be actively participating in a seminar and to prepare a presentation of a chosen topic.

LITERATURE
1. Gottman, J.M., Silver, N. (2000), Th*e Seven Principles for Making Marriage Work*, New York, Three Rivers Press.
2. Beck, A.T. (1988), *Love is never enough*. New York, Harper and Row.
3. Hurris, R. (2009), ACT with love. Oakland, New Harbinder Publications.
4. *Sternberg, R. J. (2007). Triangulating Love. In: Oord, T. J., The Altruism Reader: Selections from Writings on Love, Religion, and Science. West Conshohocken, PA: Templeton Foundation, p. 332.*
5. Sternberg, Robert J. (2004). A Triangular Theory of Love, In: Reis, H. T., Rusbult, C. E., *Close Relationships*. New York: Psychology Press. p. 258.

NAME OF THE TEACHERS AND CONTACT	Roman Szałachowski
	Phone: 502272070,

COURSE TITLE :	*Theories of Truth and Knowledge Production (Teorie prawdy i produkcja wiedzy)*
LEARNING FORMAT AND NUMBER OF HOURS	*lectures, 15 hours*
STUDY PERIOD:	*winter semester*
LEVEL	*Bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	*Completion of the previous semester of study*

COURSE OBJECTIVES

Lecture provides students with the base knowledge in the field of philosophy of truth and knowledge, including in particular:
- the most important theories of truth
- the social practice of knowledge production
- the status of scientific knowledge
- the knowledge dependence on power

COURSE CONTENT

1 .The ancient sources of truth realism: Plato, Aristotle, and the Sophists
2. The Correspondence Theory and Deflationism about Truth (Tarski, Ramsey, Quine, Austin)
3. Pragmatism and neo-pragmatism against radical objectivism of truth (James, Putnam, Rorty)
4. Evolutionary epistemology (Popper) and the development of scientific knowledge (Kuhn)
5. Uncertainty and the intrusion of power to knowledge (Foucault)
6. Epistemology of situated knowledge (Haraway, Martin)
7. The idea of objective truth as a useful tool but unachievable goal (Gadamer, Kolakowski)

LEARNING OUTCOMES

knowledge:	11. Student knows and understands the rules and principles governing the knowledge production in individual cognitive processes, scientific institutions, in past and in contemporary time.
	12. Expertises in the field of relationship between knowledge and power.
	13. Knows the basic theories of truth.
skills:	7. Student has the ability to understand the basic theories of truth, the basic knowledge production processes and the connection between them.
	8. Identifies the tacit assumptions about the world presupposed in knowledge production.
social competences:	1. Student is able to analyze social phenomena of changes in scientific knowledge, scientific revolutions, cultural differences and the social movements struggling for social justice.
	2. Able to be open to correct the current opinions and deepen the understanding of social phenomena
REQUIREMENTS AND GRADING SYSTEM	DISCUSSION AND EXAM

LITERATURE

Goldman Alvin, Knowledge in a Social World, Oxford: Clarendon Press 1999.

Haraway Donna, Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective, "Feminist Studies", vol. 14, no. 3, 1988, pp. 575-599.

Foucault Michael, The History of Sexuality, trans. by R. Hurley, Vintage Books, New York 1990.

Lynch Michael (ed.), The Nature of Truth. Classic and Contemporary Perspectives, Cambridge: The MIT Press, 2001, pp. 41-66.

Martin Emily, The egg and the sperm: how science constructed a romance based on stereotypical male-female roles, "Signs: Journal of Women in Culture and Society", 16 (3) 1991: 485-501.

Nagel Thomas, View from Nowhere, Oxford University Press 1989.

Kuhn Thomas, The structure of scientific revolutions, The University of Chicago Press 2012.

Popper Karl, Objective Knowledge, An Evolutionary Approach. Oxford University Press, 1972.

Putnam Hilary, Reason, Truth and History, Cambridge: Cambridge University Press 1981.

Rorty Richard, Pragmatism, Relativism, and Irrationalism, [in] Linda Martin Alcoff, Epistemology: The Big Questions, Oxford: Blackwell, 1998, 336-348.

Zieminska Renata, The History of Skepticism. In Search of Consistency, Frankfurt am Main: Peter Lang Edition 2017.

Zieminska Renata, American Pragmatists' Response to Skepticism, in: Uncovering Facts and Values. Studies in Contemporary Epistemology and Political Philosophy ed. by Adrian Kuźniar and Joanna Odrowąż-Sypniewska, Brill/Rodopi: Leiden/Boston 2016 (Poznan Studies in the Philosophy of Science and the Humanities 107), 144-153.

NAME OF THE TEACHER AND CONTACT	*Prof. dr hab. Renata Zieminska* *renata.zieminska@whus.pl*

COURSE TITLE :	*Mind and Intentionality (Umysł i intencjalność)*
LEARNING FORMAT AND NUMBER OF HOURS	*lectures, 15 hours*
STUDY PERIOD:	*winter semester*
LEVEL	*Bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	*Completion of the previous semester of study*

COURSE OBJECTIVES
Our mental states and linguistic expressions typically have objects. They "are about something" or "refer to something". That's what we mean, when we say that they are "intentional". The lecture provides students with the analysis of the phenomenon of intentionality in this special, technical sense. It turns out that a clear understanding of intentionality is absolutely crucial to any theory of human mind, language and action. And it is also indispensable to a right understanding of illusion, error and literary fiction. In particular we will address: - logical difficulties concerning sentences describing intentional states   - neutralizing these difficulties by various expansions of ontology, among other: intentional objects, mental contents, meinongian non-existent objects, possible worlds   - further approaches such as: causal theories of reference, functionalism and behaviorist theories of intentionality

COURSE CONTENT
1 . Introduction to the phenomenon of intentionality   2. Why intentionality is a philosophical problem – some logical difficulties   3. Intentional "directedness" versus standard relations   4. Expansions of ontology   5. Intentional objects (Franz Brentano)   6. Nonexistent objects (Alexius Meinong)   7. Possible worlds (David Lewis)   8. Adverbial theories of intentionality   9. Causal theories of reference (Kripke, Putnam)   10. Functionalist theories of intentionality   11. Behaviorist theories of intentionality (Quine, Sellars)

LEARNING OUTCOMES	
knowledge:	14. Students understand the phenomenon of intentionality. 15. They understand the logical difficulties turning intentionality into a philosophical problem. 16. They have a clearly structured picture of the most important ways out proposed by classical and contemporary theories of intentionality.
skills:	9. Students have the ability to see how the problem of intentionality relates to the other classical philosophical puzzles. 10. They are able to identify the consequences of implicit or explicit assumptions of a particular theory of intentionality.
social competences:	1. Students are more efficient in understanding and analyzing human thought and action on the basis of their better understanding of the underlying intentionality. 2. On this basis they are also able to deal with illusion, fiction and manipulation.
REQUIREMENTS AND GRADING SYSTEM	EXAM

LITERATURE
43. Chrudzimski, A., "Varieties of Intentional Objects", *Semiotica* 194 (2013), 189–206.   44. Chrudzimski, A., "Intentional Objects and Mental Contents", *Brentano Studies*, 13 (2015), 81-119.   45. Dretske, Fred I., *Knowledge and the Flow of Information*, Cambridge, Mass.: The MIT Press 1981.   46. Kripke, Saul, *Naming and Necessity*, Oxford: Blackwell 1980.   47. Putnam, Hilary, „The Meaning of 'Meaning'", in: H. Putnam, *Mind, Language and Reality. Philosophical Papers, Vol. 2*, Cambridge: Cambridge University Press 1975, 215–271.   48. Quine, Willard V. O., *Word and Object*, Cambridge, Mass.: The MIT Press 1960.   49. Searle, John R., *Intentionality. An Essay in the Philosophy of Mind*, Cambridge: Cambridge University Press 1983.

| NAME OF THE TEACHER AND CONTACT | *Prof. dr hab. Arkadiusz Chrudzimski*
 arkadiusz.chrudzimski@univ.szzecin.pl |

COURSE TITLE :	*Philosophy of Mind and Cognition*
LEARNING FORMAT AND NUMBER OF HOURS	*lectures, 15 hours*
STUDY PERIOD:	
LEVEL	
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	

COURSE OBJECTIVES

Lecture provides students with the base knowledge in the field of contemporary analytic philosophy of mind, including the following issues in particular:
- concepts and propositional content
- the normativity of meaning
- the nature of phenomenal consciousness
- the computational theory of mind
- embodied cognition and the extended mind
- cognition and imagination

COURSE CONTENT

1 . Concepts and representational content (the distinction between sense and reference)
2. The paradox of meaning: how do we know what we mean?
3. The nature of consciousness and the knowledge argument
4. The nature of consciousness and the conceivability argument
5. The computational theory of mind and its problems (the Chinese room argument)
6. The dependence of cognition and propositional attitudes on the external world (embodied cognition and the extended mind)
7. Imagination as a source of factual knowledge

LEARNING OUTCOMES

knowledge:	1. Students come to know how the most fundamental theories of concepts and representational content. 2. Students come to know the key obstacles to providing a naturalized theory of meaning, consciousness and thinking. 3. Students come to know the interdisciplinary nature of research on mind, in particular the connections between philosophy, on the one hand, and cognitive science and psychology, on the other (embodied cognition, cognition and imagination).
skills:	1. Students develop the skill for critical abstract thinking. 2. Students learn how to critically evaluate arguments and different points of view. 3. Students gain the skill of presenting, defending and criticizing arguments in discussion and in writing.
social competences:	1. Students learn how to critically discuss controversial issues with others and how to reach agreement through careful analysis of different points of view. 2. Students become more confident in searching for innovative solutions in a wide variety of social contexts.
REQUIREMENTS AND GRADING SYSTEM	DISCUSSION AND WRITTEN EXAM

LITERATURE

50. Kripke, S. Naming and Necessity, 1980.
51. Kripke, S. Wittgenstein on Rules and Private Language, 1982
52. Jackson, F. What Mary didn't know? The Journal of Philosophy, LXXXIII, 5, 1986.
53. Chalmers, D. Consciousness and Its Place in Nature, in Stich, S. & Warfield, T. (ed.) The Blackwell Guide to Philosophy of Mind, 2003.
54. Chalmers, D. The Conscious Mind, 1996.
55. Searle, J. Minds, brains, and programs, The Behavioral and Brain Sciences, 1980 (3).
56. Clark, A. & Chalmers, D. The Extended Mind, Analysis 58, 1998.
57. Williamson, T. Knowing by Imagining, in Kind, A. & Kung, P. (ed.) Knowledge Through Imagination, 2016.

NAME OF THE TEACHER AND CONTACT	*dr hab. Karol Polcyn* *karol.polcyn@gmail.com*

COURSE TITLE :	*Ethics in Practice*
LEARNING FORMAT AND NUMBER OF HOURS	*lectures, 15 hours*
STUDY PERIOD:	*winter semester*
LEVEL	*Bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	*Completion of the previous semester of study*

<table>
<tr><td colspan="2" align="center">COURSE OBJECTIVES</td></tr>
<tr><td colspan="2">

Lecture provides students with the base knowledge in the field of contemporary applied ethics, including in particular:
- Understanding practical ethics as a sub-discipline within philosophy
- Use of contemporary terminology
- The role of empirical data in solving practical ethical issues
- Explanation the meaning of the ethical theories for practical ethics
- The relations between moral theories and practice
- The importance of practical ethics for social life

</td></tr>
<tr><td colspan="2" align="center">COURSE CONTENT</td></tr>
<tr><td colspan="2">

1 . Abortion
2. Euthanasia
3. Immigration
4. Discrimination
5. Terrorism
6. Is there a duty to help others?
7. Civil Disobedience

</td></tr>
<tr><td colspan="2" align="center">LEARNING OUTCOMES</td></tr>
<tr><td>

knowledge:

skills:

social competences:

</td><td>

17.	Know and understand the moral principles governing the solutions of main social problems.
18.	Expertise in the field of concepts and basic moral categories
19.	Know the basic empirical data about subjects of some ethical issues

11.	One has the ability to understand the meaning of the basic moral rules for solving some practical ethical issues.
12.	Identifies the complex moral problems in social practice

1. Able to analyze some social phenomena from ethical point of view
2. Be interested in basic practical ethical issues

</td></tr>
<tr><td>

REQUIREMENTS AND GRADING SYSTEM

</td><td>

DISCUSSION AND EXAM

</td></tr>
<tr><td colspan="2" align="center">LITERATURE</td></tr>
<tr><td colspan="2">

58.	*The Oxford Handbook of Practical Ethics*, ed. H. LaFollette, Oxford 2003
59.	*Ethics in Practice*, ed. H. LaFollette, Oxford, 2007
60.	*Contemporary Debates in Applied Ethics*, ed. A.I. Cohen, C.H. Wellman, Oxford 2006
61.	B. Eidelson, *Discrimination and Disrespect*, Oxford 2015
62.	*Civil Disobedience in Focus*, ed. H.A. Bedau, London 1991
63.	S. Nathanson, "Terrorism and the Ethics of War". In S.P. Lee (ed.) *Intervention, Terrorism, and Torture. Contemporary Challenges to Just War Theory,* Dordrecht 2007

</td></tr>
<tr><td>

NAME OF THE TEACHER AND CONTACT

</td><td>

Prof. Mirosław Rutkowski
tao1957@op.pl

</td></tr>
</table>

COURSE TITLE :	*Pragmatics* (Pragmatyka)
LEARNING FORMAT AND NUMBER OF HOURS	*lectures, 15 hours*
STUDY PERIOD:	*winter semester*
LEVEL	*Bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	*Completion of the previous semester of study*

COURSE OBJECTIVES
Lecture provides students with the basic knowledge in the field of pragmatics, in particular: - philosophical origins of pragmatics and its central topics, - pragmatic theories of indexicals, demonstratives, conversational implicatures, presuppositions and speech acts, - latest trends in philosophical, linguistic and cognitive pragmatics.

COURSE CONTENT
1 . Introduction: semantics and pragmatics. 2. Grice's theory of meaning. 3. Indexicals and demonstratives. 4. Conversational implicatures. 5. Presuppositions. 6. Speech acts.

LEARNING OUTCOMES	
knowledge:	20. Students name and explain central topics of modern pragmatics, recognize their philosophical origins. 21. Students name and define central concepts and basic categories of modern pragmatics. 22. Students know the most influential pragmatic theories of implicatures, presuppositions, speech acts, indexicals and demonstratives.
skills:	13. Students use the theoretical principles of modern pragmatic theories to explain conversational phenomena such as indirect speech, accommodation, demonstrative gestures, and so on.
social competences:	1. Students are aware of the mechanisms of direct and indirect communication, understand their impact on social and discursive practices.
REQUIREMENTS AND GRADING SYSTEM	ESSAY AND EXAM

LITERATURE
14. Allan, K., Kaszczolt, K.M. (Eds.), *The Cambridge Handbook of Pragmatics*, Cambridge: Cambridge University Press 2012. 15. Grice, P.H., *Studies in the Way of Words*, Cambridge, Mass.: Harvard University Press 1989. 16. Huang, Y., *Pragmatics*, 2nd ed., Oxford: Oxford University Press 2014. 17. Huang, Y. (Ed.), *The Oxford Handbook of Pragmatics*, Oxford: Oxford University Press 2017. 18. Sbisà, M., Turner, K. (Eds.), *Pragmatics of Speech Actions*, Berlin/Boston: De Gruyter Mounton 2013. 19. Wilson, D., Sperber, D., *Meaning and Relevance*, Cambridge: Cambridge University Press 2012.

| NAME OF THE TEACHER AND CONTACT | *Dr hab. Maciej Witek, prof. US*
maciej.witek@usz.edu.pl |

COURSE TITLE :	*Formal logic*
LEARNING FORMAT AND NUMBER OF HOURS	*lecture 30 hours*
STUDY PERIOD:	*winter semester/spring semester*
LEVEL	*Bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	*Completion of the previous semester of study*

<div align="center">COURSE OBJECTIVES</div>

Lecture provides students with the base knowledge in the field of classical formal logic, including in particular:
- sentential calculus and methods of proving
- predicate calculus of the first order
- set theory
- Peano arithmetic
- techniques of formalizing sentences of ordinary languages
- techniques of formal reconstructions of reasonings

<div align="center">COURSE CONTENT</div>

1 . The research object of formal logic and main methods of constructing classical sentential calculus (the method of natural deduction, the method of the Boolean matrix and the axiomatic method)
2. Proving rules and theses in the classical sentential calculus (primitive deduction rules, secondary deductive rules, direct proofs and indirect proofs)
3. The zero-one method of checking sentential formulas and their application in the field of reasonings expressed in the ordinary language
4. Proving rules and theses in the classical predicate logic (rules for quantifiers, direct proofs and indirect proofs)
5. Formal reconstructions of reasonings formulated in the ordinary language
6. Set theory: operators of forming sets, main operations on sets, proving theorems
7. Theory of relations and functions: main types of relations, operations on relations and proving theorems
8. Axioms of Peano arithmetic: proving of laws of the multiplication table

<div align="center">LEARNING OUTCOMES</div>

knowledge:	23. A student becomes familiar with the methods of constructing the classical sentential calculus. 24. A student becomes familiar with all primitive deductive rules of classical sentential calculus. 25. A student becomes familiar with Boolean definitions of main sentential operators of the classical sentential calculus (negation, conjunction, disjunction, implication and material equivalence). 26.A student becomes familiar with primitive deductive rules of operating quantifiers. 27. A student becomes familiar with definitions of main set-theoretic operations on sets, definitions of main types of relations and operations upon them. 28. A student becomes familiar with axioms of Peano arithmetic.
skills:	20. A student acquires the ability to prove theorems of the classical logic (on the level of the sentential calculus, predicate calculus and set theory). 21. A student acquires the ability to check the logical validity of reasonings formulated in the ordinary language on the sentential level. 22. A student acquires the ability to formalize reasonings formulated in the ordinary language. 23. A student acquires the ability to prove theorems of the multiplication table. 24. A student acquires the ability to comprehend various fragments of reality in the formal languages. 1. A student acquires the attitude of self-confidence in the situations of logical task-solving. 2. A student acquires the attitude of the feeling of being a distinguished person in society (the knowledge in logic is reputed by people as the prestigious one) 3. A student acquires the social predisposition to evaluate people's reasonings.

social competences:	
REQUIREMENTS AND GRADING SYSTEM	WRITTEN EXAM

LITERATURE
64. Stolyar Abram Aronovich, Introduction to Elementary Mathematical Logic, Dover Publications, Inc, New York, 1970
65. Schagrin M.L., Rapaport W. J., Dipert R. R., Logic: A Computer Approach, Mc Graw-Hill Book Company, 1985
66. Wójcicki R., Lectures on Propositional Calculi, Ossolineum, 1984.

NAME OF THE TEACHER AND CONTACT	*Dr hab. Wojciech Krysztofiak* *Wojciech.krysztofiak@gmail.com*

COURSE TITLE :	*Disagreements – Their Epistemology and Practical Significance* (*Różnice zdań – ich epistemologia i znaczenie praktyczne*)
LEARNING FORMAT AND NUMBER OF HOURS	*interactive lectures, 15 hours*
STUDY PERIOD:	*spring semester*
LEVEL	*bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	*Elementary philosophical knowledge would be helpful, especially in theory of knowledge, but it is not necessary.*

COURSE OBJECTIVES

A set of lectures aimed at providing students with a solid grasp of the new booming field of contemporary theory of knowledge, known as the epistemology of disagreement or controversy. It will include the following things: (1) a description and explanation of what disagreement is and what are its varieties; (2) an analysis of various kinds of disagreements, beginning with ordinary familiar cases and ending with highly theoretical disputes; (4) reflections on different strategies of dealing with persistent disagreements, and their impact on ordinary life and society. Examples to be discussed will be relevant to everyday mundane affairs, to science and philosophy, as well as to politics and religion.

COURSE CONTENT

1 . Disagreement and Akin Notions.
2. Varieties of Disagreement.
3. Steadfast Views and the Threat of Dogmatism.
4. Conciliatory Views and the Threat of Skepticism.
5. Everyday Disagreements.
6. Scientific and Philosophical Disagreements.
7. Religious and Political Controversies.
8. Disagreement in Belief and Disagreement in Attitude.

LEARNING OUTCOMES

knowledge:	29. Understanding and knowing what a genuine disagreement is, and what are various kinds of disagreement. 30. Possessing knowledge of key notions involved in a description of disagreements, including the concept of epistemic peers, of evidence and higher-order evidence, of steadfast and conciliatory attitudes. 31. Grasping and understanding differences between ordinary, scientific, philosophical, religious, and political controversies.
skills:	1. Distinguishing disagreements from other forms of lack of unanimity. 2. Telling the difference between real and persistent disagreements and the spurious ones (merely verbal). 3. Drawing consequences from taking steadfast view and conciliatory view in the face of genuine disagreements.
social competences:	1. Willingness to take part in disputes and controversies while having better grasp of their logical structure. 2. Recognition that participants in discussion having opposing views are not always biased or lacking adequate evidence. 3. Ability to shape a dispute differently when a disagreement in belief is involved, and when a controversy is clearly a matter of conflicting non-cognitive attitudes.
REQUIREMENTS AND GRADING SYSTEM	REGULAR ACTIVE PARTICIPATION IN THE COURSE AND ORAL EXAM BASED UPON SELECTED READINGS

LITERATURE

Christensen D., "Disagreement as Evidence: The Epistemology of Controversy," *Philosophy Compass*, 4 (2009), issue 5, pp. 756-767.

Christensen D., "Disagreement and Public Controversy," in: J. Lackey (ed.), *Essays in Collective Epistemology*, Oxford: Oxford University Press 2014, pp. 142-163.

Christensen D., Lackey, J. (eds.), *The Epistemology of Disagreement: New Essays*, Oxford: Oxford University Press 2013.

Feldman R., Warfield T. A. (eds.), *Disagreement*, Oxford: Oxford University Press 2010.

Frances B., *Disagreement*, Cambridge: Polity Press 2014.

Kelly T., "Disagreement in Philosophy: Its Epistemic Significance," in: H. Cappelen, T. S. Gendler, J. Hawthorne (eds.), *The Oxford Handbook of Philosophical Methodology*, Oxford: Oxford University Press 2016, pp. 374-394.

Machuca D. E. (ed.), *Disagreement and Skepticism*, New York: Routledge 2013.

Matheson J., *The Epistemic Significance of Disagreement*, Houndmills, Basingstoke: Palgrave Macmillan 2015.

Oppy G., "Disagreement," *International Journal for Philosophy of Religion*, 68 (2010), pp. 183-199.

Raz J., "Disagreement in Politics," *The American Journal of Jurisprudence*, 43 (1998), pp. 25-52.

Thune M., "Religious Belief and the Epistemology of Disagreement," *Philosophy Compass*, 5 (2010), issue 8, pp. 712-724.

Williamson T., *Tetralogue: I'm Right, You're Wrong*, Oxford: Oxford University Press 2015.

NAME OF THE TEACHER AND CONTACT	*Prof. dr habil. Tadeusz Szubka* *tadeusz.szubka@usz.edu.pl*

COURSE TITLE :	Holistische Prophylaxe Profilaktyka holistyczna
LEARNING FORMAT AND NUMBER OF HOURS	Vorträg, 15 Stunden
STUDY PERIOD:	*spring semester*
LEVEL	*bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*deutsch*
PREREQUISITES	*keine*

COURSE OBJECTIVES
Einführung im Problemenbereich von holistische Prophylaxe

COURSE CONTENT
1. Faktoren, die Abweichungen im Verhalten von Heranwachsenden beeinflussen 2. Gegenwärtige Konzeptionen von Vorbeugung 3. Bedeutung von Kompetenzen, Einstellungen und ihre Auswirkung auf das Verhalten 4. Idee *der positiven Entwicklung* 5. Bildung von *life skills* als führende Strategie 6. Arten von prophylaktischen Programen

LEARNING OUTCOMES	
knowledge:	Der Student verfügt über elementares Wissen über Vorbeugung
skills:	Der Student verfügt über die Fähigkeit des Analysierens von *good practice*
	Der Student ist fähig ein prophylaktisches Programm vorzubereiten
social competences:	
REQUIREMENTS AND GRADING SYSTEM WYMAGANIA I Normy	Schriftliche Prüfung Vorbereitung vom Projekt Endbewertung: arithmetisches Mittel von schriftlicher Prüfung und Präsentation des Projektes

LITERATURE
1. Gaś Z.B, Psychoprofilaktyka, TN KUL, 1988 2. Margasińska B., Zajęcka B. (red.) Psychopatologia i psychoprofilaktyka, Impuls, 2000 3. Malicka M, Być sobą jako ideał, Żak, 2002 4. Marynowicz-Hetka E, Pedagogika społeczna, PWN, 2007 5. Sander A., Szymański M.S. (red.), Pedagogika społeczna – nowe wyzwania w Polsce i Niemczech, Minerwa, 2015

| NAME OF THE TEACHER AND CONTACT | *Aleksandra Sander, dr*
Katedra Pedagogiki Społecznej
Tel. 091 444 3760 |

COURSE TITLE :	Introduction to Special Education
LEARNING FORMAT AND NUMBER OF HOURS	lectures, 15 hours
STUDY PERIOD:	Winter semester
LEVEL	bachelor
ECTS POINTS	5
LANGUAGE	English
PREREQUISITES	Basic knowledge of developmental psychology and general education.

COURSE OBJECTIVES

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

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

knowledge:	Student lists and describes basic terms, objectives and tasks of special education special within the social sciences.
skills:	Student explains the modern paradigms of education and rehabilitation of persons with disabilities.
social competences:	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

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. Obuchowska I. (red.), Dziecko niepełnosprawne w rodzinie, Warszawa 1991, WSiP.

NAME OF THE TEACHER AND CONTACT	*Dr hab. Marcin Wlazło* *asmaw@univ.szczecin.pl*

COURSE TITLE :	*From the Rhine to the Atlantic Sea- The Transformation of the Late Antique Gallia to the Frankish Kingdom*
	Od Renu do Atlantyku morsko transformacji późnej Antic Galii do Franków Królestwie
LEARNING FORMAT AND NUMBER OF HOURS	*Lectures, 15 hours*
STUDY PERIOD:	*spring semester*
LEVEL	*bachelor*
ECTS POINTS	*5*
LANGUAGE	*english*
PREREQUISITES	

COURSE OBJECTIVES	

The lectures discusses the process of transformation of the Roman Empire towards the medieval Europe in the gallian provinces based on archaeological sources and reflecting the written ones.

COURSE CONTENT

1. Introduction
2. Roman Structures in Late Antique Gallia
3. Barbarian Soldiers in the Late Roman Army
4. The last Romans ? The Initial Phase of the Merovingian Period
5. Clovis and his Sons - The Expansion of Frankish Power in Gallia
6. Germanic Federate Kingdoms in middle and southern Gallia I - The Case of the Burgundians from the late 4th century untill the ‚Merovingian Conquest‘
7. Germanic Federate Kingdoms in southern Gallia II - The Case of the Wisigoths from the second half of 4th until the middle of the 5th century

LEARNING OUTCOMES	
knowledge:	*Sources for the development of the medieval Europe*
skills:	*Handling of different historical sources*
social competences:	*Recognition of the heterogeneous roots of the European culture and values*
REQUIREMENTS AND GRADING SYSTEM	GRADING DEPENDS ON THE REGULAR AND ACTIVE PARTICIPATION

LITERATURE

1. A. Wieczorek, P. Périn, K. von Welck, W. Menghin (eds.), Die Franken - Wegbereiter Europas. 5. bis 8. Jahrhundert n. Chr. Les Francs – Précurseurs de l'Europe. Vᵉ au VIIIᵉ siècle. Mainz 1996.
2. Halsall, G.; Barbarian Migrations and the Roman West 376-568, Cambridge 2007.
3. Kleemann, J.; Hospes: Archäologische Aspekte zur Integration von Barbaren in das römische Imperium. Eine vergleichende Betrachtung zur Beigabensitte in gallischen und pannonischen Provinzen. In: T. Vida (Hrsg.), Romania Gothica II. The Frontier World. Romans, Barbarians and Military Culture (Budapest 2015), 499-515.

NAME OF THE TEACHER AND CONTACT	*dr habil. Jörg Kleemann, prof. US*
	jkufghub1@aol.com

COURSE TITLE :	*History of the Baltic Sea region, 20th-21st centuries,* *Historia regionu morza Bałtyckiego, XX-XXI ww.*
LEARNING FORMAT AND NUMBER OF HOURS	*lectures, 15 hours*
STUDY PERIOD:	*spring / winter semester*
LEVEL	*bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*english*
PREREQUISITES	*--*

COURSE OBJECTIVES

Outline of major political, social and cultural developments in the countries on the Baltic rim since 1900.
Special attention is given to
- *the role of empires*
- *nation- and state building processes*
- *multiethnicity*
- *transnational interactions*
- *supranational integration*
- *collective security*
- *collective memory and history politics*

COURSE CONTENT

1. Spatial notions of the Baltic region
2. Nation-building processes since the late 19th century
3. Nations, states and empires until 1914
4. The Baltic region in World War I
5. Political and social changes after 1918
6. New regionalisms in the inter-war period
7. The Baltic region in World War II
8. Cold War and Nordic cooperation
9. The Singing Revolution
10. Baltic politics since 1991

LEARNING OUTCOMES

knowledge:	*Students will know the major historical developments in the Baltic region* *Students will be able to identify communalities and differences between societies in the Baltic region*
skills:	*Students will be able to analyze the impact of major political and social conflicts* *Students will be able to compare the history of the Baltic region to developments in other world regions* *Students will be able to critically reflect on the subject and research literature* *Students will be able to perceive different perspectives on history*
social competences:	*Students will be able to develop independent judgment and will learn to exchange arguments within a group*

REQUIREMENTS AND GRADING SYSTEM	DISCUSSION, ORAL EXAM

LITERATURE

Basic literature:
1. Kasekamp, Andres: A history of the Baltic states, Basingstoke: Macmillan, 2010.
2. Kirby, David: The Baltic World 1772 - 1993. Europe's northern periphery in an age of change, London: Longman, 1995.
3. Maciejewski, Witold (ed.): The Baltic Sea Region. Cultures, politics, societies. Uppsala: Baltic University Press, 2002.
4. North, Michael: The Baltic. A History, Cambridge, MA: Harvard UP, 2015.
5. Plakans, Andrejs: A Concise History of the Baltic States, Cambridge: Cambridge UP, 2011.
6. Smith, David J.; Pabriks, Artis; Purs, Aldis; Lane, Thomas: The Baltic States. Estonia, Latvia and Lithuania. London, New York: Routledge, 2002.

Additional literature:

1. Froese, Wolfgang: Historia państw i narodów Morza Bałtyckiego, Warszawa: PWN, 2007.
2. Hilson, Mary: The Nordic model. Scandinavia since 1945, London: Reaktion Books, 2008.
3. Klinge, Matti: Bałtycki świat, Helsinki: Otava, 1998.
4. Küster, Hansjörg: Die Ostsee. Eine Natur- und Kulturgeschichte, München: Beck, 2002.
5. Lagerqvist, Lars: A history of Sweden, Stockholm: Swedish Institute, 2001.
6. Liulevicius, Vejas Gabriel: War land on the Eastern Front. Culture, national identity and German occupation in World War I. Cambridge: Cambridge UP, 2000.
7. Łossowski, Piotr: Kraje bałtyckie na drodze demokracji parlamentarnej do dyktatury (1918-1934), Wrocław 1972.

NAME OF THE TEACHER AND CONTACT	*dr hab. Jörg Hackmann, prof. US* *Jorg.hackmann@usz.edu.pl*

COURSE TITLE :	*Borders and border regions in Central and Eastern Euro*
LEARNING FORMAT AND NUMBER OF HOURS	*lectures, 15 hours*
STUDY PERIOD:	*spring / winter semester*
LEVEL	*bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*english*
PREREQUISITES	*--*

COURSE OBJECTIVES

The course provides an introduction into border and border-region studies with a focus on Central and Eastern Europe.
Special attention will be given to
- *the various notions of borders in humanities*
- *major theoretical approaches in modern border studies*
- *borders within nation- and state-building processes*
- *the constructivist approach towards borders and border regions*
- *transnational aspects of border regions*

COURSE CONTENT

- Introduction: Borders and border regions in history and contemporary politics
- Borders and boundaries in humanities
- Forms of borders (natural, political, civilizational), notions of borderlands
- The notion of frontier
- Historical border regions: Karelia, Ukraine
- The borders of divided Poland
- Borders in the inter-war period
- New borders after 1945
- Changing notions of borderlands (Alsace, Schleswig, Silesia)
- The German-Polish border after 1989
- Borders in the post-Soviet space
- Schengen and its consequences
- Vanishing borders in new borderlands?
- Return of old borders?
- Conclusion: Must there be borders?

LEARNING OUTCOMES	
knowledge:	*Students will receive orientation in the major theoretical concepts concerning borders and border regions* *Students will identify major historical processes connected to bordering* *Students will identify the changes in understanding borders and borderlands*
skills:	*Students will be able to use theoretical notions to analyze historical and political developments in border regions* *Students will be able to perceive the historicity of borders and border regions* *Students will be able to compare developments in different borders and border regions in Europe* *Students will be able to critically reflect on the subject and research literature* *Students will be able to perceive different perspectives on history and political developments*
social competences:	*Students will be able to develop independent judgment and will learn to exchange arguments within a group*
REQUIREMENTS AND GRADING SYSTEM	DISCUSSION, ORAL EXAM

LITERATURE

Basic literature:

8. Omar Bartov, Eric D. Weitz (eds.): Shatterzone of Empires: Coexistence and Violence in the German, Habsburg, Russian, and Ottoman Borderlands, 2013
9. Chiara Brambilla et al. (eds.): Borderscaping: Imaginations and Practices of Border Making, Surrey 2015
10. Józef Chlebowczyk: On Small and Young Nations in Europe. Nation-forming Processes in Ethnic Borderlands in East-Central Europe, Wrocław 1980
11. Oskar Halecki: Borderlands of Western Civilization: a History of East Central Europe, New York, NY 1952
12. Samuel P. Huntington: The Clash of Civilizations and the Remaking of World Order, New York, NY 1996
13. Thomas Lundén: Crossing the Border. Boundary Relations in a Changing Europe, Huddinge 2006
14. David Newman, Anssi Paasi: Fences and Neighbours in the Postmodern World: Boundary Narratives in Political Geography, in: Progress in Human Geography 22 (1998), no. 2, pp. 186-207
15. Anssi Paasi: Territories, Boundaries, and Consciousness. The Changing Geographies of the Finnish-Russian Border, Chichester 1996
16. Alexander V. Prusin: The Lands Between: Conflict in the East European Borderlands, 1870 - 1992, Oxford 2010
17. Annemarie Sammartino: The Impossible Border: Germany and the East, 1914-1922, Ithaca, NY 2010
18. Paul Tillich: On the boundary. An autobiographical sketch, New York, NY 1966
19. Frederick Jackson Turner: The frontier in American history, New York, NY 1921
20. Doris Wastl-Walter (ed.): The Ashgate Research Companion to Border Studies, Surrey 2011
21. Erik van der Vleuten: Borders and Frontiers in Global and Transnational History. Introduction, in: Journal of Modern European History 14 (2016), no. 1, pp. 29-34.

Additional literature:
1. Péter Balogh: Perpetual borders: German-Polish Cross-Border Contacts in the Szczecin Area, Stockholm 2014
2. Etienne François et al. (eds.): Die Grenze als Raum, Erfahrung und Konstruktion: Deutschland, Frankreich und Polen vom 17. bis zum 20. Jahrhundert, Frankfurt 2007
3. Andrew C. Janos: East Central Europe in the Modern World: The Politics of the Borderlands from Pre- to Postcommunism, Stanford, CA 2000
4. Tuomas Forsberg (ed.): Contested Territory. Border Disputes at the Edge of the Former Soviet Empire, Hants, VT 1995
5. Karoline Gil, Christian Pletzing (eds.): Granica: die deutsch-polnische Grenze vom 19. bis zum 21. Jahrhundert, München 2010
6. Madeleine Hurd: Bordering the Baltic. Scandinavian Boundary-Drawing Processes, 1900 - 2000, Münster 2010
7. Jukka Korpela: Finland's Eastern Border after the Treaty of Nöteborg: an Ecclesiastical, Political Or Cultural Border?, in: Journal of Baltic Studies 33 (2002), no. 4, pp. 384 -397
8. Żywia Leszkowicz-Baczyńska (ed.): Transgraniczność w perspektywie socjologicznej. Nowe pogranicza?, Zielona Góra 2006
9. Ilkka Liikanen et al.: Karelia - a Cross-Border Region? The EU and Cross-Border Region-Building on the Finnish-Russian border, Joensuu 2007
10. Steffi Marung: Die wandernde Grenze die EU, Polen und der Wandel politischer Räume, 1990 - 2010, Göttingen 2013
11. Andrzej Stępnik: Pogranicze jako przestrzeń badawcza, in: Agnieszka Kawalec et al. (eds.): Galicja 1772-1918. Problemy metodologiczne, stan i potrzeby badań, Rzeszów 2011, pp. 13-20
12. Gerard Labuda: Polska granica zachodnia. Tysiąc lat dziejów politycznych, Poznań [2]1974
13. Robert Traba: Kraina tysiąca granic: szkice o historii i pamięci, Olsztyn 2003
14. Robert Traba (ed.): Akulturacja / asymilacja na pograniczach kulturowych Europy Srodkowo-Wschodniej w XIX i XX wieku, Warszawa 2012
15. Andreas Wiedemann: "Komm mit uns das Grenzland aufbauen!". Ansiedlung und neue Strukturen in den ehemaligen Sudetengebieten 1945 - 1952, Essen 2007

NAME OF THE TEACHER AND CONTACT	dr hab. Jörg Hackmann, prof. US Jorg.hackmann@usz.edu.pl

COURSE TITLE :	*Minority politics in Central and Eastern Europe, 1800-2000*
	Polityka mniejszościowa w Europie Środkowej i Wschodniej, 1800-2000
LEARNING FORMAT AND NUMBER OF HOURS	*lectures, 15 hours*
STUDY PERIOD:	*spring / winter semester*
LEVEL	*bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*english*
PREREQUISITES	*--*

COURSE OBJECTIVES

The course provides an outline of major issues and trajectories of politics concerning religious, linguistic, ethnic and national minorities in the states of Central and Eastern Europe from c. 1800 until most recent developments.
Special attention will be given to
- *multiculturalism, multiethnicity as major feature of societies*
- *nation- and state building processes*
- *the role of international law*
- *transnational interactions*
- *the role of supranational actors*
- *loyalty, autonomy and security as core features of the discourses on minorities*

COURSE CONTENT

1. Introduction: notions, beginnings of minority protection in international law
2. Minority issues as a problem of international politics, 1800-1840
3. Minority politics in the 1848 revolution: The Czech and Polish cases
4. Minority politics in Prussia and Germany, 1850-1914: Danes and Poles
5. Nationality politics in Tsarist Russia, 1850-1914: The Baltic and Polish cases
6. Cultural autonomy in the Habsburg Empire
7. Minority and nationality politics during World War I
8. From Brest-Litowsk to Paris: Minority issues in the peace treaties 1918-1920
9. Minority politics in the new states after World War I
10. The European Nationalities Congress
11. German nationalities politics from Monachium to the Generalplan Ost, 1938-1945
12. „Ethnic cleansing" as an alternative to minority politics?
13. The return of minority politics after World War II
14. After 1989: New minority politics
15. Conclusions: Minority protection in the early 21st

LEARNING OUTCOMES

knowledge:	*Students will learn to differentiate between different definitions and forms of minorities*
	Students will identify the major historical developments of minority politics
	Students will identify the relevance of minority issues in European politics
	Students will be able to identify and evaluate the most relevant political concepts concerning national minorities
skills:	*Students will be able to analyze the impact of political strategies and decisions on given societies*
	Students will be able to compare historical developments to current trends regarding national minorities
	Students will be able to critically reflect on the subject and research literature
	Students will be able to perceive different perspectives on history
social competences:	*Students will be able to develop independent judgment and will learn to exchange arguments within a group*

REQUIREMENTS AND GRADING SYSTEM	DISCUSSION, ORAL EXAM

LITERATURE

Basic literature:

7. Fink, Carole: Defending the rights of others, Cambridge: Cambridge University Press, 2006.
8. Kymlicka, Will: Multicultural citizenship: a liberal theory of minority rights, Oxford: Clarendon Press, 1995.
9. Pearson, Raymond: National minorities in Eastern Europe, 1848-1945, London: Macmillan, 1983.
10. Rechel, Bernd: Minority rights in Central and Eastern Europe, London, New York Routledge, 2009.
11. Taylor, Charles: Multiculturalism and "The politics of recognition". An essay, Princeton, NJ: Princeton University Press, 1992.
12. Vilfan, Sergij (ed.): Ethnic groups and language rights (Comparative studies on governments and non-dominant ethnic groups in Europe, 1850-1940, 3), New York, NY: New York Univ. Press, 1993.
13. Wolff, Stefan (ed.): German minorities in Europe: ethnic identity and cultural belonging. New York, N.Y.: Berghahn, 2000

Additional literature:

22. Bennett, David (ed.): Multicultural states: rethinking difference and identity. London: Routledge, 1998.
23. Blanke, Richard: Orphans of Versailles: the Germans in Western Poland, 1918 - 1939, Lexington, KY: University Press of Kentucky, 1993.
24. Hiden, John: Defender of minorities. Paul Schiemann, 1876-1944, London: Hurst, 2004.
25. Hiden, John; Smith, David J.: Looking beyond the Nation State: A Baltic Vision for National Minorities between the Wars, in: Journal of Contemporary History 41, 2006, Nr. 3, 387-399
26. Housden, Martyn: Ambiguous Activists. Estonia's model of cultural autonomy as interpreted by two of its founders: Werner Hasselblatt and Ewald Ammende, in: Journal of Baltic Studies 35, 2004, 231-253.
27. Bielefeldt, Heiner; Lüer, Jörg (eds.): Rechte nationaler Minderheiten: ethische Begründung, rechtliche Verankerung und historische Erfahrung, Bielefeld: Transcript, 2004.
28. Hasselblatt, Cornelius: Minderheitenpolitik in Estland. Rechtsentwicklung und Rechtswirklichkeit 1918 - 1995, Tallinn: Bibliotheca Baltica, 1996.
29. Heckmann, Friedrich: Ethnische Minderheiten, Volk und Nation: Soziologie inter-ethnischer Beziehungen, Stuttgart: Enke, 1992.
30. Naimark, Norman M.: Fires of Hatred. Ethnic Cleansing in Twentieth-Century Europe, Harvard: Harvard University Press, 2001
31. Núñez Seixas, Xosé Manoel: National minorities in East-Central Europe and the internationalisation of their rights (1919-1939), in: Beramendi, Justo G. et al. (eds.): Nationalism in Europe past and present, vol. 1 , Santiago de Compostela: Universidade de Santiago de Compostela, 1994, 505-536.
32. Smith, David J.; Hiden, John: Ethnic diversity and the nation state : national cultural autonomy revisited, New York: Routledge, 2012.
33. Żyndul, Jolanta: Państwo w państwie? Autonomia narodowo-kulturalna w Europie środkowowschodniej w XX wieku, Warszawa: DiG, 2000.

| NAME OF THE TEACHER AND CONTACT | *dr hab. Jörg Hackmann, prof. US* *Jorg.hackmann@usz.edu.pl* |

Subject name: Stress and coping			Subject code:	
Name of the unit / module: Humanistic Institute / Psychology department				
Name of the faculty:				
Form of studies:		Educational profile:		Speciality:
Year / semester:		Subject status / module:		Subject language/ module: English
Form of courses:	Lectures	Workshops		
Length:		15		
Subject coordinator / module:	Mgr Karolina Kaliszewska			
Subject lecturer:	Mgr Karolina Kaliszewska			
Subject/module aims:	The basic aim of the workshops is to familiarize students with concept of stress, present various theories concerning stress, how it was defined in past and how is it understood now. Basic and advanced coping techniques will be presented and students will straighten their awareness concerning the link between individual resources and coping strategies. What is more, the concept of Post Traumatic Stress Disorder will be provided.			
Requirements:	- Knowledge: students know the basic definitions and terms used in social studies, especially in the field of stress - Abilities: students are able to construct independently the optimal model of interpersonal interactions in teams. - Competences: students can work and cooperate in terms, model their basic situational problems.			

EDUCATIONAL OUTCOMES		Regarding the program outcomes	Regarding the field outcomes
Knowledge	1. Student explains the basic term categories used in psychology of organization.	K_W03	H1P_W03, S1P_W01,
Abilities	2. Student has interpersonal abilities, can show and use communication techniques.	K_U12	H1P_U11,
Social competences	3.Student takes part in preparation of social projects and can effectively communicate in group.	K_K02 K_K09	H1P_K02, S1P_K05,

PROGRAMME CONTENTS	Length in hours
Form of course: workshops	
1. History of stress, presentation of various stress definitions. Sources of stress	5
2. Coping, definitions types and methods of stress coping strategies.	5
3. Post Traumatic Stress Disorder, definitions and types of disorder.	2
4. Link between individual differences, personal resources and stress susceptibility.	3
Educational methods	Activization methods: simulation ad didactic games, work in groups, audiovisual methods, brainstorm, discussions, lecture. Expositional methods: films and movies

Methods of verification of educational outcomes:		No of the outcome from syllabus
	* practical workshops (verification through observation)	1,2,3,
Form and conditions of passing the course	Individual work, attendance, group work during classes and preparing a multimedia presentation	

Basic literature
Aronson, E., Wilson, T.D. and Akert, R.M. (2010) Social Psychology. 7th Edition, Pearson Prentice Hall, Upper Saddle River
Richard J. Gerrig. Stony Brook University. 20TH EDITION. Psychology and Life.
Zimbardo, Ph. (2007). THE LUCIFER EFFECT Understanding How Good People Turn Evil RANDOM HOUSE NEW YORK

The amount of students work:	
	Length in hours
Didactics	15
ECTS points	5

Subject name: Social and general psychology (core subject)			Subject code:		
Name of the unit / module: Humanistic Institute / Psychology department					
Name of the faculty:					
Form of studies:		Educational profile:		Speciality:	
Year / semester:		Subject status / module:		Subject language/ module: English	
Form of courses:	Lectures	Workshops			
Length:		15			
Subject coordinator / module:	Mgr Karolina Kaliszewska				
Subject lecturer:	Mgr Karolina Kaliszewska				
Subject/module aims:	The basic aim of the workshops is to familiarize students with chosen conceptions and actual theoretical tendencies within the social and general psychology field. Students should broaden their awareness about social phenomena and straighten their sense of belonging to social community. Students will develop their social and interpersonal competences.				
Requirements:	- Knowledge: students know the basic definitions and terms used in social studies - Abilities: students are able to construct independently the optimal model of interpersonal interactions in teams. - Competences: students can work and cooperate in terms, model their basic situational problems.				

EDUCATIONAL OUTCOMES		Regarding the program outcomes	Regarding the field outcomes
Knowledge	2. Student explains the basic term categories used in psychology of organization.	K_W03	H1P_W03, S1P_W01,
Abilities	2. Student has interpersonal abilities, can show and use communication techniques.	K_U12	H1P_U11,
Social competences	3.Student takes part in preparation of social projects and can effectively communicate in group.	K_K02 K_K09	H1P_K02, S1P_K05,

PROGRAMME CONTENTS	Length in hours
Form of course: workshops	
1. Social psychology as a science. Methods of conducting researches. Basic experiments that have changed the psychology.	5
2. Emotion and motivation, emotional intelligence.	5
3. Stereotypes and prejudices.	5
Educational methods	Activization methods: simulation ad didactic games, work in groups, audiovisual methods, brainstorm, discussions, lecture. Expositional methods: films and movies

Methods of verification of educational outcomes:		No of the outcome from syllabus
	* practical workshops (verification through observation)	1,2,3,
Form and conditions of passing the course	Individual work, attendance, group work during classes and preparing a multimedia presentation	

Basic literature
Aronson, E., Wilson, T.D. and Akert, R.M. (2010) Social Psychology. 7th Edition, Pearson Prentice Hall, Upper Saddle River
Richard J. Gerrig. Stony Brook University. 20TH EDITION. Psychology and Life.
Zimbardo, Ph. (2007). THE LUCIFER EFFECT Understanding How Good People Turn Evil RANDOM HOUSE NEW YORK

The amount of students work:	
	Length in hours
Didactics	15
ECTS points	5

COURSE TITLE :	*Intercultural Integration AND Integracja międzykulturowa*
LEARNING FORMAT AND NUMBER OF HOURS	*lectures, 15 hours (example)*
STUDY PERIOD:	*Winter semester*
LEVEL	*bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*english*
PREREQUISITES	*-interest in issues of migratory processes and intercultural integration,* *- motivation to participate in field trips and visit studies held in organizations working with expats, migrants, immigrants and refugees (Szczecin, Berlin and surroundings),* *- communicative level of English language*

COURSE OBJECTIVES

- *to familiarize students with the notion and forms of intercultural integration,*
- *to familiarize students with main social and psychological problems resulting from migration and lack of intercultural integration,*
- *to familiarize students with forms and methods of solving problems resulting from migration and lack of intercultural integration (work with individuals, groups, families and communities),*
- *to familiarize students with activities of chosen organizations working with expats, migrants, immigrants and refugees,*
- *to familiarize students with elementary knowledge of Poland's and EU migration policy,*
- *to equip students with intercultural competences.*

COURSE CONTENT

1. Definitions of culture, forms of acculturation (assimilation, marginalization, separation and integration), sources of misunderstandings in intercultural communication.
2. Models of culture shock, stages of culture shock and methods of work with person who is undergoing acculturation stress and culture shock.
3. Culture dimensions, working with clients from different cultural background, working with culturally diversified group.
4. Family problems and children problems resulting from migration and methods of solving them.
5. Working with clients from different religious background.
7. Field trips in organizations working with expats, immigrants, migrants and refugees (field trips and study visits).
8. Training of intercultural competences

LEARNING OUTCOMES	
knowledge:	*Knowledge about main problems connected with migration and acculturation in relation to individuals, groups, families and communities,*
skills:	*Skills of solving main problems connected with migration and acculturation in relation to individuals, groups, families and communities,*
social competences:	*Acquisition of intercultural competences.*
REQUIREMENTS AND GRADING SYSTEM	*ACTIVE PARTICIPATION IN CLASSES, FIELD TRIPS AND STUDY VISITS.*

LITERATURE

- *B.H Settles et all (ed) (1993) „Families on the Move: Migration, Immigration, Emigration, and Mobility", The Haworth Press, Inc. New York - London - Norwood (Australia).*
- *M. McGoldrick i inni (ed.) "Ethnicity & Family Therapy", New York, Guilford.*
- *Tran Thanh V. (2009) "Developing Cross - Cultural Measurement. Pocket Guides to Social Work Research Methods", Oxford University Press, Oxford.*
- *S. Furness, P. Gilligan (2010) "Religion, belief and social work. Making a difference", The Policy Press, Portland.*
- *J. W Green (1982) „Cultural Awarness in The Human Services", Prentice Hall, Englewood Cliffs.*
- *M.G Constatntine, D. Wing (2005) „Strategies for Building Multicultural Competence in Menthal Health and Educational Settings", John Willey & Sons, Hoboken, New Jersey.*
- *Other materials prepared by a teacher*

NAME OF THE TEACHER AND CONTACT	*Anna Linka* *linka.anna@gmail.com*

COURSE TITLE :	*Introduction to Sociology*
LEARNING FORMAT AND NUMBER OF HOURS	*Seminar(lectures and discussions), 15 hours*
STUDY PERIOD:	*Fall / spring semester*
LEVEL	*bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	*-*

COURSE OBJECTIVES

- *The course is to acquaint students with ways of sociological interpretations of society, culture and current social phenomena*
- *It concentrates on analysing the interrelations of social-structural and cultural elements in contemporary world and within societies*
- *It provides an ability to look at social phenomena from different points of view and with a distant perspective*

COURSE CONTENT

*1. **Sociology as Science** (sociological perspective; what circumstances brought to the development of sociology?; the most important thinkers/scholars in sociology; main sociological theoretical paradigms and approaches; levels of sociological analysis).*

*2. **Sociological understanding of Culture** (broad definition of culture; culture versus nature; components of culture; cultural homogeneity and heterogeneity; cultural tensions; culture and attitudes to otherness).*

*3. **Social structure** (social positions and social roles, social categories, groups, organisations, institutions, a society; stratification; social inequality, functional differentiation, hierarchical diversification; premodern and modern forms of social stratification: theoretical attitudes towards social inequality; social mobility; global economic stratification; sex or other inequalities).*

*4. **Social change** (types of societies: premodern, modern, and late modern societies; question of modernisation; postmodernisation?, globalisation; perception of changes and different reactions to changes; most important contemporary processes; some theoretical interpretations of the changing world).*

*5. **Social control and deviation; chosen aspects of power** (mechanisms of social control, social defining of deviation as a consequence of defining normality; social control at micro and macro level; power and domination and their forms).*

*6. **Identity, their forms, sources and consequences** (the concept of social identity; different forms of identity, like national, ethnic, religious, ideological etc.; mechanisms of identity moulding; systems of ideas and ideologies in contemporary world.*

LEARNING OUTCOMES

knowledge:	- a student obtains a portion of knowledge about the specificity of sociological attitude and main sociological approaches; as well as become acquainted with main sociological notions as tools to describe the complexity of social world;
skills:	- a student gain ability to analyse some social phenomena and processes;
social competences:	- a student gets ability to enter objectively into discussion on different social phenomena, trying to leave behind his/her own adherences
REQUIREMENTS AND GRADING SYSTEM	A student completes the course on the base of: - positive evaluation of his/her participation in discussion - test examination

LITERATURE

Anthony Giddens*, "Sociology",* Cambridge. Free access at: https://archive.org/details/Sociology_6_edition;
Henry L. Tischler, *"Introduction to Sociology*", Wadsworth (available at University of Szczecin library)

NAME OF THE TEACHER AND CONTACT	*Anna Królikowska PhD.,* *anna_krolikowska@wp.pl*

COURSE TITLE :	*Religions of the World*
LEARNING FORMAT AND NUMBER OF HOURS	*Seminar(lectures and discussions), 15 hours*
STUDY PERIOD:	*fall / spring semester*
LEVEL	*bachelor/master*
ECTS POINTS	
LANGUAGE	*English*
PREREQUISITES	*basic knowledge on social science*

COURSE OBJECTIVES

- *The course gives students basic and needful knowledge about religion as a cultural and social phenomenon and about its different forms all over the world*
- *It concentrates on analysing such aspects of religions like their genesis, doctrine, cult, ethics, social organisation, peculiarities, impact on culture and social life*
- *It provides knowledge about forms of social attitudes towards religion*

COURSE CONTENT

1. .Ways of defining religion; main aspects and functions of religion. Sciences dealing with religion and different scientific approaches to religion.

2. Religion and phenomena akin to religion. Secularisation and religious revitalisation processes In the world

3. Types of social and individual attitudes toward religion and some their determinants

4. Types and main elements of characteristics of religions

5. Christianity - history, divisions, three main creed: Catholicism, Orthodoxy and Protestantism, their peculiarities and differences between them; inner differences within Protestantism

6. .Islam – genesis, sources and mainstays of beliefs, divisions and inner differentiations, social and cultural implications of Islam; low, politics and everyday life in Islamic societies; the question of religious fundamentalism

7. .Judaism – origin, the role of Jerusalem; main events from history, the notion of chosenness; characteristics; inner currents, Judaism and Zionism, Jews in Europe, Poland and North America; religion in Israel

8. Older religions on the example of Zoroastrianism, syncretic religions on the examples of Baha'ism, the Druze and the Yazidis

9. Hinduism – characteristics (with focus on some doctrinal peculiarities); impact on social life and on social values

10. Buddhism (origin, main features, spread of ideas); Sikhism and Jainism

11. Confucianism and Taoism as Chinese nonteistic systems; Japanese Shinto.

LEARNING OUTCOMES

knowledge:	- a student obtains knowledge about religion as a cultural and social phenomenon; - a student gains knowledge about different religions which play their roles in the contemporary world;
skills:	- a student can describe features of main religious and their social meanings; - a student can differentiate attitudes towards religion and views on sacral reality;
social competences:	- a student gains ability to undertake topics of different religions objectively, trying to leave behind his/her personal attitudes or adherences
REQUIREMENTS AND GRADING SYSTEM	A student completes the course on the base of: - written exam in the form of test - student's active participation in the classes

LITERATURE

Casanova, Jose, *Rethinking Secularization: A Global Comparative Perspective*, in: The Hedgehog Review, Spring/Summer 2006, pp. 7-22. Available at: https://www.uef.fi/documents/661547/931509/03_Casanova_Secularization.pdf/c30fd487-a56c-4478-9eb3-5d336626bc0b

Crim, Keith, *Abingdon Dictionary of Living Religions*, Abingdon, 1981 (available at: Książnica Pomorska);

Ellwood Robert, Alles, Gregory, *The Encyclopedia of World Religions*, University of Southern California, 2007. Available at: http://islamicblessings.com/upload/The-Encyclopedia-of-World-Religions.pdf

Handbook of Religious Beliefs and Practices, State of Washington, 2013. Available at: https://www.doc.wa.gov/docs/publications/500-HA001.pdf

King, Winston, *Religion*, in: Mircea Eliade (ed.), *The Encyclopedia of Religion*, New York 1987, vol. 12, pp. 282-293, available at: http://emp.byui.edu/SatterfieldB/Rel390R/Reading%20Assignments/Religion%20in%20Enc%20of%20Rel.pdf

Religious fundamentalism and radicalisation, European Parliament, 2015, http://www.europarl.europa.eu/EPRS/EPRS-

briefing-551342-Religious-fundamentalism-and-radicalisation-FINAL.pdf

Taylor, Charles, *The Meaning of Secularism*, in: The Hedgehog Review, Fall 2010, pp. 23-34. Available at: https://iasc-culture.org/THR/THR_article_2010_Fall_Taylor.php

NAME OF THE TEACHER AND CONTACT	*Anna Królikowska PhD.*
	anna_krolikowska@wp.pl

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Taylor, Charles, *The Meaning of Secularism*, in: The Hedgehog Review, Fall 2010, pp. 23-34. Available at: https://iasc-culture.org/THR/THR_article_2010_Fall_Taylor.php

NAME OF THE TEACHER AND CONTACT

Anna Królikowska PhD.
anna_krolikowska@wp.pl

COURSE TITLE :	*Theory of International Relations – part 1* (Realism and Liberalism in International Relations)
LEARNING FORMAT AND NUMBER OF HOURS	*lecture, 15 hours*
STUDY PERIOD:	*Winter or Spring semester*
LEVEL	*Bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	*General knowledge about world politics would be of great benefit*

COURSE OBJECTIVES	
The aim of the class is to offer students with a general knowledge about two major paradigms of international relations: the realism and the liberalism.	

COURSE CONTENT	
1. Classical Realism 2. Classical Liberalism 3. Neorealism 4. Neoliberalism	

LEARNING OUTCOMES	
knowledge:	32. Student knows major actors of international relations and main fields of their interactions . 33. Student should know and understand major paradigms and theories of international relations.
skills:	3. Student should be able to identify and explain the most important issues of international relation. 4. Student is capable of relating theoretical concepts and particular view points on certain problems of international relations.
social competences:	*3.* Thanks to gained knowledge and skills student can analyze current world politics as well as present arguments for and against various interpretations of the current developments.

REQUIREMENTS AND GRADING SYSTEM	WRITING A PAPER ON CHOSEN TOPIC. THE GRADE FROM PAPER IS A FINAL NOTE FROM A SUBJECT.

LITERATURE	
67. Lawson S., Theories of International Relations: Contending Approaches to World Politics, Polity Press, Cambridge 2015. 68. Burchill S., Linklater A., Devetak R., Donnelly J., Paterson M., Reus-Smit Ch., True J., Theories of International Relations: Third edition, Palgrave MacMillan, Basingstoke 2005. 69. Weber C., International Relations Theory: A critical introduction. Second edition, Routledge, Abingdon 2005. 70. Baylis J., Smith St. (ed.), the Globalization of World Politics: An introduction to international relations. Third Edition, Oxford University Press, Oxford, New York 2005. 71. Evans G., Newnham J., The Penguin Dictionary of International Relations, Penguin Books, London 1998.	

NAME OF THE TEACHER AND CONTACT	Mateusz Smolaga, PhD mateusz.smolaga@usz.edu.pl

COURSE TITLE :	*Theory of International Relations – part 2* (Other theories of International Relations)
LEARNING FORMAT AND NUMBER OF HOURS	*lecture, 15 hours*
STUDY PERIOD:	*Winter or Spring semester*
LEVEL	*Bachelor/master*
ECTS POINTS	*5*
LANGUAGE	*English*
PREREQUISITES	*Participation in the course 'Theories of International Relations – part 1' and/or the knowledge about realist and liberal paradigms in international relations*

COURSE OBJECTIVES
The aim of the class is to offer students with a general knowledge about major theories and trends of international relations.

COURSE CONTENT
1. Introduction 2. The English School 3. Constructivism 4. Marxism, Critical Theory and Green Politics 5. Modernization and development theory

LEARNING OUTCOMES	
knowledge:	34. Student knows major actors of international relations and main fields of their interactions . 35. Student should know and understand major paradigms and theories of international relations.
skills:	5. Student should be able to identify and explain the most important issues of international relation. 6. Student is capable of relating theoretical concepts and particular view points on certain problems of international relations.
social competences:	*4.* Thanks to gained knowledge and skills student can analyze current world politics as well as present arguments for and against various interpretations of the current developments.

REQUIREMENTS AND GRADING SYSTEM	WRITING A PAPER ON CHOSEN TOPIC. THE GRADE FROM PAPER IS A FINAL NOTE FROM A SUBJECT.

LITERATURE
72.   Lawson S., Theories of International Relations: Contending Approaches to World Politics, Polity Press, Cambridge 2015. 73.   Burchill S., Linklater A., Devetak R., Donnelly J., Paterson M., Reus-Smit Ch., True J., Theories of International Relations: Third edition, Palgrave MacMillan, Basingstoke 2005. 74.   Weber C., International Relations Theory: A critical introduction. Second edition, Routledge, Abingdon 2005. 75.   Baylis J., Smith St. (ed.), the Globalization of World Politics: An introduction to international relations. Third Edition, Oxford University Press, Oxford, New York 2005. 76.   Evans G., Newnham J., The Penguin Dictionary of International Relations, Penguin Books, London 1998.

NAME OF THE TEACHER AND CONTACT	Mateusz Smolaga, PhD mateusz.smolaga@usz.edu.pl

COURSE TITLE :	GiS and remote sensing techniques in archeological landscape studies/GiS i nieinwazyjne metody badawcze w archeologicznych studiach krajobrazowych
LEARNING FORMAT AND NUMBER OF HOURS	Practical exercises, 15 hours
STUDY PERIOD:	Winter semester or spring semester
LEVEL	bachelor/master
ECTS POINTS	5
LANGUAGE	english
PREREQUISITES	Basic knowledge about archaeology, history and geography. Basic computer skills.

COURSE OBJECTIVES

Student will acquire knowledge and practical skills in GIS, processing and interpretation of spatial data for archaeological landscape studies.

COURSE CONTENT

1. Contemporary and archival maps, coordinate reference systems, spatial data, geoportals, WMS and WMTS layers
2. The structure of GiS, open source applications
3. Rasters and vectors
4. Processing data from GPS and total station measurements
5. The basics of photogrammetry for archaeological documentation purposes (2D and 3D photogrammetry)
6. Aerial photography in archaeological landscape studies (interpretation, rectification, georeferencing)
7. The potential of archival aerial photography for archaeological and geographical landscape studies
8. Airborne laser scanning - processing and visualization of the data
9. ALS interpretation

LEARNING OUTCOMES

knowledge:	Knowledge about the structure of GIS and available sources of spatial data. Knowledge about the cognitive potential of remote sensing techniques for landscape studies.
skills:	Practical skills in the processing and visualization of spatial data. Skills in interpretation of the results of remote sensing techniques for archaeological landscape studies.
social competences:	The competence in finding required spatial data and using it for the define purposes. Ordering and presentation of large sets of digital spatial data.
REQuIREMENTS AND GRADING SYSTEM	paricipation in the practical exercises Project

LITERATURE

1. Bewley R. H., Crutchley S. P., Shell C. A.,
2005, New light on an ancient landscape: lidar survey in the Stonehenge World Heritage Site, "Antiquity", t. 79, s. 636–647.

2. Challis K., Kokalj Z., Kincey M., Moscrop D., Howard A. J.
2008 Airborne lidar and historic environment records, "Antquity", t. 82, s. 1055-1064.

3. Cowley D. C., Standring R. A., Abicht M. J. ed.
2010 *Landscape through the lens. Aerial photographs and historic environment*, Oxford.

4. Crutchley S., Crow P.,
2009 *The Light Fantastic: Using airborne laser scanning in archaeological survey*, Swindon.
http://www.english-heritage.org.uk/publications/light-fantastic/light-fantastic.pdf

5. Devereux B. J., Amable G. S., Crow P., Cliff A. D.
2005 The potential of airborne lidar for detection of archaeological features under woodland canopies, "Antiquity", t. 79, s. 648-660.

6. Doneus M., Briese C.

2011 Airborne Laser Scanning in forested areas - potential and limitations of an archaeological prospection technique, w: D.C. Cowley red., *Remote Sensing for Archaeological Heritage Management*, Brussels, s. 59-76.

7. Gregory I. N., Ell P. S.
2007 *Historical GIS. Technologies, Methodologies and Scholarship*, Cambridge.

8. Mehrer M. W., Wescott K. L. (red.)
2006 *GIS and Archaeological Site Location Modeling*, London-New York.

9. Musson Ch., Palmer R., Campana S.
2013 *Flights Into The Past. Aerial photography, photo interpretation and mapping for archaeology*, Cambridge.

10. Opitz R. S., D.C. Cowley, ed.
2013, *Interpreting archaeological topography, airborne laser scanning, 3D data and ground observation*, Oxford.

11. Wheatley D., Gillings M. 2002, *Spatial technology and archaeology. The archaeological applications for GIS*, Londyn.

NAME OF THE TEACHER AND CONTACT	Dr Grzegorz Kiarszys
	Grzegorz.Kiarszys@usz.edu.pl