

EFEKTY UCZENIA SIĘ I TREŚCI PROGRAMOWE DLA ZAJĘĆ

Kierunek: **Stosunki międzynarodowe (English program)**

Poziom studiów: **Studia drugiego stopnia**

Course name: **U.S. to Indo-Pacific region**

On successful completion of this course, a student

in terms of knowledge:

1. Understand the process through which Indo-Pacific emerged as a geopolitical concept and its relevance for the US foreign policy.
2. Know the key factors determining the evolution of US policy towards the Indo-Pacific region.

in terms of skills:

1. Identifies and analyzes key issues of the Indo-Pacific's international politics from the perspective of the US national interests.
2. Analyzes the US relationships with key regional actors and explains links between them

in terms of social competences:

1. expands and critically evaluates his/her knowledge about the Indo-Pacific in the context of the US foreign policy
2. recognizes the importance of knowledge in solving issues related to the IR in the Indo-Pacific, and consults experts in case of difficulties in solving the problem independently

Course learning content:

Defining Indo-Pacific and its geopolitical significance
Evolution of US strategy and policy towards the Indo-Pacific
The US-Japan alliance
The US military presence and its political consequences
American allies and partners in South-East Asia
The ANZUS relationship
The US-India relationship
The US economic engagement in the Indo-Pacific

Course name: **U.S. and the MENA**

On successful completion of this course, a student

in terms of knowledge:

1. understand relations between the United States and countries in the Middle East and North Africa region
2. understand the role of man in politics and economy, deepened in relation to his activity in foreign policy and international relations

in terms of skills:

1. correctly interpret and explain phenomena in the U.S.- MENA relations and the mutual relations between these phenomena
2. properly analyse the causes and course of processes and phenomena in the U.S. – MENA relations and formulate his own opinions and solutions to problems
3. use English language in the field of international relations in accordance with the requirements specified for the B2+ level

in terms of social competences:

1. extend and update knowledge, skills and competences throughout life and is convinced of the need to learn from others

Course learning content:

Sources of American policy toward the MENA region
The Cold War and the U.S. policy toward the MENA region
America and the evolution of the Arab Spring
American options in a changing Arab world
The U.S. and the war on terror
The U.S. and the complex Middle East
America, Israel, and Palestine
Iran-U.S. relations before and after the 1979 revolution
American options in Iraq
The United States and Saudi Arabia
A troublesome ally: Turkey and the U.S.
Syria, Jordan, and Lebanon: The complicated reality of the Levant

Course name: **Euroregional and Trans-Border Cooperation on the Western Border of Poland**

On successful completion of this course, a student

in terms of knowledge:

1. knows the most important elements of the Euroregional and trans-border cooperation on the western border of Poland.
2. knows current tendencies in borderlands transformation in Europe and on the German-Polish border.

in terms of skills:

1. is able to find and analyze the best examples of the Euroregional and trans-border cooperation on the western border of Poland.
2. is able to identify main problems and challenges in creating and implementing CBC on the German-Polish border.

in terms of social competences:

1. understands the interrelation between continental integration processes and cross-border relations on the western border of Poland as well as is aware of necessity of further studies in this field.

Course learning content:

History of the German-Polish border
From hostility towards cooperation-1990's
Polish-German border and the European integration
Asymmetries, Euroregions & INTERREG on the German-Polish border
Polish-German border and the pandemic
Thirty years of the CBC on the German-Polish border

Course name: **Human Rights**

On successful completion of this course, a student

in terms of knowledge:

1. identifies norms fundamental for human rights protection
2. knows consequences of human rights violations
3. knows conceptual foundations of human rights, the origin and development of human rights law
4. knows limitations of human rights, especially in the area of implementation and accountability

in terms of skills:

1. can discuss and evaluate interactions between human rights and state sovereignty and national interests
2. can address contemporary challenges that international human rights law faces

in terms of social competences:

1. is aware of the necessity to expand knowledge concerning human rights

Course learning content:

Introduction: historical remarks, universality v. regionalisation of human rights
Legal basis for human rights protection and their limitations
Implementation of human rights on the universal level
International protection of human rights in activities of regional organizations
Investigating and prosecuting genocide and crimes against humanity: the role of the UN Security Council, ad hoc criminal tribunals and the International Criminal Court
Contemporary challenges to human rights: humanitarian intervention, counter-terrorism measures, counter-migration measures, climate-refugees

Course name: **International Organizations and Non-state Actors in Global Governance**

On successful completion of this course, a student

in terms of knowledge:

1. Students will gain knowledge of different theoretical perspectives in International Relations scholarship for understanding international organizations.
2. Students will acquire an understanding of the theoretical foundations of global governance, including liberalism, neo-liberalism, realism, neo-realism, and constructivist approaches.
3. Students will learn about the organizational aspects of international organizations, including their authority, autonomy, power, organizational change, pathologies, and legitimacy.
4. Students will gain knowledge of the role of international organizations in global security governance and their collaboration with non-state actors.
5. Students will acquire an understanding of the relationship between international organizations and democratization, as well as the role of international organizations in promoting the liberal peace.
6. Students will learn about the expertise and power of regional organizations in global governance.

7. Students will gain knowledge of the role of international organizations in promoting and protecting human rights.

8. Students will acquire an understanding of the role of non-governmental organizations (NGOs) as non-state actors in global governance and their linkages with international organizations.

in terms of skills:

1. Students will develop a comprehensive understanding of the theoretical foundations of global governance, including liberalism, neoliberalism, realism, neo-realism, and constructivist approaches.

2. Students will gain knowledge about international organizations as bureaucracies, including their authority, autonomy, power, organizational change, pathologies, and legitimacy.

3. Students will analyze the role of international organizations and non-state actors in the global governance of security, democratization, the liberal peace, and human rights

4. Students will assess the expertise and power of regional organizations in the context of global governance.

5. Students will examine the role of non-governmental organizations (NGOs) as non-state actors in global governance and their interaction with international organizations

6. Students will understand the link between international organizations and NGOs and the role of transnational networks in global governance

7. Students will critically review scholarly readings related to international organizations and demonstrate the ability to summarize, analyze, and ask questions for further research

8. Students will enhance their written communication skills through assignments such as critical reviews and analyzing challenges facing international organizations

in terms of social competences:

1. Students will demonstrate improved skills in effective communication and collaboration through active class participation and engagement in discussions on international organizations and non-state actors in global governance

2. Students will develop critical thinking abilities by critically reviewing assigned readings, analyzing theoretical frameworks, and evaluating empirical cases related to international organizations and their impact on global governance

3. Students will enhance their intercultural competence by exploring the role of international non-governmental organizations (INGOs), transnational networks, and regional organizations in global governance

4. Students will demonstrate an understanding of the complexities and challenges in the global governance of security and the importance of collective action by international organizations

5. Students will gain awareness of the connection between international organizations, democratization processes, and the promotion of the liberal peace

6. Students will acquire knowledge of the power dynamics within international organizations as bureaucracies, including issues of authority, autonomy, and organizational change

7. Students will develop the ability to critically analyze the role of international organizations in promoting and protecting human rights, and the interaction between IOs and non-state actors in this context

8. Students will demonstrate an understanding of the importance of accountability and the link between international organizations, non-state actors, and transnational networks in global governance

Course learning content:

Introduction/ Challenges of Global Governance

Theoretical Foundations of Global Governance: Liberalism, Neo-liberalism, Realism, Neo-realism, Constructivist Approaches

International Organizations as Bureaucracies: Authority, Autonomy, Power

Organizational Change, Pathologies, Legitimacy of International Organizations

IOs and the Global Governance of Security

IOs and Democratization, IOs and The Liberal Peace

Expertise and Power of Regional Organizations

IOs and Human Rights

The Role of NGOs as Non-state Actors in Global Governance NGOs and IOs

IOs-NGOs link and the Role of Transnational Networks

Course name: **Regional and Local Identities**

On successful completion of this course, a student

in terms of knowledge:

1. understands contemporary dilemmas related to the problematic of regional and local identities

2. is able to discuss theoretical paradigms and theories in social sciences and to refer critically to the construction of the research process focused on problematic of identities

in terms of skills:

1. practically applies the methodological frames of the identities discourses

in terms of social competences:

1. is able to discuss on the topic of identities and to refer critically to the construction of the research process focused on that problematic

Course learning content:

Regional and Local Identities - introduction
The concept, structure and meaning of discussion on the topic
The concepts of nation and locality
Case Studies
The concepts of legitimacy, power and loyalty
Summary

Course name: **International Development**

On successful completion of this course, a student

in terms of knowledge:

1. Perceive the relations between the economic, social and environmental spheres
2. Identify and interpret the major international environmental agreements

in terms of skills:

1. Understands the SDGs and its impact on international relations
2. Estimate human impact on the environment

in terms of social competences:

1. Is aware of the consequences of lifestyle/consumption patterns on the environment

Course learning content:

Introduction to Environmental policy
Social, economic and political determinants of environmental policy
International cooperation in the field of environmental protection
Sustainable development policy and SDGs
Renewable energy sources in environmental protection

Course name: **International Security**

On successful completion of this course, a student

in terms of knowledge:

1. They know the relations and mechanisms between states and international organizations concerning international security
2. They understand selected methods and tools used to describe, analyze and assess international security

in terms of skills:

1. They understand the rules of the international community

in terms of social competences:

1. They are able to analyze the causes and course of threats to international security

Course learning content:

Models and research trends concerning international security
The most important contemporary activities for international security
Main challenges and threats to international security
Forecasting international security

Course name: **History of European Integration**

On successful completion of this course, a student

in terms of knowledge:

1. understands the processes of European integration as cause and effect phenomena.

in terms of skills:

1. explains the motives of activity of institutional actors.
2. explains the motives of activity of the Member States.
3. explains the process of European integration in the environment of general international phenomena and processes.

in terms of social competences:

1. prepares analyzes of political issues in the process of European integration.
2. has the ability to analyze changes of an institutional and legal nature.

Course learning content:

Milestones in the development of European integration. Basic concepts of the history and functioning of the European Union.

Motives of European integration. The Schuman plan and the "community method".

The European Coal and Steel Community and the failures of two political projects.

Turn to economic integration. The European Economic Community and Euratom.

Failures and crises of European integration in the 1960s and 1970s

Enlargement of the European Communities until 1986.

Single European Act and internal market project.

The Treaty of Maastricht and the "first" enlargement of European Union.

Amsterdam and Nice Treaty. Preparations for "Big Bang" enlargement.

Completing enlargements in XXI century.

The failures of Constitutional Treaty. The Lisbon Treaty.

Crises in XXI century in the process of European integration.

Summary and theoretical concepts of European integration.

Course name: Political and Economic Geography of North America

On successful completion of this course, a student

in terms of knowledge:

1. understands relations between states and other administrative units in North America
2. understands the role of man in politics and economy, deepened in relation to his activity in foreign policy and international relations
3. understands determinants of changes in political and economic geography and knows the regularities governing these changes

in terms of skills:

1. properly analyses the causes and course of processes and phenomena in North America and formulate his own opinions
2. can use English language in the field of international relations in accordance with the requirements specified for the B2+ level

in terms of social competences:

1. extends and updates knowledge, skills and competences throughout life and is convinced of the need to learn from others

Course learning content:

What is political geography?

What is economic geography?

Geopolitical features of North America

The four stages of U.S geopolitical development

Political and economic ties between the United States and Canada

Diplomatic and economic ties between the United States and Mexico

Political and economic ties between Canada and Mexico

Electoral geography of the United States

Electoral geography of Canada

Ecopolitics of North America

Course name: Intercultural communication

On successful completion of this course, a student

in terms of knowledge:

1. has structured knowledge of various circles cultures, cultural interaction processes taking place in all spheres of reality socialhas structured knowledge of the processes social communication in the dynamics of the era

in terms of skills:

1. the student searches, selects, identifies and critically analyzes sources and information written and electronic related to the disciplines of science relevant to the field of studyable to plan independently throughout life as well as carry out the process of expanding knowledge and raising related skills and qualifications with studies formulate research problems and study processes political, social, historical, cultural and economic in intercultural area

in terms of social competences:

1. critically approaches the knowledge he possesses, recognizes its importance in solving problems cognitive and practical, in particular in the field of intercultural communication

Course learning content:

the concept of multiculturalism, interculturalism and transculturalism, globalization and multi-culturalism, intercultural competence, stereotype, tolerance, discrimination, culture shock and how to overcome it, the specificity of intercultural contact, the specificity of the intercultural communication process, cultural context and intercultural communication, intercultural models of interaction, intercultural verbal communication and the variety of its written communication styles, intercultural non-verbal communication ways to overcome barriers in intercultural communication

Course name: **Foreign Policy Analysis**

On successful completion of this course, a student in terms of knowledge:

1. Understands system-level and domestic factors contributing to formulating a foreign policy
2. Understands the processes of decision making including: rational actor model, theories of decision making, foreign policy decisions as the product of confrontations
3. Understands states' position with regard to making foreign policy in the areas of: security, diplomacy, economy
4. Knows basic research strategies and methods of analysing FP

in terms of skills:

1. Is able to synthesise sources of FPA
2. Is able to perform rudimentary foreign policy analysis
3. Is able to discuss matters of foreign policy with competence and confidence

in terms of social competences:

1. Is able to apply critical thinking with regard to sources and analysis of foreign policy performed by themselves and others.

Course learning content:

Introduction to analysing foreign policy

System-level factors in FPA

Domestic factors in FPA

The decision making process: RAM, theories of choice, foreign policy as a the product of confrontation

Formulating Security Policy

Diplomacy and Economic Foreign Policy

Research strategies and methods in FPA

Course name: **Understanding International Relations**

On successful completion of this course, a student in terms of knowledge:

1. Understand the drivers, circumstances and effects of international relations' evolution throughout different forms of international order
2. Identify key turning points in historical evolution of the international system and explain their significance for contemporary international situation
3. Understand basic assumptions, concepts and explanations provided by main theoretical schools in International Relations

in terms of skills:

1. Use theoretical concepts of different IR schools of thought as tools for understanding and forecasting international events and processes
2. Identify similarities and differences between historical forms of international order and the current international situation and analyse their effects.

Course learning content:

The world before International Relations (1) – the emergence of European nation state system.

The world before International Relations (2)- political orders of East Asia and the Islamic world.

Rise of Western powers and creation of the global international system

World Wars and their impact on the international order

Cold War – origins, evolution and consequences

Liberal theories of International Relations

Domestic determinants of foreign policy

Realist school of IR theory

Measuring power in International Relations

Constructivist approach to studying IR

Strategic culture

Alternative IR theories – Marxism, Feminism, Ecologism

Dependency and interdependence in the International Political Economy

Ethics in international politics

Course name: **The European Union as a global actor: Objectives, Instruments and Impact**

On successful completion of this course, a student

in terms of knowledge:

1. has extensive knowledge about functioning economic, cultural and science diplomacy of the EU and member states
2. Analyze the role of soft power in the diplomacy of the European Union
3. is familiar with the idea and concepts of a state and its institutions, democracy and democratic forms
4. has extensive knowledge about functioning of direct democracy and the use of direct democratic forms in certain EU countries and the EU neighboring countries
5. have a basic knowledge of terms and trends that determine the EU as a global actor
6. Analyze the EU relations with the US and the challenges for these relations

in terms of skills:

1. indicates the most important results of economic, cultural and science diplomacy of the EU and member states
2. indicates the most important results of decision-making processes related with the EU integration processes
3. diagnose basic challenges in the field of contemporary issues in the EU's relations with the US
4. be able to search, select, and analyze economic data

in terms of social competences:

1. Ability to communicate with the environment in the field of economic, cultural and science diplomacy
2. expresses assessments on decision-making processes within the EU and in certain EU and neighboring countries
3. Discuss the EU's Foreign, Trade and Development Policy

Course learning content:

The concept of soft power in the EU foreign policy

The role of public diplomacy in international relations.

Economic, cultural and science diplomacy of the EU

Economic, cultural and science diplomacy of member states of the EU

Introduction to direct democracy and its institutions

Direct Democratic Experience in Switzerland - what can we learn from the Swiss ?

Direct Democracy in the process of the European integration (countries' perspective)

Direct Democracy tools within the EU

PART III 1. Introduction to the course. EU-US relations: a historical overview

PART III. 2 Economic relations: The EU, US, and trade protectionism. Trade policy and its instruments

PART III. 3. THE EU and the US political relations

PART IV. 4 The future of EU-US relations – discussion, ideas and possible scenarios

Course name: **U.S. Foreign Policy**

On successful completion of this course, a student

in terms of knowledge:

1. Comprehensive Understanding of US Foreign Policy: The main learning outcome of the course will be for students to develop a comprehensive understanding of the principles, objectives, and historical context of US foreign policy. They will gain insights into the decision-making process and the factors influencing US foreign policy in various regions of the world.
2. Analytical Skills in Assessing Global Affairs: Another key learning outcome will be the development of students' analytical skills in evaluating complex global affairs from the perspective of US foreign policy. They will be able to critically analyze international events, conflicts, and diplomatic efforts, and assess the implications for US interests and global stability.
3. Analytical Skills in Assessing Global Affairs: Another key learning outcome will be the development of students' analytical skills in evaluating complex global affairs from the perspective of US foreign policy. They will be able to critically analyze international events, conflicts, and diplomatic efforts, and assess the implications for US interests and global stability.

in terms of skills:

1. Critical Analysis of Foreign Policy Issues: After completing the course "US Foreign Policy," students will possess the ability to critically analyze complex foreign policy issues and developments. They will be able to assess the underlying factors, historical context, and implications of US foreign policy decisions on the global stage

2. Policy Evaluation and Recommendations: Students will develop the skill to evaluate the effectiveness of US foreign policy strategies and propose informed recommendations for addressing global challenges. They will be able to identify areas for improvement and suggest diplomatic approaches that align with US interests and international norms.

in terms of social competences:

1. Effective Intercultural Communication: Upon completion of the course "US Foreign Policy," students will possess the ability to engage in effective intercultural communication. They will be able to collaborate and communicate with representatives from diverse cultures and nationalities in the context of US foreign policy, facilitating constructive international relations.

Course learning content:

Introduction to US Foreign Policy: Principles, Objectives, and Evolution

Historical Foundations of US Foreign Policy: From Independence to Expansion

The Cold War Era: US-Soviet Relations and the Nuclear Arms Race

Post-Cold War Era: US Hegemony and New Global Challenges

War on Terror: US Foreign Policy after 9/11

US Foreign Policy in the Middle East

US-China Relations: Trade, Diplomacy, and Strategic Competition

US-Russia Relations: From Cooperation to Tension

Transatlantic Relations: NATO and the European Union

US Foreign Policy in Latin America: Cuba, Venezuela, and Drug Policy

Human Rights and Democracy Promotion in US Foreign Policy

Environmental and Climate Change Policies in US Foreign Relations

Nonproliferation and Arms Control: US Approaches to Nuclear Weapons

Multilateralism vs. Unilateralism: US Engagement in International Organizations

Future Challenges: Emerging Powers, Cybersecurity, and Artificial Intelligence in US Foreign Policy.

Course name: **Creative Thinking**

On successful completion of this course, a student

in terms of knowledge:

1. knows the basic concepts of creativity and innovation in relation to international relations, the functioning of international organizations and business issues;

2. knows the basic techniques of creative thinking and problem solving;

3. explains the conditions and factors conducive to creativity, and knows the barriers and ways to overcome them;

in terms of skills:

1. is able to use known techniques of creative thinking in the process of solving specific business problems;

2. anticipates and formulates problems that may arise in the organization, and designs solutions to them using innovation and creativity;

in terms of social competences:

1. discusses, argues and opposes arguments of opponents;

2. works in a group looking for creative solutions to proposed business problems;

Course learning content:

Introduction to creativity classes - basic concepts.

The essence of creativity - innovation, creative personality, conditions and principles of creativity, barriers to creativity.

Creative business idea - defining and understanding the problem. Preparatory stage for working on a business project.

Brainstorming technique and its variants - concept, use in solving a business problem from a selected company

Mind map as a way to capture the effects of brainstorming.

Focus on the needs. Techniques: context map, stakeholder map, empathy map - concepts, use in solving a business problem from a selected company.

How to control the dynamics of the problem-solving group? Technique 635 - developing the ideas of others and using the technique in working on a business project.

Different perspective and creative problem solving. The method of six hats de Bono and its use in a case study solution from a selected company.

Creative workshop using the Osborn question method (case study solution from a selected company).

Creativity in resolving conflicts, overcoming obstacles. Goldratt Cloud as a tool for solving business problems (case study).

Course name: **Qualitative IR Research Methods**

On successful completion of this course, a student

in terms of knowledge:

1. understands contemporary dilemmas related to the methodology of the scientific research
2. is able to discuss theoretical paradigms and theories in social sciences and to refer critically to the construction of the research process and to indicate the essential errors and posses the possibility of their correction

in terms of skills:

1. practically applies the methodology of qualitative research and explains the performed attitude

in terms of social competences:

1. is aware of the reasons why the methodological knowledge is not only sine qua non condition for conducting any scientific endeavour, but that is also highly helpful during that never easy practice

Course learning content:

Introduction: Philosophy, Science, Social Sciences, and Humanities. Empiricism, positivism, and its problems.

Qualitative and Quantitive Approaches

5. Scientific reason and Hermeneutical reason.

Three dimensions of the hermeneutical reason:

1. Historical dimension
2. Linguistic dimension
3. Practical dimension

Social Sciences and the Philosophical Hermeneutics and the Hermeneutics of Multilinguisticity as a method

Conclusion: Qualitative IR Research Methods between Theory and Practice

Course name: **EU projects creation and management - skills development**

On successful completion of this course, a student

in terms of knowledge:

1. knows key elements of project, phases of a project's cycle, methods of project analysis.
2. knows project activities logics, methods, project budged construction rules.

in terms of skills:

1. is able to analyze project problems and aims using the methods of tree of problems and tree of aims, describe a project problem, find an open project contest.

2. is able to interpret the project contest's conditions as well as project documents, select a project target group, build project indicators.

in terms of social competences:

1. understands of relevance of cooperation, innovative approach and further learning principles.

Course learning content:

Project – introductory remarks: Project, project method, project cycle, project structure, types of project, cross-border projects

Analysis of the project preparing subject: Project idea, project subject's profile, SWOT analysis

Surrounding environment analysis: Project problem analysis, project aims analysis, project trees, SMART rule

Project fundraising and project financing: CfA, Project documentation, financial rules, project agreement

Project activities and project methods: Methods and activities, target groups, project partners

Results and resuts' indicators: Project results and their indicators, indicators' table

Project documentation and project form filling: Typical parts of the project form,

Project implementation: Project team, informing about the project, project monitoring

Course name: **European Border and Corss-Border Cooperation in Comparative Perspective**

On successful completion of this course, a student

in terms of knowledge:

1. knows various categories of borders and forms of cross-border collaboration.
2. is familiar with legal, economic and social factors flaming border relations and cross-border cooperation in Europe

in terms of skills:

1. is able to find and apply the best practices of the border cooperation.

2. is able to identify main obstacles in effective cross-border cooperation organization and propose solutions.

in terms of social competences:

1. can collaborate with other students (also representing other cultures and disciplines) in academic investigation.

2. understands the interrelation between continental integration processes and border relations as well as interpersonal and multicultural skills and cross-border cooperation modes.

Course learning content:

Border studies – global approach, the field, development phases, conceptual steps and academic interests

Borders in Europe and European borders.

Theorizing borders.

European integration, theory of European integration and border studies.

Legal, institutional and financial bases of cross-border collaboration and integration in Europe.

Continental perspective: Geopolitics and geostrategies of the European Union.

Cross-border governance.

Regional perspective: Euroregions.

Metropolitan cross-border collaboration and integration.

Local perspective: Border twin towns as laboratories of European integration.

Course name: **Stereotypes in IR**

On successful completion of this course, a student

in terms of knowledge:

1. presents the most influential definitions of 'stereotype' in contemporary social science

2. understands and applies the crucial theories of stereotypes to interpret phenomena from the field of IR

in terms of skills:

1. identifies and characterizes crucial aspects of functioning stereotypes in IR

2. distinguishes between various forms of stereotypical thinking (bias, prejudice, superstition, resentment)

in terms of social competences:

1. detects stereotypes in statements on IR and from the field of IR

2. identifies and overcomes own biases in perceiving and understanding IR

Course learning content:

Defining 'stereotype'

Defining 'bias', 'prejudice', 'superstition', 'resentment'

Stereotypes and public opinion (Walter Lippmann)

Stereotypes as a subject of social psychology

Bias, critical doubt, fallacies (Douglas Walton)

Stereotypes in IR (national, racial, linguistic, religious, gender)

Stereotypes in IR through the lens of historical institutionalism

Stereotypes in IR through the lens of normative political theory

Detecting stereotypes in IR

Overcoming stereotypes in IR

Course name: **Peace and Conflict Studies**

On successful completion of this course, a student

in terms of knowledge:

1. Skillfully diagnoses the basic challenges in the field of conflict resolution, has a basic knowledge of the terms and trends that determine contemporary international relations.

2. He has the opportunity to see the role and importance of foreign activities of various kinds as a challenge to global Peace and security.

in terms of skills:

1. Can recognize the importance of an appropriate level of security in the local, regional and global dimension for the functioning of states, business and ordinary people in the 21st century.

2. Has the opportunity to recognize the role and importance of the actions of non-state actors in the pursuit of dispute and conflict resolution and a lasting Peace.

in terms of social competences:

1. Has the ability to create a system of good practices in building mechanisms aimed at lasting conflict resolution.

2. Has the skills and will to build the ability to monitor key challenges in conflict-generating areas based on a review of key sources.

Course learning content:

Disputes and conflicts in the history of mankind

The concepts of creating peace.

Theories and approaches of peace and conflict studies.

Conflict analysis and theories of conflict management.

Understanding and transforming conflict.

Creating & supporting peace.

Conflict mapping and prevention.

Post-conflict and peace building.

Course name: **Comparative Social Movements**

On successful completion of this course, a student

in terms of knowledge:

1. Knows the basic categories of social movement research and selected theories of social movements

2. Can describe the relationships between various factors responsible for the existence of social movements

in terms of skills:

1. Can relate empirical examples known to him to selected problems of theoretical explanation of social movements

2. Is able to solve problems related to selected aspects of the study of social movements on the basis of academic literature and empirical data

in terms of social competences:

1. Is aware of the ethical dilemmas associated with social movement research

Course learning content:

Theories of social movements

Who joins social movements?

Collective action, identity and culture

What social movements do? Strategies of social movements

Social movements and violence – theoretical approaches

Radicalism and social movements

Social movements and diffusion

Course name: **Cross-border perspectives on spatial development and planning**

On successful completion of this course, a student

in terms of knowledge:

1. Understand the processes of spatial development in contemporary world and their consequences

2. Understand how the process of globalization affects spatial development

3. Understand the benefits of cross-border cooperation in spatial planning

in terms of skills:

1. Identify challenges arising from spatial development processes

2. Discuss possible responses to local development challenges on the basis of international experiences

3. Provide examples of planning solutions to local development problems

Course learning content:

Spatial development process in contemporary world: from megacities to peripheries

The concept of liveable places and its implications

Spatial planning as an instrument of sustainable development

Spatial development in the face of contemporary challenges

The added value of cross-border cooperation in spatial planning

Cross-border planning projects within the European Union

Dilemmas of cross-border cooperation in spatial planning

Course name: **U.S. media system**

On successful completion of this course, a student

in terms of knowledge:

1. recognizes main elements of the media system in the US.

2. recognizes political, economic, legal, social, and cultural factors that affect how the media operate in the US.

3. recognize features of the US media outlets, both traditional and online.
4. recognize features of the journalistic culture in the US.
5. recognize and analyse patterns of the media use in the US.

in terms of skills:

1. applies theoretical knowledge to describe and analyse a multidimensional character of the media system.
2. is able to formulate opinions and critically select data and methods of analysis.

in terms of social competences:

1. is able to find additional sources of knowledge and improve analytical skills

Course learning content:

Media system: definition, elements, and determinants.
Political, economic, social, and cultural factors affecting media system in the US.
Legal framework of the media system in the US.
Features of traditional and online media in the US.
Journalistic culture in the US.
Patterns of the media use in the US.
The US media system in a comparative perspective.

Course name: **International Law in Action**

On successful completion of this course, a student

in terms of knowledge:

1. will know and assess the role of International Law in guaranteeing international peace and security
2. will identify norms fundamental for international cooperation, international peace and security
3. will identify consequences of International Law violations

in terms of skills:

1. will discuss and evaluate interactions between International Law and international politics

in terms of social competences:

1. will develop teamwork abilities

Course learning content:

Introduction: International Law characteristics
Sanctions in International Law
Diplomatic settlement of international disputes
Judicial settlement of international disputes: arbitration
Judicial settlement of international disputes: permanent international courts
The UN Security Council and its role in establishing conditions for international legal obligations to be maintained
Investigating and prosecuting international crimes

Course name: **American Political Culture and Society**

On successful completion of this course, a student

in terms of knowledge:

1. Students will gain knowledge of the elements of political culture, such as national pride, collective identities, regime preferences, regime support, confidence in institutions, party identification, ideological orientation, social capital, social trust, and social values.
2. Students will understand the concept of divisions in political culture and the factors influencing cultural change, including downward trends (e.g., voting, declining confidence in institutions) and upward trends (e.g., rising feelings of efficacy, self-expression values).
3. Students will acquire knowledge of the potential impact of political culture on the functioning of political institutions, with a focus on the consequences of cultural change for democracy.
4. Students will develop an understanding of cultural backlash as a modern phenomenon and its relevance to political culture and democracy.
5. Students will learn how to analyze and interpret various indicators of political culture, such as those included in the World Values Survey or International Social Survey Program, to gain insights into the US case from a comparative perspective.
6. Students will become familiar with key readings on political culture research, including works by Norris and Inglehart, and Inglehart and Welzel
7. Students will gain an understanding of the concept of social capital and its significance in shaping political culture, and analyze its implications for democratic processes and citizen engagement in the United States.

in terms of skills:

1. Students will develop analytical skills in interpreting and analyzing various aspects of political culture, such as national pride, collective identities, regime preferences, confidence in institutions, party identification, ideological orientation, social capital, social trust, and social values.
2. Students will enhance their research skills by critically examining and discussing the determinants affecting cultural change, including downward trends (voting, declining confidence in institutions) and upward trends (rising feeling of efficacy, self-expression values).
3. Students will improve their comparative perspective skills by analyzing indicators from sources like the World Values Survey or International Social Survey Program to understand the US case in relation to other countries.
4. Students will cultivate presentation skills by leading discussions on specific chapters of the assigned book, coordinating with peers, and preparing presentation materials.
5. Students will develop critical thinking skills through the analysis of cultural backlash as a modern phenomenon and its implications for political institutions and democracy.
6. Students will acquire skills in data interpretation and graphical presentation to effectively communicate survey results.
7. Students will foster cross-cultural understanding by comparing US citizens' values, norms, attitudes, and behaviors with those of citizens in other countries, including both "old democracies" and "new democracies."

in terms of social competences:

1. Student will enhance their critical thinking skills by analyzing and interpreting indicators of political culture, such as national pride, collective identities, regime preferences, confidence in institutions, party identification, and social values, through a comparative perspective.
2. Student will improve their communication skills through active participation in class discussions and leading discussions on assigned chapters, where they will present their ideas, coordinate with peers, and formulate discussion questions.
3. Student will develop research skills by conducting an in-depth analysis of data from the World Values Survey (Wave 7) to understand the attitudes, values, norms, and behaviors of US citizens, and their impact on political culture and society.
4. Student will cultivate their cross-cultural understanding by comparing the values, norms, attitudes, and behaviors of US citizens with citizens of other countries, including both "old democracies" and "new democracies."
5. Student will enhance their writing skills by preparing an essay summarizing and analyzing the chosen data from the World Values Survey, and effectively communicating their findings and insights about the American political culture and society.
6. Student will strengthen their teamwork and collaboration skills by coordinating with peers for the presentation of assigned chapters and engaging in constructive discussions and debates during class sessions.
7. Student will enhance their intercultural communication skills by engaging in discussions and debates with classmates from diverse backgrounds and perspectives, fostering mutual understanding and respect.

Course learning content:

Theoretical Frameworks for Analyzing Political Culture and Society
Almond and Verba's Work on Political Culture and Participation: Key Concepts and Relationships
Key Concepts in American Political Culture
Inglehart and Welzel's Theory of Cultural Evolution and its Application to US Political Culture
Changes in Political Culture and their Implications for Democracy in the United States
Cultural Backlash and its Impact on Political Culture and Democracy
Comparative Analysis of US Political Culture: World Values Survey and International Social Survey Program

Course name: **International Political Economy**

On successful completion of this course, a student

in terms of knowledge:

1. Identify key intellectual traditions, seminar works, and most influential representatives in the field of International Political Economy
2. Describe the most important events in history of IPE, like Bretton Woods System, Keynesian Consensus, Neoliberal Revolution as well as define key IPE concepts, including World Trade System, Hegemonic Stability Theory, Import Substitution Industrialization, sovereign debt crisis

in terms of skills:

1. analyze and present solutions to the crucial challenges to the stability of international economy in the XXI-century, like trade imbalances, economic protectionism, financial crises, climate emergency
2. Build short, medium and long-term scenarios of the economic processes at the global stage

in terms of social competences:

1. Use the most important tools of analysis (literature review, historical methods, data analysis, basic statistics, discourse analysis (text-as-a data), expert interview, process tracing) to arrive at a better understanding of IPE problems
2. Propose policy-relevant solutions regarding most pressing IPE problems

Course learning content:

History, great representatives (Charles P. Kindleberger, Susan Strange), most important debates in the IPE, Most important contributions in IPE, Traditional Schools of IPE (mercantilism, liberalism and Marxism)

Political economy of international trade and investment relations: Bretton Woods Institutions and Keynesian Consensus, World Trade Organization and World Trade System

International monetary and financial relations: exchange rate systems and balance of payments adjustments, the rise of the dollar as a global reserve currency, 'fixed but adjustable' exchange rates, modern floating-rate regimes

Currency unions: Optimum Currency Area Theory; Euro Area

Multinational Corporations (MNC) in the Global Economy: Policies of the host countries; regulation of the MNC in the developing and advanced industrialized countries

Politics of the global financial crises: Great Depression, Oil Shocks of the 1970s, stagflation and the neoliberal and monetary revolution, The Great Recession and Global Financial Crisis, Eurozone Crisis; Political economy of sovereign debt

Economic Grievance and Political Reaction in the modern era, Trump and Brexit: Cultural Backlash or Economic Protest, Theory of macroeconomic regimes and political changes

Income inequalities in the global economy: Inequality of labor income and capital ownership; skill-biased technological change (SBTC), The capital/income ratio over the long run, Progressive income tax and global tax on capital

Course name: **Comparative Politics**

On successful completion of this course, a student

in terms of knowledge:

1. The student will learn the basic methodological issues of comparative politics.
2. The student will receive knowledge in the field of traditional and modern comparative analysis.
3. The student will be acquainted with comparison analyzes in the aspect of ideological and institutional concepts.

in terms of skills:

1. The student will learn the methodological foundations of comparative analysis.
2. The student got acquainted with the results of comparative research, which will allow effective conduct of political science.
3. The student will be able to independently conduct comparative analysis of interesting entities.

in terms of social competences:

1. The student will be able to perform a comparative task that allows you to implement a social change.
2. The student will be able to participate in the decision -making process by using scientific knowledge.
3. The student has both the opportunity to propose how to solve the problem, but also become a decision-maker.

Course learning content:

Introduction to study comparative politics.

Comparative analysis in political science and public administration.

How to work on comparative analysis: a scientific paper.

Comparison of political concepts.

Political parties and party systems in comparative context.

Political system today: a comparative aspect.

Electoral systems in comparative analysis.

Course name: **Political system of United States**

On successful completion of this course, a student

in terms of knowledge:

1. show the differences between the European party systems and the American party system
2. list and look critically at the contemporary problems of American democracy

3. determine the constitutional and political position of each of the main federal bodies and justify it
4. explain the functioning of the federal state on the example of the USA
5. indicate the differences between the political structure of the state established in the 18th century and its present form.
6. indicate the evolutionary course of changes in the American constitution

in terms of skills:

1. list the characteristics of the presidential system and correctly indicate its features in the constitutional solutions of other countries.

Course learning content:

1. USA - the origin of the union, the fight for independence, Continental Congress (outline)
2. The genesis of the constitution and the Bill of Rights
3. Construction of the constitution, the amendment procedure and review of constitutional amendments.
4. Constitutional position of the Congress (general elections, powers of Congress; organization of the Congress)
5. Constitutional position of the US President (elections, powers of the President, Cabinet)
6. Constitutional position of the SCOTUS (Supreme Court) and other courts
7. Political parties - origin, evolution; party system
8. Federal structure - the role of the District of Columbia, the constitutional system and the position of the state in relations with the federal authority
9. Problems and challenges of contemporary American politics: Trumpism, populism, Black Lives Matter movement, polarization

Course name: **Regional Conflicts**

On successful completion of this course, a student

in terms of knowledge:

1. Understands the causes, development and consequences of selected conflicts.

in terms of skills:

1. Ability to make decisions in a timely and effective manner.

in terms of social competences:

1. Readiness to work in international organizations.

Course learning content:

The Russian-Ukrainian war
The Transnistria conflict
The Catalan crisis (independence movement)
The Kashmir conflict
The Tigray Conflict in Ethiopia
The China-Taiwan conflict (including the US)
The US-Iran nuclear tensions (including Europe)
The Israel-Palestine conflict
The failure of the United States in Afghanistan
The Syrian conflict
The Kosovo-Serbia conflict

Course name: **National and Local Politics in Europe**

On successful completion of this course, a student

in terms of knowledge:

1. is familiar with the idea and concepts of a state, its institutions, environment, democracy
2. has extensive knowledge about functioning of political institutions (legislative, executive and judicial) in certain countries, regions, communities
3. has extensive knowledge about the conditions and factors shaping the politics at different levels of state administration

in terms of skills:

1. indicates the most important institutions responsible for making certain national and local decisions
2. compares the political institutions and instruments in different countries

in terms of social competences:

1. expresses assessments on political systems and politics of certain countries

Course learning content:

Introduction to "National and Local Politics in Europe"
Theoretical introduction to State and Local Politics.
System of State and Local Institutions

Unitary states: Political institutions, state and local politics
Federalism: State Politics within a Federal System
The Structure of Local Governments
Local politics
Political Parties. Interest Groups
Elections and Representation
Direct Democracy
Elections and Direct Democracy at the Local Level
National and Local Government and Politics in Comparative Perspective (4 hours)
State and Local Politics - concluding remarks

Course name: **Critical Issues in the Borderlands**

**On successful completion of this course, a student
in terms of knowledge:**

1. knows the most crucial critical problems affecting borderlands in both theoretical and empirical aspects.
2. knows current tendencies in borderlands transformation in Europe.

in terms of skills:

1. is able to find and apply the best practices of borderland structuring.
2. is able to identify main problems in borderlands development and propose solutions.

in terms of social competences:

1. understands necessity of collaboration with other students (also representing other cultures and disciplines) in academic investigation.
2. understands the interrelation between continental integration process and border relations as well as interpersonal and multicultural skills and cross-border cooperation modes.

Course learning content:

Conceptual shift in borderland studies: Transition from traditional and territorial towards constructivist understanding of borders and borderlands

Social and cultural dimensions of border studies: Borderlands as areas of (re)integration and cross-border regionalism

Border conflicts: Old and new conflicts on and about borderlands

Phantom borders: Relict boundaries and their relevance for social, economic and political life in European states

External boundaries of the European Union: Fortress Europe and its consequences – towards new iron curtain

Migration and borderlands: Borderlands as entry zones of illegal bypassers – strategies of social integration and migration prevention

Borders and environmental protection: Environmental pollution as non-boundary phenomena, joint cross-border eco-policies

Course name: **Legal and financial instruments of the EU for CBC**

**On successful completion of this course, a student
in terms of knowledge:**

1. knows the most important legal and financial instruments of the European Union for cross-border cooperation.
2. knows current tendencies in borderlands transformation in Europe.

in terms of skills:

1. is able to find and analyze the best examples of legal and financial instruments of the European Union for cross-border cooperation.
2. is able to identify main problems in creating and implementing legal and financial instruments of the European Union for cross-border cooperation.

in terms of social competences:

1. understands the interrelation between continental integration process and cross-border relations as well as is aware of necessity of further studies in this field.

Course learning content:

Understanding Cross-border Cooperation in the European Union

Euroregions/EGTC

European Cohesion Policy

INTERREG/European Territorial Cooperation

CBC operational programs across Europe

Course name: **U.S.-China in between rivalry and cooperation**

**On successful completion of this course, a student
in terms of knowledge:**

1. Understand the historical evolution of US-China relationship
2. Explain the sources of American and Chinese policy towards one another, including national interests guiding it

in terms of skills:

1. Identify and analyse connections between different spheres of the bilateral relationship
2. Identify and explain the impact of US-China relationship for the regional and global international order.

Course learning content:

The role of the US-China relationship for the global order

History of US-China relations

Determinants of PRC's foreign policy

Sino-American visions and actions in the international system

The role of regime type and human rights issues in the bilateral relationship

Sino-American economic relations

Military competition and the arms race

Flashpoints in the Sino-American relationship – Taiwan, South China Sea, Korea

Course name: **English in IR**

**On successful completion of this course, a student
in terms of skills:**

1. Creates a variety of written works in English on a selected issue of foreign policy and international relations, as well as justifies the claims presented therein using a variety of sources and studies Prepares oral speeches in English on a selected issue of foreign policy and international relations, and justifies the claims made therein, using a variety of sources and studies Uses English as the language of international relations in accordance with the requirements of level B2+ of the Common European Framework of Reference for Languages Searches for, analyses, evaluates, selects and evaluates information from a variety of sources and formulates critical judgments based on them Argues substantively using own views and views of other authors, formulates conclusions and creates synthetic summaries Knows the importance of teamwork for the realization of goals in professional work and public activity in international cooperation

Course learning content:

Course content is being done weekly, depending on issues taking place in international relations. Students work with text and/or videos serving as a stimulus for group works and discussions. Important vocabulary items are taken from the materials. Students do variety of exercises mastering this vocabulary.

Each class, one or two students prepare oral and multimedia presentation on issues related to the country of their origin

Course name: **U.S.-Central and Eastern Europe relations**

**On successful completion of this course, a student
in terms of knowledge:**

1. Demonstrate in-depth knowledge of the history, evolution and nature of the U.S.-Central and Eastern Europe relations
2. Identify and assess mechanisms and legal foundations of cooperation
3. Identify and discuss issues that are currently under-researched
4. Develop comprehensive understanding and independent thinking in defining current and exploring new areas of cooperation
5. Address contemporary challenges to the U.S. and Central and Eastern Europe relations

in terms of skills:

1. Identify and discuss issues that are currently under-researched
2. Develop comprehensive understanding and independent thinking in defining current and exploring new areas of cooperation
3. Address contemporary challenges to the U.S. and Central and Eastern Europe relations

in terms of social competences:

1. Identify and discuss issues that are currently under-researched

2. Develop comprehensive understanding and independent thinking in defining current and exploring new areas of cooperation

Course learning content:

Introduction: historical remarks

Mechanisms and legal foundations of U.S.-Central and Eastern Europe relations

U.S. towards Central and Eastern Europe – the place and role of Central and Eastern Europe in American foreign policy

Central and Eastern European states towards U.S. – the place and role of U.S. in foreign policies of Central and Eastern European states

Case studies of disputes and crises in U.S.-Central and Eastern Europe relations

Contemporary challenges to U.S.-Central and Eastern Europe relations

Course name: **Institutional and Political Dimension of Transatlantic Relations**

On successful completion of this course, a student

in terms of knowledge:

1. Understand the historical evolution of the Transatlantic Community

2. Explains the role of transatlantic relations in US Foreign policy.

in terms of skills:

1. Identify and analyse connections between different spheres of the transatlantic relationship

2. Identifies and explains the impact of transatlantic relationship for the regional and global international order.

Course learning content:

Introduction to Transatlantic relations

The Cold War origins of the Transatlantic Community

Post-Cold War transatlantic relations 1991-2008

Post-Cold War transatlantic relations since 2008

The role of NATO in US defense policy

Transatlantic trade and investment relations

Course name: **U.S. in global economy**

On successful completion of this course, a student

in terms of knowledge:

1. have a basic knowledge about terms and trends which are determine the international trade and U.S trade policy

2. express assessments about principles of U.S trade policy

in terms of skills:

1. skilfully diagnose basic challenges in the field of contemporary issues in the global economy and U.S. trade relations

2. Analyse the U.S relations with main trading partners and challenges for this relations

in terms of social competences:

1. be able to search, select and analyse economic data

Course learning content:

U.S position in the global economy. Why do nations trade?

U.S main trading partners

WTO and U.S commercial policy

Trade protectionism. U.S. trade policy and its instruments

Dumping and U.S antidumping policy

Working with COMTRADE database

Course name: **Institutional and political dimension of U.S.-Latin America relations**

On successful completion of this course, a student

in terms of knowledge:

1. Indicate the main institutional platforms of cooperation between U.S. and Latin American States

2. Explain historical reasons of U.S. current policy towards Latin America

3. Characterize the relations between U.S. and selected countries

4. Indicate the main internal, regional and global political, economic and ecological factors influencing the relations between U.S. and Latin America

in terms of skills:

1. Collect, analyse and present data and information about current issues in U. S. – Latin America relations

2. Explain historical reasons of U.S. current policy towards Latin America
3. Indicate the main internal, regional and global political, economic and ecological factors influencing the relations between U.S. and Latin America

in terms of social competences:

1. Collect, analyse and present data and information about current issues in U. S. – Latin America relations

Course learning content:

Colonialism and decolonisation in Latin America
The Monroe Doctrine to Second World War
Latin America in Cold War Era
U.S. and Latin America in Post-Cold War Era
Western Hemisphere Integration – Pan-American organisations
Current Issues in U.S. – Latin America relations

Course name: **U.S. - Russia and Post-Soviet Area**

On successful completion of this course, a student

in terms of knowledge:

1. Understand relations between the United States and countries of Post-Soviet Area
2. Understand the role of man in politics and economy, deepened in relation to his activity in foreign policy and international relations
3. Understand determinants of changes in international relations and knows the regularities governing these changes

in terms of skills:

1. Correctly interpret and explain phenomena in the U.S.- Russia relations and the mutual relations between these phenomena
2. Properly analyse the causes and course of processes and phenomena in the U.S. – Russia and Post-Soviet relations and formulate his own opinions
3. Use English language in the field of international relations in accordance with the requirements specified for the B2+ level

in terms of social competences:

1. Extend and update knowledge, skills and competences throughout life and is convinced of the need to learn from others

Course learning content:

Geostrategy and geopolitics in U.S. policy to Russia and Post-Soviet Area
The Cold War and the U.S. policy toward the Soviet Union
U.S. and the Soviet Union disintegration
American options to Russia to 2014
The U.S. and Russia strained relations since 2014
American options to Ukraine and Belarus
The United States and Central Asia

Course name: **Communication in Political Campaigns**

On successful completion of this course, a student

in terms of knowledge:

1. indicates and characterizes the main phases of the history of political campaigning in the U.S.
2. knows and applies the most influential theoretical frameworks of political campaigning in the U.S.
3. recognizes and characterizes the main channels of communication in political campaigns in the U.S

in terms of skills:

1. understands the differences between argumentative, persuasive and manipulative dimensions of communication in political campaigns in the U.S.

in terms of social competences:

1. applies effective methods of detecting and analyzing argumentative, persuasive, and manipulative aspects of communication in political campaigns
2. evaluates the quality of communication delivered by political actors

Course learning content:

History of political campaigns in the U.S.
Communication in political campaigns in the U.S. in light of technological determinism theory (Harold Innis, Marshall McLuhan, Neil Postman)
The concept of leadership in American political campaigns and its development
Presidential power (Richard Neustadt)

Going public (Samuel Kernell)
Political campaign as a rhetorical activity
Political campaign as a social drama (Kenneth Burke)
Permanent political campaigns (Sidney Blumenthal)
Argumentation in political campaigns in the U.S.
Persuasion in political campaigns in the U.S.
Manipulation in political campaigns in the U.S.
Main channels of political campaigns in the U.S
Evaluating communication in political campaigns – Barack & Michelle Obama
Evaluating communication in political campaigns – Donald Trump
Evaluating communication in political campaigns – Joe Biden