

EFEKTY UCZENIA SIĘ I TREŚCI PROGRAMOWE DLA ZAJĘĆ

Kierunek: **Zarządzanie państwem (English program)**

Poziom studiów: **Studia drugiego stopnia**

Course name: **Entrepreneurship: Negotiations in business**

On successful completion of this course, a student

in terms of knowledge:

1. Understands the reasons and objectives of negotiations, and knows the basic terms related to them
2. Knows various styles, methods and techniques of conducting negotiations and understands the need to adapt them to negotiation situations
3. Knows how to influence others and understands the need for rational decision-making

in terms of skills:

1. Is able to solve emerging conflicts in the team using negotiations
2. Is able to adjust the style and choose the appropriate techniques and methods of conducting negotiations to the purpose and conditions of their conduct
3. Can apply chess strategy in negotiations
4. Can analyze the negotiation decisions based on game theory

in terms of social competences:

1. Is ready to expand knowledge of the use of negotiations in private and professional life

Course learning content:

Conflict, basic ways of solving disputes and negotiations

Basic negotiation terms. BATNA, ZOPA.

Stages of negotiations and tasks of the negotiator

Negotiation styles: hard, soft and principled negotiations

Strategies and techniques of conducting negotiations

The specificity of international and multilateral negotiations - workshops

Game theory and manipulation in negotiations

Chess strategy in negotiations

Course name: **Entrepreneurship: Multiculturalism in business practices**

On successful completion of this course, a student

in terms of knowledge:

1. have knowledge about differences in cultures and organizations
2. Have knowledge about etiquette in business practice

in terms of skills:

1. Indicate the pros and cons of multiculturalism in the organization
2. use etiquette in business practice

in terms of social competences:

1. Express assessments about the importance of teamwork in business

Course learning content:

Types of interpersonal communications

The patterns of cross-cultural business behavior

Informal vs. Formal Business Cultures

Expressive vs. Reserved Cultures

Etiquette In business Practice

Course name: **Smart City - local governance and social space**

On successful completion of this course, a student

in terms of knowledge:

1. Has in-depth knowledge of selected methods and tools of description, analysis and evaluation, including data collection techniques and the techniques of modelling of Smart City policy, and identifying the regularities underlying them.
2. Has in-depth knowledge of the (legal, organisational, professional, moral and ethical) rules which regulate the activities of participants in Smart City policy and the relations between them, is aware of the regularities governing such relations and of their sources and character, as well as how to change them.

in terms of skills:

1. Can select and use appropriate methods and tools, including new technologies, to define and perform simple tasks related to the functioning of the Smart City (and smart city policy).
2. is able to predict and model complex processes in Smart City policy including phenomena from different areas of social life, applying advanced methods and tools of political science, economics and other academic disciplines.

in terms of social competences:

1. Can independently and critically complement knowledge and broaden skills and competences, using the achievements of the many disciplines dealing with Smart City policy.

Course learning content:

Introduction to studies on the city and social space.

Space, social space and urban space.

Innovation policy.

Transport policy.

Waste management.

Energy management.

Security policy: risk of criminal delinquency.

Security policy: risk of terror attacks.

Course name: **Organization and Management**

On successful completion of this course, a student

in terms of knowledge:

1. Knows the essence of management, management concepts and methods, and the latest management trends.
2. Knows the change management and the possible causes, course, scale and consequences of these changes.
3. Is able to analyze and solve teamwork problems.
4. Understands new developments in public administration (New Public Management and Good Governance).
5. is able to use the management function in public administration in practice and to pay attention to the effectiveness of the functioning of public administration bodies.

in terms of skills:

1. Knows the principles of planning, strategic management, organizing, managing people and human resource management.
2. Understands concepts and terms in the field of management science.
3. Is able to analyse and solve organizational problems.
4. Understands new developments in public administration (New Public Management and Good Governance).
5. Is able to use the management function in public administration in practice and to pay attention to the effectiveness of the functioning of public administration bodies.
6. Is able to use management styles in practice.

in terms of social competences:

1. Knows the essence of management, management concepts and methods, and the latest management trends.
2. Understands the new developments in public administration (New Public Management and Good Governance).
3. Is able to use the management function in public administration in practice and to pay attention to the effectiveness of the functioning of public administration bodies.
4. Is able to support creative and entrepreneurial behavior.
5. Is able to use appropriate methods or tools to manage human resources, especially those operating in public institutions.

Course learning content:

Introduction to the management, historical sources of management, overview of management schools. Managers and management: the essence and features of managerial work, components and areas of management, functions and managerial roles.

Planning: basic elements, dimensions of the planning process, stages of the planning process.

Managing decision-making and solving organizational problems.

Strategic management: The nature of strategic management; using SWOT analysis to formulate a strategy.

Organization: organizational structures; rules, formalization and components of the organization.

Managing human resources: recruiting, improving and maintaining HR.

Change management: the essence and types of changes, change planning, learning change.
Leadership: the essence and theories of leadership.
Management of interpersonal relations and communication; managing groups and work teams.
The basics of motivating employees: main theories of motivation, methods and tools.
The concept, features, functions and entities of public management.
Management models in public administration I: Bureaucratic model and New Public Management (NPM).
Management models in public administration II: Good Governance.

Course name: **The European Law**

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

1. knows English legal terminology in the field of EU law and understands the role of EU law in the national system of law has advanced knowledge about consequences of EU law for application, has knowledge about the division of competences between the EU and the Member States knows how to apply EU law in multicentric legal order with particular regard to primacy of EU law, the principle of consistent interpretation and direct effect of EU law has knowledge about the consequences of violation of EU law by the Member States, the consequences of possible violation by the EU of international treaties and the consequences of the preliminary rulings of the CJEU for individuals and national authorities

in terms of skills:

1. is able to apply the comprehensive knowledge on the law and principles of EU law to individual cases and when necessary is able to respond to violation of law as well as to prevent violation of law in multicentric legal order

in terms of social competences:

1. demonstrate an ability to systematically and critically integrate knowledge produced within the academic field of EU law and contemporary problems related to EU law application

Course learning content:

Course 1. Introduction 1. Aims and Purpose of the Course: Explanation of the Syllabus and Assignments

- Summary knowledge of the history and construction of the EU
- Summary knowledge of the EU in a public international law context

Course 2

- Basic knowledge of the institutions, and of their function and authorities
- Fundamental constitutional principles
- The European Union Institutions:• European Parliament• European Commission• the Council of the EU and the Council of EU• European Court of Justice• Other Institutions (Committee of the Regions, etc.)
- Decision-making procedures in the EU

Course 3

- Sources of Community Law• Primary and Secondary Sources of EU Law• General Principles of EU Law (supremacy, direct effect)• Judgments of the European Court of Justice and the Court of First Instance
- Basic knowledge of the legal framework of the EC and the general principles governing the preparation of, the application of and the interpretation of EC law
- Basic knowledge of the role and functioning of the European Court of Justice (ECJ) and the Court of First Instance (CFI)

Course 4

Free movement of goods, services, capital and persons.

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: **e-Government. How to succeed**

On successful completion of this course, a student

in terms of knowledge:

1. Skillfully diagnose basic challenges related to the use of ICT in public administration and the development of e-services.
2. Describe concepts such as: e-government, digital state, and e-democracy.
3. Understand the functioning of the Internet and the use of ICT in e-government.
4. Indicate the legal framework for the functioning of e-government in Poland and its current level of development compared to other EU countries.
5. Obtain information as part of access to public information.
6. Predict the potential effects resulting from the development of modern technologies, and to formulate an opinion about the resulting opportunities and threats.

in terms of skills:

1. Skillfully diagnose basic challenges related to the use of ICT in public administration and the development of e-services.
2. Describe concepts such as: e-government, digital state, and e-democracy.
3. Understand the functioning of the Internet and the use of ICT in e-government.
4. Indicate the legal framework for the functioning of e-government in Poland and its current level of development compared to other EU countries.
5. Obtain information as part of access to public information.
6. Predict the potential effects resulting from the development of modern technologies, and to formulate an opinion about the resulting opportunities and threats.

in terms of social competences:

1. Skillfully diagnose basic challenges related to the use of ICT in public administration and the development of e-services.
2. Understand the functioning of the Internet and the use of ICT in e-government.
3. Indicate the legal framework for the functioning of e-government in Poland and its current level of development compared to other EU countries.
4. Obtain information as part of access to public information.
5. Predict the potential effects resulting from the development of modern technologies, and to formulate an opinion about the resulting opportunities and threats.

Course learning content:

Introduction to course topics – the concept and essence of e-government, digital state and e-democracy.
The functioning of the Internet and information and communication technologies (ICT).
E-administration in Poland - legal basis and scope of operation.
E-services in the European Union countries.
Access to public information and the importance of watchdog organizations.
Technologies and civic participation – e-voting and crowdsourcing.
„Black Mirror” – projection of the future or science fiction? A few words about fake news and deep fake as a threat for democracy.

Course name: **Democracy and State Politics in Europe**

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

1. Be familiar with the idea and concepts of a state, its institutions, environment, democracy.
2. Have extensive knowledge about functioning of political institutions (legislative, executive and judicial) in certain countries.
3. Identify similarities and differences in the functioning of different institutions and processes in WE and CEE.

in terms of skills:

1. Examine the use of instruments of democracy, decision-making process, ect.
2. Indicate the most important institutions responsible for making certain national and local decisions.
3. Express assessments on political systems and politics of certain countries.
4. Critically evaluate the state and local government and politics in various countries.

in terms of social competences:

1. Compare the political institutions and instruments in different countries.
2. Draw conclusions about different aspects of democracy, state government and politics in various countries.

Course learning content:

Course Overview: Studying Democracy and State Governments/Politics.

Theoretical introduction to Democracy and State Politics.

Democracy. Democratic Values.

System of State Institutions.

Unitary states: Political institutions, state politics.

Federalism: State Politics within Federal System.

Political Parties. Interest Groups.

Elections, and Representation.

Direct democracy.

State Government and Politics in Comparative Perspective.

Course name: **Transformation and Democratization in Central and Eastern Europe**

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

1. Understands the significance of political transformation in 1989
2. Knows the main challenges that East and Central European states had to face after 1989

in terms of skills:

1. Apply knowledge concerning political and social change in future work
2. Identify the most important challenges of political transformation in East and Central European States

in terms of social competences:

1. Is aware of the impact of political transformation in the East and Central European states

Course learning content:

The Soviet Union and Mikhail Gorbachev politics towards Eastern Europe

Regime and Solidarity Movement in Poland

Transformation in Hungary

The collapse of the communist system in German Democratic Republic

Path towards difficult democracy in Romania and Bulgaria

Transformation and change in the Czech Republic and Slovakia

Democratic reforms in Baltic States

Ukraine's turbulent transformation since independence in 1991

Frozen conflicts. The 2008 Russo-Georgian war

Revolutions in Ukraine

Religion as a tool of influence (in the context of the Russo-Ukrainian war)

The Azerbaijan-Armenia war

The 2020 protests in Belarus

Belarusian-EU border crisis

The Transnistrian conflict

Course name: **Specialized English**

**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 public governance, 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 public governance and justifies the claims made therein, using a variety of sources and studies Uses English as the language of public governance 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: **Specialized English**

**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 public governance, 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 public governance and justifies the claims made therein, using a variety of sources and studies Uses English as the language of public governance 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: **Good Governance and Economic Development**

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

1. can identify main terms and concepts, as well as presents the definitions of good governance and economic development
2. can list and describe key governance indicators and development indicators, what influences them and how to improve them

in terms of skills:

1. can discuss key obstacles and challenges to good governance and economic development (inc. tyranny, anarchy, cronyism, extractive institutions, resource curse, etc.)
2. can build short, medium and long-term scenarios related to state governance and propose solutions to improve governance and foster economic development

in terms of social competences:

1. is able to navigate the fields of good governance, economic development, and international relations
2. can use the most important tools of analysis (literature review, data analysis, basic statistics, expert interview, process tracing) to solve real life problems related to good governance and economic development
3. is able to quickly read and process large amounts of complex material, synthesize and find connections among disparate ideas, work independently as well as part of a team

Course learning content:

Identify main terms and concepts (inc. sources of growth, inclusive vs. extractive institutions, growth and development)

Present the multifarious links, positive feedbacks and increasing returns between different factors determining governance and development
Analyze the policy implications and role of the state in securing good governance and economic development
access and leverage the main databases and use international comparable information about governance indicators and economic development (World Bank, OECD, etc.)

Course name: **Regionalism and Regional Development in Europe**

**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 in European Union
2. knows current tendencies in borderlands transformation in Europe
3. understands the importance of regional (political, cultural, economic, social) cooperation in EU and in Europe

in terms of skills:

1. is able to find and analyze the best examples of the Euroregional and trans-border cooperation
2. is able to identify main problems and challenges in creating and implementing CBC in European Union
3. is able to apply European Union regulations on local government and regional policy in practice.

in terms of social competences:

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

Course learning content:

Globalisation and regionalisation in Europe. Integration in Europe after II WW

Regional policy in EU

Euroregions and their importance in EU

Main challenges and opportunities of CBC

EU law in practice - basic local government and regional documents (eg EU funds).

Regional policy of EU and the neighbouring countries

Course name: **Democracy promotion**

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

1. A student will gain a comprehensive understanding of the main topics and debates related to democracy and democratization in the field of international relations.
2. A student will be able to analyze the preconditions for democratization and evaluate different explanations for democratic successes and failures.
3. A student will develop a critical understanding of various theoretical and methodological approaches to the study of democratization and democracy.
4. A student will be familiar with the major theories and concepts related to democracy and be able to apply them to analyze real-world cases.
5. A student will gain knowledge of the internal and external factors that facilitate or hinder democratization processes.
6. A student will understand the factors influencing the consolidation of democracy and the contextual factors that shape democratic systems.
7. A student will be able to assess the role of different actors and interests in democracy promotion, including international factors and the promotion of civil society.

in terms of skills:

1. Critical Thinking: The course requires students to read and analyze complex texts, research monographs, and journal articles on democracy and democratization. By engaging with the readings and participating in class discussions, students can develop critical thinking skills to evaluate different theories, concepts, and arguments related to democracy promotion
2. Reading Comprehension: Students are expected to read all assigned required readings carefully and be prepared to discuss them in class. This helps improve their reading comprehension skills, as they need to understand and interpret academic texts on democracy and democratization.
3. Research Skills: The course involves reading specialized research monographs and journal articles. Students will learn how to find, access, and utilize academic resources related to democracy promotion. This helps develop research skills, including information retrieval, evaluation, and synthesis.

4. Analytical Skills: Through discussions, students will engage in analyzing different theoretical and methodological approaches to democratization and democracy. They will learn to critically evaluate the factors that contribute to or hinder democratization processes. This develops their analytical skills in assessing complex political phenomena.

5. Written Communication: The assessment consists of written tests with short-answer and essay-style questions. Students need to articulate their understanding of the course materials and demonstrate their knowledge through well-written responses. This enhances their written communication skills, including organization, clarity, and coherence in presenting their ideas.

6. Interdisciplinary Perspective: The course draws on insights from international relations, political science, sociology, and other disciplines. Students will gain an interdisciplinary perspective on democracy promotion, which enhances their ability to approach complex issues from multiple angles and integrate different perspectives.

7. Cross-Cultural Understanding: The course explores democratization processes in various contexts globally. By studying different case studies and international factors of democratization, students will develop a better understanding of political systems and cultural contexts around the world. This promotes cross-cultural awareness and sensitivity.

8. Time Management: Meeting the course requirements, including reading all assigned materials before each class, requires effective time management skills. Students will learn to prioritize tasks, allocate sufficient time for studying, and meet deadlines. These skills are valuable in academic and professional settings.

in terms of social competences:

1. Critical Thinking: The course involves discussing debates and different accounts related to democracy and democratization. Students will be required to read and critically evaluate the assigned readings, analyze theoretical and methodological approaches, and engage in class discussions.

2. Professionalism and Ethical Behavior: The course emphasizes responsible engagement with the subject matter and the ability to behave in a professional and ethical manner in the field of international relations and democracy promotion.

3. Knowledge Application and Seeking Expert Opinions: Students will be expected to apply their knowledge of democracy and democratization to analyze and solve cognitive and practical problems in the field. They should also be willing to seek expert opinions when facing difficulties in independently addressing complex problems.

4. Public Engagement and Social Responsibility: The course aims to develop students' ability to initiate actions for the public interest and fulfill social and political obligations. This includes inspiring and organizing activities for social engagement and potentially managing institutions and political organizations.

5. Professional Development: The course encourages students to develop and maintain a professional ethos related to the field of governance and management of the state.

Course learning content:

Part I. What is democracy? Theoretical and historical perspectives What is democracy? Is Democracy really better? The current state of democracy Lecture 1: The State of the Discipline, Concepts, Method Lecture 2: Historical Perspective: Classics Overview Lecture 3: The Transitions Paradigm

Part II. Internal and External Drivers of Democratization Lecture 4: The Modernization Debate Lecture 5: Economic determinants of democratization Lecture 6: Social determinants of democratization

Part III: Actors and Interests in Democracy Promotion Lecture 7: International Factors of Democratization Lecture 8: How to Promote Democracy? Who Promotes Democracy? Lecture 9: Funding Civil Society, Social Capital and Building Political Culture Lecture 10: Promoting Deliberative Democracy

Part IV. Contextual Factors Lecture 11: Democracy promotion and peace/conflict Lecture 12: Promoting Democracy after Civil War? Lecture 13: Regional Patterns of Democracy: Post-Communist Europe Lecture 14: Promoting Democracy in The Middle East and Africa? Lecture 15: Autocratic Pushback

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 processes 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: **The European Union Governance**

On successful completion of this course, a student

in terms of knowledge:

1. recognise major controversies hidden under the concepts of democracy and of the EU
2. is able to indicate the importance of preliminary assumptions of fundamental concepts related to the topic for the results of specific interpretations
3. is able to identify crucial similarities and differences among mainstream theoretical proposals on the subject

in terms of skills:

1. is able to understand specified advantages and disadvantages of different interpretations of the EU governance and EU democratic deficit phenomenon

in terms of social competences:

1. possess the ability of discussing and constructing potential scenarios for the future evolution of the place and role of democratic standards within the EU structure

Course learning content:

Introduction: interpreting concept of European integration and democracy
Interpreting concepts of Europeanization and globalization
interpreting concept of the EU governance
Interpreting concept of the EU democratic deficit

Course name: **Innovation and technology for smart public administration**

On successful completion of this course, a student

in terms of knowledge:

1. The student knows the basic concepts of e-government, e-administration, e-governance
2. The student knows the legal framework of e-government in Poland and its current level of development
3. The student knows the catalog of available e-services in Poland and in other countries of the world
4. The student knows the potential consequences of the development of modern technologies
5. The student knows how the Internet works and how to use ICT in e-government

in terms of skills:

1. The student is able to use legal acts related to the functioning of e-government in Poland, including access to public information
2. The student is able to use e-services available in Poland
3. The student is able to use tools based on artificial intelligence at work
4. The student is able to search for information in various sources and studies

in terms of social competences:

1. The student is able to formulate his judgments about the opportunities and threats arising from technological development
2. The student has the need to expand his knowledge of social life and to communicate it to others

Course learning content:

Concept and meaning: e-government, e-governance, e-governance
Functioning of the Internet and information and communication technologies (ICT). Security from the side of the office and citizens
Legal basis for the functioning of e-government in Poland
E-services in Poland
Government 2.0 - the role of citizens in the creation and delivery of public services

E-government in Poland versus the level of development of e-services in other EU countries
Access to public information in Poland
E-democracy and e-voting. Opportunities and threats

Course name: **Local government in Europe**

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

1. Classifies local government in European countries, analyses historical development and applies theoretical approaches to the field.
2. Describes local government bodies by type of function, method of appointment their scope, composition and interrelationships.
3. Identifies and describes forms of democracy direct, indirect, citizen participation at local level.
4. Is familiar with the European standards for the functioning of local authorities.

in terms of skills:

1. Distinguish and analyse the principles that define models of local government.
2. Recognises the way in which institutions are organised of local self-government in selected European countries.
3. It categorises the issues dealt with by local government units and identifies problems in the implementation of local public policies.
4. Discusses and presents selected issues in the field of local government and local politics.

in terms of social competences:

1. Is able to work in a group taking different roles.
2. Is able to set the priorities necessary to carry out, appointed by himself or others, tasks.

Course learning content:

Local government in the political system -The role of local and regional government in contemporary models of multi-level governance- Nature and scope of local power- Authoritative and non-authoritative forms of local governance - Rationale for increasing the role of local government

History and main concepts of local government- Stages of development and doctrinal foundations of self-government- Concept, nature, characteristics and forms of self-government- Direct and indirect democracy at the local level - Local citizen participation

European standards of Local Government

- The role of the Council of Europe in the decentralisation process - The European Charter of Local Self-Government- The role of the Congress of Local and Regional Authorities of Europe- The Committee of the Regions of the European Union- Cooperation between local authorities in Europe
Local Self-Government in Poland

- Organisation and tasks of local government- Elections to local government bodies- The basis of financing local self-government- Supervision of local self-government- Local direct democracy

Local government in selected European countries- Local government in a federal state - the example of Switzerland and the Federal Republic of Germany- The French local government model- Decentralisation in a regional state - the examples of Italy and Spain- Local government in the United Kingdom, Sweden, the Czech Republic and Hungary

Course name: **Crisis Management in Public Sector**

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

1. The student is able to correctly describe the problems and challenges faced by the state administration during crisis situations
2. The student acquires knowledge about the conditions and specificity of crisis management in the public sector
3. The student acquires knowledge about the influence of political systems on crisis management in the public sector.

in terms of skills:

1. The student gains the ability to understand what is crisis management in the public sector
2. The student acquires the ability to search and analyze information on crisis management in the public sector.
3. The student acquires the ability to prepare speeches in English on crisis management in the public sector.

in terms of social competences:

1. The student is prepared to work in the public sector. He has basic skills that allow him to make the right decisions during crisis situations

Course learning content:

Theoretical introduction to the classes (explanation of terms: public sector, crisis situation, crisis management, legal foundations of crisis management in the public sector).

Non-military threats that may cause a crisis situation

Crisis management phases.

Crisis management at individual levels of public administration

Crisis management in the public sector (on the example of Poland).

Planning in crisis management in the public sector.

The functions of the media in crisis management.

Principles of communication in crisis situations.

Preparation of public appearances regarding crisis management in the public sector.

Course name: **Selected Organization of Internship**

On successful completion of this course, a student

in terms of knowledge:

1. Has knowledge about the functioning of institutions and workplaces that are a potential workplace for graduates.

2. Knows the specifics of work in places employing graduates of the field.

in terms of skills:

1. Can conscientiously perform his professional duties and carry out projects commissioned by his superiors.

2. Is able to use the knowledge gained during his studies in his professional work.

in terms of social competences:

1. Is ready to perform individual tasks as part of employee duties.

2. Is prepared for effective teamwork and creating effective teams of people.

Course learning content:

OSH training.

Getting acquainted with the work regulations and other documents regulating work in a given institution.

Familiarize yourself with the scope of job duties in a given position.

Implementation of tasks assigned by superiors.

Conscientious and reliable performance of professional duties.

Implementation of individual and team projects and execution of superiors' orders.

Course name: **Public Decision-Making Processes**

On successful completion of this course, a student

in terms of knowledge:

1. Can list the conditions for effective rational decision-making.

2. Can define the basic categories of the political decision-making process.

3. Distinguishes types of political personality.

4. Distinguishes between different concepts of game theory.

in terms of skills:

1. He can analyze the course of the political decision-making process.

2. He can make political decisions based on rational analysis.

3. He can interpret the influence of specific conditions on the final political decision.

4. He is able to critically analyze, based on known theories, the course of the decision-making process.

5. He can apply game theory in practice.

in terms of social competences:

1. He is able to organize and carry out decision-making procedures based on the selection of the most effective methods.

2. Has the ability to prepare decision-making procedures.

3. He can see the relationship between internal and external conditions when making decisions.

Course learning content:

Subject of political decision-making. Decision making as an element of human behavior

Deciding as a manifestation of political action. Political decision-making spaces.

Political decision. Decision situation. Political decision-making mechanisms.

Types and effects of political decisions.

Levels of political decision-making.

Optimization of political decisions.

Political decision-making strategies.

Models of political decision-making in political systems.

Psychology of political decisions. Emotional decision making process.
The personality of the decision maker.
Impact of frustration and stress on the decision-making process.
Game theory. Decision games. Preference hierarchy.
Types of cooperative games and multiplayer coalition games.

Course name: Government Relations and Public Affairs

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

1. knows the political mechanisms that influence government relations.
2. knows the political mechanisms that influence public affairs.
3. knows the strategies and methods for shaping government relations and public affairs.
4. knows the tools used to build government relations and public affairs.

in terms of skills:

1. is able to create a government relations strategy.
2. is able to create a public affairs strategy.
3. is able to use the tools used to create government relations and public affairs.

in terms of social competences:

1. is ready to participate in political life in an informed, reliable and ethical manner.

Course learning content:

Government relations - definitions, history, development.

Public affairs - definitions, history, development.

Lobbying.

Public affairs - methods, tools, objectives.

Government relations - methods, tools, objectives.

Effective Government Relations Strategy.

Effective Public Affairs Strategy.

Course name: Good Governance in Theory and Practice of European States

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

1. knows what the "good governance" is
2. knows the examples of "good governance" in European states

in terms of skills:

1. can indicate the examples of "good governance" in European states
2. can explain the main ideas of "Good governance"

in terms of social competences:

1. is ready to introduce the idea of "good governance" in the public sphere

Course learning content:

The idea of "Good governance" in public administration -concept

The evolution of "good governance" idea

"Good governance" in European States - EU (examples)

"Good governance" in European States - non-EU states (examples)

Course name: Public Relations

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

1. Has in-depth knowledge of definitions public relations activity and can distinguish it from related concepts such as marketing, advertising, publicity, propaganda, human relations or public affairs
2. Knows the history of Public Relations and understands the importance of these activities in a social and political context

in terms of skills:

1. Effectively selects appropriate tools and methods analysis of PR communication in order to formulate and achieving the assumed strategic and operational goals
2. Cooperates in a group and effectively creates strategies communication appropriate to needs of the various entities and public institutions
3. Critically analyzes the effectiveness of PR activities during the crisis
4. Knows the basics of crisis prevention and has competence to formulate a effective response for the organisation during a crisis

5. Uses methods of analysis of the initial situation and knows the tools and methodology dedicated to establish a proper evaluation of the effectiveness of PR activities

in terms of social competences:

1. Is aware of the importance of a professional managing the entity's communication with its external & internal environment, also student can formulate the communication goals in manner of respect the good practices and professional ethics in the social communication field

Course learning content:

History of Public Relations. Historical PR equivalents, pioneers in the professionalization of the profession of PR consular

Public Relations and related concepts

PR programming. Motives, strategic goals and operational PR

Public Relations tools & instruments

Methods of analyzing the initial situation of the object

PR in crisis situations. Prevention and object response strategies

Corporate social responsibility as a factor supporting good PR

The practical dimension of PR in institutions and entities operating in public space

Course name: **Comparative Social and Political Movements**

On successful completion of this course, a student

in terms of knowledge:

1. Recognize the basic categories and theories of social movement research.
2. Describe relationships between variety of factors responsible for the emergence and existence of social movements.
3. Understand the history and development of selected social movements in different parts of the world.
4. Relate empirical examples he knows to selected explanatory frameworks developed within social movements research.
5. Solve problems related to selected aspects of the study of social movements based on selected literature and sources.
6. Engage in discussions on selected topics related to the field of social movement research.
7. Recognize the political, social, and cultural problems that underlie the emergence of social movements.

in terms of skills:

1. Recognize the basic categories and theories of social movement research.
2. Describe relationships between variety of factors responsible for the emergence and existence of social movements.
3. Understand the history and development of selected social movements in different parts of the world.
4. Relate empirical examples he knows to selected explanatory frameworks developed within social movements research.
5. Solve problems related to selected aspects of the study of social movements based on selected literature and sources.
6. Engage in discussions on selected topics related to the field of social movement research.
7. Recognize the political, social, and cultural problems that underlie the emergence of social movements.

in terms of social competences:

1. Engage in discussions on selected topics related to the field of social movement research.
2. Recognize the political, social, and cultural problems that underlie the emergence of social movements.

Course learning content:

Theories of social movements.

Who joins social movements?

Collective action and culture.

Social movements and identity.

What social movements do? Strategies of social movements.

Social movements and violence – theoretical approaches and empirical cases.

Radicalism and social movements.

Visuals in social movements.

The reaction of states to social movements.

Individuals, networks and organizations.

Global activism.

(New) media and social movements.

Protests and movements in autocratic regimes.
Radical right movements and populism.

Course name: **The EU as a Global Actor**

**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 neighbouring 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 neighbouring 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: **Public Participation and Civil Society**

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

1. Student knows to work at the description part:- Put clear goals;- Well-defined purpose for the public's role in this;- Describe project;- Form the value which can be good shared among stakeholders;

in terms of skills:

1. Student can how to set the public's expectations:- Make the process transparent and sustainable;- Make a presentation of the clear structure;- Show how the process will look like;- Describe rules about how public participation will be conducted and how the decision will be made;

in terms of social competences:

1. Student implementing the content plan for the society:- Give the full range of activities which can solve social problem;- Making the inclusive and effective representation;- Show how the sponsor agency (donor) is supporting the process (responsible and sustainable);- Showing a climate of integrity;- Presenting the trust and credibility of government;- Build a belief in the value of public input;

Course learning content:

Research and Analytical base in Civil Society;
Project Management in Governmental Relations;
Implementation of public project on the different level;