

## EFEKTY UCZENIA SIĘ I TREŚCI PROGRAMOWE DLA ZAJĘĆ

Kierunek: **Stosunki międzynarodowe** (zajęcia w języku angielskim)

Poziom studiów: **Studia pierwszego stopnia**

Course name: **Etiquette in International Business**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. Knows the principles of etiquette in international business at a basic level.
2. Understands the role of etiquette in creating good conditions for international cooperation.

**in terms of skills:**

1. Edits the selected official correspondence.

**in terms of social competences:**

1. Applies the rules of etiquette.

**Course learning content:**

Principles of business etiquette.

Dress code.

Organization of official meetings and parties.

Foreign business trips.

Corporate symbols: How to use them?

Organization of public speaking.

Official correspondence (including netiquette).

Business cards.

Course name: **Cultural Dimension of International Business**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. Describe the concept of culture and explain how it influences attitudes, behaviors and practices at the individual, organizational, or societal levels.
2. Evaluate the characteristics of a nation's culture using Hofstede's cultural dimensions analysis.
3. Compare and contrast two or more country cultures by examining business behaviors through cultural dimensions.
4. Gain knowledge of theoretical frameworks of intercultural communication and its importance to international business.
5. Develop skills to navigate and negotiate cross-cultural situations pertinent to business situations.
6. Apply and adapt cultural perspective to the practice of international business.

**in terms of skills:**

1. Describe the concept of culture and explain how it influences attitudes, behaviors and practices at the individual, organizational, or societal levels.
2. Evaluate the characteristics of a nation's culture using Hofstede's cultural dimensions analysis.
3. Compare and contrast two or more country cultures by examining business behaviors through cultural dimensions.
4. Gain knowledge of theoretical frameworks of intercultural communication and its importance to international business.
5. Develop skills to navigate and negotiate cross-cultural situations pertinent to business situations.
6. Apply and adapt cultural perspective to the practice of international business

**in terms of social competences:**

1. Describe the concept of culture and explain how it influences attitudes, behaviors and practices at the individual, organizational, or societal levels.
2. Evaluate the characteristics of a nation's culture using Hofstede's cultural dimensions analysis.
3. Compare and contrast two or more country cultures by examining business behaviors through cultural dimensions.
4. Gain knowledge of theoretical frameworks of intercultural communication and its importance to international business.
5. Develop skills to navigate and negotiate cross-cultural situations pertinent to business situations.
6. Apply and adapt cultural perspective to the practice of international business.

**Course learning content:**

Managing Culture: definitions of culture; exploration of determinants of a national culture

Six dimensions of national culture (power distance, individualism, competitiveness, uncertainty avoidance, time orientation, and indulgence).

International organizational strategies and international human resource management (IHRM)  
Organizational culture: its dimensions and types (Multi-Focus Model on Organizational Culture)  
Cultural dimensions of organization's model  
Culture and verbal communication in organization.  
Culture and nonverbal communication in organization.  
Cultural aspects of decision making process in organization.  
Culture and leadership styles in business.  
Culture and conflict management styles in business

Course name: **Techniques of creative thinking in International Business**

**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. works in a group looking for creative solutions to proposed business problems;
2. discusses, argues and opposes arguments of opponents;

**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: **International marketing**

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

1. The student knows and freely uses basic and specialized terms in the field of marketing communication
2. The student has knowledge of the theory of international marketing with particular emphasis on modern concepts and mechanisms used in new media marketing communication

**in terms of skills:**

1. The student is able to analyze the initial situation of entities operating on the international arena in terms of their marketing activities and place on the global market
2. The student effectively formulates strategic and operational goals for marketing communication in relation to entities operating on the international market
3. The student is able to choose the proper and effective tools to achieve the strategic and operational goals of international marketing

**in terms of social competences:**

1. The student is aware of the diversity of markets in the international arena and is able to adapt their activities to the needs of various reference groups in diverse global societies

**Course learning content:**

International orientations of enterprises - introduction to international marketing

Basic concepts and definitions of international marketing

International business environment - key elements of the analysis of the initial situation

Marketing research of foreign markets

Differentiation of buyers' behavior on international markets

Shaping the instruments of marketing mix on the international market

Course name: **English B1**

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

1. Creates oral statements on prepared topics, presents and argues their position and that of others on issues related to their environment as well as on general academic topics. Reads with comprehension texts in English of a general as well as academic nature and analyzes their content and selects the necessary information. Understands level-adapted original audio or video material at a general level and picks up necessary details.

**Course learning content:**

Grammatical tenses needed to express a variety of activities embedded in tenses: Present Simple and Present Continuous, Narrative Tenses, Present Perfect and Present Perfect Continuous, Future Perfect and Future Continuous. Other grammatical structures needed to express a variety of content and opinions: dependent speech and dependent speech questions, adjectival and adverbial forms. Vocabulary for everyday life and as well as general academic vocabulary for the following topics: work, job interview, health care, travel, fashion and dress code, environment, climate change. Effective reading strategies to understand the general sense of statements; guessing the meaning of unfamiliar words in terms of the subject blocks specified in the content 3. Strategies for effective listening to understand the general sense of statements; guessing the meaning of unfamiliar words in terms of the thematic blocks specified in content 3. Providing answers, participating in discussions, and expressing a variety of language functions for: conducting and participating in job interviews, presenting problems, moderating discussions, and expressing opinions on topics in content 3.

Course name: **German B1**

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

1. can create oral statements on prepared topics, present and argue their own and other people's positions on issues related to their environment as well as on general academic topics.

2. can read and understand texts in German of a general and academic nature and can analyze their content and select the necessary information.

3. can understand adapted original audio or video material at a general level and to capture essential details.

**Course learning content:**

Tenses needed to express various actions embedded in tenses: Perfect tense and Imperfect tense for strong and weak verbs, future tense Futur 1

Other grammatical structures needed to express a variety of content and opinions: modal particles, verb reaction, verbs of motion, werden + infinitive, relative clauses, word formation, temporal prepositions

Vocabulary related to everyday life as well as general academic vocabulary on the following topics:

- holidays: parties and celebrations on various occasions, holidays, traditions, rituals, invitations, advice for guests and hosts of celebrations
- on the go: means of transport, purchase of tickets, behavior at the station/airport, ways of traveling, destinations, ways of spending time
- time in particular places (e.g. in the mountains, at the seaside) accommodation conditions, holiday impressions and experiences, detailed description of the route, dream trip, items useful for travel
- apartment: dream house/apartment, apartment equipment, area of residence, housing conditions, experience with
- flats in a housing association, own housing situation, change of flat
- music: musical instruments, musical styles, musical tastes, famous musicians, concert, musical performance

Strategies for effective reading to understand the general meaning of a statement; guessing the meaning of unknown words in a range of blocks thematic ones specified in the content of topic 3.

Effective listening strategies to understand the overall meaning of what is said; guessing the meaning of unknown words in a range of blocks thematic ones specified in the content of topic 3.

Answering, participating in a discussion and expressing various language functions in terms of: conducting and participating in a conversation qualifying for a job, presenting problems, moderating discussions and expressing opinions on the topics contained in the content 3.

Course name: **Spanish B1**

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

1. can create oral statements on prepared topics, present and argue their own and other people's positions on issues related to their environment as well as on general academic topics.
2. can read and understand texts in Spanish of a general and academic nature and can analyze their content and select the necessary information.
3. can understand level-matched original audio or video material at a general level, capturing necessary detail.

**Course learning content:**

Tenses - suitable for B1 level - past and future tenses Futuro Imperfecto

Other grammatical structures needed to express a variety of content and opinions: conditional, present and past reported, type I conditionals, subjunctive Presente de Subjuntivo, Conditional Simple , imperative affirmative and negative.

Daily life and general academic vocabulary on the following topics: professions of the future, the future, the world of advertising, inventions and technologies, family celebrations, shopping, ecology, natural environment, climate change, renewable energy, NGOs, animal rights, disability;

Strategies for effective reading to understand the general meaning of a statement; guessing the meaning of unknown words in terms of thematic blocks specified in the content 3.

Effective listening strategies to understand the overall meaning of what is said; guessing the meaning of unknown words in terms of thematic blocks specified in the content 3.

expressing various language functions in the field of: planning and predicting the future, expressing opinions, assumptions, doubts and probabilities, formulating unrealistic hypotheses, giving advice and instructions, participating in discussions combined with argumentation, moderating discussions and expressing opinions on topics contained in the content 3.

Course name: **French B1**

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

1. is able to formulate oral statements on prepared topics, present and argue for himself/herself and for others on issues related to his/her environment as well as on topics of general academic interest.
2. is able to read general and academic French texts with comprehension, analyse their content and select the necessary information.
3. can understand level-appropriate original audio or video material at a general level, grasping necessary details.

**Course learning content:**

Grammatical tenses and modes needed to express a variety of actions set in the tenses: passé composé, imparfait, passé récent, futur simple, futur proche, conditionnel présent, conditionnel passé, subjonctif.

Other grammatical structures needed to express a variety of contents and opinions: passive voice, expression of cause, aim, effect, conditional sentences, pronouns, adverb, adjective, concordance of tenses, dependent speech.

Vocabulary on everyday life and general academic vocabulary on the following topics:

- work (interviewing for a job, choosing a job, interviewing for a job, working in Poland or abroad),
- health (medical websites, first aid, taking care of your health, sleep, eating habits, modern lifestyle, stress),
- fashion and appearance (importance of appearance, image consulting agencies, cosmetic surgery)
- environment, climate change,
- travel (holidays , means of transport, future travel)
- cuisine (favourite dishes, Polish and French cuisine, globalisation of cuisine, recipes).

Effective reading strategies for understanding the general sense of statements; guessing the meaning of unfamiliar words in terms of the thematic blocks defined in content 3.

Effective listening strategies to understand the general sense of what is being said; guessing the meaning of unfamiliar words in terms of the thematic blocks defined in content 3.  
Responding to, participating in and expressing a variety of language functions in: conducting and participating in a job interview, presenting problems, moderating discussions and expressing opinions on topics in the content 3.

Course name: **Social Psychology**

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

1. Define concepts in the field of social psychology.
2. Explain observed social phenomena.
3. Identify factors determining the appearance of specific social phenomena.

**in terms of skills:**

1. Use knowledge in the field of social psychology to predict the effects of observed phenomena.
2. Design activities aimed at the occurrence of desirable social phenomena and limiting the occurrence of undesirable phenomena.

**in terms of social competences:**

1. Participate actively in the group work on task, is aware of the importance of the influence of external factors on the behavior of the individual.

**Course learning content:**

Methodology of social psychology.  
Interpersonal attraction.  
Self-presentation.  
Cognitive dissonance.  
Conformity.  
Social influence: manipulation and persuasion.  
Aggression.  
Prejudice.  
Influence in Social Groups and Group Processes.  
Prosocial behavior.  
Nonverbal Communication.

Course name: **Demography**

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

1. Knowledge in the field of demographic processes with particular emphasis on changes in the social structure
2. Knowledge of contemporary migration processes

**in terms of skills:**

1. Ability to critically analyze existing data on demographic processes
2. Ability to select information and research results for classes

**in terms of social competences:**

1. Ability to work in a multinational team

**Course learning content:**

Introduction - demography and social implications on the contemporary society  
Demographic look on Polish society: definitions, past, present, and future facts, and figures - births and deaths, marriages and divorces, life expectancy.  
Central Europe - demographic insight  
Family, life span, and social mobility  
The historical and contemporary context of forced and voluntary mobility - Ukrainian war refugees.  
Globalization and its impact on lifestyles, and family patterns.  
Development, integration, and security matters as a consequence of demographic trends.  
Theories of spatial mobility: modern migration patterns in the 20th century and before - from labor migrants to 'the creative class' and new structure of society.  
Communities and associations - historical context of the organization of social structure  
Social capital: brain loss and brain drain.  
Mass society and informational society - questions about the future  
The future of mobility – questions, doubts, and policy implications.  
Case studies on selected national demography issues.

Course name: **International Economic Relations**

**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 and organization of the international politics and international economy
2. can present the multifarious links between contemporary economies and their historical evolution starting from 1945
3. can describe the most important critical junctures in history of international economic relations, like the emergence of the Bretton Woods System, oil crises of the 1970s or globalization decade of the 1990s, and explain their long-term legacy

**in terms of skills:**

1. can discuss key challenges to the contemporary international economic relations, like trade imbalances, economic protectionism, financial crises, climate emergency, etc.
2. can build short, medium and long-term scenarios of the processes in the field of international economic relations as well as propose policy-relevant solutions regarding most pressing economic problems at the international stage

**in terms of social competences:**

1. is able to navigate the field of contemporary international economic relations with ease
2. can 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 solve real life problems, discuss contentious issues and develop consensual positions on IER-related issues

**Course learning content:**

Identify main terms and concepts, as well as presents the definitions and organization of the international economy

Present the multifarious links between contemporary economies and their historical evolution starting from 1945

Describe the most important critical junctures in history of international economic relations, like the emergence of the Bretton Woods System, oil crises of the 1970s or globalization decade of the 1990s, and explain their long-term legacy

Define crucial concepts, including post-war extensive growth, pegged exchange rate, foreign direct investment, free trade area, Keynesianism, monetarism, etc.

Course name: **International Cultural Relations**

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

1. understands contemporary dilemmas related to the problematic of International Cultural Relations
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 International Cultural Relations

**in terms of skills:**

1. practically applies the methodological frames of the ICR discourses

**in terms of social competences:**

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

**Course learning content:**

International Cultural Relations – introduction

Theory and practice in the area of ICR

The essence of possible arguments on different understanding of the topic

The concept, structure and meaning of discussion on the topic

Selected contemporary schools of thought on the concept of ICR

Interpretative structure of the concepts of identity, language, history, theory and practice

The concepts of culture, nation, region and locality

ICR between constant interpretations and equally constant translations

ICR and translation studies

Case Studies

Conclusions

Course name: **International GOs and NGOs**

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

1. use theories of international politics and theories of organization to understand how international organizations work and what is their role
2. know whether IOs can act autonomously from states and how and what is their source of autonomy
3. understand the nature of IOs as bureaucracies
4. understand IOs and NGOs role and the link between them in global governance today and recognize future developments
5. name opportunities and challenges that regional IOs face
6. identify how non-state actors and institutional arrangements can change the dynamics and outcomes in certain issues and politics

**in terms of skills:**

1. use theories of international politics and theories of organization to understand how international organizations work and what is their role
2. understand IOs and NGOs role and the link between them in global governance today and recognize future developments
3. name opportunities and challenges that regional IOs face
4. highlight the governance dilemmas in chosen case studies e.g. human rights, climate change, economic development

**in terms of social competences:**

1. highlight the governance dilemmas in chosen case studies e.g. human rights, climate change, economic development

**Course learning content:**

Theoretical Foundations of Global Governance  
International Organizations as Bureaucracies: Authority, Autonomy, Power  
Organizational Change, Pathologies, Legitimacy of International Organizations  
The Role of NGOs as Non-state Actors in Global Governance NGOs and IOs  
IOs-NGOs link and the Role of Transnational Networks  
Expertise and Power of Regional Organizations  
IOs and Democratization, and The Liberal Peace  
IOs and the Global Governance of Security  
IOs and NGOs in Human Rights Regime

Course name: **Poland's Foreign Policy**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. understand the regularities that govern foreign policy making
2. understand norms and rules defining the modern foreign policy of Poland, the functioning of its participants, as well as the ways of establishing these norms and factors influencing their content

**in terms of skills:**

1. describe, interpret, and evaluate phenomena related to Poland's foreign policy and indicate their determinants
2. understand and analyze the phenomena and processes related to Poland's foreign policy

**in terms of social competences:**

1. Understand the need to expand and update knowledge, skills and competences throughout life

**Course learning content:**

Key determinants of foreign policy  
Functions of foreign policy  
Objectives of foreign policy  
Foreign policy decision-making process  
Outline of Polish foreign policy in the interwar period  
The Polish People's Republic and Its Foreign Policy: 1945-1989  
The Polish Foreign Policy during the transformation period: 1989-1992  
Poland's accession to the EU  
Poland as a NATO member state  
Poland's foreign policy between 2001-2005  
Law and Justice party rule: 2005-2007  
Poland's foreign policy under the Civic Platform (PO) rule: 2007-2015  
The Polish Foreign Policy after 2015: An Overview

Course name: **Journal Club 2**

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

1. The student acquires methodological and substantive knowledge in the selected scientific area.
2. The student becomes acquainted with different ways of making a hypothesis, falsifying it and reaching the final thesis.
3. The student learns the ways of constructive debating.

**in terms of skills:**

1. The student is able to carry out a critical analysis of a scientific text.
2. The student is able to organize and participate in a scientific debate.

**in terms of social competences:**

1. The student can schedule meetings and participate in debates on social issues.
2. The student is able to influence the participants of the debate to apply the rules of parliamentary correctness.

**Course learning content:**

What is Journal Club and what does it mean?

Axiological context of human rights.

Political context of human rights.

Socio-Economic context of human rights.

Social conflicts and human rights.

Private context of human rights.

Course name: **English B21**

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

1. Produces fluent oral statements on prepared topics, presents and argues their own and others' positions on topics related to their environment as well as on general academic topics. Reads with comprehension texts in English of a general, academic nature as well as those related to their field of study and analyzes their content and selects the necessary information. Understands original audio or video material on most topics of daily life, cultural, social and related to the field of study, at a general level as well as grasps the necessary details. Prepares and delivers a presentation on a selected topic. Prepares texts and speeches on topics of social and professional matters, university life and ones related to the field of study. Edits selected texts in a formal style in a general context as well as related to the field of study. Supplements and improves the acquired knowledge and skills.

**Course learning content:**

1. Use of grammatical tenses freely in English.
2. Other grammatical structures needed to express a variety of contents and opinions: conditional periods type 1,2,3 and mixed; grammatical structures 'wish', 'get used to/used to', past modals, infinitive and participle forms.
3. Vocabulary on modern world issues on the following topics: extreme situations, reflection on life plans, therapeutic function of music, sleep hygiene, non-verbal communication, and selected academic and specialized vocabulary related to the field of study.
4. Strategies for effective reading to understand the general sense of statements in popular scientific and specialized texts; guessing the meaning of unfamiliar words within the scope of the thematic blocks specified in the content.
5. Strategies for effective listening in order to understand the general sense of statements; guessing the meaning of unfamiliar words in terms of the thematic blocks specified in content.
6. Providing answers, participating in discussions, and expressing a variety of linguistic functions within the scope of the topics specified in content.
7. Editing selected types of formal texts as well as those related to the field of study.

Course name: **Spanish B21**

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

1. can create oral statements on prepared topics, present and argue their own and other people's positions on topics related to their environment as well as general academic topics.
2. can read and understand texts in Spanish of a general and academic nature, related to the field of study, and can analyze their content and select the necessary information.
3. can understand original audio or video material on most everyday, cultural and social topics on a general level and pick out essential details.
4. can prepare and deliver a presentation on a chosen topic.
5. can prepare texts and statements concerning social, university and professional life.
6. can edit selected texts in a formal style.
7. is able to supplement and improve the acquired knowledge and skills.



**Course learning content:**

Review and consolidation of skills in the use of forms and functions of grammatical tenses appropriate for the B2 level.

Other grammatical structures needed to express various content and opinions, formulate hypotheses, express feelings, judgments; time clauses using Subjuntivo, reported speech, conditional sentences.

Vocabulary related to the issues of the modern world in the following topics: interviews, interpersonal relations, new technologies, the digital world, health / diseases, terms in the field of economics, the language of the press, electronic correspondence, trade, advertising and selected academic and specialist vocabulary related to the field of study.

Strategies for effective reading to understand the general meaning of statements in popular science and specialist texts; guessing the meaning of unknown words in terms of thematic blocks specified in the content 3.

Effective listening strategies to understand the overall meaning of what is said; guessing the meaning of unknown words in terms of thematic blocks specified in the content 3.

Giving answers, participating in discussions and expressing various linguistic functions within the scope of the topics specified in the content 3.

Editing selected types of formal texts.

Course name: **German B21**

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

1. Can create fluent oral statements on prepared topics, present and argue their own and other people's positions on topics related to their environment as well as general academic topics.
2. Can read and understand texts in German of a general and academic nature, related to the field of study, and can analyze their content and select the necessary information.
3. Can understand original audio or video material on most everyday, cultural and social topics on a general level and pick out essential details.
4. Can prepare and deliver a presentation on a chosen topic.
5. Develop texts and statements concerning social, university and professional life.
6. Can edit selected texts in a formal style.
7. Can complement and improve acquired knowledge and skills.

**Course learning content:**

Tenses needed to express various actions embedded in tenses: Plusquamperfekt tense.

Other grammatical structures needed to express various content and opinions: Konjunktiv - indirect speech, forms of the passive voice, noun, adjective reaction, participle I and participle II as an adjective, modal sentences.

Vocabulary related to everyday life as well as general academic vocabulary in the following topics: profession and education: names of professions, activities and duties typical for particular professions, attributes of particular professions, dream profession, detailed curriculum vitae, professional competences, professional experience, application, job interview body awareness and sport - care for appearance and physical condition, the concept of beauty, sport, extreme sports, media: types of media, the role of the media, advantages and disadvantages of social media, money: the importance of money, spending, saving, negotiating the price, shopping habits, bank, banking services, internet services, online shopping, poverty, wealth, investing money.

Strategies for effective reading to understand the general meaning of a statement; guessing the meaning of unknown words in terms of thematic blocks specified in the content 3.

Effective listening strategies to understand the overall meaning of what is said; guessing the meaning of unknown words in terms of thematic blocks specified in the content 3.

Answering, participating in discussions and expressing various language functions in the field of: conducting and participating in job interviews, presenting problems, moderating discussions and expressing opinions on topics contained in the content 3.

Course name: **French B21**

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

1. is able to produce fluent oral statements on prepared topics, present and argue for his/her own and others' points of view on topics related to his/her environment as well as on general academic topics.
2. is able to read with comprehension both general and academic French texts related to his/her field of study, analyse their content and select the necessary information.

3. can understand original audio or video material on most topics relating to daily, cultural and social life, at a general level, as well as grasping the necessary details.
4. can prepare and deliver a presentation on a chosen topic.
5. is able to produce texts and statements concerning social, university and professional life.
6. can edit selected texts in a formal style.
7. is able to complement and improve the knowledge and skills acquired.

**Course learning content:**

Grammatical tenses and modes needed to express a variety of actions set in the tenses: passé composé, imparfait, passé récent, futur simple, futur proche, conditionnel présent, conditionnel passé, subjonctif.

Other grammatical structures needed to express a variety of contents and opinions: passive voice, expression of cause, aim, effect, conditional sentences, adjective, adverb, pronouns, concordance of tenses.

Vocabulary relating to everyday life as well as general academic vocabulary on the following topics:

- relationships - interpersonal relationships, friendship, character traits, characteristics of a good friend, love, feelings, stages of a relationship, difficulties in a relationship, family conflicts,
- health - taking care of one's health, healthy eating, health problems and advice, names of illnesses, what the doctor and the patient do, visiting the doctor
- school, university - choosing a course of study and university, dream courses, responsibilities of a student, student life, career paths, financing education
- advertising - meaning of advertising, tricks used in advertising, consumer choices, susceptibility to advertising, success in business
- books / films / music favourite reading, paper and electronic books, the future of books, book adaptations, cinema or TV series, being an actor, the role of music in life and culture
- memories of the past / regrets

missed opportunities, turning back time, living without regrets.

Effective reading strategies for understanding the general sense of statements; guessing the meaning of unfamiliar words in terms of the thematic blocks defined in content 3.

Effective listening strategies to understand the general sense of what is being said; guessing the meaning of unfamiliar words in terms of the thematic blocks defined in content 3.

Responding to, participating in and expressing a variety of language functions in: conducting and participating in a job interview, presenting problems, moderating discussions and expressing opinions on topics in the content 3.

Course name: **Contemporary World Religious and Belief Systems**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. Skillfully diagnose basic challenges in the field of world religions, have a basic knowledge about terms and trends which are determine the contemporary world religions and beliefs
2. Can recognize the importance of great monotheistic religions and its impact on the 21st-century society;

**in terms of skills:**

1. Critical thinking and analysis: After the course, students will have developed the ability to critically evaluate information related to religion and beliefs, as well as analyze different points of view.
2. Understanding contemporary religious challenges: Students will be aware of contemporary challenges faced by various religions, such as conflicts, religious pluralism, and extremism.

**in terms of social competences:**

1. Collaboration and Negotiation Skills: Students will develop better collaboration skills with individuals holding different beliefs, enabling them to constructively solve problems and conflicts.
2. Tolerance and Respect for Diversity: Students will become more open to various religious and belief systems, allowing them to demonstrate greater tolerance and respect for cultural and religious diversity.
3. Intercultural Competence: Students will acquire skills to navigate diverse cultural and religious environments, which will be valuable in the context of international and global interactions.

**Course learning content:**

Theoretical Introduction and Fundamental Concepts

Overview of basic concepts and definitions related to religious and belief systems.

Religions in Ancient Societies and Civilizations

Exploration of the role and significance of religions in ancient societies and civilizations.

The Impact of Judaism on Politics and Society

Analyzing the influence of Judaism on politics and society throughout history.

#### Religion and Politics: The Example of Israel

Case study of Israel to understand the interplay between religion and politics in a modern context.

#### The Roots of Christianity and Its Impact on European Identity

Examining the historical roots of Christianity and its influence on shaping European identity.

#### The Role of the Catholic Church in Polish History

Tracing the significant role of the Catholic Church in the history of Poland.

#### Islam: The Quran, Sharia, and Divisions

Comprehensive study of the core beliefs, legal system (Sharia), and divisions within Islam.

#### The Roots of Fundamentalism and Extremism

Understanding the origins and characteristics of religious fundamentalism and extremism.

#### Iran and the Theocratic System

Examining the theocratic system in Iran and its implications on politics and society.

Confucianism, Mao, and Contemporary China. Exploring the interplay between Confucianism, the influence of Mao, and its impact on contemporary China.

#### Hinduism: A Profound Sense of Existence

Understanding the core tenets of Hinduism and its unique perspective on existence.

#### Buddhism: A Non-Theistic Tradition

Exploring the philosophy of Buddhism as a system without belief in a personal deity.

#### New Religious Movements and Sects

Investigating the emergence and impact of new religious movements and sects. Impact of Globalization on Religious World Systems

#### New Religious Movements and Sects.

Investigating the emergence and impact of new religious movements and sects.

#### Course name: **The Art of International Negotiations**

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

1. Defines the negotiation process
2. Defines what BATNA, WATNA and ZOPA are and describes the process of creating them
3. Explains the differences between zero-sum and non-zero-sum games
4. Knows selected negotiation methods and techniques

**in terms of skills:**

1. Identifies interests and positions of parties involved in the negotiation process
2. Creates and reinforces BATNA in a negotiation situation
3. Applies selected negotiation methods and techniques
4. Uses appropriate tools in crisis situations in negotiations

**in terms of social competences:**

1. Is aware of the importance of cooperation in a negotiating team
2. Is solution-oriented

#### **Course learning content:**

Definition of the negotiation process and characteristics of a successful negotiator

Building and defining BATNA, WATNA and ZOPA

Selected methods and techniques in negotiation

Difficult situations in negotiations (ultimatum, provocation, silence, a deadlock)

The most common mistakes in negotiations

#### Course name: **English B22**

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

1. Produces fluent oral statements on prepared topics, presents and argues their position and that of others on topics related to their environment as well as on general academic topics. Reads with comprehension general as well as academic English texts related to their field of study, analyzes their content and selects the necessary information. understands original audio or video material on most topics related to daily, cultural and social life at a general level, as well as picks up the necessary details. Prepares and delivers a presentation on a selected topic. Prepares texts and speeches on social, university and professional life. Edits selected texts in a formal style. Completes and improves the acquired knowledge and skills.

**Course learning content:**

1. Using grammatical tenses in English. 2. Other grammatical structures needed to express a variety of contents and opinions: passive side, succession of tenses, purpose sentences, comparisons, countable

and uncountable nouns, prepositions.3. Vocabulary on modern world issues on the following topics: the justice system, Internet crimes, the world of media and e-media, business and economic issues, advertising, modern cities, public speaking, problems of modern science, science-fiction topics, and selected academic and specialized vocabulary related to the field of study.4.Effective reading strategies to understand the general sense of statements in popular scientific and specialized texts; guessing the meaning of unfamiliar words within the scope of the subject blocks specified in the content 3.5.Strategies for effective listening in order to understand the general sense of statements; guessing the meaning of unfamiliar words in terms of the thematic blocks specified in content 3.6.Providing answers, participating in discussions, and expressing a variety of language functions within the scope of the topics specified in Content 3. 7. Editing selected types of formal texts

Course name: **Journal Club 3**

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

1. Is able to identify different problems tackled in International Relations research and methods of dealing with these problems: capitalism and dependency theory, systems theory and its effects, nuclear proliferation, geopolitics, security, soft power, agent-structure problem.
2. Is able to establish a link between papers analysed and theories of IR.

**in terms of skills:**

1. Is able to follow the line of argumentation presented in analysed scientific papers and identify common themes in each of them.
2. Is able to re-trace a thought process behind an argument structure in a given paper.
3. Has enhanced one's command of English and self-confidence.
4. Is able to work in a small group and take responsibility for the effects of that cooperation.

**in terms of social competences:**

1. Is able to assess a quality of the evidence presented in the paper.

**Course learning content:**

Introduction to the course - analysis of E. Chenoweth's Why Civil Resistance Works

World-System theory - Wallerstein I., The Rise and The Future Demise of Capitalist Systems: Concepts for Comparative Analysis.

Systems theory and its consequences - Boulding K., General Systems Theory – The Skeleton of Science, Management Science, Vol. 2, No 3, April 1956.

Nuclear Proliferation - Intriligator M., Brito D., Nuclear proliferation and the probability of nuclear war, Public Choice Vol. 37, No. 2 (1981), pp. 247-260.

The limits of hegemony - Parsi T., Pax Americana vs. Inclusive Security in the Middle East, Instituto Affari Internazionali, November 2020.

The soft power - Nye Jr. J., Soft Power, Foreign Policy No. 80, Twentieth Anniversary (Autumn, 1990), pp. 153-171.

Agent - structure problem in IR - 14. Wendt A., The Agent-Structure Problem in International Relations Theory, International Organisation vol. 41, No. 3. pp. 335-370.

Course name: **Spanish B22**

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

1. can create oral statements on prepared topics, present and argue their own and other people's positions on topics related to their environment as well as general academic topics.
2. can read and understand texts in Spanish of a general and academic nature, related to the field of study, and can analyze their content and select the necessary information.
3. can understand original audio or video material on most everyday, cultural and social topics on a general level and pick out essential details.
4. can prepare and deliver a presentation on a chosen topic.
5. can prepare texts and statements concerning social, university and professional life.
6. can edit selected texts in a formal style.
7. is able to supplement and improve the acquired knowledge and skills.

**Course learning content:**

Review and consolidation of skills in the use of forms and functions of grammatical tenses appropriate for the B2 level.

Other grammatical structures needed to express various content and opinions: making conditions, subjunctive in the past tense, passive voice, verb periphrases.

Vocabulary related to the issues of the modern world in the following topics: professional life, administrative language, legal language, animal world, idioms related to this block of flats, climate, natural disasters, automotive industry, judiciary, contemporary and pre-Columbian art, works of selected representatives of Spanish culture, job interview and selected academic and specialist vocabulary related to this field of study.

Strategies for effective reading to understand the general meaning of statements in popular science and specialist texts; guessing the meaning of unknown words in terms of thematic blocks specified in the content 3.

Effective listening strategies to understand the overall meaning of what is said; guessing the meaning of unknown words in terms of thematic blocks specified in the content 3.

Giving answers, participating in discussions and expressing various linguistic functions within the scope of the topics specified in the content 3.

Editing selected types of formal texts.

Course name: **German B22**

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

1. Can create fluent oral statements on prepared topics, present and argue their own and other people's positions on topics related to their environment as well as general academic topics.
2. Can read and understand texts in German of a general and academic nature, related to the field of study, and can analyze their content and select the necessary information.
3. Can understand original audio or video material on most everyday, cultural and social topics on a general level and pick out essential details.
4. Can prepare and deliver a presentation on a chosen topic.
5. Develop texts and statements concerning social, university and professional life.
6. Can edit selected texts in a formal style.
7. Can complement and improve acquired knowledge and skills.

**Course learning content:**

Tenses needed to express various actions embedded in tenses: Plusquamperfekt tense.

Other grammatical structures needed to express various content and opinions: Konjunktiv - indirect speech, forms of the passive voice, noun, adjective reaction, participle I and participle II as an adjective, modal sentences.

Vocabulary related to everyday life as well as general academic vocabulary in the following topics: profession and education: names of professions, activities and duties typical for particular professions, attributes of particular professions, dream profession, detailed curriculum vitae, professional competences, professional experience, application, job interview body awareness and sport - care for appearance and physical condition, the concept of beauty, sport, extreme sports, media: types of media, the role of the media, advantages and disadvantages of social media, money: the importance of money, spending, saving, negotiating the price, shopping habits, bank, banking services, internet services, online shopping, poverty, wealth, investing money.

Strategies for effective reading to understand the general meaning of a statement; guessing the meaning of unknown words in terms of thematic blocks specified in the content 3.

Effective listening strategies to understand the overall meaning of what is said; guessing the meaning of unknown words in terms of thematic blocks specified in the content 3.

Answering, participating in discussions and expressing various language functions in the field of: conducting and participating in job interviews, presenting problems, moderating discussions and expressing opinions on topics contained in the content 3.

Course name: **French B22**

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

1. can produce fluent oral compositions on a prepared basis on topics which have been prepared, present and argue for themselves and for others on subjects related to their environment, as well as on general academic subjects.
2. is able to read with comprehension general and academic texts in French related to his/her field of study, analyse their content and select the necessary information.
3. can understand original audio or video material on most topics relating to daily, cultural and social life, at a general level, as well as grasping the necessary details.
4. can prepare and deliver a presentation on a chosen topic.
5. is able to produce texts and statements on social, university and professional life.

6. can edit selected texts in a formal style.
7. is able to complement and improve the knowledge and skills acquired.

**Course learning content:**

Review and consolidate skills in the use of forms and functions of tenses/grammatical modes appropriate for B2 level.

Other grammatical structures needed to express a variety of contents and opinions: passive voice, expression of cause, aim, effect, conditional sentences, adjective, adverb, pronouns, concordance of tenses.

Vocabulary on contemporary world issues on the following topics:

- the justice system, internet crime,
- the world of media and e-media,
- business and economic issues,
- advertising, modern cities,
- public speaking,
- problems of contemporary science,
- science-fiction,
- positive thinking happiness, courtesy, the art of compromise, the art of cooperation,
- selected academic and specialist vocabulary related to the field of study.

Effective reading strategies for understanding the general sense of statements in popular science and specialized texts; guessing the meaning of unknown words in terms of the thematic blocks defined in the content 3.

Effective listening strategies to understand the general meaning of statements; guessing the meaning of unfamiliar words in terms of the topic blocks identified in Content 3.

Responding, participating in discussion and expressing a variety of language functions in terms of the topics specified in Content 3.

Drafting selected types of formal texts.

Course name: **Journal Club 4**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. Knows the main premises of advanced theorising presented by constructivist school of IR
2. Understands constructivist argumentation and is able to detect points of departure from other theories
3. Understands and is able to evaluate Wendt's theory and its most important elements: structuralism, agent-structure problem, constitutive and causal theories, cultures of anarchy.

**in terms of skills:**

1. Is able to engage in advanced theoretical debates in International Relations
2. Is able to evaluate one's knowledge and views on international relations through theoretical lenses
3. Is able to present very complicated subjects with comprehension to other students, alone and in groups.

**in terms of social competences:**

1. Has advanced critical thinking skills

**Course learning content:**

Four sociologies on international politics - introduction

Scientific realism and social kinds

On the constitution of power and interest

Structures, agency and culture

The state and the problem of corporate agency

Three cultures of anarchy

Process and structural change

Course name: **Business skills**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. Defines terms such as economic activity, entrepreneur, megatrends, market trends, sustainable development, innovation, niche
2. Is aware of the existing megatrends and short-term trends relevant to the shaping of the business offer and business idea
3. Analyses and evaluates different legal and organisational forms of business activity, in particular sole proprietorship

**in terms of skills:**

1. Is aware of the principles of creating and structuring a business plan as a tool for acquiring external sources of financing and for the company's internal needs
2. Uses SWOT analysis to understand the market situation of a company
3. Analyses the micro and macro environment of the company

**in terms of social competences:**

1. Recognises the advantages and disadvantages of running own business
2. Identifies barriers to doing business

**Course learning content:**

Consumer Megatrends  
Top Global Consumer Trends  
The Pros and Cons of Creating Own Business  
Barriers to Business Activity and Global Business Complexity Index  
Business Idea  
Formal and Legal Aspects of Starting a Business  
Registration of Sole Proprietorship in Poland  
Business Plan

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: **Geopolitics**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. understands geopolitical bonds between participants of international relations and the regularities that govern them
2. understands norms and rules defining geopolitics, the functioning of its participants, as well as the ways of establishing these norms and factors influencing their content

**in terms of skills:**

1. describes, interpretes and evaluates phenomena related to geopolitics and indicate their determinants
2. understands and analyzes the phenomena and processes related to geopolitics
3. prepares oral presentations in English, in which he or she can present detailed issues related to the modern geopolitics

**in terms of social competences:**

1. understands the need to expand and update knowledge, skills and competences throughout life

**Course learning content:**

Survey of geopolitics  
History of geopolitics  
Geopolitical structure  
Geopolitical theory  
Current and emerging hotspots  
Geopolitical codes

What is astropolitics?  
The Middle East shatterbelt  
The East Asia geostrategic realm  
North and Middle America  
South America  
Maritime Europe and the Maghreb  
Russia and the Eurasian Convergence Zone  
The Asia – Pacific Rim  
The Sub-Saharan African Shatterbelt

Course name: **Counter-terrorism strategies**  
**On successful completion of this course, a student**  
**in terms of knowledge:**

1. Understand the types of bonds between the participants of international relations and the regularities that govern them
2. Understand norms and rules (political, legal, organizational, moral, ethical) defining international relations, the functioning of their participants, as well as the ways of establishing these norms and factors influencing their content
3. Understand the principles of functioning of organizations, institutions and their environment functioning in the foreign policy of the state and in international relations that are of interest to the field of study

**in terms of skills:**

1. Use basic theoretical knowledge and obtain data to analyse specific processes and phenomena in international relations (cultural, political, legal, economic)
2. Properly analyse the causes and course of specific social processes and phenomena (cultural, political, legal, economic) in the field of scientific disciplines relevant to international relations

**in terms of social competences:**

1. Understand the need to expand and update knowledge, skills and competences throughout life

**Course learning content:**

1. Terrorism and counter-terrorism. Theory and practice
2. National counter-terrorism responses: United States of America
3. National counter-terrorism responses: United Kingdom
4. National counter-terrorism responses: France
5. National counter-terrorism responses: Germany
6. National counter-terrorism responses: Israel
7. National counter-terrorism responses: China
8. Counter-terrorism in Africa - selected issues
  1. Counter-Terrorism. Between ethics and technology
    - A. Privacy, encryption and counter-terrorism
    - B. Terrorism and the Internet of Things: Cyber-terrorism as an emergent threat
  2. Counter-terrorism technologies. Case studies
    - A. The Role of technology in urban counter-terrorism - selected problems
    - B. Between the effectiveness of counter terrorism and the democratic order - selected problems
  3. Debating Targeted Killing Operations (TKO)
    - A. Arguments in favor
    - B. Arguments against
  4. Controversial counter-terrorism initiatives and their human rights implications
    - A. The Human Rights of suspected terrorists
    - B. Counter-terrorism detention in wartime and emergency
    - C. Torture
  5. Propaganda and counter-terrorism
    - A. Propaganda 'boundaries'
    - B. Anglo-American relations in the counter-terrorism propaganda war
    - C. Iraq War case study
  6. Extremism and counter-terrorism
    - A. Countering terrorism through limits on inciteful speech: principles and problems
    - B. Counter-terrorism policies and freedom of association – international and comparative perspectives
    - C. Finding the right balance in counter-extremism: debates and policies in the UK and Europe
  7. New approaches to countering terrorism - case studies
    - A. Sudan: de-radicalization and counter radicalization.



- B. Counter radicalization and de-radicalization in western democracies: The case of Australia
- C. From militarization to democratization: The transformation of Turkey's counter terrorism strategy

Course name: **Introduction to International Security and Strategic Studies**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. Understand the key theories of security
2. Knows and understands the determinants shaping contemporary security

**in terms of skills:**

1. Apply knowledge concerning security and strategical issues in future work
2. Describe, interpret and evaluate the phenomena in the security policy and indicate their determinants
3. Identify the most important dimensions of modern security

**in terms of social competences:**

1. Is aware of the role of security and strategic aspects in the modern world

**Course learning content:**

Traditional approaches to security

Critical approaches to security

Strategic theory and culture

War, peace and violence

Human security

Migration and border security

Terror, risk and resilience

Health, food, climate and energy security

Humanitarian intervention and peace operations

Disarmament and arms control

Case studies: Security in Africa, The Arctic, Russia and Black Sea Region, Security in Latin America, China – security and threat perception, the United States after 9/11, Israeli-Palestinian conflict, Europe as security fortress, Space security

Course name: **Crisis Diplomacy and Conflict Resolution**

**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. 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.
3. He has the opportunity to see the role and importance of foreign activities of various kinds as a challenge to global Peace and security.
4. 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 skills:**

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

**in terms of social competences:**

1. 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.

Regional and global order.

Global justice.

Understanding and transforming conflict.

Creating peace.

Supporting peace.

Contemporary conflict dynamics.

Conflict mapping and prevention.

Peace keeping and conflict resolution in war zones.

Post-conflict and peace building.

The role of gender in conflict resolution.

Course name: **Cybersecurity**

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

1. Students can take part in the discussion on key legal, ethical, and technological issues when it comes to dilemmas related to the development of the activity of states and non-state actors in the information space.
2. Students obtain an in-depth picture of the rivalry between states and non-state actors in cyberspace and information space based on existing experience and possible future scenarios outlined by analysts, scientists, and military thinkers.
3. Students know the implications of the dynamics of transformations in cyberspace in the shaping of modern state security, international structures, and security architecture on a regional and international scale, noticing the issues of politics-technology-security-economy relations.
4. Students can refer to the extensive debate on the importance of the information space in shaping the contemporary security of states, international structures, and security architecture on a regional and international scale.

**in terms of skills:**

1. Students can obtain the necessary skills to assess the level of cybersecurity depending on the system adopted in a given country and the architecture of regional and global security.
2. Students develop their knowledge about cybersecurity and information security challenges based on diverse scientific, popular science, and journalistic sources.

**in terms of social competences:**

1. Students can create a discussion about the needs of cybersecurity among other students, but also in the context of their local community and future / current workplace, while showing the importance of information activities in the field of building security architecture at various levels of the state's functioning.

**Course learning content:**

Critical concepts in the field of information security and cyber security.

The spectrum of the use of force - the role and importance of the information space and activities in the cyber domain.

NATO - a new approach to the systemic approach to information security and cyber security.

SIGINT or the growing role of intelligence based on signal sources.

Bellingcat and the shaping of the modern OSINT approach.

Edward Snowden and WikiLeaks - a case study.

The Chinese-American conflict in the cyber and information domain.

The Russian concept of hybrid operations and operations in the information and cyber domain on an example of the capabilities of Russian intelligence.

Artificial intelligence, machine learning, Big Data analysis, etc., a determinants of changes in the state's potential.

Controversies surrounding the possibility of influencing political choices in the cyber domain - the experience of the debate in recent years.

STUXNET, i.e., a new quality in the offensive capabilities of states and its impact on conducting politics and military operations.

The role of non-state actors in the information space and cyberspace in the 21st century.

Course name: **International trade in services**

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

1. can list and describe the key elements of country's balance of payment, including the trade account
2. characterize the evolution and current landscape of international trade in services, providing examples of both service and manufacturing oriented economies

**in terms of skills:**

1. calculate the overall balance of payments of selected economies based on a provided macroeconomic data
2. analyze key service sectors (like finance, insurance, transport and logistics, accounting, etc.) in a given economies and explain how they shape individual trade profiles, economic dependencies, political economies, and overall varieties of capitalism

**in terms of social competences:**

1. is able to navigate the fields of international relations, international economics, and in particular international trade in services
2. can use the most important and openly available macroeconomic indicators to analyze country's balance of payments positions and trade profiles

**Course learning content:**

key elements of balance of payments, inc. current account, capital and financial account  
evolution and landscape of international trade in services  
evolution of trade policy and main international trade agreements (inc. GATS)  
case studies of international trade in selected service industries (finance, insurance, new mobilities, transport and logistics)  
analysis of key macroeconomic data and calculation of balance of payments in specific economies

Course name: **International Trade Law**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. knows how to define basic principles of international trade law and to characterize types of trade agreements
2. know the procedure of trade disputes settlement

**in terms of skills:**

1. Is able to identify sources of international trade law
2. points regulations of international trade law adopted within the General Agreement on Tariffs and Trade and the World Trade Organization
3. can analyse provisions serving as legal bases for international economic cooperation in the area of trade
4. can prepare a draft of an international trade agreement and to define consequences of non-compliance

**Course learning content:**

International trade law – characteristics, genesis and meaning, principles of international trade law  
Sources of international trade law: bilateral agreements and multilateral treaties: General Agreement of Tariffs and Trade, WTO, new lex mercatoria  
Subjects of international trade law – recognition and registration, international registers of subjects in trading turnover  
Transactions in international trade law – meaning and subjects of transactions  
Types of international trade agreements – UNIDROIT principles for International Commercial Contracts, franchise contracts, factoring, leasing agreements, license agreements, forwarding contracts, carriage of goods contracts, provision of technical services contracts  
Contractual liability, circumstances precluding liability, the meaning of *rebus sic stantibus*  
Settlement of disputes in the World Trade Organization – characterization of WTO system of disputes settlement (object, purpose, methods, access to, procedures)

Course name: **News and Security**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. knows and understands the cause and effect relationships between social communication processes and the field of security, with particular reference to disinformation, fake news and information disorder
2. Knows and understands what the terms propaganda, disinformation, fake news, fact-checking, information chaos are
3. Knows and understands the use of disinformation in contemporary conflicts, with a particular focus on hybrid conflicts

**in terms of skills:**

1. potrafi wykorzystać podstawową wiedzę teoretyczną z zakresu technik dezinformacji i bezpieczeństwa informacyjnego do analizowania i rozwiązywania prostych i złożonych przypadków medialnych związanych ze środowiskiem bezpieczeństwa
2. can select and use appropriate methods and tools, including new technologies, for fact-checking and critical analysis of media material
3. Can prepare a more complex problem presentation with other students and present it in a forum
4. monitor and undertake activities related to the elimination of false information present in socio-political discourse, in particular the elimination of content that bears the hallmarks of or constitutes hate speech.

**in terms of social competences:**

1. Is able to debate by presenting a complex argument and justification for his/her opinions and analysis while respecting the opinion of others.
2. Able to work individually and in a small project group.
3. Is willing/ready to demonstrate creativity and innovation in the preparation of current class materials and in the presentation of the group project.

**Course learning content:**

Functions of media and media landscape  
Information disorder: a short introduction  
Securitization of news and media environment: theoretical frame.  
Fake news and fact-checking updated  
Verification: evidences and sources  
Verification: evaluation of sources  
The development of civic journalism in Ukraine and its challenges.  
Tech Giants and social media as potential actors in information war  
Hacktivism (Anonymous, Network Battalion 65' groups and others activity)  
Towards the Russian "splinternet" and plunging into digital isolation  
TikTok as a new platform for disinformation

Course name: **Politics and Change 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: **Politics and Change in Central Asia**

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

1. Comprehensive Understanding: Students will gain a comprehensive understanding of the political dynamics, historical context, and geopolitical significance of Central Asia.
2. Analytical Skills: Students will develop strong analytical skills to critically assess and interpret complex political issues and changes in the region.

**in terms of skills:**

1. Understanding Regional Politics: Students will be able to analyze and explain the complexity of regional politics in Central Asia, including the role of key actors, geopolitical issues, and regional alliances.
2. Intercultural Competence: Upon completion of the course, students will possess intercultural skills that will enable them to understand and appreciate the diverse cultures and histories present in Central Asia, facilitating effective communication and collaboration with representatives from different communities in the region.

**in terms of social competences:**

1. Cross-Cultural Communication: After completing the course "Politics and Change in Central Asia," students will develop cross-cultural communication skills, allowing them to effectively interact and engage with individuals from diverse cultural backgrounds in the context of Central Asian politics. This competency will enhance their ability to navigate intercultural dynamics and foster meaningful dialogue with stakeholders from the region.

2. Collaborative Problem-Solving: Students will acquire collaborative problem-solving skills, enabling them to work effectively as a team to address complex political challenges and changes in Central Asia. Through group projects and interactive discussions during the course, students will learn to negotiate, compromise, and find innovative solutions to regional issues, promoting cooperation and constructive engagement among diverse perspectives.

**Course learning content:**

Historical Background of Central Asia: An overview of the historical development and key events that have shaped the political landscape of Central Asia.

Geopolitics of the Region: Analyzing the geopolitical significance of Central Asia and its relations with neighboring countries and major global powers.

Political Systems in Central Asia: Understanding the diverse political systems and governance structures in the countries of Central Asia.

Socioeconomic Challenges and Political Implications: Examining the socio-economic challenges faced by Central Asian countries and their impact on political dynamics.

Internal Conflicts and Security Issues: Investigating internal conflicts, ethnic tensions, and security challenges in the region and their implications on regional stability.

Great Power Influence in Central Asia: Analyzing the influence of major global powers, such as Russia, China, and the United States, on Central Asian politics and policies.

Regional Cooperation and Organizations: Exploring regional initiatives and organizations aimed at fostering cooperation and addressing shared challenges in Central Asia.

Energy and Resources in Central Asia: Assessing the significance of energy resources and natural reserves in shaping political relationships and economic strategies.

Future Prospects and Challenges: Discussing potential future developments, challenges, and opportunities for Central Asian politics and its implications for the global stage.

Course name: **Economic policy**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. Defines economic policy goals and objectives
2. Operates basic economic categories related to economic growth and development

**in terms of skills:**

1. Uses literature sources, knows how to search for macroeconomic data
2. collects economic information, processes it and draws conclusions about the economic situation in Poland and in the world

**in terms of social competences:**

1. Critically access media coverage of economic policy
2. evaluates and interprets central bank monetary policy decisions

**Course learning content:**

Basic economic policy issues and the concept of the political business cycle

Basic economic policy issues, economic policy objectives, and economic policy conditionality

Problems of state interference in the sphere of income distribution, income and wealth inequalities (Gini coefficient)

The role of the state and mechanisms of state impact on the economy: key instruments of fiscal and monetary policy

Key central banks and their mandates, inflation targeting, forward guidance and quantitative easing

Foreign economic policy and its key tools

Course name: **International Corporate Finance**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. explain the realities of doing business on an international scale
2. understand what currency risk is and identify that risk and know how to reduce it
3. indicate the sources of financing the activities of an international company
4. understand the political risk of foreign investment and indicate how it can be reduced

**in terms of skills:**

1. explain the realities of doing business on an international scale
2. understand what currency risk is and identify that risk and know how to reduce it
3. indicate the sources of financing the activities of an international company
4. identify opportunities for the use of specific instruments and techniques for financing international transactions
5. determine what are the possibilities of using the channels for the transfer of funds between the company's international branches
6. understand the political risk of foreign investment and indicate how it can be reduced
7. analyze tax systems and identify opportunities to optimize tax burdens on a global scale

**Course learning content:**

Principles and realities of doing business on an international scale  
Currency market. Currency risk – types, reasons  
Possibilities of limiting the currency risk (hedging)  
Sources of financing the operations of an international company (short and long term)  
Instruments and techniques for financing international transactions  
Channels for transfer of funds between the company's international branches  
Political risk – types, causes  
Possibilities of reducing political risk  
Taxes in an international company and the possibility of optimizing tax burdens on a global scale

Course name: **Dynamics of International Conflicts**

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

1. will acquire an understanding of the multifaceted nature of conflicts on the global stage, delving into their root causes, diverse categorizations, and complex dynamics.
2. will contextualize conflicts through various international theories and approaches, enabling a comprehensive analysis of their origins and implications.
3. will engage in an exploration of conflict methods, management and resolution strategies, including deterrence, compellence, bargaining, and other strategic interactions that underpin international discord.
4. will acquire essential knowledge about distinct conflict types, including ethnic tensions, terrorism, insurgencies, and inter-state warfare, understanding their unique attributes and underlying triggers.
5. will learn contemporary sources of security threats, comprehending the diverse dangers that jeopardize global stability in the contemporary world

**in terms of skills:**

1. Analytical Skills: Breaking down complex conflicts and understanding their causes and solutions.
2. Applying Theories: Using theories to explain real-world global issues.
3. Strategic Thinking: Ability to think about the ways of managing and solving conflicts using smart strategies
4. Research Abilities: Finding and putting together information from different sources.
5. Problem-Solving: Developing skills to tackle challenging international problems
6. Ethical Thinking: Considering moral aspects of global conflicts

**in terms of social competences:**

1. Empathy and Perspective-Taking: Analysing conflicts from different viewpoints nurtures empathy and the ability to understand others' perspectives, fostering effective cross-cultural communication
2. Negotiation and Diplomacy: Exploring conflict resolution methods like bargaining and compellence cultivates the ability to engage in skillful and tactful discussions aimed at reaching mutually beneficial agreements, while also fostering adeptness in strategic communication.
3. Conflict Management and Resolution: Understanding conflict dynamics and their resolutions equips students with skills to manage interpersonal and group conflicts in various settings

**Course learning content:**

Conceptual introduction to the study of International Conflict: Key concepts and typology. International conflicts after the Cold War.  
Causes of War. Perspectives of International Relations Theories: Realism  
Causes of War. Perspectives of International Relations Theories: Liberalism, Marxism, Constructivism  
Causes of conflict in individual and psychological level. The role of human nature.  
Causes of conflict in domestic level. Role of regime types.  
Conflict methods: compellence and deterrence  
Conflict methods: bargaining and signalling

“Just War” Theory. Moral justification of military intervention: US invasion of Iraq in 2003  
Asymmetric Conflicts: Terrorism and Insurgency  
Ethnic conflicts: sources, typology and mechanism. Causes of civil wars  
Proliferation of Weapons of Mass Destruction. Nuclear Warfare  
Case study of international conflicts in Middle East and South Caucasus: Applying Different Theories  
Case study of international conflicts: Russia-Ukraine war, the strained relations between Pakistan and India over Kashmir  
Contemporary security challenges: Sources of international conflicts  
Management and resolution of International Conflicts: Mediation and Reconciliation

Course name: **Intellectual Property in Global Economy**

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

1. Students will acquire skills and knowledge related to the role of Intellectual Property in the Global Economy.

**in terms of skills:**

1. Students should be expected to be able to:- Understanding the idea of intellectual property rights in the global economy- Explaining the idea of copyright, authors' rights, licensing; industrial property rights- Differentiating between the different kinds of intellectual property

**in terms of social competences:**

1. will be familiar with the basic legal terms.

**Course learning content:**

General Introduction to IPR. History and Philosophy of Intellectual Property

The Role Intellectual Property Rights in Global Economy

International system of IP protection (WIPO, WTO)

Regional systems of IP protection

Copyright I- Definition of a piece of work,- Type of piece of works- The Owner of Copyright

Copyright II- Moral and economic rights- Copyright notice- Reprographic fee- Duration of Copyright

Copyright III- Limitations and exceptions to Rights- Permitted Use of Protected Works- Transfer of Copyright- Open-source movements- Civil and Criminal liability- Plagiarism

The international system of neighboring rights in the global economy

Introduction to international industrial property Rights and global economy. The history of protection of industrial property.

Patents for inventions, utility models, trademarks, and industrial designs in global economy

Intellectual property with regard to integrated circuits, geographical indications and protection against unfair competition in the global economy

Regional and domestic IP systems in the global economy. Students presentations.

Regional and domestic IP systems in the global economy. Students presentations.

Regional and domestic IP systems in the global economy. Students presentations.

Regional and domestic IP systems in the global economy. Students presentations.

Course name: **Contemporary Security Strategies**

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

1. The student can analyze state-level documents at the strategic level. Allowing to isolate strategic aims and assign them implementation tools indicated by a given country.

2. The student has the opportunity to introduce to the debate on contemporary international relations in the present course and, after it, elements relating to individual strategies prepared by states. Based on the issues of various strategies describing security and defense matters.

3. The student can indicate the propaganda messages of individual countries in their security strategies and, more broadly, define the goals of the diverse information activities used.

4. The student has the opportunity to notice the principal elements determining modern security and its changing face. This applies to issues such as cyber, space, and intelligence.

5. The student can compare security strategies regarding possible international disputes between the key powers.

**Course learning content:**

Analysis of the basic assumptions and construction of the National Security Strategy (US).

Analysis of the basic assumptions and construction of the National Defense Strategy (US).

Analysis of the basic assumptions and construction of the Defense Space Strategy (US).

Analysis of the basic assumptions and construction of the Nuclear Posture Review (US).

Analysis of the basic assumptions and construction of the National Intelligence Strategy (US).  
Analysis of the basic assumptions and construction of the Defense White Paper: "China's National Defense in the New Era" (PRC).  
Analysis of the basic assumptions and construction of the Chinese maritime strategy in the XXI Century (PRC).  
Analysis of the basic assumptions and construction of the Chinese space strategy ambitions (PRC).  
Analysis of the basic assumptions and construction of the Military Doctrine of the Russian Federation (Russia).  
Analysis of the basic assumptions and construction of the Doctrine of Information Security of the Russian Federation (Russia).  
Analyse assumptions and construction of the Basic Principles of State Policy of the Russian Federation on Nuclear Deterrence (Russia).  
Analysis of the basic assumptions and construction of "A Strong Britain in an Age of Uncertainty: The National Security Strategy" (UK).  
Analysis of the basic assumptions and construction of the National Security Strategy (Poland).

Course name: **Contemporary Problems in Global Economy**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. use main economic terms and concepts to thoroughly discuss most important contemporary problems in global economy
2. know and identify the multifarious and multidimensional links between discusses problems as well as the most important feedback effects

**in terms of skills:**

1. Build on the prior knowledge of the most relevant theoretical perspectives to better understand and analyse discusses problems
2. Look at the discussed issues from many different angles using the dragonfly integrative thinking approach

**in terms of social competences:**

1. Discuss key challenges to the contemporary global economy, among others: post-pandemic recovery, climate emergency, trade tensions, economic nationalism, financial crises, wealth and income inequalities, urban-rural divide

**Course learning content:**

Global economy after the pandemic COVID-19 and emerging new economic consensus  
Monetary policy in times of climate crisis (new tools and instruments, new goals)  
US-China political and economic tensions  
Political economy of Brexit and the future EU-UK economic relations  
Single market with the euro and EU's autonomy at financial markets  
Global sustainable development, electric mobility and electric vehicles (EV) revolution  
Rising economic and intergenerational inequalities

Course name: **Politics and Change in the Indo-Pacific region**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. basic issues of international relations in the Indo-Pacific region, as well as their theoretical background
2. the regional system, its evolution, main actors and current events in the Indo-Pacific region
3. political, social and economic processes determining international relations in the Indo-Pacific region

**in terms of skills:**

1. do a basic research, critically analyze and synthesize information, prepare basic presentation resulting from group research
2. discuss regional issues based on research
3. present knowledge based opinions, exchange them, defend his thesis during discussion

**in terms of social competences:**

1. debate his opinions during classes understanding differences in worldviews
2. develop his knowledge and skills in the related area

**Course learning content:**

Part I - Theory of the Indo-Pacific

1. Understanding the Indo-Pacific: Historical context and evolving dynamics
2. Understanding the Indo-Pacific: Geopolitical context



Part II - Socio-Economic Issues in the Indo-Pacific

3. Political economy of the Indo-Pacific development
4. Trade regionalism in the Indo-Pacific
5. Impact of religion on international relations in the Indo-Pacific
6. Authoritarian regimes and their evolution in the Indo-Pacific
7. Democracy in the Indo-Pacific
8. Connectivity strategies in the Indo-Pacific and their geopolitical implications

Part III - Political and Security Issues in the Indo-Pacific

9. Military power as an instrument of international politics in the Indo-Pacific
10. Energy security in the Indo-Pacific region: Case studies of China, India and Japan
11. Dynamic of environmental security in the Indo-Pacific
12. Strategic alliances and alignments in the Indo-Pacific
13. Strategic rivalries in the Indo-Pacific: Contest, claims and conflicts
14. International conflicts in the Indo-Pacific region
15. Maritime governance in the Indo-Pacific: The European conceptualisation

Part IV - Indo-Pacific Strategies

16. The United States in the Indo-Pacific: An overstretched hegemon ?
17. Chinese conceptions of the Indo-Pacific: The impact of identity and history
18. India's tryst with Indo-Pacific
19. Japan's Indo-Pacific strategy: Free and open Indo-Pacific as international public goods
20. The EU and the Indo-Pacific : The path towards a comprehensive strategy
21. Middle powers in the Indo-Pacific
22. Small powers in the Indo-Pacific: Strategies, opportunities and challenges

Course name: **Politics and Change in the Middle East**

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

1. understands types of bonds between participants of international relations and the regularities that govern them
2. understands norms and rules defining international relations, the functioning of their participants, as well as the ways of establishing these norms and factors influencing their content

**in terms of skills:**

1. describes, interpretes, and evaluates phenomena in the Middle East region (cultural, political, legal, economic) and indicate their determinants
2. understands and analyzes the phenomena and processes taking place in international relations

**in terms of social competences:**

1. can prepare oral presentations in English, in which he or she can present detailed issues related to international relations in the Middle East
2. understands the need to expand and update knowledge, skills and competences throughout life

**Course learning content:**

The Middle East as a Region

What do we know or think of the Middle East? Definitions and borders of the Middle East. Stereotypes & prejudices

The Foundations of Islam: Between Religion & Politics

Central beliefs of Islam, Pre-Islamic Arab Ethics, the Social Setting of Mecca, Sunnism versus Shiism, Five Popular Misconceptions about Islam, the Muslim Brotherhood

The Arab Spring

Reasons, the main events, consequences and implications for the Middle East and the rest of the world

The War in Syria

Reasons, the main events, consequences and implications for the Middle East and the rest of the world.

The Northern Belt: the Republic of Turkey

Basic Facts concerning Turkey, Turkish Nationalism, System of Government, State versus Religion, the Kurdish Question, the Foreign Policy of Turkey, the Turkish economy

The Northern Belt: the Islamic Republic of Iran

The Regimes of Reza Shah and Mohammad Reza Pahlavi Shah, Khomeini and the Iranian Revolution, the Islamic Republic of Iran Today: Constitution, System of Government; Foreign Relations, the Economy of Iran

The Arab Peninsula: Saudi Arabia and Yemen

A Short Overview of Saudi Arabia and Yemen: the System of Government, the Main Political Issues, Economy  
International Organizations in the Middle East  
The League of Arab States, the Gulf Cooperation Council  
World Powers and the Middle East  
The United States foreign policy towards the Middle East. Russia and its engagement in the Middle Eastern affairs. China and its attitude towards the region. What about the EU?  
The Fertile Crescent: Jordan, Lebanon, Iraq  
A Short Overview of Jordan, Iraq and Lebanon: the System of Government, the Main Political Issues, Economy  
The Fertile Crescent: Israel and the Palestinian National Identity  
A Short Overview of the Israeli- Palestinian Conflict, the System of Government, the Main Political Issues, Economy  
The Arab Peninsula: the United Arab Emirates and Oman  
A Short Overview of the United Arab Emirates and Oman: the System of Government, the Main Political Issues, Economy  
The Arab Peninsula: Bahrain, Kuwait and Qatar  
A Short Overview of Bahrain, Kuwait, and Qatar: the System of Government, the Main Political Issues, Economy

Course name: **Transnational Security Issues**

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

1. Understand the types of bonds between the participants of international relations and the regularities that govern them
2. Understand the determinants of changes in international relations and their course, scale and consequences

**in terms of skills:**

1. Describe, interpret, and evaluate phenomena in foreign policy and international relations (cultural, political, legal, economic) and indicate their determinants
2. Use basic theoretical knowledge and obtain data to analyse specific processes and phenomena in international relations (cultural, political, legal, economic)
3. Properly analyse the causes and course of specific social processes and phenomena (cultural, political, legal, economic) in the field of scientific disciplines relevant to international relations

**in terms of social competences:**

1. Understand the need to expand and update knowledge, skills and competences throughout life

**Course learning content:**

- I. The securitization of issues (1. Defining security; 2. The international political agenda; 3. The securitization of issues)
  - II. Military threats to security (1. War, peace, and international law; 2. New world order or old-world disorder?, 3. Modern conflicts; 4. Arms race and arms control)
  - III. Threats to security from non-state actors (1. International security and terrorism; 2. International organized crime)
  - IV. Social and economic threats to security (1. The global politics and human rights; 2. Forms of violent discrimination; 3. Economic insecurity; 4. Famine, hunger, depression)
  - V. Environmental and natural threats to security (1. Ecological security; 2. Natural disasters)
  - VI. Health and accidental threats to security (1. COVID pandemic and security; 2. The globalization of health security)
  - VII. Other challenges to international security (1. Migration and international security; 2. New terrorism and hybrid wars)
- I. A debate on the essence of security: A. Realism; B. Liberalism; C. Constructivism
  - II. Military threats to security – selected issues: A. Arms control; B. Arms trade; C. Nuclear weapons
  - III. Security, terrorism and organized crime: A. International terrorism; B. Mafia; C. Organized crime
  - IV. Social and economic threats to security: A. Hunger; B. Poverty; C. Migration
  - V. Environmental and natural threats to security: A. Energy security; B. Pandemics and global health; C. Global Warming
  - VI. New challenges to international security – Part 1: A. Cyber-security; B. Technology and security
  - VII. New challenges to international security – Part 2: A. The future of terrorism; B. Armed conflicts evolution
  - VIII. New challenges to international security – Part 3: A. Human security in XXI century – case studies

Course name: **International Logistics**

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

1. Understanding of the basic international logistics terms
2. Knowledge of the basic supply chain concepts
3. Knowledge of basic logistic management concepts and terminology

**in terms of skills:**

1. Understanding the importance of international logistics in the global economy
2. Understanding the impact of globalization on supply chain
3. Understanding the principles of international transport
4. Knowing the basic tools of data acquisition and analysis in the Supply Chain

**in terms of social competences:**

1. Understanding the basics of business decisions in a global environment

**Course learning content:**

The Origins and evolution of logistics

The essence of logistics

Supply chain

The characteristics of international logistics

Logistic infrastructure

Logistics management

Supply logistics

Production logistics

Distribution logistics

Transport management

New technologies in supply chain

Trade off

Course name: **Entrepreneurship and Employment in International Business**

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

1. understand the importance of entrepreneurship and proactive attitude in the global economy
2. recognize the role of entrepreneurial-oriented personal traits, like the courage to pursue one's passion, self-belief, high self-motivation, long-term focus, etc.
3. is aware of the specificities and intricacies of a concrete industries, like banking and finance, IT, manufacturing, automobile industry, media and entertainment, etc.

**in terms of skills:**

1. analyse the contribution of the entrepreneurship to the economic growth and international development
2. recognize the role of entrepreneurial-oriented personal traits, like the courage to pursue one's passion, self-belief, high self-motivation, long-term focus, etc.
3. navigate at the international labour markets, demonstrating familiarity and knowledge of a chosen set of leading multinational corporations
4. conduct case studies of a success and failures stories of some leading as well as fading companies

**in terms of social competences:**

1. navigate at the international labour markets, demonstrating familiarity and knowledge of a chosen set of leading multinational corporations

**Course learning content:**

Globalization of international labour markets

Cross border mobility of workers

European Single Market

World's largest companies

Case studies of key global industries, like banking and finance, IT, manufacturing, automobile industry, media and entertainment

Developing a career track in the world of international business

GEM Global Entrepreneurship Monitor

Course name: **Information and Source Education**

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

1. knowledge the rules and regulations of the AMU library and information system. Knowledge the basic terminology of information and source education

**in terms of skills:**

1. knowledge about the collections of the University Library and the Faculty's library

**in terms of social competences:**

1. knowledge of searching information sources

**Course learning content:**

1. AMU library and information system – knowledge about collections 2. General information 3 The library account. Library card. Online registration. General rules: orders, reservations, extensions 4. Using the acquired knowledge and skills in the practice of using library resources

Course name: **Introduction to Philosophy**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. presents central figures of Western philosophy and their contribution to its development

2. presents the main concepts of Western philosophy

**in terms of skills:**

1. understands the crucial shifts in the evolution of Western philosophy

2. reflects on specificity of philosophical reasoning

**in terms of social competences:**

1. determines ethical consequences of philosophical propositions

2. describes crucial philosophical influences on chosen IR theories

**Course learning content:**

Socrates: knowledge and ethics

Plato: the world of ideas

Aristotle: reason and experience

Augustine: the problem of evil

Thomas Aquinas: the laws of God and the laws of nature

René Descartes: cogito, ergo sum

Michel de Montaigne: essays

Blaise Pascal: paradoxes and probabilities

John Locke: modern empiricism

David Hume: modern skepticism

Immanuel Kant: sapere aude, modern rationalism

Georg Wilhelm Friedrich Hegel: philosophical historicism

Karl Marx: social philosophy

Arthur Schopenhauer: the problem of suicide

Friedrich Nietzsche: the will to power and relativism

Martin Heidegger: phenomenology, hermeneutics, existentialism

Hannah Arendt: political philosophy after Holocaust

John Rawls: social justice

Postmodernism

Józef Tischner: philosophy of dialogue

Course name: **Contemporary History**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. The student will learn the basic issues of contemporary history methodology.

2. The student will receive knowledge in the field of cause-effect relationships.

3. Students will be presented with an oriented knowledge in the field of the most important events in contemporary history.

**in terms of skills:**

1. The student will be able to organize the analysis of modern historical events.

2. The student will be able to analyze social events with taking into account historical knowledge.

**in terms of social competences:**

1. The student has the opportunity to build social forecasts based on the experience of the past.

2. The student has the ability to actively participate in social and political life.

**Course learning content:**

Introduction to methodology of contemporary history.

Studying the past as an asumpt to understand today.  
Historical methods.  
Poland's past: useful knowledge for understanding contemporary social processes.  
Writing about the past.  
The Second Republic of Poland: 1918-1939.  
Poland in the Second WW.  
People's Republic of Poland: 1945-1989.  
Solidarity Movement in Poland.  
13th December 1981 in Poland.  
The Round Table Conference in Poland: 1989.  
Th Cold War.  
The biggest conflicts in the world after the Second WW.

Course name: **Introduction to Law and Politics**  
**On successful completion of this course, a student**  
**in terms of knowledge:**

1. On successful completion of this course, a student will be able to understand functioning of social structures and institutions (cultural, political, legal, economic) functioning in the international environment and participating in the implementation of foreign policy
2. On successful completion of this course, a student will be able to understand the principles of the functioning of organisations, institutions and their environment functioning in the foreign policy of the state and in international relations that are of interest to the specialisation studied

**in terms of skills:**

1. On successful completion of this course, a student will be able to use basic theoretical knowledge and obtain data to analyse specific processes and phenomena in international relations (cultural, political, legal, economic)
2. On successful completion of this course, a student will be able to prepare oral presentations, in which she/he can present detailed issues in the field of foreign policy or international relations with the use of basic theoretical approaches, as well as various sources and studies
3. On successful completion of this course, a student will be able to use a foreign language in accordance with the requirements set out for level B2 of the European System for the Description of Languages and know the terms enabling discourse on topics of interest to international relations studies

**in terms of social competences:**

1. On successful completion of this course, a student will be able to understand the need to expand and update knowledge, skills and competencies throughout life
2. On successful completion of this course, a student will be able to work in a group and is aware of the importance of teamwork in achieving goals in professional work and public activity
3. On successful completion of this course, a student will be able to participate in the preparation and implementation of social projects (political, economic, civic) and understand the related historical, legal, economic and political conditions

**Course learning content:**

**How was the state (theoretically and historically) created?**

The theistic genesis of the state; Concepts of the social contract (T. Hobbes, J.J. Rousseau, J. Locke)  
Revolutions – the state (and society) all over again; The precariat – a new social group?

**Political regime**

Democratic; Democracy index – analysis of the democratic regimes; Authoritarian; Totalitarian

**System of the state / System of the governance**

Parliamentary system (and its variations); Presidential system (semi-presidential system, super presidential system); Chancellor democracy

**Party systems**

One-party system; Two-party system; Two-and-half-party system; Multi-party system; Multi-party cooperation system

**Types of political parties**

Ideology, doctrine, political program, election program; Conservative and Christian democratic parties; Liberal parties; Communist, neo-communist, socialist, and social democratic parties; Nationalist and Eurosceptic parties; Populist parties

**The state and the citizen(s)**

Liberal welfare state; Corporate welfare; Social democratic welfare state

**Electoral systems**

Plurality systems; Majoritarian systems; Proportional systems; Mixed systems; The D'Hondt and the Saint-Lague method; Gerrymandering

### **Decentralisation of power**

The essence of self-management; Subsidiarity; Opportunities and challenges of contemporary local communities

### **State management**

Public administration; Government and local administration; Management concepts – theory and practice

**State in international relations** Political, economic, military integration or alienation?; Economic autarky – is it even possible?; The ingenuity of the international community – causes and circumstances

### **State – contemporary challenges and problematic issues**

Separatist tendencies; Multicultural societies; Religious, ethnic, and national conflicts; Economic situation, state of the economy

### **How was the state (theoretically and historically) created?**

Students are asked to read the texts (written by Guy Standing) about the precariat theory and are able to engage in a discussion during the classes.

### **Form of government**

The task to prepare for classes (only for volunteers) – a group project on the topic: Why do we need a monarchy today? Students can choose one of the following monarchies: British monarchy, Danish monarchy or Japanese monarchy. While preparing the presentation, they need to consider the monarchy's role in the past, the present image of the monarchy, its importance to society/economy/tourism. How do the critics of the monarchy justify their opinion?

### **Political regime**

The task to prepare for classes – a group project on one of the selected topics: Totalitarian regime, despotic dynasty – North Korea; People's democracy in the 21st century – The People's Republic of China; Democracy as an export commodity – the chosen African country; Aspiration versus imperialism – chosen country: Georgia / Russia, Ukraine / Russia; A legacy of the past and the USA (real or imaginary) role – the chosen country: Cuba / Venezuela / Colombia

### **System of the state / System of the governance**

The task to prepare for classes – a group project on one of the selected topics: This system is the best because... (students can choose the following countries: USA, UK, Russia, Switzerland or Germany) and to present the most important assumptions about the selected political regime. Why does this system persist? What are its disadvantages and advantages (for citizens, state economy, international relations, stability in the region, etc.), has there been any attempt to change it? Or should it be changed?

### **Party systems**

The task to prepare for classes – a group project: This system is the best because... But it would be worth making changes to it, such as... (students can choose one of the following countries: USA, UK, Russia, Switzerland or Germany). While preparing the presentation, they need to consider the most important assumptions about the selected party system. Why does this system persist? What are its disadvantages and advantages (for citizens, state economy, international relations, stability in the region, etc.), has there been any attempt to change it? Or should it be changed?

### **Types of political parties**

The task to prepare for classes – students are asked to write (as a group project) their party's election program. They can choose the type of party, based on the slogans and guessing what the type of each party is: Family, prosperity, development; Self-sufficient – liberals!; A better future is nearby. Look to the left!; We (nation and our state) – that makes us proud!; We will make it all great again!

### **The state and the citizen(s)**

The task to prepare for classes – a group project on the topic: This system is the best because... But it would be worth making changes in it, such as... (students need to take into consideration health care system, citizens' education, personal development, level of satisfaction with life, sense of stability, etc.). Students can choose the following countries: USA, Norway, Poland and two others selected countries.

Course name: **Introduction to International Relations**

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

1. Know and understand the functions, research area and basic theoretical approaches in the discipline of International Relations.
2. Understand basic assumptions and explanations provided by main theoretical schools in International Relations

3. Identify key concepts in the study of International Relations and know their different interpretations proposed by various theoretical schools.

**in terms of skills:**

1. Use theoretical concepts of different IR schools of thought as tools for understanding and forecasting international events and processes

**Course learning content:**

Introducing International Relations as an academic discipline

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.

The category of international order and English School's insights

Ethics in international politics

Course name: **Introduction to International Relations Research Methodology**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. A student knows and understands the advanced methods, theories providing theoretical grounding, and tools, including data acquisition techniques, appropriate for international relations, allowing them to describe relations between international structures and institutions and the processes taking place within them and between them.

**in terms of skills:**

1. A student is able to organize their own and team work, critically assess the degree of its advancement, independently undertake and initiate research activities (especially in the field of international relations).

2. A student is able to prepare typical written works in English in the field of international relations (a research project and a book review), using specialized terminology and using basic theoretical approaches, as well as various sources and studies to disseminate their research projects and results.

**in terms of social competences:**

1. A student is ready to critically analyze their knowledge and available sources and information, and supplement them based on expert opinions and scientific sources.

**Course learning content:**

Research Process in International Relations: Defining Research Field and Formulating Problems

Procedural Guideline Regarding the Research Process.

Research Goals, Questions, Hypotheses, and Field. From Research Questions to Data

Literature Searching, Reviewing, and Formulating Theoretical Grounds for International Relations Research

Qualitative Research Design. Collecting Qualitative Data. The Analysis of Qualitative Data.

Quantitative Research Design. Collecting Quantitative Data. The Analysis of Quantitative Data.

Theorizing Empirical Observations.

Course name: **Informational Technology**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. understands the foundation of modern technologies, especially computer networks

2. knows various kinds of cyberthreats and now how to counter them

**in terms of skills:**

1. can effectively use a MacOS based computer

2. is able to apply adequate software to particular tasks

3. knows how to do basic video editing

**in terms of social competences:**

1. is able to function well in a team

**Course learning content:**

Computer Networks: internet history, how computer networks work

Cybersecurity: types of cyberthreats, rationale behind attacks, ways to counter them, how to be secure using ICT

MacOS specifics: file system, ergonomics, native solutions

Video editing: basic terms and techniques, working with timeline, exporting the material

Spreadsheet: processing data, pivot tables, filtering, formulas

**Course name: Introduction to Public International Law**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. can identify norms crucial for international cooperation, protection of human rights, and for preservation of international peace and security
2. can identify consequences of International Law violations
3. understands interactions between International Law and international politics

**in terms of skills:**

1. can identify contemporary challenges in the area of International Law implementation

**in terms of social competences:**

1. gains teamwork abilities

**Course learning content:**

Introduction: International Law characteristics

International Law violations and their consequences

Sources of International Law

Subjects of International Law

Territory in International Law

Individuals in International Law

Peaceful settlement of international disputes

**Course name: Political and Economic Geography**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. understands the regularities that govern political and economic geography
2. understands norms and rules defining the modern political and economic geography, the functioning of its participants, as well as the ways of establishing these norms and factors influencing their content

**in terms of skills:**

1. describes, interprets, and evaluates phenomena related to political and economic geography and indicate their determinants
2. can prepare oral presentations in English related to political and economic geography

**in terms of social competences:**

1. prepares oral presentations in English, in which he or she can present detailed issues related to the modern political geography
2. understands the need to expand and update knowledge, skills and competences throughout life

**Course learning content:**

What is political geography?

Political geography vs. Geopolitics

What is economic geography?

Key geopolitical and geostrategic concepts

Human territoriality

Demographical aspects

State borders

Global geopolitics

Climate change and its global implications

Electoral geographies

Globalisation and its aspects related to political and economic geography

Technological Change: Is the World Getting Smaller?

Ethnic Economies: Do Cultures Have Economies?

The State: Who Runs the Economy?

Environment/Economy: Can Nature be a Commodity?

**Course name: History of International Relations**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. Historical Context: To provide students with a comprehensive understanding of the historical events, developments, and interactions that have shaped the international system over time.



2. Analytical Skills: To develop students' critical thinking and analytical skills in assessing the impact of historical events and decisions on international relations.

**in terms of skills:**

1. Critical Analysis: Upon completing the course "History of International Relations," students will possess the skill of critically analyzing historical events and their impact on international relations. They will be able to assess and interpret various perspectives and historical contexts, enabling a better understanding of contemporary political challenges.

2. Contextualization Ability: Students will learn to contextualize contemporary phenomena and events in international relations based on their historical roots. They will be able to analyze the connections between historical events and current political issues, leading to a better comprehension of the modern world and making more informed decisions within the context of global relations.

**in terms of social competences:**

1. Intercultural Communication: After completing the course "History of International Relations," students will have developed the competence of intercultural communication, enabling them to effectively communicate and collaborate with representatives from diverse cultures and nationalities in the context of international relations. This skill will facilitate building bridges between different perspectives and promote cooperation on the international stage.

**Course learning content:**

The Peace of Westphalia and the Birth of Modern Diplomacy

The Concert of Europe and the Balance of Power System

Colonialism and its Impact on International Relations

World War I and the Treaty of Versailles: Shaping the Post-War Order

The League of Nations and the Challenges of Collective Security

Rise of Fascism and the Road to World War II

The Cold War: Superpower Rivalry and the Nuclear Arms Race

Decolonization and the Emergence of Third World Nations

The Cuban Missile Crisis: A Critical Moment in International Relations

The End of the Cold War and the Collapse of the Soviet Union

Globalization and its Impact on International Relations

Contemporary Challenges in International Relations: Terrorism, Climate Change, and Human Rights.

Course name: **International Affairs**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. Understands the basic terms associated with International Politics.

2. Understands the logic of conflict and cooperation present in international politics.

3. Has a satisfactory level of historical knowledge regarding main processes from Peace of Westphalia to the contemporary era.

4. Understands most important challenges of contemporary international politics.

**in terms of skills:**

1. Knows what tools and techniques are available in analysing problems of conflict and cooperation and is able to use it.

2. Is able to competently explain given problem in international politics using text as a guide.

3. Is able to discuss the most important problems in international politics with competence.

**in terms of social competences:**

1. Is able to apply critical thinking when confronted with a problem proposed to them.

**Course learning content:**

Logic of conflict and cooperation in world politics

Tools and techniques to analyse conflict and cooperation in world politics

From Peace of Westphalia to World War I

World War II and the failure of collective security system

Conflict and cooperation during the cold war

Conflict and cooperation in the post-cold war era

What can we expect in the future of world politics?

Sovereignty - Defining Territorial Integrity and Jurisdiction on the West Bank

National Interests and Power: US versus China

The instruments of power: trying to end the Syrian civil war

Diplomacy: Negotiating the U.S. - Mexican Border

Globalisation, Protectionism and Trade

Rising and Declining Powers: Iran and Russia

Internationalism and Unilateralism: evaluating the fate of NATO  
Asymmetrical warfare: the forever war in Afghanistan  
International Meddling and Interference: Russia in U.S. Elections, the US in Guatemala  
Nuclear proliferation: Israel, North Korea, and Iran  
Power change and status: Superpowers, Pivotal States and the Middle East Conflict  
Cyberwar and Cybersecurity  
Maritime Chokepoints and Global Trade  
The evolving nature and problem of terror  
Stateless nations: the fate of the Palestinians and the Kurds

Course name: **Powermetrics and Formal Models in International Relations**

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

1. Is able to conceptualise a simple formal model to measure power of a given state or a group of states.
2. Knows the concept of power through interpretation common for four major schools International Relations (Realism, Liberalism, Marxism, Constructivism)

**in terms of skills:**

1. Is able to make necessary operational calculations in order to use a model.
2. Is able to run a simple comparative analysis of at least two entities across time using model designed earlier.
3. Is able to make an informed conclusions based on the analysis and provide realistic scenarios for the future power ratios.
4. Is able to prepare an extrapolation based on the analysis performed
5. Is able to work in groups and share their findings

**in terms of social competences:**

1. Is able to apply critical thinking to one's work and one's results

**Course learning content:**

Concept of power in Realism and Liberalism  
Concept of power in Marxism and Constructivism  
Building scales and indexes, calculating the HDI  
Different formulas for calculating a power of international actor  
Sulek's two-fold formula for calculating a power of single actor  
Sulek's two-fold formula for calculating a power for the purpose of comparative analysis and extrapolation  
Creating own formula for calculating a power for the purpose of comparative analysis and extrapolation

Course name: **Spanish A2**

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

1. can communicate in simple routine situations requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms his/her background and surroundings, and discuss matters related to the main demands of everyday life.
2. can read with comprehension shorter texts in Spanish of a general nature.
3. can understand simple original audio or video material from daily, cultural and social life at a general level and grasp necessary details.

**Course learning content:**

Grammatical tenses: past tenses in the indicative mode (Preterito Perfecto, Indefinido, Imperfecto, Pluscuamperfecto) and other past constructions suitable for A2 level - comparison of past tenses.  
Other grammatical structures needed to express a variety of contents and opinions (past tense with the verb Ser, dependent speech, suppositional mode, modo potencial, Estar + gerundio).  
Vocabulary on everyday life and related to the immediate environment of students (entertainment, leisure, media, professional life, art, fashion, inventions, basic vocabulary related to the field of study).  
Effective reading strategies for understanding the general sense of statements ; guessing the meaning of unknown words.  
Strategies for effective listening to understand the general meaning of speech - guessing the meaning of unknown words.  
Expressing a variety of language functions: expressing feelings, proposals and requests, reacting: rejecting and accepting, making excuses - giving advice, sharing childhood memories, etc.

Course name: **English A2**

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

1. Communicates in routine, simple communication situations that require only a direct exchange of sentences. S/he is able to describe in simple terms his background and the environment in which s/he lives, as well as addresses issues related to the most important needs of daily life. Reads with comprehension short texts in English of a general nature. Understands simple original audio or video material from daily, cultural and social life, at a basic level as well as grasps the necessary details.

**Course learning content:**

Grammatical tenses needed to express a variety of actions embedded in Present Simple and Present Continuous, Past Simple and Past Continuous, Present Perfect and Present Perfect Continuous, Past Perfect, and future tenses for A2 level Other grammatical structures needed to express a variety of content and opinions for A2 level Basic vocabulary for everyday life and related to the student's immediate environment (food, personality, travel, interests, education, shopping, money, technology, family, study, work, technology, basic vocabulary related to the student's field of study) Effective reading strategies for understanding the general sense of statements; guessing the meaning of unfamiliar words Strategies for effective listening to understand the general sense of statements; guessing the meaning of unknown words Expressing a variety of language functions, e.g., requests, descriptions, expressing opinions, agreeing, disagreeing, asking permission, complaining, etc.

Course name: **French A2**

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

1. can communicate in simple routine situations requiring a simple and direct exchange of information on familiar and routine matters - can describe in simple terms his/her background and surroundings and discuss matters related to the day-to-day essentials.  
2. can read with comprehension shorter texts of a general nature.  
3. is able to understand simple, original audio or video material on everyday, cultural or social topics at a general level, as well as grasping necessary details.

**Course learning content:**

Grammatical tenses needed to express a variety of actions embedded in the tenses: passé composé, imparfait, passé récent, futur proche, futur simple.

Other grammatical structures needed to express a variety of contents and opinions: pronouns "en", "y", proximal, distal complement pronouns, variety of irregular verbs, adverb, gradation of adjectives, dependent speech.

Vocabulary relating to everyday life as well as general academic vocabulary on the following topics:

- family (family members, family relationships),
- activities of daily life (household duties),
- eating and drinking (food products, recipes for simple dishes, meals, eating habits),
- shopping (shopping list, measures and weights, ordering food),
- weather (weather phenomena, seasons, climate change),
- holidays and free time (leisure activities, places of rest, means of transport),
- work (professions, job interview, ideal company).

Effective reading strategies for understanding the general sense of statements, guessing the meaning of unfamiliar words in terms of the thematic blocks defined in the content 3.

Effective listening strategies to understand the general sense of what is being said, guessing the meaning of unfamiliar words in terms of the thematic blocks defined in content 3.

Responding to, participating in and expressing a variety of language functions in conducting and participating in a job interview, presenting problems, moderating discussions and expressing opinions on topics in the content 3.

Course name: **German A2**

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

1. can communicate in routine, simple communication situations requiring only a direct exchange of sentences on familiar and typical topics; can describe in a simple way his/her background and the environment in which he/she lives, as well as raise issues related to the most important needs of everyday life  
2. can read and understand shorter texts in German of a general nature  
3. preparing the student to understand simple original audio or video materials from everyday, cultural and social life, on a general level, as well as to capture the necessary details

**Course learning content:**

Typical grammatical structures in German language

Other grammatical structures needed to express a variety of content and opinions: possessive pronoun in the nominative, accusative and dative cases, conjugation of irregular verbs, adverbs of time, gradation of adverbs, comparative clauses

Vocabulary related to everyday life as well as general academic vocabulary on the following topics:

family - family members, the course of the day in the family, everyday activities, household duties

food and drink - food products, recipes for simple dishes, meals, eating habits,

shopping - shopping list, measures and weights, ordering food

weather - weather phenomena, seasons, climate changes

holidays and free time – activities in free time, places of rest, means of transport

Strategies for effective reading to understand the general meaning of a statement; guessing the meaning of unknown words in a range of blocks thematic ones specified in the content of topic 3.

Effective listening strategies to understand the overall meaning of what is said; guessing the meaning of unknown words in a range of blocks thematic ones specified in the content of topic 3.

Answering, participating in a discussion and expressing various language functions in terms of: conducting and participating in a conversation qualifying for a job, presenting problems, moderating discussions and expressing opinions on topics included in the content of topic 3

Course name: **Spanish A1**

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

1. can communicate in simple routine situations requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms his/her background and surroundings, and discuss matters related to the main demands of everyday life.

2. can read with comprehension shorter texts in Spanish of a general nature.

3. can understand simple original audio or video material from daily, cultural and social life at a general level and grasp necessary details.

**Course learning content:**

Grammatical tenses: past tenses in the indicative mode (Preterito Perfecto, Indefinido, Imperfecto, Pluscuamperfecto) and other past constructions suitable for A1 level - comparison of past tenses.

Other grammatical structures needed to express a variety of contents and opinions (past tense with the verb Ser, dependent speech, suppositional mode, modo potencial, Estar + gerundio).

Vocabulary on everyday life and related to the immediate environment of students (entertainment, leisure, media, professional life, art, fashion, inventions, basic vocabulary related to the field of study).

Effective reading strategies for understanding the general sense of statements ; guessing the meaning of unknown words.

Strategies for effective listening to understand the general meaning of speech - guessing the meaning of unknown words.

Expressing a variety of language functions: expressing feelings, proposals and requests, reacting: rejecting and accepting, making excuses - giving advice, sharing childhood memories, etc.

Course name: **European Integration**

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

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

**in terms of skills:**

1. understands the day – to day policy making in the European Union.

**in terms of social competences:**

1. has the ability to analyze changes of an institutional and legal nature of the European Union.

**Course learning content:**

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

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 until 1986.

Single European Act and internal market project and the Maastricht Treaty.

The Amsterdam Treaty and The Nice Treaty. Completing enlargements in XXI century.

The failures of Constitutional Treaty and the Lisbon Treaty.

Theoretical concepts of European Integration.

European Commission in the political system of the European Union.  
European Parliament in the political system of the European Union.  
European Council and Council in the political system of the European Union.  
European Union policies.  
Economic crisis and its impact on the European integration.  
Migration crisis and its consequences in rising eurosceptical movements in Europe  
Brexit and Covid crises.

Course name: **French A1**

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

1. can communicate in simple routine situations requiring a simple and direct exchange of information on familiar and routine matters - can describe in simple terms his/her background and surroundings and discuss matters related to the day-to-day essentials.
2. can read with comprehension shorter texts of a general nature.
3. is able to understand simple, original audio or video material on everyday, cultural or social topics at a general level, as well as grasping necessary details.

**Course learning content:**

Grammatical tenses needed to express a variety of actions embedded in the tenses: passé composé, imparfait, passé récent, futur proche, futur simple.

Other grammatical structures needed to express a variety of contents and opinions: pronouns "en", "y", proximal, distal complement pronouns, variety of irregular verbs, adverb, gradation of adjectives, dependent speech.

Vocabulary relating to everyday life as well as general academic vocabulary on the following topics:

- family (family members, family relationships),
- activities of daily life (household duties),
- eating and drinking (food products, recipes for simple dishes, meals, eating habits),
- shopping (shopping list, measures and weights, ordering food),
- weather (weather phenomena, seasons, climate change),
- holidays and free time (leisure activities, places of rest, means of transport),
- work (professions, job interview, ideal company).

Effective reading strategies for understanding the general sense of statements, guessing the meaning of unfamiliar words in terms of the thematic blocks defined in the content 3.

Effective listening strategies to understand the general sense of what is being said, guessing the meaning of unfamiliar words in terms of the thematic blocks defined in content 3.

Responding to, participating in and expressing a variety of language functions in conducting and participating in a job interview, presenting problems, moderating discussions and expressing opinions on topics in the content 3.

Course name: **Journal Club 1**

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

1. Is able to identify different research approaches of international relations: qualitative, quantitative, interpretative, systemic, descriptive and speculative.
2. Is able to establish a link between papers analysed and theories of IR.

**in terms of skills:**

1. Is able to follow the line of argumentation presented in analysed scientific papers and identify common themes in each of them.
2. Is able to re-trace a thought process behind an argument structure in a given paper.
3. Has enhanced one's command of English and self-confidence.
4. Is able to work in a small group and take responsibility for the effects of that cooperation.

**in terms of social competences:**

1. Is able to assess a quality of the evidence presented in the paper.

**Course learning content:**

Introductory class - presentation of the most important trends in IR research

Quantitative Analysis - analysis of Andrey V. Korotayev, Leonid M. Issaev, Sergey Yu. Malkov, Alisa R. Shishkina, The Arab Spring: A Quantitative Analysis, Arab Studies Quarterly, Vol. 36, No. 2 (Spring 2014)

Case study - analysing Hafez Ghanem, Roots of the Arab Spring, The Arab Spring Five Years Later, Brookings Institution Press 2016, pp. 39-64.

Descriptive analysis - Francis Fukuyama, The End of History?, The National Interest, Summer 1989.  
Methodology of IR research - Sindal D., The Game Theory of International Politics, World Politics, vol. 38, no. 1 (Oct. 1985).  
Ontology, Epistemology and Fundamental Questions in IR - Jervis R., System Effects. Complexity and the Analysis of Political and Social Life, Political Science Quarterly, Vol. 112, No. 4 (Winter, 1997-1998).  
Teleological Approach to International System - Wendt A., Why a World State is Inevitable, Teleology and the Logic of Anarchy, University of Chicago 2003.

Course name: **Statistics**

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

1. Student knows the scheme of the research process, taking into account the place and importance of statistical analysis for its proper course
2. Student understands the basic concepts for the practical application of the theory of statistical analysis: research questions, research hypotheses, variables, level of measurement
3. Student knows the assumptions, possibilities and limitations of the use of basic methods of data description statistical tests

**in terms of skills:**

1. Student is able to start and indicate the basic functionalities of the software used to conduct statistical analysis
2. Student is prepared to independently enter empirical data into a statistical program
3. Student is able to prepare the empirical data in an appropriate way for their description and statistical inference
4. Student effectively and correctly selects and uses data description methods for the needs of conducted research

**in terms of social competences:**

1. Student is able to prepare, visualize and interpret the effects of statistical tests

**Course learning content:**

What Are Statistics? Descriptive and Inferential Statistics.

Variables and Levels of Measurement.

Research Design: elements of the process

Data Description: Central Tendency in Theory and Practice.

Data Description: Measures of Variability.

Data Description: Normal Distribution.

Graphing Distributions

Logic of Hypothesis Testing: Significance, Statistical tests

Statistical analysis software - SPSS, JASP - introduction to the interface

Data input and the basics of working with the software (data editor, data import, report editor)

Working with data sets (sorting, joining data sets, recoding variables)

Data description and presentation in statistical software for one variable (descriptive statistics, tabular and graphical methods of data description)

Graphics - chart wizard and data visualization templates

Introduction to statistical inference: comparing two variables (exploration, crosstabs)

Introduction to statistical inference: significance of differences test - chi2

Course name: **English A1**

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

1. Communicates in routine, simple communication situations that require only a direct exchange of sentences. S/he is able to describe in simple terms his background and the environment in which s/he lives, as well as addresses issues related to the most important needs of daily life. Reads with comprehension short texts in English of a general nature. Understands simple original audio or video material from daily, cultural and social life, at a basic level as well as grasps the necessary details.

**Course learning content:**

Grammatical tenses needed to express a variety of activities embedded in Present Simple and Present Continuous, Past Simple and Past Continuous, Present Perfect and Present Perfect Continuous, Past Perfect, and Future tenses at A1 level Other grammatical structures needed to express a variety of content and opinions for level A1 Basic vocabulary for everyday life and related to the student's immediate environment (food, personality, travel, interests, education, shopping, money, technology, family, study, work, technology, basic vocabulary related to the student's field of study) Effective reading

strategies for understanding the general sense of statements; guessing the meaning of unfamiliar words  
Strategies for effective listening to understand the general sense of statements; guessing the meaning of unknown words  
Expressing a variety of language functions, e.g., requests, descriptions, expressing opinions, agreeing, disagreeing, asking permission, complaining, etc.

Course name: **Contemporary Political Systems**

**On successful completion of this course, a student**

**in terms of knowledge:**

1. knows the basic terms relating to democratic and non-democratic political systems in the region
2. knows the basic facts and events related to the transformation of the contemporary political systems of the countries

**in terms of skills:**

1. can indicate the difference between democratic and undemocratic political systems of the countries of each region
2. can explain how the political systems of the countries of each region have evolved
3. is able, on the basis of knowledge of the British, French, German, American and Swiss political systems, to indicate the specificity of the following systems of government: parliamentary, semi-presidential, chancellorship, presidential and very specific - semi-direct democratic federal republic.

**Course learning content:**

- (1) Sovereignty – what is a state?
- (2) Political system
- (3) Monarchical and republican form of government
- (4) Electoral systems
- (5) Presidential, parliamentary and other systems
- (6) Elections and direct democracy
- (7) Federal and local government institutions
- (8) Authoritarian regimes
- (9) Constitutional Structure: Executive
- (10) Constitutional Structure: Legislature
- (11) Constitutional Structure: Judiciary
- (12) Party System

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 social has structured knowledge of the processes social communication in the dynamics of the era globalization

**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 study able 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-culti  
intercultural competence stereotype, tolerance, discrimination culture shock and how to overcome it  
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: **German A1**

**On successful completion of this course, a student**

**in terms of skills:**

1. can communicate in routine, simple communication situations requiring only a direct exchange of sentences on familiar and typical topics; can describe in a simple way his/her background and the environment in which he/she lives, as well as raise issues related to the most important needs of everyday life
2. can read and understand shorter texts in German of a general nature
3. preparing the student to understand simple original audio or video materials from everyday, cultural and social life, on a general level, as well as to capture the necessary details

**Course learning content:**

Typical grammatical structures in German language

Other grammatical structures needed to express a variety of content and opinions: possessive pronoun in the nominative, accusative and dative cases, conjugation of irregular verbs, adverbs of time, gradation of adverbs, comparative clauses

Vocabulary related to everyday life as well as general academic vocabulary on the following topics:

family - family members, the course of the day in the family, everyday activities, household duties

food and drink - food products, recipes for simple dishes, meals, eating habits,

shopping - shopping list, measures and weights, ordering food

weather - weather phenomena, seasons, climate changes

holidays and free time – activities in free time, places of rest, means of transport

Strategies for effective reading to understand the general meaning of a statement; guessing the meaning of unknown words in a range of blocks thematic ones specified in the content of topic 3.

Effective listening strategies to understand the overall meaning of what is said; guessing the meaning of unknown words in a range of blocks thematic ones specified in the content of topic 3.

Answering, participating in a discussion and expressing various language functions in terms of: conducting and participating in a conversation qualifying for a job, presenting problems, moderating discussions and expressing opinions on topics included in the content of topic 3

Course name: **Human Resources Management**

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

1. Knows and correctly applies the most important concepts of the theory of human resource management and the labor market as well as the most important issues related to the functioning of human resource management and the labor market, both as an employee and an employer;
2. Has theoretical and practical ability to use the basic elements used in the process of human resource management;
3. Has theoretical and practical ability to plan employment in the organization;
4. Can apply practical skills to minimize the effects of problems that can be encountered when looking for employment and use not only hard but also soft skills developed in the education process;
5. Can use in practice various methods and tools of recruitment and selection;
6. Has the ability to effectively assess employees and is able to appreciate both hard and soft skills of the employed human resources;
7. Applies effective methods of motivating and fair remuneration of employees, improved in the education process.

**in terms of skills:**

1. Knows and correctly applies the most important concepts of the theory of human resource management and the labor market as well as the most important issues related to the functioning of human resource management and the labor market, both as an employee and an employer;
2. Has theoretical and practical ability to use the basic elements used in the process of human resource management;
3. Has theoretical and practical ability to plan employment in the organization;
4. Can apply practical skills to minimize the effects of problems that can be encountered when looking for employment and use not only hard but also soft skills developed in the education process;
5. Can use in practice various methods and tools of recruitment and selection;
6. Has the ability to effectively assess employees and is able to appreciate both hard and soft skills of the employed human resources;
7. Applies effective methods of motivating and fair remuneration of employees, improved in the education process.

**in terms of social competences:**

1. Knows and correctly applies the most important concepts of the theory of human resource management and the labor market as well as the most important issues related to the functioning of human resource management and the labor market, both as an employee and an employer;



2. Has theoretical and practical ability to use the basic elements used in the process of human resource management;
3. Has theoretical and practical ability to plan employment in the organization;
4. Can apply practical skills to minimize the effects of problems that can be encountered when looking for employment and use not only hard but also soft skills developed in the education process;
5. Can use in practice various methods and tools of recruitment and selection;
6. Has the ability to effectively assess employees and is able to appreciate both hard and soft skills of the employed human resources;
7. Applies effective methods of motivating and fair remuneration of employees, improved in the education process.

**Course learning content:**

The essence of human resource management  
Basic elements of human resource management  
Employment planning  
Looking for employment  
Recruitment and selection  
Evaluation and development of the employee  
Communication, motivating employees and forms of remuneration  
Cases of human resources management and labour market in Europe – practice  
Models of human resources human management

Course name: **Negotiations in International 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