# Institute of Political Science

## Winter or Summer semester:

### Module I CENTRAL AND EASTERN EUROPE

<table>
<thead>
<tr>
<th>Course</th>
<th>ECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Post-Communist Politics and Society</td>
<td>20</td>
</tr>
<tr>
<td>The Polish Society in the Process of Changes</td>
<td></td>
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<tr>
<td>Central and Eastern European Economy</td>
<td></td>
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<tr>
<td>Introduction to Jurisprudence</td>
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</tbody>
</table>

### Module II AREA STUDIES

<table>
<thead>
<tr>
<th>Course</th>
<th>ECTS</th>
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<tbody>
<tr>
<td>Africa in the 21st Century</td>
<td>20</td>
</tr>
<tr>
<td>North America in the XXI century</td>
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<tr>
<td>Middle East in the 21st Century</td>
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<tr>
<td>Asia on Threshold of the 21st Century</td>
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### Module III FOREIGN POLICY AND PROBLEMS OF THE MODERN WORLD

<table>
<thead>
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<th>Course</th>
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<tr>
<td>Changes of the Contemporary Civilisations</td>
<td>20</td>
</tr>
<tr>
<td>Contemporary military conflicts</td>
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<tr>
<td>Foreign Policy of Russia</td>
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<tr>
<td>Foreign policy of the USA</td>
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Course card

<table>
<thead>
<tr>
<th>Course title</th>
<th>Introduction to Jurisprudence</th>
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</table>

| Semester (winter/summer) | winter/summer | ECTS | 5 |

<table>
<thead>
<tr>
<th>Lecturer(s)</th>
<th>Dr Urszula Kosielska-Grabowska</th>
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<tr>
<th>Department</th>
<th>Institute of Political Science</th>
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Course objectives (learning outcomes)

This course is designed to serve as a general introduction to jurisprudence, provides an introduction to the main ideas of leading legal theories, selected legal concepts and comparisons of modern legal trends. During the semester, we will consider the philosophical nature of law, legal reasoning, law creation, validity of law. The students also study main legal categories (law, sources of law, system of law, law enforcement, etc.) and will be familiar to some degree with the major figures in the field. They will understand the difference between basic legal categories in the countries with different legal cultures.

By the end of the course participants will have developed the basic linguistic skills for identifying and discussing jurisprudence and legal theory/philosophy issues, have a basic familiarity with the vocabulary and concepts used in contemporary jurisprudential debates and a sense of the overall development of the western legal tradition.

Prerequisites

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<tr>
<th>Knowledge</th>
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<tbody>
<tr>
<td>Skills</td>
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<tr>
<td>Courses completed</td>
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Course organization

<table>
<thead>
<tr>
<th>Form of classes</th>
<th>W (Lecture)</th>
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</thead>
<tbody>
<tr>
<td>Group type</td>
<td>A (large group)</td>
</tr>
<tr>
<td>Contact hours</td>
<td>15</td>
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</tbody>
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Teaching methods:

The following methods and forms of study are used in the course:
- lectures
- discussion
- home assignments
- topics discussed
### Assessment methods:

<table>
<thead>
<tr>
<th></th>
<th>E – learning</th>
<th>Didactic games</th>
<th>Classes in schools</th>
<th>Field classes</th>
<th>Laboratory tasks</th>
<th>Individual project</th>
<th>Group project</th>
<th>Discussion participation</th>
<th>Presentation</th>
<th>Student’s assignment (essay)</th>
<th>Written assignment</th>
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### Assessment criteria
- one piece of written work will be required; one essay
- class attendance and performance

### Comments

### Course content (topic list)

1. The Concept of Law
2. Theories of Law:
   - Natural Law
   - Legal Positivism
   - Legal Realism
   - Critical Legal Studies
   - Feminist Legal Theories
3. Law and Language
4. Legal Norm, Legal Provision, Normative Act
5. Legal System - Concepts and Features
6. Lawmaking and the Application of Law
7. The Concept and Criteria of Legal Validity
8. The Sources of Law
9. Legal Interpretation
10. Legal Logic

### Compulsory reading

1. Jabłońska-Bonca Jolanta Wprowadzenie do prawa. Introduction to Law
2. Herbert (HLA) Hart, Concept of Law (Postscript),
4. John Finnis: Natural Law and Natural Right (excerpts)
5. Alf Ross, Toward a Realistic Jurisprudence (excerpts)
6. Ronald Dworkin, Law's Empire (excerpts)

Texts will be provided by the teacher

### Recommended reading:

- The Oxford Handbook of Jurisprudence and Philosophy of Law Edited by Jules L. Coleman, Kenneth Einar Himma, and Scott J. Shapiro
- Understanding Jurisprudence. An Introduction to Legal Theory, Raymond Wacks
- Jurisprudence. Themes and Concepts, Scott Veitch, Emilios Christodoulidis, Lindsay Farmer
- A Companion to Philosophy of Law and Legal Theory, Edited by Dennis Patterson
Course card

Course title | Central and Eastern European Economy

| semester | ECTS* | 5 |

Lecturer(s) | Dorota Murzyn, PhD

Department | Institute of Political Science

Course objectives (learning outcomes)

The aim of the course is to provide a basis for understanding the mechanisms of functioning of the global economy and its relationship to the national economy, especially in the context of Central and Eastern European countries. Students develop skills needed to identify and correct understanding of the economic processes taking place in the world (particularly in Poland, and other Central and Eastern European countries) today.

Prerequisites

**Knowledge**
Knowledge of the basic concepts of economics and international relations.

**Skills**
The ability to analyze socio-economic indicators.

**Courses completed**
Economics, International relations

Course organization

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<tbody>
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</tr>
<tr>
<td>Contact hours</td>
<td>15</td>
</tr>
</tbody>
</table>

Teaching methods:

Class discussion conducted by a teacher.
Individual students presentations.
Written assignments on selected topics
Assessment methods:

<table>
<thead>
<tr>
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</table>

Assessment criteria

- class attendance,
- activity in the discussion,
- individual presentations,
- written assignment on a selected topic.

Comments

Course content (topic list)

This course provides an analysis of the economic relationships between countries, covering both trade and monetary issues, mainly on the example of Central and Eastern European countries. The course consists of two parts:

**I. International trade and investment.**
1. Pure theories of international trade (classical, neo-classical, new theories of trade).
2. Political economy of protection.
3. The benefits and the role of international trade in the economy.
4. Economics of regional integration and multilateral arrangements (GATT and WTO).
5. The European Union as the most advanced form of economic integration. Central and Eastern European countries in the process of integration with the European Union.
5. International migration and labour markets.
6. The characteristics and effects of globalization.
7. Growth and development in the world.

In this part we address some of the classic questions of international trade theory such as: who trades what with whom? What are the effects of trade on welfare and the income distribution? What are the effects of barriers to trade and economic integration? Why do people look for job abroad? Why and what for countries integrate with each other? What is the place of Poland (and Central and Eastern European countries) in the world trade?

**II. International finance and monetary issues.**
1. Foreign aid, foreign direct investment and economic development.
2. Foreign exchange markets and exchange rate policies.
3. Monetary union (in the EU).
5. European Union and it's budget and finances.

This part then focuses on some of the key questions in open economy such as: How are nominal exchange rates determined? What does it mean for a currency to be overvalued or undervalued? Why do countries run large current account surpluses or deficits? Are such external imbalances sustainable? Why do some fixed exchange rate regimes fail and end in a currency crisis? What are the benefits and costs of a common currency? Why and how one country help the other country? What are the consequences of financial crisis?
What is the role of FDI in the economy?

Compulsory reading


International Economics Journal: http://www.journals.elsevier.com/international-economics/
International Monetary Fund: http://www.imf.org
Official website of the European Union: http://europa.eu/

Recommended reading


Course title

The Polish Society in the Process of Changes

Semester (winter/summer) | Winter/summer | ECTS | 5

Lecturer(s) | Prof. UP, dr hab. Grzegorz Foryś

Department | Institute of Political Science

Course objectives (learning outcomes)

While describing Polish society I would like to focus my attention to several key issues which allow the possibly of fullest reflection of both, its state and the processes that affect it. One should be aware that Polish society is a subject of intense modernization processes as much as politics and economy. However, there are significant differences in these processes occurring in each of these areas. The aim of the course is acquainting students with main areas of changes in Polish society, e.g. the dynamics of demographic changes, the formation of a new social structure, changes and transformations in urban and rural areas, the formation of a civil society, and the issues of poverty and of social exclusion. To some extent, the issues related to the change of social consciousness will also be addressed. Fundamentally the student should get the knowledge about the specificity of changes in post-communist societies.

Prerequisites

Knowledge
Basic knowledge in sociology that concerning fundamental conceptual categories of sociology.

Skills
The ability of the critical thinking.

Courses completed
Introduction to sociology

Course organization

Form of classes | W (Lecture) | Group type
--- | --- | ---
A (large group) | K (small group) | L (Lab) | S (Seminar) | P (Project) | E (Exam)

Contact hours | 15

Teaching methods:

The lecture and discussion. Individual presentation of the some chosen social issue on the example of the country of student origin.

Written final work.
Assessment methods:

<table>
<thead>
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<th></th>
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</table>

Assessment criteria

1. The presence and the activity on classes.
2. Preparation the individual project of the some chosen social issue.
3. Essay on a selected theme.

Comments

Course content (topic list)

7. Concepts of the society
8. Sociological essential notions
9. Social processes and their dynamics.
10. The historical factors determining the development of Polish society.
11. The dynamics of the demographic changes in Polish society.
13. Cities and rural areas in the process of changes.
14. Civil society in Poland.
15. Custom, worldwide and lifestyles of Polish people.

Compulsory reading


Recommended reading

Civil Society in Poland–Challenges and Prospects (in:)
http://www.academia.edu/3014938/Civil_society_in_Poland_challenges_and_prospects
Course title: Introduction to Post-Communist Politics and Society

Semester (winter/summer): Winter, summer
ECTS: 5

Lecturer(s): Prof. Katarzyna Sobolewska-Myślik

Department: Faculty of Political Science, Institute of Political Science

Course objectives (learning outcomes):
This is an introductory course to the socio-political transition in the post-communist countries with a special emphasis on the Polish case. Therefore, the basic course objectives are:
1) to introduce students to the democratic transition process
2) to explain and clarify the current social and political developments in the region

Prerequisites:
Knowledge: Basic facts about European 20th century history. Political geography of the region
Skills: Ability to study and discuss advanced academic texts in English
Courses completed: No particular courses need to be completed prior to this one

Course organization:
Form of classes: W (Lecture)
Group type:
A (large group)  K (small group)  L (Lab)  S (Seminar)  P (Project)  E (Exam)

Contact hours: 15

Teaching methods:
Basic teaching method is in-class debate, in which all students are expected to participate. The lecturer will encourage students to comment on the texts, to discuss articles on current events, to participate in breakout sessions, and to contribute to class discussions as appropriate.
### Assessment methods:

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| Assessment criteria | Everyone is expected to complete the vast majority of required reading before the class every week and to contribute actively to class discussions, and to deliver the short response papers (750-1000 words) that critically discuss one of the readings. |

### Comments

### Course content (topic list)

1. Paths to democracy – transition in the comparative perspective.  
2. Introduction to the post-communist politics.  
3. Foundations of the civil society in Poland  
4. Shallow Europeanization?  

### Compulsory reading

| Kasprowicz D., Marzęcki R., Murzyn D., Stach Ł., Introduction to the Polish politics, society and economics, Krakow 2014 |

### Recommended reading

Świeboda P., Central Europe fit for the future: 10 years after EU accession, DemosEuropa 2014  
Ladrech Robert (2009), Shallow Europeization and party system instability, Keelee Universum Working paper no. 27
**Course card**

<table>
<thead>
<tr>
<th>Course title</th>
<th><strong>Africa in the 21st Century</strong></th>
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<tbody>
<tr>
<td>Semester</td>
<td>winter, summer</td>
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<tr>
<td>ECTS</td>
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<tr>
<td>Lecturer(s)</td>
<td>Prof. Joanna Bar, Ph.D.</td>
</tr>
<tr>
<td>Department</td>
<td>Institute of Political Science</td>
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**Course objectives (learning outcomes)**

This course aims to provide students with knowledge about the social and political aspects of the changes and challenges of African countries: processes, mechanism and prognosis.

**Prerequisites**

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Basic knowledge of the most important events in world history after 1991.</th>
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<tbody>
<tr>
<td>Skills</td>
<td>Ability to identify and localize the most important events in world history after 1991.</td>
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<tr>
<td>Courses completed</td>
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**Course organization**

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<tr>
<th>Form of classes</th>
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<td>K (small group)</td>
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<tr>
<td>Contact hours</td>
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**Teaching methods:**

Seminar combined with individual work on source materials. The project is based on interpretation of the source texts and discussion.

**Assessment methods:**

- Didactic games: x
- Field classes: x
- Laboratory tasks: x
- Individual project: x
- Group project: x
- Discussion participation: x
- Student’s presentation: x
- Written assignment (essay): x
- Written exam: x
- Oral exam: x
- Other: x
Assessment criteria

Final grade includes:
- class presence
- a written work in the form of an essay on the subject of classes
- an individual / a group project, in the form of presentation, on the subject of the course

Comments

Course content (topic list)

16. Africa. A History of Fifty Years of Independence
17. Challenges of African Growth
18. Aid and Growth in Post-Conflict Societies in Africa
19. The problem of Islamic terrorism in terms of regional security in Africa
20. Polish experience of transformation and their value for the contemporary processes of change and development in African countries

Compulsory reading

Conflict and ethnicity in Central Africa, red. Didier Goyvaerts, Tokyo 2000
Taylor Ian, International Relations of Sub-Saharan Africa, New York 2010

Recommended reading

Brokensha David W., Little Peter, Anthropology of development and change in East Africa, Colorado 1998
Cosgrove-Twitchett Carol, Europe and Africa: from association to partnership, Westmead 1978
Current Challenges to Peacebuildingv Efforts and Development Assistance, red. Konrad Pędziwiatr, Patryk Kugiel, Aleksander Dańda, Kraków 2011
Ethnic Conflict and International Politics: Explaining Diffusion and Escalation red. Steven E. Lobell, Philip Mauceri, Gordonsville 2001
In The River They Swim, red. M. Fairbanks, M. Escobari-Rose, M. Fal, E. Hooper, West Cinshohocken...
2009.
Moyo Dambisa, *Dead Aid. Why Aid is Not Working and How There is Another Way for Africa*, London 2009
### Course card

<table>
<thead>
<tr>
<th>Course title</th>
<th>North America in the XXI century</th>
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<tbody>
<tr>
<td>Course code</td>
<td>Winter, summer</td>
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<tr>
<td>ECTS*</td>
<td>5</td>
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<tr>
<td>Lecturer(s)</td>
<td>Grzegorz Nycz, Ph.D.</td>
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<tr>
<td>Department</td>
<td>Institute of Political Science</td>
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#### Course objectives (learning outcomes)

The aim of the course is to provide students with a general orientation in contemporary North American challenges of broader global significance, including the rank of the United States of America in international relations and its determinants. The objective of the course is also to widen students’ background in the areas of domestic and foreign policies of the USA in the beginning of the 21st century, as well as to explore selected paths in the main fields of research referring to North American countries and their cultural, civilizational, demographic and economic dilemmas. The course is embracing the issues of socio-political North American shifts linked with ethnic and religious divisions, interconnections of internal and external dimensions and preconditions of current role of North America in global affairs, and key national and international security problems from North American and Atlantic perspective.

#### Prerequisites

| Knowledge | The student possesses general knowledge of key factors in international political relations, has basic knowledge of political systems in democracies, had previous background in contemporary history including North America, received introductory overview of main orientations in foreign policy studies |
| Skills    | The student has the ability to use basic analytical skills to organize his research in the field of the course, has practical ability to enhance his knowledge in the area of the course by using accessible data and reviewed documentation, has skills in individual interpretation of discussed elements of state policies and its contributing factors |

| Courses completed | Introduction to international relations, history of the XX century |

#### Course organization

<table>
<thead>
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<th>Form of classes</th>
<th>W (Lecture)</th>
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<td>Group type</td>
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<tr>
<td>Contact hours</td>
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</table>
Teaching methods:
The teaching methods are based on individually guided coursework, including the students’ presentations, oral performances, writing tasks and discussions. Students prepare their chosen topics in oral and written form (essays) from the list of selected areas referring to the main themes of the course. Apart from the hours in contact with the lecturer students work on theoretical dimensions of the course’s key problem issues (North America’s role in the international community, North American domestic divisions).
The students’ progress is reviewed by the lecturer on every class, to train in individually conceptualized written and oral statements in the framework of North American studies.

Assessment methods:

<table>
<thead>
<tr>
<th>E-learning</th>
<th>Didactic games</th>
<th>Classes in schools</th>
<th>Field classes</th>
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Assessment criteria:
Assessed elements of the course include written and oral conclusions of the students, final essays, active participation in the classes, additional readings, comprehensive progress in the fields of the course, performance of the students in group discussions, individual presentations, accomplishments in individual projects.

Comments:
Students may complete parts of the course by extended homeworks in e-mail contact with the lecturer.

Course content (topic list):
21. North America in international relations: main determinants of geopolitical potential
22. USA, Canada and Mexico: population, area, administration: contemporary dilemmas of internal policies
23. USA in current political and international debates: from the Cold War to the war on terrorism
24. Global significance of U.S. foreign policy: interventions, engagement and national interests
25. Regional integration of North American partners, NAFTA from European perspective
26. Main political challenges of the XXI century in North American countries: socio-economic disparities, ethnic and cultural divisions, security deficits
27. September 11th in American eyes and in external perspectives
28. Ideologies, leaders, political forces and movements in U.S. and North American domestic struggles
29. International security and U.S. strategic role: arms race, peacekeeping, controversial unilateralism
30. Perspectives of North American participation in global affairs: leadership, co-existence, adaptation, inclusion

Compulsory reading:
Recommended reading

### Course card

<table>
<thead>
<tr>
<th>Course title</th>
<th>Middle East in the 21st Century</th>
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<tbody>
<tr>
<td>Course code</td>
<td>Winter, summer</td>
</tr>
<tr>
<td>ECTS*</td>
<td>5</td>
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<tr>
<td>Lecturer(s)</td>
<td>Karol Bieniek, PhD</td>
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<td>Department</td>
<td>Political Science</td>
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#### Course objectives (learning outcomes)

This course basically analyses the historical pillars of the foreign policies of the Middle Eastern States. Within this context, the political, cultural and religious evolution of the Middle East countries will be analyzed. With a view to understand the changes and main trends in the foreign policy making processes in the region, during the colonial and post-colonial eras, several countries like Turkey, Iran, Syria and Israel will be studied with a comparative insight.

#### Prerequisites

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Basic knowledge about history of the world in the 19th and 20th centuries</th>
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<tbody>
<tr>
<td>Skills</td>
<td>Critical and analytical thinking</td>
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#### Courses completed

<table>
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<tbody>
<tr>
<td>Contact hours</td>
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#### Course organization

| Teaching methods: | Seminar – seminars will be held in the semester based on assigned readings. Attendance is mandatory |
| Assessment methods: | |

Assessment criteria

Student presentation and discussantship: 20%
Active participation and attendance: 30%
Final essay: 50%

Comments

Course content (topic list)

31. Background of the modern Middle East
32. Theoretical framework of the foreign policy and its making, main theoretical approaches to the Middle East studies
33. European colonialism and national response period
34. The interplay of domestic policies and the regional conflicts
35. Middle East during the Cold War
36. The foreign policies of the major Middle Eastern states
37. The role of the ideologies and social movements: Arab nationalism, militarism, political Islam, global jihadism, Arab Spring and its impact over the Middle East

Compulsory reading

Assigned readings (chosen chapters) will be provided during the semester:
Abrahamian E., A History of Modern Iran, Cambridge 2008
Altunışık M.B., Tür Ö., Turkey – Challenges of Continuity and Change, London 2005
Halliday F., The Middle East in International Relations. Power, Politics and Ideology, Cambridge 2005
Hinnebusch R., Ehteshami A. (Eds.), The Foreign Policies of Middle East States, Boulder 2002
Fawcett L., International Relations of the Middle East, New York 2009
Korany B., A Dessouki A. (Eds.), The Foreign Policies of Arab States. The Challenge of Globalization, Cairo 2008
Middle East Journal (chosen papers)

Recommended reading

Tripp Ch., A History of Iraq, Cambridge 2007
# Course Card

<table>
<thead>
<tr>
<th>Course title</th>
<th>Asia on Threshold of the 21st Century</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course code</td>
<td>Winter, summer</td>
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<tr>
<td>ECTS*</td>
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<tr>
<td>Lecturer(s)</td>
<td>Lukasz Stach, PhD</td>
</tr>
<tr>
<td>Department</td>
<td>Institute of Political Science</td>
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</tbody>
</table>

## Course Objectives (Learning Outcomes)

Student should know the main political, economical and military issues connected with Far East Asia. Student also should have knowledge about modern history of the min important Asia states.

## Prerequisites

### Knowledge

Student has a background knowledge about the history and political geography of the Far East Asia.

### Skills

Student is able to analyze basic issues connected with international relations.

## Course Organization

<table>
<thead>
<tr>
<th>Form of classes</th>
<th>W (Lecture)</th>
<th>Group type</th>
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</thead>
<tbody>
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<td>K (small group)</td>
<td>L (Lab)</td>
</tr>
<tr>
<td>Contact hours</td>
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</tbody>
</table>

## Teaching Methods:

- Collaborative discussion

## Assessment Methods:

- E – learning
- Didactic games
- Classes in schools
- Field classes
- Laboratory tasks
- Individual project
- Group project
- Discussion participation
- Presentation
- Student’s assignment
- Oral exam
- Written exam
- Written
- Other
Assessment criteria

Participation + presentation + essay

Comments

Course content (topic list)

1. China after Mao Zedong death – free market communism? Subject include:
   38. economical reforms and Deng Xiaoping;
   39. contemporary Chinese economy, policy and society
   40. China in Asia – cooperation or rivalry with Japan, India and Korea
   41. contemporary Chinese problems: demography, corruption, environment
   42. Tibet – forgotten land?

2. North vs. South – Korean Peninsula
   43. Differences between North and South Korea
   44. North Korean economy, policy and society. Propaganda in “communist paradise”
   45. North Korea and their military strength

3. Cultural diversity in contemporary Asia
   46. India, China, Japan, Indochina, Philippines – melting pot of cultures?
   47. Is Asia influenced by MacDonalds and MTV culture? Globalization of culture?

4. Contemporary India – another Asian giant?
   48. economy in India
   49. society in India (including problems with remains of caste system), wealth and poverty in India
   50. rivalry or cooperation with China
   51. rivalry with Pakistan – Kashmir conflict and nuclear programme
   52. Indian culture – cuisine, Bollywood and cultural diversity

5. Contemporary Japan
   53. Japan after II WW – changes in society, political system and military
   54. contemporary Japan – society, economy, policy
   55. problems with history – Japanese war crimes and contemporary relations with Asian countries (China, Korea, Philippines)
   56. Manga, sushi, origami – is Japanese culture their best export product?
   57. Contemporary Japanese problems (national debt, demography, cultural changes)

6. Asian hot-spots: military issues and problems in contemporary Asia:
   58. Afghanistan – neverending war?
   59. Small islands – big problems: Spratly Islands, Paracel Islands, Dokdo Islands
   60. Maritime piracy in Far East Asia
   61. Naval Arms Race in Far East Asia
   62. Nuclear weapon in Asia

7. “Asian Tigers”
   63. Singapore, Thailand, Malaysia, Taiwan, Vietnam, Indonesia, Hong Kong…
Compulsory reading

http://www.worldaffairsjournal.org/article/korea%E2%80%99s-third-kim-will-anything-change
B. Habib, *North Korea’s nuclear weapons programme and the maintenance of the Songun system*, “The Pacific Review”, vol. 24, No.1, March 2011, pp. 43-64
http://www.eastwestcenter.org/sites/default/files/private/ps059_0.pdf
J. Marszałek-Kawa (ed.), *Is the Century the Age of Asia? Deliberations on Culture and Education*, Toruń 2012;

Recommended reading

### Course title
Changes of the Contemporary Civilizations (Social and political aspects of the contemporary civilizations changes: processes, mechanism and prognosis)

<table>
<thead>
<tr>
<th>Semester (winter/summer)</th>
<th>Winter, summer</th>
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<td>Lecturer(s)</td>
<td>Dr hab., prof. UP Joanna Bar</td>
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<td>Department</td>
<td>Institute of Political Science</td>
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#### Course objectives (learning outcomes)
This course aims to provide students with knowledge about the social and political aspects of the contemporary civilization changes and challenges: processes, mechanism and prognosis.

#### Prerequisites

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Basic knowledge of the most important events in world history after 1991.</th>
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<tbody>
<tr>
<td>Skills</td>
<td>Ability to identify and localize the most important events in world history after 1991.</td>
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</tbody>
</table>

#### Course organization

<table>
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<th>Form of classes</th>
<th>W (Lecture)</th>
<th>Group type</th>
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</table>

#### Teaching methods:
Seminar combined with individual work on source materials. The project is based on interpretation of the source texts and discussion. Also an attempt to evaluate contemporary civilizational challenges will be made.
Assessment methods:

<table>
<thead>
<tr>
<th>Assessment methods</th>
<th>E – learning</th>
<th>Didactic games</th>
<th>Classes in schools</th>
<th>Field classes</th>
<th>Laboratory tasks</th>
<th>Individual project</th>
<th>Group project</th>
<th>Discussion participation</th>
<th>Student’s presentation</th>
<th>Written assignment</th>
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<th>Written exam</th>
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**Assessment criteria**

Final grade includes:
- class presence
- a written work in the form of an essay on the subject of classes (full-time)
- a group project, in the form of presentation, on the subject of the course (part-time)

**Comments**

**Course content (topic list)**

1. Dispute on the character of the contemporary civilization challenges and changes. New research conceptions and the quasi–scientific prognosis: “the end of history”, “the clash of civilizations”, “the new shape of the world order”
2. The idea of “civilization”:
   a. Genesis and growth
   b. Civilizations in history
   c. Political structure of civilizations
   d. Conflicts of civilizations: historical and contemporary
3. Globalization. Polymorphism in the global politics of the world
4. Economy and demography in the contemporary civilizations. Global economy. Technological changes
5. Changes of the power arrangement between civilizations. The Renaissance of Islam. Old and new centres of the contemporary civilization: Japan, China, Russia, Arab countries, India
6. Poland in the history of civilization and in the

**Compulsory reading**


**Recommended reading**
## Course Card

<table>
<thead>
<tr>
<th>Course title</th>
<th>Contemporary military conflicts</th>
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<tbody>
<tr>
<td>Course code</td>
<td>Winter, summer</td>
</tr>
<tr>
<td>Lecturer(s)</td>
<td>Lukasz Stach, PhD</td>
</tr>
<tr>
<td>Department</td>
<td>Institute of Political Science</td>
</tr>
</tbody>
</table>

### Course Objectives (Learning Outcomes)

Students should know the origin, history, main leaders and consequences of the most important contemporary military conflicts.

### Prerequisites

**Knowledge**

Student has a background knowledge about the history and political geography.

**Skills**

Student is able to analyze basic issues connected with international relations. Should also know basic military terms.

### Courses Completed

### Course Organization

<table>
<thead>
<tr>
<th>Form of classes</th>
<th>W (Lecture)</th>
<th>Group type</th>
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<tbody>
<tr>
<td>A (large group)</td>
<td>K (small group)</td>
<td>L (Lab)</td>
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### Contact hours

X 30h

### Teaching Methods:

- Collaborative discussion

### Assessment Methods:

<table>
<thead>
<tr>
<th>E - learning</th>
<th>Didactic games</th>
<th>Classes in schools</th>
<th>Field classes</th>
<th>Laboratory tasks</th>
<th>Individual project</th>
<th>Group project</th>
<th>Discussion participation</th>
<th>Written assignments (essays)</th>
<th>Written examination</th>
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</table>
Course content (topic list)

1. Arab Spring
   Why “Arab Spring” began?
   Civil war in Syria
   Civil war in Libya
2. Caucasus region
   Chechen Wars
   War in Georgia
   Armenia vs Azerbaijan (Nagorno - Karabakh)
3. Post colonial conflict in Africa (chosen example – Somalia, Sierra Leone, Ruanda massacre)
4. Terrorism in contemporary world
   Al-Qaeda
   Hezbollah and other groups involved in Israeli-Palestinian conflict
   IRA, ETA
   Shining Path
5. Iraq – form 1990 till now
   Iran – Iraq war (consequences)
   Kuwait, Desert Shield and Desert Storm
   George W. Bush War and (de)stabilization of Iraq
6. Afghanistan – neverending war?
   Soviet war in Afghanistan
   Fall of Najibullah
   Civil war
   Taliban period
   11th of September, NATO and Afghanistan war
7. Balkans War
   Death of Yugoslavia
   Serbia vs Croatia
   Bosnian war
   Kosovo war
8. Arab-Israeli conflict
   Roots of the conflict
   Independence War
   6-day war
   Yom Kippur war
   Skirmishes, terrorism and Intifada
9. “I love the smell of napalm in the morning” – U.S. and Vietnam War
10. Falklands War 1982 – why did Argentina lost the war?
11. Narcotics war in Latin America
    Mexico
    Columbia
12. Maritime piracy in contemporary world

Compulsory reading
http://eprints.lse.ac.uk/641/1/Hughes_Chechnya_Civil_Wars.pdf
D. Isby, *Russia’s War In Afghanistan*, Osprey Publishing Ltd 2002;
*IMB Piracy and Armed Robbery Against Ships. January 2013 – 30 September 2013*,

Recommended reading

J. Boonstra, *Georgia and Russia: a short war with a long aftermath*,
http://www.fride.org/descarga/COM_Georgia_Rusia_ENG_agust08.pdf
Lou Drendel, *Desert Storm. Air War*, Squadron/Singal Publications;
**Course card**

<table>
<thead>
<tr>
<th>Course title</th>
<th>Foreign Policy of Russia</th>
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<tbody>
<tr>
<td>Semester (winter/summer)</td>
<td>winter, summer</td>
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<tr>
<td>ECTS</td>
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<td>Dr Barbara Weglarz</td>
</tr>
<tr>
<td>Department</td>
<td>Institute of Political Science</td>
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</tbody>
</table>

**Course objectives (learning outcomes)**

The aim of this course is to give the student an understanding of the motives of Russia foreign policy, the forces that shape it, the instruments it uses and its impact on the world. The course begins by outlining the foreign policy of the USSR and then moves on to examine the foreign policy of contemporary Russia.

**Prerequisites**

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Basic knowledge of contemporary international relations</th>
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</thead>
<tbody>
<tr>
<td>Skills</td>
<td>Critical and analytical thinking.</td>
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<td>Ability to study and discuss advanced academic texts in English.</td>
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<td>Courses completed</td>
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**Course organization**

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<th>Form of classes</th>
<th>W (Lecture)</th>
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<td>K (small group)</td>
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<tr>
<td>Contact hours</td>
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</table>

**Teaching methods:**

Interactive lecture.  
Class discussion conducted by teacher.  
Written assignments on selected topics.

**Assessment methods:**

<table>
<thead>
<tr>
<th>E – learning</th>
<th>Didactic games</th>
<th>Field classes</th>
<th>Classes in schools</th>
<th>Laboratory tasks</th>
<th>Individual project</th>
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<td>Activity in the discussion.</td>
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<tr>
<td>Individual project in the form of presentation on a selected topic.</td>
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<td>Final essay on a selected topic.</td>
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<th>Comments</th>
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</table>

Course content (topic list)

1. Introduction.
2. Contemporary Russia.
3. Main trends in foreign policy of Russia.
4. Main state entities of foreign policy in Russia.
5. Foreign policy of the USSR.
6. Foreign policy of contemporary Russia:
   - Russia and the EU
   - Russia and the United States of America
   - Russia and Asia
   - Russia and the Middle East
   - Russia and International Organizations
7. Military conflict, hybrid war, cyberwar.

Compulsory reading


Recommended reading

**Course card**

<table>
<thead>
<tr>
<th>Course title</th>
<th><strong>Foreign policy of the USA</strong></th>
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<tbody>
<tr>
<td>Course code</td>
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<tr>
<td>Lecturer(s)</td>
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</tr>
<tr>
<td>Department</td>
<td>Political Science</td>
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</tbody>
</table>

**Course objectives (learning outcomes)**

The students receive broadened perspective on the scope and areas of U.S. foreign policy in historical context. After the course the participants possess general knowledge of the main currents, tendencies, goals, and means of U.S. foreign agenda in particular regions of the world. The students gain orientation in external activities of the USA as a regional and global power. The course’s aim is to present the evolution of concepts and strategies sustained by the USA on international arena, its policies towards main challenges of external environment, doctrines of U.S. role in relations with its neighbors, partners, counterparts and rivals. The course emphasizes shifts in U.S. foreign policy after the Cold War, allowing the students to gain their own view on official and actual priorities of the USA’s international activities.

**Prerequisites**

| Knowledge | The students have basic knowledge of contemporary international relations, its governmental actors, and main issues of global concern in the XXth and XXIst century. Participants possess overall view of the place of the USA in world affairs, including elements of its history and today’s impact on international community. |
| Skills | The students can use a theoretical and analytical approach to selected course-related fields of study, have ability to enhance their knowledge in the area of the course in reference to basic sources, data and documentation, have skills in individual interpretation of discussed elements of international policies and its background |
| Courses completed | Introduction to international relations, history of the XXth century |

**Course organization**

<table>
<thead>
<tr>
<th>Form of classes</th>
<th>W (Lecture)</th>
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<td>Contact hours</td>
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</table>
Teaching methods:

The teaching methods are based on individually guided coursework, including the students’ presentations, oral performances, writing tasks and discussions. Students prepare their chosen topics in oral and written form (essays) from the list of selected areas referring to the main themes of the course. Apart from the hours in contact with the lecturer students work on theoretical dimensions of the course’s key problem issues (evolution of U.S. foreign policy agenda in the XXth century, challenges of American geopolitical role after the Cold War, security dilemmas of U.S. foreign policy after September 11th). The students’ progress is reviewed by the lecturer on every class, to train in individually conceptualized written and oral statements in the framework of studies of U.S. foreign policy.

Assessment methods:

<table>
<thead>
<tr>
<th></th>
<th>E-learning</th>
<th>Didactic games</th>
<th>Classes in schools</th>
<th>Field classes</th>
<th>Laboratory tasks</th>
<th>Laboratory project</th>
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<th>Student’s presentation (essay)</th>
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</table>

Assessment criteria

Assessed elements of the course include written and oral conclusions of the students, final essays, active participation in the classes, additional readings, comprehensive progress in the fields of the course, performance of the students in group discussions, individual presentations, accomplishments in individual projects.

Comments

Students may prepare their presentations and paperwork in e-mail contact with the lecturer.

Course content (topic list)

64. Main currents in US foreign policy: liberal internationalism, expansionism, realism, isolationism
65. First U.S. foreign policy doctrines - Monroe Doctrine, US expansionism after Manifest Destiny, Roosevelt Corollary
66. President, the executive, Congress, shaping of foreign policy mechanism,
67. W. Wilson and ‘making the world safe for democracy’, liberal internationalism vs isolationism, F.D. Roosevelt’s ‘arsenal of democracy’ and the post-war order
68. Cold War foreign policy concepts and doctrines of rivalry between two superpowers
69. Towards strategic game of influence: the early containment schemes and its evolution since H. Truman and G. Kennan
70. Confronting the ideological threats - Crusade for Freedom from Eisenhower to Reagan
71. Seeking strategic balance – massive retaliation, flexible response, M.A.D. doctrine
72. Between democracy and intrusion: US policy towards the developing world (including Latin America) during and after the Cold War
73. Tragic interventionism, the shadows of Vietnam war
74. Towards the New World Order – bringing the confrontation to an end: the shifts in US policy of late 1980s
75. After the Cold War – main challenges of U.S. strategic unipolarity
76. Confronting the violent regions of the 1990s.: dimensions of U.S. interventions (the Persian Gulf, former Yugoslavia, fragile states)
77. September 11th and the unilateral foreign policy of G.W. Bush administration, harsh experience of Iraq and Afghanistan
78. War on terror: dubious crusade
79. The USA and its rivals in multipolar world order of the XXI century

Compulsory reading

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
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<tbody>
<tr>
<td>Cameron Fraser</td>
<td><em>U.S. Foreign Policy After the Cold War</em></td>
<td>Routledge, London &amp; New York 2002</td>
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Recommended reading

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<td><em>America Unbound. The Bush Revolution in Foreign Policy</em></td>
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<td>Fukuyama Francis</td>
<td><em>State-Building: Governance and World Order in the 21st Century</em></td>
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