

COURSE/MODULE SYLLABUS*

1.	Course/module name in Polish and English Zrównoważony rozwój; Sustainable development
2.	Discipline Political Science and Administration
3.	Language of instruction English
4.	Unit conducting the course Institute of International Studies
5.	Course/module code n/a
6.	Type of course/module (<i>mandatory or optional</i>) optional
7.	Field (major)*International Relations
8.	Level of studies <i>second-cycle</i>
9.	Year of studies (<i>if applies</i>) I
10.	Semester (<i>winter or summer</i>) Winter
11.	Class type and the number of hours 30 h
12.	Prerequisites regarding knowledge, skills, and social competences for the course/module None
13.	<p>Educational aims</p> <p>The aim of this course is to introduce students to the concept of sustainable development, which can be an answer to the threats posed by climate change, poverty and social inequality.</p> <p>During the course the student is introduced to civilization-related threats to humans and the environment, as well as their causes (demography, technology, urbanization, security issues) and effects. The student indicates positive and negative aspects of sustainable development.</p>
14.	<p>Course content</p> <p>- traditional form</p> <p>Course content implemented online should be given reference numbers according to subsequent hours, classes or thematic sections that include said classes.</p> <p>Curriculum content</p> <p>Module I Introduction</p> <p>1. Concept and basic principles of sustainable development its premises, theoretical foundations of sustainable development. Tools to implement SD, as well as social aspects of SD.</p> <p>Module II International Public Relations and Sustainable Development</p> <p>2. Theoretical part:</p> <p>Issues related to International Public Relations</p> <p>Practical part:</p> <p>To impart to the students the knowledge of corporate social responsibility of doing business and promoting an image in the international arena. Transferring knowledge in</p>

	<p>the field of pro-social attitudes, in the sense of making consumer choices consistent with the concept of sustainable development.</p> <p>Module III Diasporas, indigenous communities and differentiated development</p> <p>3. Theoretical part: Indigenous communities, diasporas, Practical part: To point out to students the importance of indigenous communities, languages and culture of these groups. This is part of the identity of these particular groups and strengthening local cultures and cultural richness more broadly. Indigenous communities have a close relationship with their environment. The cases of Canada, Latin American countries or Australia.</p> <p>Module IV Public diplomacy, including climate diplomacy and humanitarian diplomacy</p> <p>4. Climate diplomacy</p> <ul style="list-style-type: none"> - Climate introduction-description of climate change-scope and functions of climate diplomacy indication of international agreements on climate change-Paris Protocol, Kyoto Protocol, Copenhagen Summit, Bali Summit)-role of climate diplomacy in preventing dangerous climate change-challenges of climate diplomacy. - Climate protection in the European Union - Legal regulations on climate protection (indicating the existence of shared competencies in climate policy between the European Union and member states) - Subjects of European Union policy in the scope of environmental protection Mechanisms of implementation of European climate policy (European Emission Trading Scheme, carbon sequestration, promotion of green energy sources) - The most important programs of nature protection in EU - European Union goals for 2020 and 2030 - Green New Deal in Poland (indicating how Poland regulates and adapts to the European program). <p>Humanitarian diplomacy, human rights</p> <p>In this area both activities strengthen and include communities that are excluded for various reasons (e.g. war, natural disasters) and educational issues - understanding of human rights, social solidarity, and international cooperation.</p> <p>Women's and girls' rights</p> <p>This part includes gender equality, but also education for girls, equal pay and working conditions. Related to this category are also issues of environmentally - friendly fashion, which has a direct impact on women's working conditions. Here there is also room for discussion with students about discrimination at work, at university, in public places.</p> <p>Module V Politics of cities, city diplomacy in sustainable development.</p> <p>Sustainable development as a basis for the concept of sustainable city. Implementation of sustainable development principles in the European urban space. Sustainable development as an element of city diplomacy.</p> <p>Module VI Mediatization of sustainable development issues</p> <p>Theoretical part:</p> <ol style="list-style-type: none"> 1.explanation of the issue of mediatization 2. media relations of entities/organizations that deal with sustainable development <p>Practical part</p> <ul style="list-style-type: none"> - analysis of media reports (climate change, public transport, etc.) in both Polish and international media; objective: to understand media narratives, content that reaches the public; - presence of sustainable development issues in social media (comparing the activity of both broadcasters and recipients) - critical analysis of the content and an attempt to identify Media editors` recomendations
15.	<p>Intended learning outcomes:</p> <ol style="list-style-type: none"> 1.Student understands the essence of sustainable development; 2.knows reasons and understands processes connected with threats to natural environment; <p>Symbols of appropriate learning outcomes for particular fields of study, such as:</p>

	<p>3. is able to use arguments in favor of sustainable development;</p> <p>4. Understands and can critically evaluate alternative approaches to sustainable development;</p> <p>5. is able to characterize climate diplomacy</p> <p>6. understands and can critically evaluate the main strategies for promoting sustainable development.</p> <p>7. has knowledge of basic principles, concepts and ideas relating to sustainable development to provide the means to build an environmental system</p> <p>8. The student knows and understands the role of the media in publicizing issues of sustainable development</p> <p>9. The student has knowledge about the activity of diasporas in the international environment.</p> <p>10. The student has information about gender equality, the importance of education in the perception of women.</p> <p>11. the student has the knowledge of humanitarian aid and the meaning of humanitarian diplomacy.</p> <p>12. is able to critically evaluate media messages concerning issues of sustainable development</p> <p>13. plans original research, analyzes collected data, is able to select an analytical tool to the scope of research</p> <p>14. is competent to prepare own research related to the analysis of media messages</p> <p>15. is able to work with a group and operate under time pressure</p>	<p>K_W01, K_W10, K_W12, K_W34, K_W33.</p> <p>K_U03, K_U14, K_U14, K_U18,</p> <p>K_K01, K_K04, K_K18, K_K19</p>
16.	<p>Mandatory and recommended reading list (<i>resources, studies, manuals, etc.</i>)</p> <p>Barkemeyer, R., Figge, F., Hoepner, A., Holt, D., Kraak, J. M., & Yu, P.-S. (2017). Media coverage of climate change: An international comparison. <i>Environment and Planning C: Politics and Space</i>, 35(6), 1029–1054. https://doi.org/10.1177/0263774X16680818</p> <p>Duarte Melina, Lippert Rasmussen Kasper, Parekh Serena, Vitikainen Annamari, <i>Refugee Crisis: The Borders of Human Mobility</i>, Routledge 2018</p> <p>Karim H. Karim, Ahmed Al-Rawi, <i>Diaspora and Media in Europe</i>. Migration, Identity and Integration, Palgrave 2018 .</p> <p>Janoušková, S., Háek, T., Nečas, V., & Moldan, B. (2019), Sustainable Development—A Poorly Communicated Concept by Mass Media. Another Challenge for SDGs? <i>Sustainability</i>, 11(11), 3181. doi:10.3390/su11113181</p> <p>https://www.researchgate.net/publication/334670667_Sustainable_Development-A_Poorly_Communicated_Concept_by_Mass_Media_Another_Challenge_for_SDGs</p> <p>Holt, D. and Barkemeyer, R. (2012), Media coverage of sustainable development issues – attention cycles or punctuated equilibrium?. <i>Sust. Dev.</i>, 20: 1-17. https://doi.org/10.1002/sd.460 .</p> <p>Pease Kelly-Kate , <i>Human Rights and Humanitarian Diplomacy</i>, Manchester University Press 2016.</p> <p>Mulligan, Martin. <i>An Introduction to Sustainability: Environmental, Social and Personal Perspectives</i>. New York: Routledge, 2014.</p> <p>Poberezhskaya M. Media coverage of climate change in Russia: Governmental bias and climate silence. <i>Public Understanding of Science</i>. 2015;24(1):96-111. doi:10.1177/0963662513517848 .</p> <p>Robertson, Margaret. <i>Sustainability Principles and Practice</i>. New York: Routledge, 2014.</p> <p>Wilson Pamela, Stewart Michelle (eds.), <i>Global Indigenous Media. Cultures, Poetics, and Politics</i>, Duke University Press 2008.</p>	
17.	<p>Assessment methods for the intended learning outcomes:</p> <p>e.g.</p> <p>- oral presentation</p>	

	- preparation and implementation of a individual project	
18.	Credit requirements for individual components of the course/module, e.g.: - monitoring attendance and progress on the course subject matter - preparation and implementation of a project (individual or group)	
19.	Student's workload	
	form of student's activities*	number of hours for the implementation of activities
	classes (according to the plan of studies) with a teacher/instructor: - classes*:	30 h
	student's/PhD student's* own work (including group-work) such as: - being prepared for classes: - reading the suggested literature: - preparing papers/presentations/projects:	 20h 30h 28h
	Total number of hours	108h
	Number of ECTS credits (<i>if required</i>)	4