

## DESCRIPTION OF THE COURSE OF STUDY

<b>Item code</b>	0312.4.SM1. D12. GIG	
<b>Item name in language</b>	Polish	<i>Wyzwania i zagrożenia asymetryczne</i> <i>Asymmetric challenges and threats</i>
	English	

## 1. LOCATION OF THE SUBJECT IN THE STUDY SYSTEM

<b>1.1. Field of study</b>	International relations
<b>1.2. Form of study</b>	Full-time / part-time studies
<b>1.3. Level of study</b>	Bachelor's degree
<b>1.4. Study profile*</b>	General Academic
<b>1.5. Person preparing the item card</b>	dr Tomasz Gajewski
<b>1.6. Contact</b>	ismipp@ujk.edu.pl

## 2. GENERAL CHARACTERISTICS OF THE ITEM

<b>2.1. Language of instruction</b>	Polish / English
<b>2.2. Prerequisites*</b>	Recent Political History of the World, Fundamentals of Geopolitics and Political Geography, Introduction to the Science of International Relations, Public International Law, International Political Relations, The System of International Security

## 3. DETAILED CHARACTERISTICS OF THE ITEM

<b>3.1. Form of classes</b>	Lectures, exercises	
<b>3.2. Place of classes</b>	Teaching rooms of the University	
<b>3.3. Form of passing classes</b>	Lecture and exercises - credit with grade	
<b>3.4. Teaching methods</b>	Lecture - giving methods, problem lecture, explanations, lectures. Exercises – the method of the main text, problem methods, activating methods – didactic, simulation, decision-making games, discussion; Case study	
<b>3.5. List literature</b>	<b>Basic</b>	<i>International security. Second edition – revised and extended.</i> (2020). A. Bieńczyk-Missala, A. Szeptycki, A. Wojciuk et. al (red). Warsaw: Scholar Scientific Publishing House. Black, J. (2016). <i>Insurgency and Counterinsurgency: A Global History</i> . Lanham, MD: Rowman & Littlefield Publishers. Madej, M. (2007). <i>Asymmetric threats to the security of the countries of the transatlantic area</i> . Warsaw: Polish Institute of International Affairs. Mazzar, Michael J. The Folly of 'Asymmetric War'. <i>The Washington Quarterly</i> , 31(3), s. 33-53. Raufer, X. (2012). <i>Atlas of radical Islam</i> . Warsaw: Dialog. Sadowska, E. (2017). Asymmetric threats – definition, social awareness and role in the modern world. <i>International Security Yearbook</i> , 11(2), pp. 18-27. Worth, R. (2017). <i>A Rage for Order: The Middle East in Turmoil, from Tahrir Square to ISIS</i> . New York: Pan Macmillan.
	<b>Supplementary</b>	Freedman, L. (2006). Asymmetric war. <i>The Adelphi Papers</i> , 45(379), s. 49-60. <a href="https://doi.org/10.1080/05679320600661681">https://doi.org/10.1080/05679320600661681</a> . Ożarowski, R. (2011). <i>Hezbollah in international relations in the Middle East</i> . Gdańsk: University of Gdańsk Press. Warrick, J. (2016). <i>Black Flags: The Rise of ISIS</i> . New York: Anchor. Weiner, A. S. (2017) Just War Theory & the Conduct of Asymmetric Warfare. <i>Daedalus, the Journal of the American Academy of Arts &amp; Science</i> , 146(1), s. 59-70. <a href="https://doi.org/10.1162/DAED_a_00422">https://doi.org/10.1162/DAED_a_00422</a> Wejksznar, A. (2020). <i>The European army of the caliphate. Volume 1. The center of supernetworks</i> . Warsaw: Difin.

	<p>Wejksznr, A. (2023). <i>The European army of the caliphate. Volume 2. The periphery of the supergrid</i>. Warsaw: Difin.</p> <p>Wejksznr, A. (2017). <i>Al-Qaeda's Global Network: The New Islamic State</i>. Warsaw: Difin.</p> <p>Vulliamy, E. (2022). <i>Amexica. War along the border</i>. Wołowiec: Black.</p> <p>Doctrinal documents of the US and NATO Armed Forces.</p> <p>Raporty i analizy think tanków: Rand Corporation, Center for Strategic and International Studies, TRAC, European Union Institute for Security Studies, Center for New American Security i inne.</p> <p>Websites: Niezbezpiecznik, Cyberdefence24, Wired, CyberScoop.</p>
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#### 4. LEARNING OBJECTIVES, CONTENT AND OUTCOMES

<p><b>4.1. Course objectives (including the form of classes)</b></p> <p><i>C1. To equip the student with knowledge in the field of theoretical approaches to threats and challenges of an asymmetric nature (W).</i></p> <p><i>C2. Familiarize the student with the history and present of asymmetric activities and explain their significance for contemporary international relations (C).</i></p> <p><i>C3. Present perspectives for the further development of asymmetric challenges and threats in reality defined by nonlinear processes and technological progress (W, C).</i></p>
<p><b>4.2. Curriculum content (taking into account the form of classes)</b></p> <p><b>Lectures:</b> <i>challenges, threats, risks, opportunities – definitional approaches; parameters and directions of evolution of the strategic security environment; genesis and essence of asymmetric threats and challenges; asymmetric calls and threats from state and non-state actors; international terrorism as an asymmetric threat; transnational organized crime as an asymmetric threat; information weapons as a tool used by entities generating threats asymmetrical; weapons of mass destruction as a tool used by entities generating asymmetric threats; asymmetric activities in cyberspace: a typology of attacks on critical networks; forecast of directions of development of asymmetric threats: ecological and anti-technological terrorism; hacktivism; conspiracy theorists (QAnon).</i></p> <p><b>Exercises:</b> <i>Case studies of terrorist organizations: Hezbollah, Hamas, Daesh; case studies of transnational criminal groups: Los Zetas, Ndrangheta, Wo Shing Wo; case studies of Advanced Persistent Threats (APTs): APT1 (JW 61398, PLA), APT2 (JW 61486, PLA), APT28 (Fancy Bear), APT29 (Cozy Bear), Sandworm, APT38 (Lazarus Group), APT 34 (Helix Kitten), Equation Group (USA).</i></p>

#### 4.3. Subject learning outcomes

Effect	A student who has passed the course	Reference to directional learning outcomes
in the field of <b>KNOWLEDGE:</b>		
W01	He/she has knowledge of the historical, economic, social and cultural parameters of asymmetric threats and challenges.	SM1A_W03
W02	He has knowledge of entities operating on the basis of asymmetric strategies and tactics, their impact on international relations.	SM1A_W08
W03	He/she knows and understands the directions and processes of change in the subjects of international relations, with particular emphasis on entities generating asymmetric challenges and threats.	SM1A_W09
in the field of <b>SKILLS:</b>		
U01	He/she is able to analyse and explain phenomena occurring in international relations, presenting his/her own position on the importance of asymmetric challenges and threats in contemporary international relations.	SM1A_U01
U02	He/she is able to explain the social, economic and cultural basis of the activities of entities generating asymmetric challenges and threats, and indicate the consequences of their actions for countries, the region and the professional environment. He/she is able to take a substantive position in discussions on the subject issue.	SM1A_U03

U03	He/she is able to define and analyse the role of states and non-state actors in international relations in the context of asymmetric challenges and threats, also using English.	SM1A_U04
<b>in the field of SOCIAL COMPETENCES:</b>		
K01	He/she is prepared to actively participate in public life, including work in analytical teams and institutions pursuing social, political and civic goals.	SM1A_K01
K02	In communicating with the environment, he uses substantive knowledge in the field of political science.	SM1A_K03

#### 4.4. Ways to verify the achievement of the learning outcomes in question

Objective effects (symbol)	Verification method (+/-)																				
	Oral/written exam*			Colloquium*			Project*			Activity in class*			Own work*			Work in a group*			Other (what kind?)* For example, a test... Used in e-learning		
	Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes		
	W	C	...	W	C	...	W	C	...	W	C	...	W	C	...	W	C	...	W	C	...
W01				+	+						+		+	+			+				
W02				+	+						+		+	+			+				
W03				+	+						+		+	+			+				
U01				+	+						+		+	+			+				
U02				+	+						+		+	+			+				
U03				+	+						+		+	+			+				
K01				+	+						+		+	+			+				
K02				+	+						+		+	+			+				

\*unnecessary delete

#### 4.5. Criteria for assessing the degree of achievement of learning outcomes

Form of classes	Rating	Evaluation criterion
lecture (W)	3	He answered the questions at the level (minimum 50-59%) according to the adopted score.
	3,5	He answered the questions asked at the level (60-69%) according to the adopted score.
	4	He answered the questions asked at the level (70-79%) according to the adopted score.
	4,5	He answered the questions asked at the level (80-89%) according to the adopted score.
	5	He answered the questions at the level of (90%-) according to the adopted score.
exercises (C)*	3	He answered the questions asked at the level (minimum 50-59%) according to the adopted score, as well as activity, own work and work in a group.
	3,5	He answered the questions asked at the level (60-69%) according to the adopted score, as well as activity, own work and group work.
	4	He answered the questions asked at the level (70-79%) according to the adopted score, as well as activity, own work and work in a group.
	4,5	He answered the questions asked at the level (80-89%) according to the adopted score, as well as activity, own work and work in a group.
	5	He answered the questions at the level of (90%-) according to the adopted score, as well as activity, own work and group work.

#### 5. ECTS CREDITS BALANCE – STUDENT WORKLOAD

Category	Student workload
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	<b>Full-time studies</b>	<b>Part-time studies</b>
<i>NUMBER OF HOURS CARRIED OUT WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/</i>	<b>45</b>	<b>25</b>
<i>Participation in lectures*</i>	30	15
<i>Participation in exercises, seminars, laboratories*</i>	15	10
<i>INDEPENDENT WORK OF THE STUDENT /NON-CONTACT HOURS/</i>	<b>30</b>	<b>50</b>
<i>Preparation for the lecture</i>	5	10
<i>Preparation for exercise</i>	10	15
<i>Preparation of the colloquium</i>	10	20
<i>Own work, group work</i>	5	5
<b>TOTAL NUMBER OF HOURS</b>	<b>75</b>	<b>75</b>
<b>ECTS CREDITS per course</b>	<b>3</b>	<b>3</b>

*\*unnecessary delete*

**I accept for implementation** (date and legible signatures of the subjects teaching the course in a given academic year)

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