

COURSE SPECIFICATION

Course code: 0312.3.SM1.D.WZA

Course title in Polish: Wyzwania i zagrożenia asymetryczne

Course title in English: Asymmetric challenges and threats

1. Placement of the course within the study programme

1.1. Field of study	International relations
1.2. Mode of study	Full-time / part-time mode
1.3. Level of study	Bachelor's degree (first-cycle)
1.4. Profile of study	General academic
1.5. Course specification author	dr Tomasz Gajewski
1.6. Contact	ismipp@ujk.edu.pl

2. General characteristics of the course

2.1. Language of instruction	English/Polish
2.2. Entry requirements	General knowledge in the field of international relations and international security

3. Detailed characteristics of the course

3.1. Type of classes	Lectures (consultations – if needed) / practical classes (consultations – if needed)
3.2. Place of course delivery	Lecture rooms of the Faculty of Law and Social Sciences
3.3. Form of assessment	Lecture and seminars- credit with grade
3.4. Teaching methods	Lecture - expository method, problem lecture Seminars – problem methods, activating methods – discussion; case studies
3.5.a. Basic reading list	1. Dalinczuk, L. (2020). Organized crime as a threat to national security. Doctrina. Studia Społeczno-Polityczne, 17, Article 01. https://doi.org/10.34739/doc.2020.17.01 2. Eaton, J. G. (2002). The beauty of asymmetry: An examination of the context and practice of asymmetric and unconventional warfare from a western/centrist perspective. Defence Studies, 2(1), 51–82. https://doi.org/10.1080/14702430208405011 - Kuć, M. (2020). The specific nature of asymmetric conflicts. Teka Komisji Prawniczej PAN Oddział w Lublinie, 13(2), 375–381. https://doi.org/10.32084/tekapr.2020.13.2-28 3. Plotnek, J. J., & Slay, J. (2021). Cyber terrorism: A homogenized taxonomy and definition. Computers & Security, 102, Article 102145. https://doi.org/10.1016/j.cose.2020.102145 4. Mazarr, M. J. (2008). The Folly of 'Asymmetric War.' The Washington Quarterly, 31(3), 33–53. https://doi.org/10.1162/wash.2008.31.3.33 5. Sanger, D. E. (2018). The perfect weapon: War, sabotage, and fear in the cyber age. Crown.
3.5.b. Supplementary reading list	1. Bahrami, P. N., Dehghantanha, A., Dargahi, T., Parizi, et al. (2019). Cyber kill chain-based taxonomy of

	advanced persistent threat actors: Analogy of tactics, techniques, and procedures. <i>Journal of Information Processing Systems</i>, 15(4), 865–889. https://doi.org/10.3745/JIPS.03.0136 2. Bjørgo, T., & Ravndal, J. A. (2019). Extreme-right violence and terrorism: Concepts, patterns, and responses (ICCT Policy Brief). International Centre for Counter-Terrorism – The Hague. https://doi.org/10.19165/2019.1.08 3. Europol. (2025). European Union terrorism situation and trend report 2025 (TE-SAT). Publications Office of the European Union. https://www.europol.europa.eu 4. European Union Agency for Cybersecurity (ENISA). (2025). ENISA threat landscape 2025. https://www.enisa.europa.eu 5. Weiner, A. S. (2017). Just war theory & the conduct of asymmetric warfare. <i>Daedalus</i>, 146(1), 59–70. https://doi.org/10.1162/DAED_a_00422 6. World Economic Forum. (2026). Global cybersecurity outlook 2026. 7. Selected open-source internet databases, think-tanks analyses and reports; credible media outlets.
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4. Objectives, content and learning outcomes

4.1. Course objectives (taking into account the form of classes)

L- Lecture, S - Seminar

- **CO1.** To equip students with knowledge of theoretical approaches to asymmetric threats and challenges (L).
- **CO2.** To familiarize students with the history and contemporary nature of asymmetric warfare and explain its significance for modern international relations (S).
- **CO3.** To present the prospects for the further development of asymmetric challenges and threats in an international environment defined by nonlinear processes, technological progress, and shifts in the global balance of power (L, S).

4.2. Course content (taking into count the form of classes)

Lectures

1. Challenges, threats, risks, opportunities – conceptual definitions;
2. Parameters and trends in the evolution of the strategic security environment;
3. The origins and nature of asymmetric threats and challenges;
4. Asymmetric threats and challenges posed by state and non-state actors;
5. International terrorism as an asymmetric threat;
6. Transnational organized crime as an asymmetric threat;
7. Information operations as a tool used by actors posing asymmetric threats;
8. Weapons of mass destruction as a tool used by actors generating asymmetric threats;
9. Asymmetric activities in cyberspace: typology of attacks on critical networks;
10. Forecast of trends in the development of asymmetric threats: eco-terrorism and anti-technology terrorism; hacktivism;

11. Activities of conspiracy theorists (QAnon).

Seminar

1. Case studies of terrorist organizations: Hezbollah, Hamas, Daesh;
2. Case studies of transnational criminal groups: Los Zetas, 'Ndrangheta, Wo Shing Wo;
3. Case studies of Advanced Persistent Threat (APT) actors: APT1 (Military Unit 61398, People's Liberation Army), APT2 (Military Unit 61486, People's Liberation Army), APT28 (Fancy Bear / Military Unit 26165 GU, Russian Federation), APT29 (Cozy Bear / Foreign Intelligence Service of the Russian Federation), APT44 (Sandworm / Military Unit 7455 GU, Russian Federation), Special Purpose Center "Senez" (Military Unit 92154 GU, Russian Federation), APT38 (Lazarus Group / 414th Liaison Bureau, Korean People's Army, DPRK), APT 34 (Helix Kitten, Islamic Republic of Iran), Equation Group (likely affiliated with the NSA's Tailored Access Operations, USA).

4.3. Course learning outcomes

Course learning outcomes (code)	Upon completion of the course, the student	Alignment with programme learning outcomes
in the area of knowledge:		
W01	He or she has knowledge of the historical, economic, social, and cultural aspects of asymmetric threats and challenges.	SM1A_W03
W02	He or she has expertise regarding actors that operate using asymmetric strategies and tactics, as well as the impact of their use on international relations.	SM1A_W08
W03	He or she understands the trends and processes of change among actors in international relations, with a particular focus on those that pose asymmetric challenges and threats.	SM1A_W09
in the area of skills:		
U01	He or she is able to analyze and explain developments in international relations, presenting his or her own perspective on the significance of asymmetric challenges and threats in contemporary international relations.	SM1A_U01
U02	He or she can explain the social, economic, and cultural foundations of the activities of entities that pose asymmetric challenges and threats, and identify the consequences of those activities for societies and states. He or she is able to take a well-informed stance in discussions on this topic.	SM1A_U02
U03	He or she can identify and analyze the role of states and non-state actors in international relations in the context of asymmetric challenges and threats, and can do so using English.	SM1A_U04
in the area of social competences:		
K01	He or she is prepared to actively participate in public life, including working in analytical teams and institutions pursuing social, political, and civic objectives.	SM1A_K01
K02	When communicating with others, he or she draws on his substantive knowledge of political science.	SM1A_K03

4.4. Assessment methods for learning outcomes

Assessment method (+/-)

Course learning outcomes (code)	Written assignment	In-class activity and regular attendance
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Type of classes

1: \ 2:	L	S	...	L	S	...
W01	+	+			+	
W02	+	+			+	
W03	+	+			+	
U01	+	+			+	
U02	+	+			+	
U03	+	+			+	
K01	+	+			+	
K02	+	+			+	

Annotation. 1: form of classes; 2: learning outcomes

4.5. Assessment criteria for learning outcomes

Type of classes:

LECTURE (L) (including classes conducted with the use of distance learning methods and techniques)

Grade	Assessment criteria
3,0	He or she answered the questions correctly at a rate of 50–59% based on the scoring criteria.
3,5	He or she answered the questions correctly at a rate of 60–70% based on the scoring criteria.
4,0	He or she answered the questions correctly at a rate of 71–79% based on the scoring criteria.
4,5	He or she answered the questions correctly at a rate of 80–90% based on the scoring criteria.
5,0	He or she answered the questions correctly at a rate of 91–100% based on the scoring criteria.

Type of classes:

SEMINAR (S)

Grade	Assessment criteria
3,0	He answered the questions correctly at a rate of 50–59% based on the scoring criteria (combined score from term paper, participation in classes and regular attendance).
3,5	He answered the questions correctly at a rate of 60–70% based on the scoring criteria (combined score from term paper, participation in classes and regular attendance).
4,0	He answered the questions correctly at a rate of 71–79% based on the scoring criteria (combined score from term paper, participation in classes and regular attendance).
4,5	He answered the questions correctly at a rate of 80–90% based on the scoring criteria (combined score from term paper, participation in classes and regular attendance).
5,0	He answered the questions correctly at a rate of 91–100% based on the scoring criteria (combined score from term paper, participation in classes and regular attendance).

5. ECTS credit allocation – student workload

Category	Student workload (full-time mode)	Student workload (part-time mode)
NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER (CONTACT HOURS)	45	25

Participation in lectures	30	15
Participation in practical classes	15	10
INDEPENDENT STUDY (NON-CONTACT HOURS)	30	50
Preparation for lectures	5	10
Preparation for practical classes	10	15
Preparation of term paper	15	25
TOTAL HOURS	75	75
ECTS CREDITS for the course	3	3

* delete as appropriate

Approved for implementation (date and legible signatures of course instructors in the given academic year):

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