

## DESCRIPTION OF THE COURSE OF STUDY

<b>Course code</b>	<b>0312.4.SM2.D25.CS</b>	
<b>Name of the course in</b>	Polish	<b>Współczesne seperatyzmy</b>
	English	<b>Contemporary seperatims</b>

### 1. LOCATION OF THE COURSE OF STUDY WITHIN THE SYSTEM OF STUDIES

<b>1.1. Field of study</b>	International Relations
<b>1.2. Mode of study</b>	Full-time study part –time study
<b>1.3. Level of study</b>	Second-cycle studies
<b>1.4. Profile of study*</b>	General academic
<b>1.5. Person/s preparing the course description</b>	Institute of International Relations and Public Policies
<b>1.6. Contact</b>	ismipp@ujk.edu.pl

### 2. GENERAL CHARACTERISTICS OF THE COURSE OF STUDY

<b>2.1. Language of instruction</b>	English
<b>2.2. Prerequisites*</b>	-

### 3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

<b>3.1. Form of classes</b>	Lecture, classes	
<b>3.2. Place of classes</b>	didactic rooms of the Jan Kochanowski University	
<b>3.3. Form of assessment</b>	Exam. graded credit	
<b>3.4. Teaching methods</b>	Lecture: problem lecture (lecture, discussion); viewing methods (demonstration, use of technical teaching aids). Classes: problem methods - activating learning (case analysis), methods of knowledge assimilation, moderated discussion presentation of a selected problem with the use knowledge	
<b>3.5. Bibliography</b>	<b>Required reading</b>	Theories of Secession, red. P.B. Lehnig, London–New York 1998. Contextualizing Secession. Normative Studies in a Comparative Perspective, red. B. Coppieters, R. Sakwa, Oxford 2003. M. Shaw, International Law, Cambridge 2012. W. Norman, Negotiating Nationalism. Nation-building, Federalism, and Secession in the Multinational State, Oxford 2006. P. Radan, The Break-up of Yugoslavia and International Law, London and New York 2002. Secession. International Law Perspective, red. M.G. Cohen, Cambridge 2006. J. Crawford, The Creation of States In International Law, Oxford 2006. M. Sterio, The Right to Self-Determination Under International Law, London–New York 2013.
	<b>Further reading</b>	Secession and International Law. Conflict Avoidance – Regional Appraisals, red. J. Dahlitz, New York–Geneva 2003. National Self-Determination and Secession, red. M. Moore, Oxford 1998. Ch. Heath Wellman, A Theory of Secession. The Case for Political Self-Determination, Cambridge 2005. M. Pobóg–Lenartowicz, K. Rojek, Disintegration Tendencies in the Contemporary International Order. Separatism, Secession, Revolution, „The Copernicus Journal of Political Studies” 2013, nr 2.

### 4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED LEARNING OUTCOMES

<b>4.1. Course objectives (including form of classes)</b> C1. Knowledge - Acquaintance of students with the international and treaty foundations of the right to self-determination and secession. C2. Presentation of methods of secession. C3. Presentation of competing theories concerning self-determination and secession. C4. Skills - Preparing students to analyze selected examples of implementation of the right to self-determination at the level of internal law. C5. Prepare students to analyze and evaluate selected theories and justifications of self-determination and secession. C6. Prepare students to prepare projections regarding the potential effects of secessionist processes in the fields of economics, security and foreign policy. C7. Social competences - Equipping students with the competence of critical analysis of selected contemporary secessionist processes
<b>4.2. Detailed syllabus (including form of classes)</b> Lecture/classes Fundaments of international law for the right to self-determination and secession; practical mechanisms for the implementation of the right to self-determination and secession; theories and justifications of the right to self-determination and secession; implementation of the right to self-determination at the level of internal law; analysis of the potential effects of secessionist processes; analysis of selected cases of contemporary secessionist processes

#### 4.3 Intended learning outcomes

Code	A student, who passed the course	Relation to learning outcomes
within the scope of <b>KNOWLEDGE:</b>		
W01	He has comprehensive knowledge of selected processes and concepts in the field of separatisms and on the nature and conditions of the contemporary global studies on increasingly faster technological development.	SM2A _W09
W02	He has in-depth knowledge of current challenges and problems related modern separatism	SM2A _W12
W03	He has comprehensive knowledge of various scientific, futurological, technological visions of realities and the future of the world.	SM2A _W13
within the scope of <b>ABILITIES:</b>		
U01	He is able to effectively and comprehensively apply his theoretical knowledge and recognized research methods to analyze long-term social, technological and climatic processes taking place within contemporary international relations, as part of working groups and groups of analysts.	SM2A _U04
U02	On the basis of in-depth knowledge, he is able to construct scenarios for the development of processes in the field of international relations, in all their planes, and outline their strategic consequences for the world.	SM2A _U05
U03	He is able to spot a new research problem and propose its creative analysis – solution. Identifies weak signals of change, is aware of the nonlinearity of global processes.	SM2A _U11
within the scope of <b>SOCIAL COMPETENCE:</b>		
K01	Has the ability to independently and consistently supplement knowledge and professional experience, thanks to the awareness of the existence of vast areas of ignorance and the need to limit them. It is ready to actively participate in public life and prepared to promote human rights, democratic values, gender equality, being aware of the long-term threats to these values.	SM2A _K01
K02	He is ready for objective and non-emotional reflection when assessing contemporary events and social, technological and economic trends, including the ability to competently and exhaustively refer to issues important in public life, primarily the social consequences of the growing integration of technological and biological domains.	SM2A _K03
K03	He is ready for objective and non-emotional reflection when assessing contemporary events and social, technological and economic trends, including the ability to competently and exhaustively refer to issues important in public life, primarily the social consequences of the growing integration of technological and biological domains.	SM2A _K06

#### 4.4. Methods of assessment of the intended learning outcomes

Teaching outcomes (code)	Method of assessment (+/-)																				
	Exam oral/written*			Test*			Project*			Effort in class*			Self-study*			Group work*			Others* e.g. standardized 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		
	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...
W01	+				+					+	+			+			+				
W02	+				+					+	+			+			+				

W03	+				+					+	+			+			+				
U01					+						+			+			+				
U02					+						+			+			+				
U03					+						+			+			+				
K01	+										+	+		+			+				
K02	+										+	+		+			+				
K03	+										+	+		+			+				

*\*delete as appropriate*

#### 4.5. Criteria of assessment of the intended learning outcomes

Form of classes	Grade	Criterion of assessment
lecture (L) (including e-learning)	3	Student passed the written exam at the level of 50-60% of the maximum number of points that can be obtained
	3,5	Student passed the written exam at the level of 61-70% of the maximum number of points that can be obtained
	4	Student passed the written exam at the level of 71-80% of the maximum number of points that can be obtained
	4,5	Student passed the written exam at the level of 81-90% of the maximum number of points that can be obtained
	5	Student passed the written exam at the level of 91-100% of the maximum number of points that can be obtained
classes (C)* (including e-learning)	3	Student passed the test at the level of 50-60% of the maximum number of points possible,'
	3,5	Student passed the test at the level of 61-70% of the maximum number of points possible
	4	Student passed the test at the level of 71-80% of the maximum number of points possible
	4,5	Student passed the test at the level of 81-90% of the maximum number of points possible, attended classes
	5	Student passed the test at the level of 91-100% of the maximum number of points possible, attended classes
others (...)* (including e-learning)	3	
	3,5	
	4	
	4,5	
	5	

#### 5. BALANCE OF ECTS CREDITS – STUDENT'S WORK INPUT

Category	Student's workload	
	Full-time studies	Extramural studies
<b>NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/</b>	<b>30</b>	<b>420</b>
Participation in lectures*	30	20
Participation in classes, seminars, laboratories*		
Preparation in the exam/ final test*		
Others (please specify e.g. e-learning)*		
<b>INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/</b>	<b>20</b>	<b>30</b>
Preparation for the lecture*	5	10
Preparation for the classes, seminars, laboratories*	10	10
Preparation for the exam/test*	5	10
Gathering materials for the project/Internet query*		
Preparation of multimedia presentation		
Others *		
<b>TOTAL NUMBER OF HOURS</b>	<b>50</b>	<b>50</b>
ECTS credits for the course of study	2	2

*\*delete as appropriate*

**Accepted for execution** (date and legible signatures of the teachers running the course in the given academic year)

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