Attachment No. 5 to Rector's ordinance No. 22/2020

DESCRIPTION OF THE COURSE OF STUDY

Course code	0312.4.SM2.D27.FS	
Name of the course in	Polish	**Studia nad przyszłością**
	English	**Future Studies**

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

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

2. GENERAL CHARACTERISTICS OF THE COURSE OF STUDY

2.1. Language of instruction	**English**
2.2. Prerequisites*	-

3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

3.1. Form of classes		Lecture, classes
3.2. Place of classes		didactic rooms of the Jan Kochanowski University
3.3. Form of assessment		Exam. graded credit
3.4. Teaching methods		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
3.5. Bibliography	**Required reading**	Kołodziej A., *Problemy metodologiczne futurologii jako „dyscypliny naukowej"*, „Acta Universitatis Lodziensis. Folia Sociologica" 2017, nr 61, https://czasopisma.uni.lodz.pl/sociologica/article/download/2442/2050. Magruk A., *Hybrydy metod badawczych w studiach przyszłości*, „Ekonomia i Zarządzanie" 2012, nr 4, http://jem.pb.edu.pl/data/magazine/article/95/en/1.4_magruk.pdf. Prandecki K., Michałowski A., *Środowiskowe ryzyko katastrofy rozwoju cywilizacyjnego*, „Przyszłość. Świat-Europa-Polska" 2016, nr 2, http://www.prognozy.pan.pl/images/stories/Pliki/przyszlosc/Biuletyn-2-34-2016-wersja-koncowa.pdf. Tetlock P. E., Gardner D., *Superprognozowanie: sztuka i nauka prognozowania*, CeDeWu, Warszawa 2017. Wierzbicki A. P., *Dodatnie sprzężenie zwrotne oraz prognozy katastroficzne*, „Przyszłość. Świat-Europa-Polska" 2016, nr 1, http://www.prognozy.pan.pl/images/stories/Pliki/przyszlosc/Biuletyn-1-33-2016-wersja-26-05.pdf.
	Further reading	Gleick J., *Chaos. Narodziny nowej nauki*, Zysk i S-ka Wydawnictwo, Poznań 2018. Kaku M., *Fizyka przyszłości: nauka do 2100 roku*, Prószyński i S-ka, Warszawa 2011. Randers J., *2052 globalna prognoza na następne 40 lat: raport Klubu Rzymskiego dla upamiętnienia 40 rocznicy Granic Wzrostu*, Warszawa 2014. Symonides E., *Człowiek i środowisko przyrodnicze: szanse przetrwania Homo sapiens w zdegradowanej biosferze*, „Przyszłość. Świat-Europa-Polska" 2017, nr 3, http://www.prognozy.pan.pl/images/stories/Pliki/przyszlosc/Biuletyn-3-39-2017-wer-17-11-1.pdf. Sarritas O, Smith J. E., *The Big Picture – trends, drivers, wild cards, discontinuities and weak signals*, "Futures" 2011, nr 43. Taleb N. N., *Czarny łabędź. O skutkach nieprzewidywalnych wydarzeń*, Kurhaus Publishing, Warszawa 2017.

4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED LEARNING OUTCOMES

4.1. Course objectives ***(including form of classes)***

C.1. Preparing the student to interpret problems of business practice and to assess the rationality of decisions of business entities and households; C2. Sensitizing the student to the possibility of using theory to interpret problems of economic practice and shaping attitudes appropriate for assessing the rationality of decisions of economic entities; C3. The course teaches students how to interpret and analyze graphs, charts, and data to describe economic concepts.

4.2. Detailed syllabus ***(including form of classes)***

Lecture - Introduction to Future Studies; criticism of futurology; the difference between futurology and forecasting; approaches to future studies: descriptive, evolutionary, scenario; 8 questions from J. Randers.

Classes - wild cards, weak signals, black swans - an attempt at identification; "creating" alternative futures - reflection on the directions of world development; analysis of the process of global climate change and an attempt to anticipate its effects; Technological singularity.

4.3 Intended learning outcomes

Code	A student, who passed the course	Relation to learning outcomes
within the scope of **KNOWLEDGE:**		
W01	He has comprehensive knowledge of selected processes and concepts in the field of future studies 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 to climate change, ecological problems, depletion of the world's resources (including natural resources and energy resources) and is aware of their long-term consequences.	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 **ABILITIES:**		
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 **SOCIAL COMPETENCE:**		
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**
NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/	**60**	**40**
*Participation in lectures**	**30**	**20**
*Participation in classes, seminars, laboratories**	**30**	**20**
*Preparation in the exam/ final test**		
*Others (please specify e.g. e-learning)**		
INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/	**40**	**60**
*Preparation for the lecture**	**5**	**10**
*Preparation for the classes, seminars, laboratories**	**10**	**20**
*Preparation for the exam/test**	**10**	**20**
*Gathering materials for the project/Internet query**	**10**	**5**
Preparation of multimedia presentation	**5**	**5**
*Others **		
TOTAL NUMBER OF HOURS	**100**	**100**
ECTS credits for the course of study	**4**	**4**

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

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