Course syllabus — Humanitarian and Development Aid [IRB4SE010IR]

A. Information on the placement of the course in the study program											
A.1	*Academic year/semester*			4 semester							
A.2	*Language of instruction*		english								
A.3	*Field of study*		International Relations								
A.4	*Profile*		General academic								
A.5	*Level of study*		Select an item.								
A.6	*Number of contact hours per semester assigned to individual class types*		W	Ćw	K	Ćw-T	Lab	PR	PL	PK	Kons.
		Full-time	10	20							
		Part-time									
W – lecture; Ćw – practical classes; K – seminar; Ćw-T – field classes; Lab – laboratory classes; PR – projects; PL – plein-air classes; PK – internships; Kons – consultations											
A.7	*Form of assessment* E – examination; ZO – graded pass; ZAL – pass		ZAL	ZAL	.	.	.	.	.	.	.
Student workload required to achieve the course learning outcomes											
A.8	*ECTS credits*		2.00								
A.9	*Total student workload required to achieve the course learning outcomes*		600								
A.10	*Breakdown of student workload related to achieving the course learning outcomes*								*Hours FT*		*Hours PT*
			Contact hours with the instructor						30		
			Independent student work						30		
B. General course description (prerequisites, course objectives, learning outcomes and methods of their assessment, alignment with the field-specific learning outcomes, course content)											
B.1	*Prerequisites*		The student should demonstrate motivation to participate actively in classes, take part in exercises—including brainstorming sessions—and actively seek solutions to the problems presented. The student demonstrates basic knowledge regarding: • international relations and international security, • organizational management and decision-making processes, • economics and the functioning of international organizations, • information analysis and the fundamentals of social research methodology (an additional bonus).								
B.2	*Course objectives*		The course "Humanitarian and Development Aid" focuses on issues related to providing support to populations affected by armed conflicts, natural disasters, and social or economic crises. It covers both short-term humanitarian aid and long-term development initiatives aimed at sustainably improving living conditions in developing countries. The primary objective is to prepare students for careers in public administration—specifically within the Ministry of Development and the Ministry of Foreign Affairs—as well as in non-governmental and international organizations. The course fosters the competencies required to work in the humanitarian and development aid sector and to make decisions within a dynamic international environment.								

		During the course, we will discuss the efforts of governments and non-governmental organizations to deliver humanitarian and development aid where it is needed most: in zones affected by climate-related and humanitarian disasters, as well as in areas of active conflict, war, and hostilities. We will also examine human rights across different regions and legal systems—ranging from democratic to authoritarian regimes—by comparing territories that uphold the universality of the Universal Declaration of Human Rights (UN, December 10, 1948) with those that do not. Some classes will be held in person in Warsaw at ul. Stokłosy 3; lecture hall numbers and meeting schedules will be finalized by October and published in the USOS system. The remaining classes will be conducted in a hybrid format using the Microsoft Teams platform. The link to the course team will be made available to students via the USOS system before classes begin. **Link**: https://teams.microsoft.com/dl/launcher/launcher.html?url=%2F_%23%2Fl%2Fmeetup-join%2F19%3Ameeting_YjIyN2NmYTEtMDM5Mi00M2ZiLTk4ZmItMDJiOThjOWFjMDE5%40thread.v2%2F0%3Fcontext%3D%257b%2522Tid%2522%253a%2522e8a52afe-6ea8-47f7-b275-783f7087b5fa%2522%252c%2522Oid%2522%253a%2522c35bfba0-8261-4d18-a4be-0b0dc7659522%2522%257d%26anon%3Dtrue&type=meetup-join&deeplinkId=0ad396a0-e36d-41f2-91f1-34f1193d230f&directDl=true&msLaunch=true&enableMobilePage=true&suppressPrompt=true Meeting ID: 346 941 266 239 93 Passcode: Tx9Y6vB3

B.3 Learning outcomes and methods of assessment, alignment with the field-specific learning outcomes

Course learning outcomes		*Assessment Methods*	*Alignment with the field-specific learning outcomes*
KNOWLEDGE			
W1	Upon completion of the course, the student is able to explain the basic concepts, principles, and models of humanitarian assistance and development cooperation in the international environment. The student characterizes the international humanitarian and development assistance system and identifies the role of international organizations, public administration, and non-governmental organizations.	Methods of verification: observation of group work, project, case study analysis, discussion, case study review.	K_W01, K_W02, K_W04
W2	Upon completion of the course, the student understands the legal and institutional foundations of humanitarian assistance, including international humanitarian law, international human rights law, the 2030 Agenda, and the Sustainable Development Goals (SDGs). The student explains the causes and consequences of armed conflicts, natural disasters, climate change, and humanitarian crises affecting the socio-economic development of states.	Methods of verification: observation of group work, project, case study analysis, discussion, case study review.	K_W03, K_W05, K_W06
W3	Upon completion of the course, the student understands the principles of planning, financing, coordination, and monitoring of humanitarian and development assistance projects. The student characterizes the role of Poland, the European Union, the United Nations, the World Bank, and other international organizations within the humanitarian assistance and development cooperation system.	Methods of verification: observation of group work, project, case study analysis, discussion, case study review.	K_W04, K_W07, K_W08
SKILLS			
U1	Upon completion of the course, the student is prepared to act responsibly in support of individuals and communities affected by humanitarian crises, while respecting human dignity and human rights. The student demonstrates sensitivity to social, humanitarian,	Methods of verification: observation of group	K_U01, K_U04, K_U06

	and development challenges occurring in different regions of the world and understands the importance of international solidarity.	work, project, case study analysis, discussion, case study review.	
U2	The student effectively cooperates within a team, takes responsibility for assigned tasks, and actively participates in the preparation of humanitarian and development projects. The student is able to make decisions in a dynamic international environment while considering ethical, legal, and cultural factors.	Methods of verification: observation of group work, project, case study analysis, discussion, case study review.	K_U02, K_U05, K_U07
U3	The student recognizes the need for continuous improvement of knowledge and professional competencies in the field of humanitarian assistance and development cooperation. The student follows principles of professional ethics, social responsibility, and impartiality when planning and implementing humanitarian actions. respects diverse cultural and social perspectives.	Methods of verification: observation of group work, project, case study analysis, discussion, case study review.	K_U06, K_U08
U4	The student demonstrates openness to cooperation with representatives of public administration, international organizations, non-governmental organizations, and the private sector. The student actively participates in discussions, demonstrates initiative in developing solutions to humanitarian and development challenges, and respects diverse cultural and social perspectives.	Methods of verification: observation of group work, project, case study analysis, discussion, case study review.	K_U03, K_U07, K_U08
SOCIAL COMPETENCES			
K1	The student is able to analyze the causes and consequences of humanitarian crises and assess the needs of populations affected by conflicts and disasters. The student can identify stakeholders involved in humanitarian and development activities and evaluate their roles and responsibilities.	Methods of verification: observation of group work, project, case study analysis, discussion, case study review.	K_K01, K_K02
K2	The student is able to use information from reports of international organizations, strategic documents, and academic sources to analyze humanitarian challenges. The student can prepare a project or concept for humanitarian assistance or development cooperation activities, taking into account the needs of beneficiaries and available resources. The student is able to evaluate the effectiveness of humanitarian and development interventions and formulate recommendations for their improvement.	Methods of verification: observation of group work, project, case study analysis, discussion, case study review.	K_K02, K_K03, K_K05
K3	The student is able to communicate analytical findings and present solutions to humanitarian challenges in oral and written form. The student can cooperate within project teams developing humanitarian and development initiatives. The student is able to incorporate ethical, cultural, and intercultural considerations into the planning and implementation of humanitarian activities.	Methods of verification: observation of group work, project, case study analysis, discussion, case study review.	K_K01, K_K04, K_K06
B.4	*Course content (separately for each class type specified in Section A.6)*	**Lecture 1**. Introduction and comparative analysis of traditional humanitarian aid donor states and recipient states. **Lecture 2.** The role of non-governmental organizations (NGOs) in delivering humanitarian and development aid. Case studies of the activities of Amnesty International, Human Rights Watch, Médecins Sans Frontières (Doctors Without Borders), and Oxfam during the Turkey-Syria earthquake (2023) and following the Indian Ocean tsunami (2004). **Lecture 3.** Humanitarian and development consequences of armed conflicts, technological disasters, and nuclear threats. Case studies include Hiroshima and Nagasaki after World War II, the 1986 Chernobyl Nuclear Power Plant disaster, the Fukushima Daiichi nuclear accident, the risks associated with “dirty bombs” and bioterrorism, as well as the challenges related to the	

		safety and protection of the Chernobyl and Zaporizhzhia Nuclear Power Plants during the Russian invasion of Ukraine. **Lecture 4.** Protection of civilians and prisoners of war during international conflicts. International humanitarian law, the Geneva Conventions, civilian protection strategies, and the concept of transitional justice. **Lecture 5.** Contemporary conflicts and humanitarian crises. Case studies: the conflicts in the Balkans in the 1990s and their long-term consequences, the Russo-Georgian War (2008), the European migration crisis (2015), Brexit (2016), the war in Ukraine since 2014, the Second Nagorno-Karabakh War (2020), the Belarus-EU border crisis (2021–2022), and Russia's full-scale invasion of Ukraine (since 2022). **Lecture 6.** Alternative research methodologies regarding humanitarian and development aid. The influence of Roy Bhaskar's critical realism and Anthony Giddens's structuration theory on the social sciences, Philip Gamaghelyan's conflict transformation methodology, and Alexander Wendt's constructivism and its significance for international relations research. **Lecture 7.** Sustainable Development Goals (SDGs) in the context of contemporary humanitarian crises, with particular focus on the situation in Sudan and North Darfur. **Lecture 8.** Climate refugees and forced migration. The impact of climate change on international security, human mobility, and development policies. Detailed case analysis of the Rohingya refugee crisis in Myanmar and neighboring countries, with particular emphasis on Bangladesh and India, including humanitarian challenges, regional responses, and long-term development implications. **Lecture 9.** Multilateral Development Banks (MDBs). The role of international financial institutions in supporting state reconstruction and the implementation of development projects within a changing international environment. **Lecture 10.** Human rights and international humanitarian law. An introduction to human rights theory, the Geneva Conventions, and the role of the international community in protecting fundamental rights. Case studies: the reconstruction of the Gaza Strip and Ukraine, and humanitarian challenges related to the situation in Iran. **Lecture 11.** Humanitarian aid and development cooperation strategies. A comparative analysis of interventions in Bosnia and Herzegovina, Kosovo, Syria, and Ethiopia. An assessment of the roles played by Richard Holbrooke, Kofi Annan, and Olusegun Obasanjo in peace processes and conflict resolution. **Lecture 12.** The Middle East – humanitarian challenges and prospects for reconstruction. The Palestine Liberation Organization (PLO) following the Oslo Accords (1993), the humanitarian situation in the Gaza Strip after October 2023, the situation in Iran amidst regional tensions, and the potential humanitarian consequences of shipping disruptions and a blockade of the Strait of Hormuz.
B.5	*Conditions for admission to the course assessment /examination*	Requirements for course credit/exam • attendance at tutorials in accordance with the Study Regulations, • active participation in classes, • completion and timely submission of a team project, • preparation and delivery of a presentation, • obtaining a passing grade on required tasks performed during tutorials.
B.6	*Conditions for course completion*	To obtain a passing grade (3.0) or a good grade (4.0), students must prepare a presentation on selected issues regarding risk and crisis management in an international context. Presentations will be discussed and compared during class, alongside the actions taken by Poland and other states. We will also jointly analyze the effectiveness of budgets allocated to humanitarian and development aid.

		Students aiming for a very good grade (5.0), as well as those who prefer working individually or are unable to actively participate in scheduled brainstorming sessions and other group exercises, may choose an alternative assessment method. This involves writing an essay (up to 3,000 words) or a book review addressing similar topics. The final course grade is determined based on performance in exercises, written assignments, and class participation. Students may improve their final grade by preparing additional written assignments or reviews of academic publications related to the course subject matter, subject to deadlines and guidelines set by the instructor. **The use of artificial intelligence** The use of artificial intelligence tools is permitted exclusively as a supportive resource for the preparation of supplementary materials, such as maps, tables, charts, or graphics, as well as for language and stylistic proofreading of submitted work. Assessment assignments must be original, reflect the student's independent analysis, critical thinking, and individual contribution, and comply with standards of academic integrity. The use of artificial intelligence tools to generate the substantive content of assignments, formulate analyses, or replace the student's independent work is not permitted.
C. Course reading list		
C.1	*Compulsory readings*	• Kahneman, D. (2011). *Thinking, fast and slow*. Farrar, Straus and Giroux. (Audiobook on YouTube.com) • Gamaghelyan, P. (2017). *Conflict Resolution Beyond the International Relations Paradigm: Evolving Designs as a Transformative Practice in Nagorno-Karabakh and Syria*. Ibidem Press. • Guy, M. (1990). *Ethical Decision Making in Everyday Work Situations* • Power, S. (2002). *A Problem from Hell: America and the Age of Genocide*. Basic Books.
C.2	*Supplementary readings*	• **HBO. (2019).** *Chernobyl* **[TV miniseries]. Created by Craig Mazin. HBO.** • Funabashi, Y., & Kitazawa, K. (2012). Fukushima in review: A complex disaster, a disastrous response. Bulletin of the Atomic Scientists, 68(2), 9–21. https://doi.org/10.1177/0096340212440359 • International Atomic Energy Agency. (2015). The Fukushima Daiichi accident: Report by the Director General. International Atomic Energy Agency. • Kingston, J. (Ed.). (2012). Natural disaster and nuclear crisis in Japan: Response and recovery after Japan's 3/11. Routledge. • Amilakhvari, L., & Alaverdov, E. (2023). Russia's strategic interest in post-Soviet countries. International Journal of Social Sciences and Education, 5(8), 289-298. • Amilakhvari, L. & Baghaturia, O. (2024). Russia's Militaristic Rhetoric, Imperialism, and Expansion: Wars in Georgia and Ukraine. In P. Pietrzak (Ed.), Dealing with Regional Conflicts of Global Importance (pp. 161-181). IGI Global Scientific Publishing. https://doi.org/10.4018/978-1-6684-9467-7.ch008. • Giustozzi, Antonio. (2020). "A Struggle for Power: Al Nusra and Al Qaida in Syria." Studies in Conflict & Terrorism 44 (1): 1–25. doi:10.1080/1057610X.2020.1799508. • Guneylioglu (2025, January 31). Reconsidering Turkey's influence on the Syrian conflict. Royal United Services Institute. https://www.rusi.org/explore-our-research/publications/commentary/reconsidering-turkeys-influence-syrian-conflict. • Hassan, Hassan. (2013). How the Muslim Brotherhood Hijacked Syria's Revolution. The shadowy Islamist group that was all but destroyed in the 1980s is ruining the uprising against Bashar al-Assad. Foreign Policy Magazine, March 13, 2013, 3:12 PM. https://foreignpolicy.com/2013/03/13/how-the-muslim-brotherhood-hijacked-syrias-revolution. • Hartwell, L. (15 October 2019). "Conflict Resolution: Lessons from the Dayton Peace Process". Negotiation Journal. 35 (4): 443–469. https://onlinelibrary.wiley.com/doi/full/10.1111/nejo.12300. • Kitzen, Martijn. & Marnix, Provoost. (2022). "Don't Underestimate the Bear—Russia Is One of the World's Most Effective Modern Counterinsurgents." Modern War

		Institute. 24 March 2022. https://mwi.usma.edu/dont-underestimate-the-bear-russia-is-one-of-the-worlds-most-effective-modern-counterinsurgents. • Karakuş, M. (2025). Ripple Effects: Shifting Alliances, Foreign Fighters, and the Specter of Radicalization. In P. Pietrzak (Ed.), Exploring the Implications of Local and Regional Conflicts (pp. 57-96). IGI Global Scientific Publishing. https://doi.org/10.4018/979-8-3693-2877-4.ch003. • Khomenko, I. & Petriv, L. (2024, December 2). What's Inside Keith Kellogg's Ukraine Peace Plan? United 24 Media. https://united24media.com/latest-news/whats-inside-general-keith-kelloggs-ukraine-plan-4176a ceasefire could be achieved if Ukraine's free territories were placed "under the NATO umbrella," • Landis, Joshua. (2012). The Syrian Uprising of 2011: Why the Assad Regime Is Likely to Survive to 2013, Middle East Policy, Vol. XIX, No. 1, Spring 2012. • Mearsheimer, John. J. (2002). The Tragedy of Great Power Politics. West Lafayette, IN, C-SPAN Archives. • Mearsheimer, John. J. (2014). Why the Ukraine Crisis Is the West's Fault. Foreign Affairs 93 (5): 77–89. • Mearsheimer, John. J. (1993). The case for a Ukrainian nuclear deterrent. Foreign Affairs (New York, N.Y.): 50–66. • Segell, G. (2025). Israel vs. Hamas Expands to Eight Fronts. In P. Pietrzak (Ed.), Exploring the Implications of Local and Regional Conflicts (pp. 1-26). IGI Global Scientific Publishing. https://doi.org/10.4018/979-8-3693-2877-4.ch001.
C.3	*Other materials*	• Pietrzak, P. (2022). *On the idea of humanitarian intervention: A new compartmentalization of IR theories*. Ibidem Press. • Pietrzak, P. (2024). The Sixth Great Debate in International Relations Theory Revolves Around Clarity: Ontology in Statu Nascendi as a Cutting-Edge Tool for Conflict Management. In P. Pietrzak (Ed.), Dealing with Regional Conflicts of Global Importance. (pp. 1-27). IGI Global. https://doi.org/10.4018/978-1-6684-9467-7.ch001. • Pietrzak, Piotr. (2023). "The Brzezinski Doctrine and NATO's Response to Russia's Assault on Ukraine." Modern Diplomacy. https://moderndiplomacy.eu/2023/01/12/the-brzezinski-doctrine-and-natos-response-to-russias-assault-on-ukraine. • Pietrzak, Piotr. (2022). "A Comparative Study of Russia's War in Ukraine (2014-, including its 2022 escalation), Russia's aggression in Georgia (2008), and Russia's Military Operations in Syria (2015-)" International Conference Proceeding Series - VII. International Middle East Symposium: Political and Social Stability in the Middle East (May 10-11th, 2022, Online). • Pietrzak, P. (2019). "The Syrian Conflict (2011–ongoing): How a Perfectly Winnable Uprising Has Ended Up as a Ferocious Proxy War of Global Importance". In: In Statu Nascendi Journal of Political Philosophy and International Relations 2019/1, pp. 34–98. https://cup.columbia.edu/book/in-statu-nascendi/9783838213095. • Pietrzak, P. (Ed.). (2024). *Dealing With Regional Conflicts of Global Importance*. IGI Global Scientific Publishing. https://doi.org/10.4018/978-1-6684-9467-7. • Pietrzak, P. (Ed.). (2024). *Analyzing Global Responses to Contemporary Regional Conflicts.* IGI Global Scientific Publishing. https://doi.org/10.4018/979-8-3693-2837-8. • Pietrzak, P. (Ed.). (2025). *Exploring the Implications of Local and Regional Conflicts*. IGI Global Scientific Publishing. https://doi.org/10.4018/979-8-3693-2877-4. • Pietrzak, P. (Ed.). (2025). *International Relations Theory and Philosophical Political Insights Into Conflict Management*. IGI Global Scientific Publishing. https://doi.org/10.4018/979-8-3693-9626-1. • Pietrzak, P. (Ed.). (2026). *Geopolitical Rivalries and Strategic Competition Across Eurasia*. IGI Global Scientific Publishing. https://doi.org/10.4018/979-8-3373-5671-6 • Pietrzak, P. (Ed.). (2026). *Strengthening International Relations Through Transformative Theory and Practice.* IGI Global Scientific Publishing. https://doi.org/10.4018/979-8-3693-6735-3. • Pietrzak, P. W. & Koumparoudis, E. I. (Eds.). (2026). T*he Morality of Software-Defined Warfare: Just War Theory, Army Medicine, and AI.* IGI Global Scientific Publishing. https://doi.org/10.4018/979-8-3373-6264-9.

		• Pietrzak, P. (Ed.). (2027*). Societal, Legislative, and International Implications of War Crimes, Genocide, and Ethnic Cleansing.* IGI Global Scientific Publishing. https://doi.org/10.4018/979-8-3373-6486-5. • Pietrzak, P. W. (Ed.). (2027). *Bridging Understanding Between Continental Philosophy and International Relations.* IGI Global Scientific Publishing. https://doi.org/10.4018/979-8-3373-9504-3. As per the list: https://orcid.org/0000-0003-0464-1991 Please check the link: https://www.instatunascendi.com/aid
D. Information on the programme director/dean, course coordinator, academic teacher(s), and date of syllabus preparation		
D.1	*Programme Director/Dean*	dr Aleksandra Chyc
D.2	*Course Coordinator*	
D.3	*Academic Teacher(s)*	dr Piotr Pietrzak
D.4	*Date of syllabus preparation*	22/07/2026

Disclaimer: This English version of the syllabus has been prepared through AI-assisted translation from the original Polish version. The original Polish version remains the official reference document. All ideas, concepts, and course content are the responsibility of the course facilitator.

