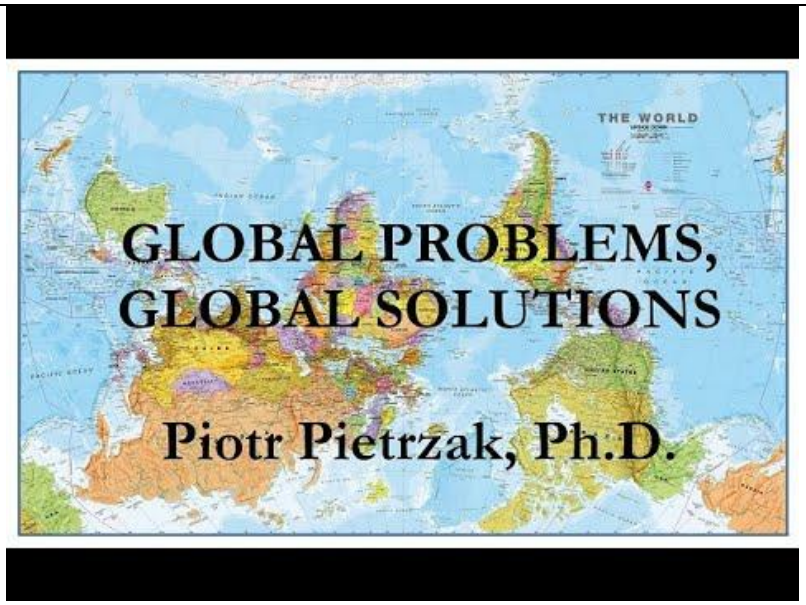
Course syllabus	**Syllabus - GLOBAL PROBLEMS, GLOBAL SOLUTIONS**									
A. Information on the placement of the course in the study programme										
A.1	*Academic year/semester*	2026-2027	1 semester							
A.2	*Language of instruction*	english								
A.3	*Field of study*	International Relations								
A.4	*Profile*	General academic								
A.5	*Level of study*	Second-cycle studies								
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									
		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		E	ZAL	.	.	.	.	.	.	.
Student workload required to achieve the course learning outcomes										
A.8	*ECTS credits*	3								
A.9	*Total student workload required to achieve the course learning outcomes*	30 h + 30 h								
A.10	*Breakdown of student workload related to achieving the course learning outcomes*							*Hours FT*	*Hours PT*	
		Contact hours with the instructor						30 h		
		Independent student work						30 h		
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: • contemporary history, politics and macroeconomics • organizational management and decision-making processes, • economics and the functioning of international organizations, • information analysis and the fundamentals of social research methodology (would be considered as an additional bonus).									

B.2	*Course objectives*	 GLOBAL PROBLEMS, GLOBAL SOLUTIONS aims to provide students with the fundamental tools necessary to understand the post-Cold War global power architecture from theoretical and analytical perspectives. It addresses students interested in current affairs, security studies, and leading approaches to violent conflict after 1991. We will approach our primary research area from geopolitical, security studies, and humanitarian perspectives. In class, we examine the new world order in statu nascendi through the lens of ongoing conflicts and humanitarian emergencies. The course "Global Problems, Global Solutions" focuses on issues related to supporting populations affected by armed conflicts, natural disasters, and social or economic crises. It covers both short-term humanitarian aid and long-term development initiatives that aim to sustainably improve living conditions in developing countries.

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

By examining real-world conflicts and institutional responses, students develop the ability to:

- Analyze international developments and identify their geopolitical, security, and humanitarian implications.
- Assess the needs of populations affected by armed conflicts and other emergencies.
- Understand the legal and institutional frameworks governing humanitarian assistance and civilian protection.
- Evaluate the effectiveness of international organizations and national government policies.
- Prepare evidence-based recommendations for crisis management, humanitarian response, and sustainable development.
- Cooperate with stakeholders from different institutional, professional, and cultural backgrounds.
- Make informed decisions while considering strategic interests, legal obligations, ethical responsibilities, and humanitarian needs.

Use of Artificial Intelligence

The use of artificial intelligence tools is permitted exclusively as a supporting resource for preparing supplementary materials, such as maps, tables, charts, and graphics, and for language and stylistic proofreading of submitted work.

All assessed assignments must be original and reflect the student's independent analysis, critical thinking, and individual contribution. Students must comply with applicable academic integrity standards and any additional requirements established by the instructor.

The use of artificial intelligence tools to generate the substantive content of assessed assignments, formulate the student's analysis, or replace independent academic work is not permitted.

Course learning outcomes	*Assessment Methods*	*Alignment with the field-specific learning outcomes*
KNOWLEDGE The overall objective is to equip students with theoretical knowledge, analytical skills, and professional awareness needed to contribute responsibly to resolving global problems through international cooperation, humanitarian action, and sustainable development. The primary goal is to prepare students for careers in public administration—specifically within the Ministry of Defense and the Ministry of Foreign Affairs—as well as in non-governmental and international organizations. The course builds the competencies needed to work in the humanitarian and development aid sector and make decisions in a dynamic international environment.		
• **Upon completion of the course, the student can** explain the basic principles of humanitarian assistance and development cooperation and describe the roles of international organizations, public administration, and non-governmental organizations in providing aid.	Methods of verification: observation of group work, project, case study analysis, discussion, case study review.	K_W01, K_W02, K_W04
• **Uponstudentstion of the course, the** student can analyze international developments and identify their geopolitical, security, and humanitarian implications. • Assess the needs of populations affected by armed conflicts and other emergencies. • Understand the legal and institutional frameworks governing humanitarian assistance and civilian protection. • Evaluate the effectiveness of international organizations and national government policies.	Methods of verification: observation of group work, project, case study analysis, discussion, case study review.	K_W03, K_W05, K_W06
• Upon completion of the course, students can prepare evidence-based recommendations for crisis management, humanitarian response, and sustainable development. • Cooperate with stakeholders from different institutional, professional, and cultural backgrounds. • Make informed decisions while considering strategic interests, legal obligations, ethical responsibilities, and humanitarian needs.	Methods of verification: observation of group work, project, case study analysis, discussion, case study review.	K_W04, K_W07, K_W08
SKILLS		
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.	Methods of verification: observation of group work, project, case study	K_U01, K_U04, K_U06

The student demonstrates sensitivity to social, humanitarian, and development challenges occurring in different regions of the world and understands the importance of international solidarity.	analysis, discussion, case study review.	
The student cooperates effectively within a team, takes responsibility for assigned tasks, and actively participates in preparing 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
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
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, projects, case study analysis, discussions, and case study reviews.	K_U03, K_U07, K_U08
SOCIAL COMPETENCES		
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
The student can use information from reports by 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 beneficiaries' needs and available resources.	Methods of verification: observation of group work, project, case study analysis, discussion, case study review.	K_K02, K_K03, K_K05
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)*	**CLASS MODULES** Lecture 1: The Establishment of the State of Israel 1947, Nakba, Six-Day War of 1967, Munich 1972, the Yom Kippur War 1973, Oslo Accords 1994, October 7, 2023, the situation in Gaza, the West Bank, and Lebanon, & the Retaliatory War against Iran

		Lecture 2: Approaching the conflict in Ethiopia from a humanitarian perspective Lecture 3: Approaching the War in Ukraine from a humanitarian perspective Lecture 4: Discussing the notion of national interest/realism in the context of communitarian/cosmopolitan debates in the context of the conflict between Armenia and Azerbaijan and the situation in the North Caucasus Lecture 5: The New Cold War? American "soft power" during Donald J. Trump's second term marked the end of the unipolar momentum. The US withdrawal from Iraq, Afghanistan, and Syria / pursuing peace in Ukraine; and the Putinisation of the so-called Near Abroad Countries Lecture 6: Comparing Apples and Oranges: The Balkan Region of the 1990s & Today. | Chechen Insurgency Yesterday and the North Caucasus Today. Lecture 7: China's One Belt One Road initiative; its smart power initiatives in Oceania, Africa, and Latin America; and its more assertive/hawkish policies in the South China Sea, including China-India, US-China, China-Russia, and China-Japan relations. Lecture 8: On Human Rights, genocide, genocidal actions, wartime rape, the idea of humanitarian intervention *in statu nascendi* Lecture 9: Dealing with the emerging regional conflicts through the prism of the United Nations, World Bank, CBSS – Council of the Baltic Sea States, Visegrad Group, OSCE, NATO, ASEAN, MERCOSUR, African Union, Shanghai Cooperation Organization, and the Commonwealth of Independent States (CIS). Lecture 10: The European Union: Global Aspirations and its Handling of Putin's Russia, Hussein's Iraq, Erdogan's Turkey, Qaddafi's Libya, Assad's Syria, Sisi's Egypt, Kim's North Korea. Lecture 11. This module discusses the Convention on the Prohibition of Development, Production, Stockpiling, and Use of Chemical Weapons, the Treaty on the Non-Proliferation of Nuclear Weapons, terrorism, and the international community's response to a chemical attack. Lecture 12 Modern Technology, Artificial Intelligence, Drones, Robotics in Modern Conflict: the 9/11 War in Afghanistan and US-led intervention in Iraq of 2003
B.5	*Conditions for admission to the course assessment /examination*	No preconditions
B.6	*Conditions for course completion*	**Conditions for Course Completion and Grading** To obtain a passing grade (3.0) or a good grade (4), students must prepare a presentation on selected issues regarding risk and crisis management in an international context. We will discuss and compare these presentations in class, alongside the measures taken by Poland and other nations. 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 have the option to improve their final grade by preparing additional written assignments or reviews of academic publications related to the course subject matter, subject to the deadlines and conditions specified by the instructor.

		For those who prefer to take a written exam – we can organize a test
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*	**Additional Reading** • Kuhn, Thomas S. 1970. The structure of scientific revolutions. University of Chicago Press, • Lakatos, Imre. 1978. The methodology of scientific research programs. Cambridge: Cambridge University Press, • Przeworski, Adam & Teune, Henry. 1970. The Logic of Comparative Social Inquiry. (New York: John Wiley and Sons, Inc. • Sartori, Giovanni. 1984. Social science concepts: a systematic analysis. Beverly Hills, Calif: Sage Publications, • Sartori, Giovanni. 1994. Comparative Constitutional Engineering. Basingstoke: Macmillan, **Interesting articles:** • **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.

		Please see: https://www.youtube.com/watch?v=p5USPIjsoeM&list=PLj5gUotMBiW_nD-PC5wEHYyfQkSksoTT- As per the list: https://orcid.org/0000-0003-0464-1991 Please check the link: https://www.instatunascendi.com/globalproblems
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*	10/10/2026