

## Institute of Security Education and Computer Sciences

### Winter semester:

#### Module I

<a href="#">Conflict Resolution, Humanitarian Aid and Post-Conflict Reconstruction of State. Case Studies of Kosovo and Ukraine</a>	30 ECTS
<a href="#">Geography of International Security</a>	
<a href="#">War on Ukraine. War for the world</a>	
<a href="#">History of International Security</a>	
<a href="#">Political Relations and International Security in XXI century</a>	

### Summer semester:

#### Module I

<a href="#">The Role of Intergovernmental Organizations (IGOs) in Maintaining Peace and Security</a>	30 ECTS
<a href="#">Geography of International Security</a>	
<a href="#">War on Ukraine. War for the world</a>	
<a href="#">Interpersonal Communication</a>	
<a href="#">Political Relations and International Security in XXI century</a>	

### Course card

Course title	<b>History of International Security</b>		
Semester (winter/summer)	Winter/Summer	ECTS	6
Lecturer(s)	Artur Jach-Chrząszcz, PhD		
Department	Institute of Security and Computer Sciences		

#### Course objectives (learning outcomes)

The course explores the global evolution of international security, with the focus being put on comprehensive historical studies backed by both political and military analyses. The discussion on the topic of the development of international relations in individual regions of the world over the past centuries will enable the audience to obtain knowledge pertaining to alliances concluded and causes of various conflicts, which will in turn help the participants comprehend the variability of the nature and specificity of warfare. The lecturer will elaborate on contemporary issues, such as the impact of having nuclear weapons on international relations, as well as on the importance of participation of individual countries in international economic and military organizations.

#### Prerequisites

Knowledge	No.
Skills	English speaking.
Courses completed	No.

#### Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours			2		6	7	

#### Teaching methods:

Classes will have the form of a seminar based on discussions regarding the chosen topics and readings. During the classes the teacher will make an introduction to the topic, ask questions, supervise students' individual and collective work, verify the information provided by the students. Each student is required to give an oral presentation on a particular aspect of international relations. The creation of the multimedia presentation will be coordinated by the lecturer by means of the preparation of proper materials and

provision of key guidelines. The topical area of the speech will be directly related to the history of international relations. Valid active participation in class is required.

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E-learning
x				x	x		x				x	x

Assessment criteria	Students get a pass for attending classes, active participation in discussions and making a presentation.
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Course content (topic list)

- 1) Theories of International Security.
- 2) Military and Non-Military aspects of International Security.
- 3) Concepts of security in the international arena.
- 4) Security areas.
- 5) The role of international organizations (NGOs) in ensuring International Security.
- 6) The role of political initiatives in ensuring International Security.
- 7) 21st century challenges in ensuring International Security.

Compulsory reading

- 1) Bridge R., Bullen R., *The Great Powers and the European States System 1814-1914*, Routledge, Harlow, New York 2004.
- 2) Browning S., *International Security: A Very Short Introduction*, Oxford University Press, Oxford 2013.
- 3) Keylor W.R., *The Twentieth-Century World and Beyond: An International History since 1900*, Oxford University Press, Oxford, New York 2006.
- 4) Malchow H.L., *History and International Relations: From the Ancient World to the 21st Century*, Bloomsbury Academic, New York 2019.
- 5) Ringmar E., *History of International Relations*, İbn Haldun Üniversitesi, Başakşehir 2021.
- 6) Roberts J.M., *The Penguin History of the Twentieth Century: The History of the World, 1901 to the Present*, Penguin Books, London 2004.

## Recommended reading

1. McWilliams W.C., Piotrowski H., *The World Since 1945: A History of International Relations*, Lynne Rienner Publishers, Boulder 2009.
2. Menges C., *Military Aspects of International Relations in the developing areas*, RAND 1966.
3. UNESCO, *Non-military Aspects of International Security*, UNESCO Publishing, Paris 1995.
4. Warner M., *The Rise and Fall of Intelligence: An International Security History*, Georgetown University Press, Washington 2014.

### Course card

Course title	<b>Political Relations and International Security in XXI century</b>		
Semester (winter/summer)	Winter/Summer	ECTS	6
Lecturer(s)	dr Jarosław Indyk		
Department			

#### Course objectives (learning outcomes)

The course is designed to provide an introduction to international relations issues and the impact of current trends on international security. After mastering the general concepts of international relations, the student will be able to identify the cause-and-effect relationships of relationships between international actors, as well as the causes of disputes and conflicts between them.

#### Prerequisites

Knowledge	Basic information on international security
Skills	<ul style="list-style-type: none"> <li>- The ability to use basic terminology;</li> <li>- The ability to work independently and in groups;</li> <li>- The ability to search for and use sources;</li> <li>- ability to present knowledge</li> </ul>
Courses completed	-

#### Course organization

Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours	15		15					

#### Teaching methods:

Lecture and auditoriums conducted in the form of students' own work

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
		x		x						x		

Assessment criteria	Assessment based on activity, students' own work and final exam
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Course content (topic list)

<ol style="list-style-type: none"> <li>1. A look at international relations - realism, liberalism, constructivism</li> <li>2. The contemporary state of international relations - from the end of World War II, through the Cold War, the unipolar world, the fight against terrorism to multipolarity</li> <li>3. Globalization and deglobalization and trends in international reality</li> <li>4. International actors - who are the actors in international relations in the 21st century</li> <li>5. Economics and its impact on international security</li> </ol>
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Compulsory reading

<ol style="list-style-type: none"> <li>1. Baylis, J., Smith, S., <i>The Globalization of World Politics: An Introduction to International Relations</i>, Oxford University Press 2001.</li> <li>2. Feles E., <i>Power in the 21st Century</i>, Springer 2012.</li> <li>3. Fukuyama F., <i>The End of History?</i>, Center for the National Interest, 1989.</li> <li>4. Hough P., <i>International Security Studies: Theory And Practice</i>, Taylor &amp; Francis, 2020.</li> <li>5. Mania A., Grabowski M., Pugacewicz T., <i>Global Politics in the 21<sup>st</sup> Century</i>, International Relations in Asia, Africa and the Americas, Volume 5.</li> </ol>
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Recommended reading

### Course card

Course title	<b>Interpersonal Communication</b>		
Semester (winter/summer)	Summer	ECTS	6
Lecturer(s)	Prof. UKEN Małgorzata Bereźnicka		
Department	Instytut Bezpieczeństwa i Informatyki		

#### Course objectives (learning outcomes)

- presentation of basic functions, methods, and theories of communication;
- familiarizing students with the basics of interpersonal communication;
- approaching to verbal and non-verbal communication
- preparing students for a more informed and effective communication, both in working life and private life;
- encouraging students to solve problems in communication and self-improving knowledge of interpersonal communication.

#### Prerequisites

Knowledge	Basic knowledge about interpersonal communication.		
Skills	Basic skills in interpersonal communication.		
Courses completed	-----		

#### Course organization

Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)		
Contact hours			15						

#### Teaching methods:

Classes will have forms of seminars. Students will be acquainted with the subject and will take an active

part in the activities (work on the text, short films and tasks relating to interpersonal communication as well as presentations). The role of the teacher consists of introduction to the subject, asking questions, supervising students' individual and collective work, verification of information, commenting, provoking discussion. Valid active participation in class is required, absences should be made up for individually with the teacher. Students are encouraged to read at least one item in the bibliography, about verbal and nonverbal communication, and to verify the knowledge acquired in the exercise in practice - in everyday life.

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
				X	X	X	X				X	X

Assessment criteria	Students get a pass for attending classes, active participation and making tasks required during classes (short presentations are possible).
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Course content (topic list)

1. Explaining students programming content, methodology classes, and bibliography. Introduction – scheme of communication and types of communication. The division of tasks. (2 hrs.).
2. The levels of communication in society, theories of interpersonal communication, forms of communication. Verbal vs. nonverbal communication (2 hrs.).
3. Types of intelligence according to H. Gardner and their influence on the way people should learn (2 hrs.).
4. Basic elements and phases and general rules of conversation. The main barriers to verbal communication (2 hrs.).
5. Types of nonverbal communication. Difficulties in nonverbal communication (2 hrs.).
6. Communication skills – everyday encounter. Communication behavior and gender (2 hrs.).
7. Communication behavior and culture. Private vs. professional communication (2 hrs.).
8. Summing up the key aspects of the course (1 hr).



### Compulsory reading

1. J.T. Wood, *Interpersonal communication. Everyday encounters*, The University of Carolina At Chapel Hill, Cengage learning 2010, online: [http://www.cengagebrain.com/content/wood67647\\_0495567647\\_02.01\\_chapter01.pdf](http://www.cengagebrain.com/content/wood67647_0495567647_02.01_chapter01.pdf);
2. R.M. Krauss *et al*, *Nonverbal Behavior and Nonverbal Communication: What Do Conversational Hand Gestures Tell Us?*, online: <http://www.columbia.edu/~rmk7/PDF/Adv.pdf>
3. *Nonverbal Communication*, [http://www.sagepub.com/upm-data/53604\\_Gamble\\_%28IC%29\\_Chapter\\_6.pdf](http://www.sagepub.com/upm-data/53604_Gamble_%28IC%29_Chapter_6.pdf);

### Recommended reading

1. M.L. Knapp and J.A. Hall, *Nonverbal Communication in Social Interaction*, Wadsworth/Thomson Learning, 2006.
2. R.M. Krauss, S.R. Fussell, *Social Psychological models of Interpersonal Communication*, in E.T. Higgins & A. Kruglanski (Eds.), *Social Psychology: Handbook of Basic Principles*. New York: Guilford Press, online: <http://www.columbia.edu/~rmk7/PDF/Comm.pdf>;
3. *Verbal Communication*, [http://www.sagepub.com/upm-data/59343\\_Chapter\\_4.pdf](http://www.sagepub.com/upm-data/59343_Chapter_4.pdf);
4. *Verbal and Nonverbal Communication*, <http://faculty.buffalostate.edu/smithrd/UAE%20Communication/Unit2.pdf>;
5. *Written communication*: <http://www.oum.edu.my/sites/default/files/pdf/OUMH1203.pdf>

### Course card

Course title	<b>Conflict Resolution, Humanitarian Aid and Post-Conflict Reconstruction of State. Case Studies of Kosovo and Ukraine</b>		
Semester (winter/summer)	Winter/Summer	ECTS	5
Lecturer(s)	Ph.D. Paulina Szelaż		
Department	Institute of Security and Informatics		

#### Course objectives (learning outcomes)

The breakup of the former Yugoslavia in 1991 and the outbreak of wars in former Yugoslav republics, created the need for post-conflict reconstruction among several states. The last ethnic conflict in this region was ended by the humanitarian intervention of NATO in 1999 in Kosovo. Since that time the international community has been present in this country.

Since 24 February 2022, the war has been taking place in Ukraine. As a result various international organizations, both governmental and non-governmental, and particular states, have been engaged in this armed conflict, which is the culmination of growing tensions between Russia and Ukraine dating back to at least 2004.

The seminar aims to focus on actions that have been taken so far by various international actors including states as well as international governmental and international non-governmental organizations in relation to resolving conflicts in Kosovo and in Ukraine, as well as in the reconstruction of post-conflict Kosovo and humanitarian aid in Ukraine.

#### Prerequisites

Knowledge	No
Skills	English language skills, basic Microsoft Office skills
Courses completed	No

#### Course organization

Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours					11	4		

#### Teaching methods:

Introduction to each unit will be made by the instructor. Some of the topics might be supported by short documentaries. Students will be obliged to read some articles prior to the seminar. During the classes a number of questions in relation to these articles will be distributed. Students will be obliged to find answers to the questions related to specified articles. On the basis of the above-mentioned articles discussion will be arranged. Attendance of the seminar is mandatory. There will be a record of presences and absences.

#### Assessment methods:

E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
							X	X				

Assessment criteria	Students get a pass for attending classes, active participation in discussions and making a presentation. Absences should be made up for individually with the teacher.
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Comments	Students will be asked to read publications from various academic journals such as i.a.: <i>Ethnopolitics</i> , <i>Nationalities Papers</i> , <i>Cooperation and Conflict</i> , <i>International Affairs</i> , <i>Slavic Review</i> , <i>Yearbook of the Institute of East-Central Europe</i> , <i>Academic Journals of Interdisciplinary Studies</i> , and select book chapters.
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#### Course content (topic list)

1. History of conflict in Kosovo in 90s
2. History of conflict in Ukraine since 2004
3. The role of the international community in conflict resolution: case study of Kosovo
4. The role of the international community in conflict resolution: case study of Ukraine
5. The role of international governmental organizations and international non-governmental organizations in the post-conflict reconstruction of Kosovo: selected case studies
6. The role of international governmental organizations and international non-governmental organizations in humanitarian aid in Ukraine: selected case studies
7. Contemporary Problems of Kosovo and Ukraine: Concluding discussion

#### Compulsory reading

- Andrzejczak-Świątek, M. (2021). The Process of Reconciliation Between Serbia and Kosovo and the Internal Legal Strategies of the EU States, the USA, and Russia (with Particular Emphasis on the Activities of the Kosovo Specialist Chambers). *The Yearbook of the Institute of East-Central Europe*, 19 (2021), Nr. 4, 109-125. <https://doi.org/10.36874/RIESW.2021.4.6>.
- Barron, K. (2022). The Annexation of Crimea and EU Sanctions: An Ineffective Response. *The Arbutus Review*, Vol. 13, No. 1, 120-131.
- Communication from the Commission on Guidance for access to the labour market, vocational education and training and adult learning of people fleeing Russia's war of aggression against Ukraine, Brussels, 14.06.2022.
- Duke, S. (1998). The Trouble with Kosovo. *Working Paper*, 98/W/03, 1-18.
- Formisano, C., Tasiopoulou, G. (2012). The OSCE Mission in Kosovo: A Performance Appraisal. In: *OSCE Yearbook 2011*. IFSH (Ed.). Baden-Baden, 127-135.
- Ker-Lindsay, J. (2012). The UN and Post-Intervention Stabilization of Kosovo. *Ethnopolitics*, 11(4), 392-405. <https://doi.org/10.1080/17449057.2012.697652>.
- Ker-Lindsay, J. (2011). Not Such a 'Sui Generis' Case After All: Assessing the ICJ Opinion on Kosovo. *Nationalities Papers*, 39:1, 1-11.
- Natorski, M. (2018). EU Mediation Practices in Ukraine during Revolutions: What Authority as a Peacemaker?. *International Negotiation*, 23(2), 278-298.
- Rashiti, N. (2019). Ten Years After EULEX. Key Principles for Future EU Flagship Initiatives on the Rule of Law. *CEPS Paper in Liberty and Security in Europe*, No 2019-07, 1-20.
- Strycharz, D. (2022). Role Change and Russia's Responses to Upheavals in Ukraine. *Foreign Policy Analysis*, Volume 18, Issue 4, 1-18.
- Szeląg, P. (2013). Activity of the UN Security Council with the Aim of Restoring Stability in Kosovo in 1998-1999. *Academic Journal of Interdisciplinary Studies*, 2(2013), Nr. 9, 436-442.
- Ukraine Situation. Regional Refugee Response Plan. January-December 2023.
- Visoka, G. (2019). Metis Diplomacy: The Everyday Politics of Becoming a Sovereign State. *Cooperation and Conflict*, 54(2), 167-190.

#### Recommended reading

- Duleba, A. (2019). Opportunities and problems in EU-Ukraine relations: actors' perceptions. *International Issues & Slovak Foreign Policy Affairs*, 28(1/2), 47-72.
- Forsberg, T., Patomäki, H. (2023). Looking at the war in Ukraine and ways it could end from a global perspective. *Globalizations*, 11 July 2023, 1-7.
- Reznik, O. (2016). From the Orange Revolution to the Revolution of Dignity: Dynamics of the Protest Actions in Ukraine. *East European Politics and Societies*, 30(4), 750-765.
- Stokes, G., Lampe, J., Rusinow, D., Mostov, J. (1996). Instant History: Understanding the Wars of Yugoslav Succession. *Slavic Review*, 55(1), 136-160. <https://doi.org/10.2307/2500982>.

### Course card

Course title	<b>War on Ukraine. War for the world</b>		
Semester (winter/summer)	Winter/Summer	ECTS	5
Lecturer(s)	Żanna Osikowicz, PhD		
Department	Institute of Security and Computer Sciences		

#### Course objectives (learning outcomes)

The objectives of the course "War for Ukraine. War for the World" will include both an understanding of specific events related to the conflict in Ukraine and a broader view of the conflict's impact on international relations. A course with such a focus can provide students with an interdisciplinary perspective that integrates elements of history, political science, international relations and journalism to better understand the complexity of the conflict in Ukraine and its impact on the international arena.

#### Prerequisites

Knowledge	No.
Skills	Ukrainian speaking.
Courses completed	No.

#### Course organization

Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours	5				6	7		

#### Teaching methods:

The class will be held in the form of a lecture on the topic and a possible post-lecture discussion. As well as the preparation of a multimedia presentation by students.

#### Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E-learning
x				x	x		x				x	x

Assessment criteria	Students get a pass for attending classes, active participation in discussions and making a presentatio.
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Comments	-
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#### Course content (topic list)

- 8) What is modern warfare like?
- 9) The Battle for Kiev.
- 10) Why Putin sparked the war?
- 11) The game of great powers.
- 12) Lessons from the war for Poland.
- 13) War of attrition.

#### Compulsory reading

- 7) Medea Benjamin, Nicolas J S Davies, Katrina Vanden Heuvel, *War in Ukraine: Making Sense of a Senseless Conflict*, Or books 2022.
- 8) Ploky Serhii, *The Russo-Ukrainian War*, Penguin Group 2023.
- 9) Garry Kasparov, *Winter is Coming: Why Vladimir Putin and the Enemies of the Free World Must Be Stopped*, Atlantic Books 2016.
- 10) Anne Applebaum, *Red Famine: Stalin's War on Ukraine*, Doubleday 2017.
- 11) Angela E. Stent, *The Limits of Partnership: U.S.-Russian Relations in the Twenty-First Century*, Princeton University Press 2014.
- 12) Timothy Snyder, *Bloodlands: Europe between Hitler and Stalin*, Ballantine Books 2015.
- 13) Stephen F. Cohen, *War with Russia?: From Putin & Ukraine to Trump & Russiagate*, Hot books 2020.

#### Recommended reading

1. Richard Sakwa, *Frontline Ukraine: Crisis in the Borderlands*, I.B. Tauris & Co. Ltd., 2014.
2. Snyder Timothy, *Bloodlands: Europe between Hitler and Stalin*, Vintage Publishing 2011.
3. Andrew Wilson, *Ukraine Crisis: What It Means for the West*, Yale University Press 2014.
4. Karen Dawisha, *Putin's Kleptocracy: Who Owns Russia?* Simon & Schuster 2015.

### Course card

Course title	<b>Geography of International Security</b>		
Semester (winter/summer)	Winter/Summer	ECTS	6
Lecturer(s)	Piotr Swoboda, PhD		
Department	Institute of Security and Computer Sciences		

#### Course objectives (learning outcomes)

The aim of the course is to provide essential knowledge on the field of political geography, especially basic notions, problems and concepts, as well as on the subject of basic political and economic processes that shape and determine contemporary world and international relations.

#### Prerequisites

Knowledge	Student possesses essential knowledge of the geography of the world and the general history.
Skills	Student can point out main continents and countries as well as main geographical objects on the map of the world.
Courses completed	State's security, international security, international relations, political sciences, law, economy, administration, journalism.

Course organization									
Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)		
Contact hours			15						

#### Teaching methods:

- Power Point presentation;
- maps and other cartographic tools;
- multimedial and interactive games (applications) with usage of mobile devices (BYOD).

#### Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E-learning
x				x	x						x	

Assessment criteria	Attendance. Participation in the interactive challenges. Student's presentation on the chosen issue, discussion participation..
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Comments	-
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#### Course content (topic list)

- 14) Political and economic geography and security. The subject of political geography. Basic definitions. State as a main subject of security in the contemporary world.
- 15) Basic notions and research problems of political geography. The development of political geography. Chosen geopolitical theories and concepts.
- 16) State in the geopolitical sphere. State and country. State territory. State borders. State internal organization. State capitals. Nationality, national and ethnic minorities. Culture and language.
- 17) Political changes on the world map. Historical perspective. Crucial moments of the political transformations of the world map. Contemporary political map of the world.
- 18) Social and economic aspects of contemporary world. Basic notions and indicators of the development. Chosen concepts of world's divisions. Globalisation.
- 19) Main security challenges and problems of contemporary world.
- 20) Chosen states and regions according to the historical and contemporary geopolitical processes.

#### Compulsory reading

- 14) Blacksell M., *Political Geography*, Routledge, Abingdon, New York 2006.
- 15) Marshall T., *Prisoners of Geography. Ten maps That Tell You Everything You Need To Know About Global Politics*, Elliott & Thompson Limited, 2016.
- 16) Central Intelligence Agency, *The World Fact Book*, 2020, <https://www.cia.gov/library/publications/the-world-factbook/>.

#### Recommended reading

- 1) Brzeziński Z., *The Grand Chessboard: American Primacy And Its Geostrategic Imperatives*, Basic Books, 1998.
- 2) Huntington S., *The Clash of Civilizations and the Remaking of World Order*, Simon & Schuster 2011.



- 3) Jones M., Jones R., Whitehead M., Woods M., Dixon D., Hannah M., *An Introduction to Political Geography: Space, Place and Politics*, Routledge, 2014.
- 4) Marshall T., *The Power of Geography: Ten Maps That Reveals the Future of Our World*, Elliott & Thompson Limited, 2021.
- 5) Otok S., *Geografia polityczna. Geopolityka-ekopolityka-globalistyka*, PWN, Warszawa 2012.
- 6) Rykiel Z., *Podstawy geografii politycznej*, PWE, Warszawa 2006.
- 7) Swoboda P., *Geografia polityczna w analizach i badaniach z zakresu nauk o bezpieczeństwie (wybrane aspekty)*, [w:] *Uwarunkowania bezpieczeństwa międzynarodowego i narodowego na początku XXI wieku*, red. P. Swoboda, A. Warchoń, Avalon, Kraków 2019.
- 8) Swoboda P., *Dokąd zmierza współczesny terroryzm? Możliwe kierunki rozwoju zjawiska w drugiej dekadzie XXI wieku*, [w:] *Państwo, prawo, bezpieczeństwo, ekonomia i edukacja w obliczu zagrożeń XXI wieku*, t. 1, red. A. Piędel, J. Pomiankiewicz, A. Żebrowski, Wyższa Szkoła Bezpieczeństwa i Ochrony im. Marszałka Józefa Piłsudskiego w Warszawie, Nisko 2014.

### Course card

Course title	<b>Geography of International Security</b>		
Semester (winter/summer)	winter	ECTS	6
Lecturer(s)	Piotr Swoboda, PhD		
Department	Institute of Security and Computer Sciences		

#### Course objectives (learning outcomes)

The aim of the course is to provide essential knowledge on the field of political geography, especially basic notions, problems and concepts, as well as on the subject of basic political and economic processes that shape and determine contemporary world and international relations.

#### Prerequisites

Knowledge	Student possesses essential knowledge of the geography of the world and the general history.
Skills	Student can point out main continents and countries as well as main geographical objects on the map of the world.
Courses completed	State's security, international security, international relations, political sciences, law, economy, administration, journalism.

#### Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours			15				

#### Teaching methods:

- Power Point presentation;
- maps and other cartographic tools;
- multimedial and interactive games (applications) with usage of mobile devices (BYOD).

#### Assessment methods:

E-learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
	x						x	x				

Assessment criteria	Attendance. Participation in the interactive challenges. Student's presentation on the chosen issue, discussion participation..
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Comments	-
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#### Course content (topic list)

- 1) Political and economic geography and security. The subject of political geography. Basic definitions. State as a main subject of security in the contemporary world.
- 2) Basic notions and research problems of political geography. The development of political geography. Chosen geopolitical theories and concepts.
- 3) State in the geopolitical sphere. State and country. State territory. State borders. State internal organization. State capitals. Nationality, national and ethnic minorities. Culture and language.
- 4) Political changes on the world map. Historical perspective. Crucial moments of the political transformations of the world map. Contemporary political map of the world.
- 5) Social and economic aspects of contemporary world. Basic notions and indicators of the development. Chosen concepts of world's divisions. Globalisation.
- 6) Main security changes and problems of contemporary world.
- 7) Chosen states and regions according to the historical and contemporary geopolitical processes.

#### Compulsory reading

- 1) Blacksell M., *Political Geography*, Routledge, Abingdon, New York 2006.
- 2) Marshall T., *Prisoners of Geography. Ten maps That Tell You Everything You Need To Know About Global Politics*, Elliott & Thompson Limited, 2016.
- 3) Central Intelligence Agency, *The World Fact Book*, 2020, <https://www.cia.gov/library/publications/the-world-factbook/>.

#### Recommended reading

- 1) Brzeziński Z., *The Grand Chessboard: American Primacy And Its Geostrategic Imperatives*, Basic Books, 1998.
- 2) Huntington S., *The Clash of Civilizations and the Remaking of World Order*, Simon & Schuster 2011.
- 3) Jones M., Jones R., Whitehead M., Woods M., Dixon D., Hannah M., *An Introduction to Political Geography: Space, Place and Politics*, Routledge, 2014.
- 4) Otok S., *Geografia polityczna. Geopolityka-ekopolityka-globalistyka*, PWN, Warszawa 2012.
- 5) Rykiel Z., *Podstawy geografii politycznej*, PWE, Warszawa 2006.
- 6) Swoboda P., *Geografia polityczna w analizach i badaniach z zakresu nauk o bezpieczeństwie (wybrane aspekty)*, [w:] *Uwarunkowania bezpieczeństwa międzynarodowego i narodowego na*

- początku XXI wieku*, red. P. Swoboda, A. Warchoń, Avalon, Kraków 2019.
- 7) Swoboda P., *Dokąd zmierza współczesny terroryzm? Możliwe kierunki rozwoju zjawiska w drugiej dekadzie XXI wieku*, [w:] *Państwo, prawo, bezpieczeństwo, ekonomia i edukacja w obliczu zagrożeń XXI wieku*, t. 1, red. A. Piędel, J. Pomiankiewicz, A. Żebrowski, Wyższa Szkoła Bezpieczeństwa i Ochrony im. Marszałka Józefa Piłsudskiego w Warszawie, Nisko 2014.
  - 8) Sykulski L., *Geopolityka. Słownik terminologiczny*, PWN, Warszawa 2009.

### Course card

Course title	<b>Partisan media bias</b>		
Semester (winter/summer)	both	ECTS*	6
Lecturer(s)	Ph.D. Rafał Klepka		
Department	Institute of Security Sciences		

#### Course objectives (learning outcomes)

The course examines a wide range of the roles of the media in society and their effects on individuals, groups and culture. Students will be introduced to the major theories of media bias and its effects in context of politics and democracy.

#### Prerequisites

Knowledge	no
Skills	English speaking
Courses completed	No

#### Course organization

Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours					10	5		

#### Teaching methods:

- Classes will have forms of seminars and group discussion. Students will be acquainted with the mass media and political theory and will take an active part in the activities (work on the text, short movies and tasks relating to mass communication and media especially).
- The role of the teacher consists of introduction to the subject, asking questions, supervising students' individual and collective work, verification of information, commenting, provoking discussion.
- Each student is required to give an oral presentation on a particular aspect of partisan media bias. The presentation should be no more than 20 minutes each.
- Valid active participation in class is required, absences should be made up for individually with the teacher.

#### Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E-learning
	x			x	x	x	x				x	

Assessment criteria	Students get a pass for attending classes, active participation in discussions and making a presentation.
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Comments	
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#### Course content (topic list)

1. Politics in the age of mediatization
2. Politics, democracy and the media
3. The effects of political communication
4. The political media
5. The media as political actors
6. Hazards of partisanship
7. A social science perspective on media bias
8. Political balance in the news
9. Perceptions and consequences of partisan media bias
10. Examples of media bias in selected media coverage of politics

#### Compulsory reading

1. R. Klepka, *Media political bias: in search of conceptualization*, „Athenaeum. Polskie Studia Politologiczne” 2019, vol. 64(4), pp. 155–168,
2. R. Klepka, *Information and Disinformation and The Transformation of Modern Democracy: From Media Bias through the „Echo Chamber” and the „Filter Bubble” To Fake News [in:] Disinformation and Digital Media as a Challenge for democracy. European Integration and Democracy Series, Vol. 6*, ed. G. Terzis, D. Kloza, E. Kuźelewska, D. Trottier, Intersentia, Cambridge – Antwerp – Chicago 2020, pp. 31-45,
3. Hopmann D.N., Van Aelst P., Legnante G., *Political balance in the news: A review of concepts, operationalizations and key findings*, „Journalism” 2011, vol. 13, iss. 2
4. T. Groseclose, J. Milyo, *A social-science perspective on media bias*, “Critical Review” 2005, vol. 17, iss. 3-4,
5. A.R. Dimaggio, *The Politics of Persuasion: Economic Policy and Media Bias in the Modern Era*, SUNY Press, Albany 2017.

#### Recommended reading

1. K. Kenski, K. Hall Jamieson (red.), *The Oxford Handbook of Political Communication*, Oxford 2017;
2. B. McNair, *An Introduction to Political Communication*, Routledge Taylor & Francis Group,

- London, New York 2018;
3. R.M. Perloff, *The Dynamics of Political Communication: Media and Politics in a Digital Age*, Routledge Taylor & Francis Group, London, New York 2017.

### Course card

Course title	<b>The Role of Intergovernmental Organizations (IGOs) in Maintaining Peace and Security</b>
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Semester (winter/summer)	Both	ECTS	6
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Lecturer(s)	Dr Paulina Szelağ
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Department	Institute of Security Sciences
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#### Course objectives (learning outcomes)

The main aim of this course is to enable students to get knowledge about the role of the main intergovernmental organizations in maintaining peace and security in selected parts of the world. As a result, students will be able to show which organizations have been taking part in actions connected with ensuring various aspects of security, such as military, political, economic, social, cultural, environmental etc. In addition, students will be able to analyze the impact of particular intergovernmental organizations on global and regional security.

#### Prerequisites

Knowledge	No
Skills	English language skills, basic Microsoft Office skills
Courses completed	No

#### Course organization

Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours					11	4		

#### Teaching methods:

Classes will have forms of seminars and group discussion. Students will be acquainted with the structure of the main intergovernmental organizations and will take part in the activities based on the work of the text, analysis of short movies and case studies.

During the classes the teacher will make an introduction to the topic, ask questions, supervise students' individual and collective work, verify the information provided by the students and provoke discussion. Each student is required to give an oral presentation on particular aspect of activities of selected intergovernmental organization in any part of the world. Each presentation should not be longer than 20 minutes.

Valid active participation in class is required.

Absences should be made up for individually with the teacher.



#### Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E-learning
				X	X	X	X					

Assessment criteria	Students get a pass for attending classes, active participation in discussions and making a presentation.
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Comments	No
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#### Course content (topic list)

1. Subjects of international relations. Introduction to intergovernmental organizations
2. History, structure and functioning of the United Nations (UN)
3. History, structure and functioning of the North Atlantic Treaty Organization (NATO)
4. History, structure and functioning of the European Union (EU)
5. History, structure and functioning of the Organization for Security and Co-operation in Europe (OSCE)
6. History, structure and functioning of the Council of Europe (CE)
7. History, structure and functioning of the United Nations Educational, Scientific and Cultural Organization (UNESCO)
8. History, structure and functioning of the World Trade Organization (WTO)
9. History, structure and functioning of World Health Organization (WHO)
10. History, structure and functioning the Visegrad Group (V4)

#### Compulsory reading

1. Aćić M., *International Organizations as Sui Generis Subjects of International Law*, „Acta Polonica Polonia” 2021, vol. 1(51), pp. 51-66.
2. Bergman Z., Bergman M. M., Fernandes K., Grossrieder D., Schneider L., *The Contribution of UNESCO Chairs toward Achieving the UN Sustainable Development Goals*, „Sustainability” 2018, vol. 10(12), pp. 1-16.
3. Eriksen M., *European Common Security and Defense Policy: The Case of Visegrad Battlegroup*, [In:] *Joint Second Degree in International Relations: Europe in the Visegrad Perspective*, Pożarlik G. [Ed.], Kraków 2014, pp. 78-104.
4. Howse R., *The World Trade Organization 20 Years On: Global Governance by Judiciary*, „European Journal of International Law” 2016, vol. 27(1), pp. 9-77.
5. Hurd I., *International Organizations. Politics, Law, Practice*, Cambridge University Press 2017.
6. Klabbers J., *Reflections on Role Responsibility: The Responsibility of International Organizations for Failing to Act*, „European Journal of International Law” 2017, vol. 28 (4), pp. 1133-1161.
7. Kuznetsova L., *Covid-19: The World Community Expects the World Health Organization to Play a Stronger Role in Pandemics Control*, „Front Public Health” 2020, <https://www.frontiersin.org/articles/10.3389/fpubh.2020.00470/full>, Access: 11.03.2022.
8. Mastroiocco R., *OSCE and Civil Society in the Western Balkans: The Road to Reconciliation*, [In:]

*Transformation and Development. Studies in the Organization for Security and Cooperation in Europe (OSCE) Member States*, Mihr A. [Ed.], Springer 2020, pp. 83-100.

9. Oberson F., *OSCE Special Monitoring in Ukraine*, [In:] *Between Peace and Conflict in the East and the West. Studies on Transformation and Development in the OSCE Region*, Mihr A. [Ed.] Springer 2021, pp. 47-75.
10. Polakiewicz J., *A Council of Europe Perspective on the European Union: Crucial and Complex Cooperation*, „Europe and the World: A Law Review” 2021, vol. 5(1):2, pp. 1-19.
11. Schmitt M.N., *The North Atlantic Alliance and Collective Defense at 70: Confession and Response Revisited*, „Emory International Law Review” 2019, vol. 34, pp. 85-120.
12. Szeląg P., *Activity of the UN Security Council with the Aim of Restoring Stability in Kosovo in 1998-1999*, „Academic Journal of Interdisciplinary Studies” 2013, vol 2(9), pp.436-443.
13. Visoka G., Doyle J., *Neo-Functional Peace: The European Union Way of Resolving Conflicts*, „Journal of Common Market Studies” 2016, vol. 54, pp. 862-877.
14. Vogel B., Liden K., Mikhelidze N., Stavrevska E., *EU Support to Civil Society Organizations in Conflict – Ridden Countries: A Governance Perspective from Bosnia and Herzegovina, Cyprus and Georgia*, „International Peacekeeping” 2016, Vol. 23(2), pp. 274-301.

The above-mentioned list will be complemented by selected treaties.

#### Recommended reading

1. Gutner T., *International Organizations in World Politics*, CQ Press 2016.
2. *NATO Handbook*, Brussels 2006.
3. Reinalda B., *Routledge History of International Organizations. From 1815 to the Present Day*, Routledge 2009.

Course card

Course title	<b>Women weren't Written out of History – They were Never Written in. Perspectives on Women in War and Peace</b>
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Semester (winter/summer)	both	ECTS	6
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Lecturer(s)	Dr A. Zdeb
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Department	Institute of Security Studies
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Course objectives (learning outcomes)

The course focuses on the intersection between the position of women (and gender) and conflict and peace studies. It aims at developing students' understanding of the complex role gender plays in war and peace. Some of the central questions we will examine and discuss during the course are: How do we fictionalize women going off to war – whether they are military, have snuck off dressed as men or are the caregivers? In what way have women and men participated in historic and contemporary wars? What are the effects of war on women and gendered relations of power (including violence and displacement)? What role can women play in the peace processes? How is the military changing by allowing women to enlist – should women be allowed in combat roles? Do we, as a culture, try to minimize women's roles in the war and military? What is toxic masculinity and what is its role in contemporary wars?

Prerequisites

Knowledge	No
Skills	No
Courses completed	No

Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours					15		

Teaching methods:

Classes will have the form of a seminar based on discussions regarding the chosen topics and readings; during the classes the teacher will make an introduction to the topic, ask questions, supervise students' individual and collective work, verify the information provided by the students and provoke discussion. Each student is required to submit a written essay on a chosen topic. Attendance and active participation in the class is required.

Assessment methods:

	E-learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
								x		x			

Assessment criteria	Class attendance Active participation Written essay on a chosen topic
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Comments	
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Course content (topic list)

<p>1.Intro. Where are the women? Gender Perspectives on War and Peace          2.G.I. Joe and G.I. Jane. Images of Women in War and Peace          Images of Women in Peace and War Cross-Cultural and Historical Perspectives Edited by Sharon Macdonald, Pat Holden and Shirley Ardener, Macmillan Education, 1987; chapters 1,2 (pp. 1-37)          3.Gender and the Experiences of Conflict: Sexual and Gender-Based Violence in the Context of Conflict          4.Gender and the Experiences of Conflict: Women Forced to Flee          5.Women and Peace Processes          6.The Womanly Experience of War and Combat: Soviet Women Remember World War II          7.Let Us Now See 'Bad' Women</p>
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Compulsory reading

<p>Carol Cohn, Women and Wars: Toward a Conceptual Framework in Women and Wars, edited by Carol Cohn, Polity 2013, chapter 1 (pp. 1-30)          Sites of Violence. Gender and Conflict Zones, edited by Wenona Giles and Jennifer Hyndman, University of California Press, chapter 2 (pp. 24-44)          Dubravka Žarkov, From Women and War to Gender and Conflict? Feminist Trajectories, in The Oxford Handbook of Gender and Conflict, Oxford University Press 2018, (pp. 17-29)          Images of Women in Peace and War Cross-Cultural and Historical Perspectives Edited by Sharon Macdonald, Pat Holden and Shirley Ardener, Macmillan Education, 1987; chapters 1,2 (pp. 1-37)          Women, War and Peace: The Independent Experts' Assessment on the Impact of Armed Conflict on Women and Women's Role in Peace-building, 2002 United Nations Development Fund for Women, chapter 1 (pp. 9-17)          Hansen, L. (2001) "Gender, nation, rape: Bosnia and the construction of security" in International Feminist Journal of Politics 3(1) (pp. 55-75)          Maria Eriksson Baaz, Maria Stern . Why Do Soldiers Rape? Masculinity, Violence, and Sexuality in the Armed Forces in the Congo (DRC). International Studies Quarterly, 53, 2009          Giles, W. (2012). Women Forced to Flee: Refugees and Internally Displaced Persons. In C. Cohn (Ed.). Women and Wars (pp. 80-101). Malden, MA: Polity Press          Maja Korac, War, Flight, and Exile. Gendered Violence among Refugee Women from Post-Yugoslav States in Sites of Violence. Gender and Conflict Zones, edited by Wenona Giles and Jennifer Hyndman,</p>
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University of California Press, Ltd. (pp. 249-272)  
Demilitarization or More of the Same? Feminist Questions to Ask in the Postwar Moment in Enloe, Cynthia. *The Curious Feminist: Searching for Women in a New Age of Empire*. Berkeley: University of California Press. 2004 (pp. 217-232)  
Malathi de Alwis, Julie Mertus, and Tazreena Sajjad, Women and Peace Processes, in *Women and Wars* edited by Carol Cohn, polity 2013 (pp. 168-193)  
Monica McWilliams and Avila Kilmurray, Northern Ireland. The Significance of a Bottom-Up Women's Movement in a Politically Contested Society, *The Oxford Handbook of Gender and Conflict*, Oxford University Press 2018 (pp. 546-56)  
Read Section IV, V, VI: The Women's Coalition: Jacqueline Nolan-Haley and Bronagh Hinds. Problem-Solving Negotiation: Northern Ireland's Experience with the Women's Coalition. *Journal of Dispute Resolution*, 2003, Vol. 2003, Issue 2.  
Aleksievich, Svetlana, *The unwomanly face of war : an oral history of women in World War II* / Svetlana Alexievich; translated by Richard Pevear and Larissa Volokhonsky, New York : Random House, 2017  
Nicole Ann Dombrowski, *The Womanly Face of War: Soviet Women Remember World War*, *Women and War in the Twentieth Century* edited by Nicole Ann Dombrowski, Routledge New York • London 2007 (pp. 85-101)  
Sjoberg, L., & Gentry, C.E. (2008). Introduction: A Woman Did That? In *Mothers, Monsters, Whores: Women's Violence in Global Politics*, London & New York: Zed Books (pp. 1-26)  
All the Men Are in the Militias, All the Women Are Victims. The Politics of Masculinity and Femininity in Nationalist Wars in Enloe, Cynthia. *The Curious Feminist: Searching for Women in a New Age of Empire*. Berkeley: University of California Press. 2004 (pp. 99-118)  
Chris Dolan, Victims who are men, *The Oxford Handbook of Gender and Conflict*, Oxford University Press 2018

#### Recommended reading

Tickner, J. Ann (2001) *Gendering World Politics: Issues and Approaches in the Post-Cold War Era*.  
Lips, H. M. (2014). *Gender: The basics*. NY: Routledge. (Chapter 2: Power, Inequalities, and Prejudice, pp. 23-46).  
UNWomen. Understanding masculinities and violence against women and girls. (Chapter 1: Masculinity matters, pp. 7-23), New York: Columbia University Press.  
Coastan, J. (2019). The intersectionality wars. pp. 1-7. <https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination>

Course card

Course title	<b>Interpersonal Communication</b>		
Semester (winter/summer)	<b>summer</b>	ECTS	<b>6</b>
Lecturer(s)	dr hab. Małgorzata Bereźnicka, prof. UKEN		
Department	Instytut Nauk o Bezpieczeństwie		

Course objectives (learning outcomes)

<ul style="list-style-type: none"> <li>• presentation of basic functions, methods, and theories of communication;</li> <li>• familiarizing students with the basics of interpersonal communication;</li> <li>• approaching to verbal and non-verbal communication</li> <li>• preparing students for a more informed and effective communication, both in working life and private life;</li> <li>• encouraging students to solve problems in communication and self-improving knowledge of interpersonal communication.</li> </ul>
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Prerequisites

Knowledge	Basic knowledge about interpersonal communication.
Skills	Basic skills in interpersonal communication.
Courses completed	__-__-__

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			15					

#### Teaching methods:

Classes will have forms of seminars. Students will be acquainted with the subject and will take an active part in the activities (work on the text, short films and tasks relating to interpersonal communication as well as presentations). The role of the teacher consists of introduction to the subject, asking questions, supervising students' individual and collective work, verification of information, commenting, provoking discussion. Valid active participation in class is required, absences should be made up for individually with the teacher. Students are encouraged to read at least one item in the bibliography, about verbal and nonverbal communication, and to verify the knowledge acquired in the exercise in practice - in everyday life.

#### Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
	X	X				X	X	X	X				

Assessment criteria	Students get a pass for attending classes, active participation and making tasks required during classes (short presentations are possible).
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Comments	---
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#### Course content (topic list)

<ol style="list-style-type: none"> <li>9. Explaining students programming content, methodology classes, and bibliography. Introduction – scheme of communication and types of communication. The division of tasks. (2 hrs.).</li> <li>10. The levels of communication in society, theories of interpersonal communication, forms of communication. Verbal vs. nonverbal communication (2 hrs.).</li> <li>11. Types of intelligence according to H. Gardner and their influence on the way people should learn (2 hrs.).</li> <li>12. Basic elements and phases and general rules of conversation. The main barriers to verbal communication (2 hrs.).</li> <li>13. Types of nonverbal communication. Difficulties in nonverbal communication (2 hrs.).</li> <li>14. Communication skills – everyday encounter. Communication behavior and gender (2 hrs.).</li> <li>15. Communication behavior and culture. Private vs. professional communication (2 hrs.).</li> <li>16. Summing up the key aspects of the course (1 hr).</li> </ol>
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#### Compulsory reading

4. J.T. Wood, *Interpersonal communication. Everyday encounters*, The University of Carolina At Chapel Hill, Cengage learning 2010, online: [http://www.cengagebrain.com/content/wood67647\\_0495567647\\_02.01\\_chapter01.pdf](http://www.cengagebrain.com/content/wood67647_0495567647_02.01_chapter01.pdf);
5. R.M. Krauss *et al*, *Nonverbal Behavior and Nonverbal Communication: What Do Conversational Hand Gestures Tell Us?*, online: <http://www.columbia.edu/~rmk7/PDF/Adv.pdf>
6. *Nonverbal Communication*, [http://www.sagepub.com/upm-data/53604\\_Gamble\\_%28IC%29\\_Chapter\\_6.pdf](http://www.sagepub.com/upm-data/53604_Gamble_%28IC%29_Chapter_6.pdf);

#### Recommended reading

6. M.L. Knapp and J.A. Hall, *Nonverbal Communication in Social Interaction*, Wadsworth/Thomson Learning, 2006.
7. R.M. Krauss, S.R. Fussell, *Social Psychological models of Interpersonal Communication*, in E.T. Higgins & A. Kruglanski (Eds.), *Social Psychology: Handbook of Basic Principles*. New York: Guilford Press, online: <http://www.columbia.edu/~rmk7/PDF/Comm.pdf>;
8. Verbal Communication, [http://www.sagepub.com/upm-data/59343\\_Chapter\\_4.pdf](http://www.sagepub.com/upm-data/59343_Chapter_4.pdf);
9. Verbal and Nonverbal Communication, <http://faculty.buffalostate.edu/smithrd/UAE%20Communication/Unit2.pdf>;
10. Written communication: <http://www.oum.edu.my/sites/default/files/pdf/OUMH1203.pdf>