

Syllabus of an educational component of a degree programme

Name of unit conducting a component	<i>Doctoral School of Social Sciences</i>
Name of an educational component	Interdisciplinary Seminar
Language of education	English
Goals of education	<p>Broadening knowledge about:</p> <ol style="list-style-type: none"> 1. artificial intelligence and the future of work 2. changes in the contemporary international system; training formulation of own conclusions and thesis; 3. the fundamental challenges that present legal systems face. Also, the participants will be engaged in stretching the contours of putative legal changes in two spheres: the design of the courtroom settings and the inclusion of non-textual elements into the legal opinions. 4. the systematic reviews. It covers the structure of a systematic review, how to critically appraise the quality of a review, search strategies, and interpret the results of a systematic review
Learning outcomes of an educational component	<p>Knowledge</p> <ol style="list-style-type: none"> 1. knowledge of the most important challenges that present legal systems face. 2. knowledge of the technological changes that affect the legal systems. 3. knowledge about what systematic literature review is, how to identify, select, and critically appraise relevant research, and to collect and analyze data from the studies that are included in the review 4. knowledge about structuring a systematic literature review such as PRISMA or AMSTAR <p>Skills</p> <ol style="list-style-type: none"> 1. ability to formulate opinions on the current international situation based on theoretical knowledge PhD students have already had, and the reading related to the particular meeting 2. ability to track and dismantle the various values that impact both the reforms of courtrooms and the form and content of judicial opinions. 3. ability to project the unintended consequences of the considered (and in some cases implemented) reforms of courtrooms and judicial opinions. 4. ability to define priorities for the implementation of a specific task, understand the need for gaining additional competences and professional development expresses his/her own opinions, collaborate in creating systematic literature review, to select gray literature sources 5. acquiring skills in posing research questions, using databases, writing a search strategy, registering a protocol, translating search strategies, article screening, data extraction, synthesizing, mapping, or describing the results
Verification methods and assessment criteria of learning outcomes obtained by students	<p>Students are assessed on the basis of participation and activity in class. Assessment criteria are twofold: the quality of discussion during classes as well as the level of participation in the Q&A phases. Students may also be asked to prepare a short essay on the future of the law theme or short analyses of current political events or other individual homework</p>
Type of an educational component (obligatory/optional)	obligatory

Year of study	1st
Semester	summer
Name and surname of the coordinator of a component and/or person/s conducting a component	Dr hab. Riccardo Campa, prof. UJ Dr hab. Karol Derwich, prof. UJ dr hab. Regina Lenart-Gansiniec Dr hab. Mateusz Stępień, prof. UJ
Name and surname of person/s conducting an examination or granting credit in the case when this is other person than conducting a component	Dr hab. Riccardo Campa, prof. UJ Dr hab. Karol Derwich, prof. UJ dr hab. Regina Lenart-Gansiniec Dr hab. Mateusz Stępień, prof. UJ
Manner of completion	The assessment of the participation in discussions held in class and the final essay on the future of the law.
Preliminary and additional requirements	none
Type and number of hours of courses requiring direct participation of academic staff and students, if in a given component such courses are included	Seminar – 15h
Number of ECTS credits assigned to a component	2 ECTS per year
Balance of ECTS credits	
Applied teaching methods	1. problem solving methods (thought problem lecture, conversation lecture); 2. activating methods (case method, didactic discussion); 3. presentation by the teacher followed by discussion
Form and conditions of passing a component, including conditions of allowing to take an examination, as well as form and conditions of passing each type of courses included in a given component	Basic conditions: attendance and active participation in classes, and the positive evaluation of the essay.
Content of an educational module (with division into forms of courses completion)	<p>1. Artificial Intelligence and the Future of Work The seminar will focus on:</p> <ol style="list-style-type: none"> recent reports on the future of work in order to show that we are in presence of a turn in economic forecasting, in relation to “technological unemployment” proposed social policies to counter the unwanted side effects of the ‘Fourth Industrial Revolution’ the discussion on how a diachronic scientometric analysis of terms and concepts can be implemented <p>2. Crisis of the state in the contemporary world The seminar will focus on Latin America</p> <p>3. Systematic Literature Review: An Introduction</p> <ol style="list-style-type: none"> introduction to the systematic literature review traditional literature review vs systematic literature review systematic review question formulation drafting a systematic review protocol sifting literature and data extraction assessing the quality of the evidence reporting and presenting a systematic review <p>4. The Future of the Law</p> <ol style="list-style-type: none"> The general discussion on the future of law. Whether changes in society implies changes in the law? The old and new courtroom design. Searching the new cloths for old values. The non-textual elements in judicial opinions. Searching for new ways of communicating legal decisions.

<p>List of basic as well as supplementary literature, knowledge of which is required in order to pass a given component</p>	<ol style="list-style-type: none"> 1. R. Campa, <i>Still Think Robots Can't Do Your Job? Essays on Automation and Technological Unemployment</i>, Rome: D Editore, 2018 2. R. Axtmann, <i>The State of the State: The Model of the Modern State and its Contemporary Transformation</i>, in: <i>International Political Review</i>, 2004, vol. 25, No 3 3. A. Marks, (et al.), <i>What is a Court? A Report by JUSTICE</i>. London 2016 4. L. Mulcahy, E. Rowden, <i>The Democratic Courthouse</i>. London: Routledge, 2019 5. M. Stępień, <i>Say It with Images: Drawing on Jerome Frank's Ideas on Judicial Decision Making</i>. <i>International Journal for the Semiotics of Law</i>, 2019 6. D. Moher, (et. al.), <i>Preferred reporting items for systematic review and meta-analysis protocols (PRISMA-P)</i>. <i>Systematic reviews</i>, 2015, No 4(1), 1. 7. C. Okoli, K. Schabram, <i>A Guide to Conducting a Systematic Literature Review of Information Systems Research</i>. <i>Sprouts: Working Papers on Information Systems</i>, 2010, No 10(26). http://sprouts.aisnet.org/10-26. 8. M. Petticrew, H. Roberts, <i>Systematic reviews in the social sciences: A practical guide</i>. Malden: Blackwell Publishing 2006. 9. D. Tranfield, D. Denyer, P. Smart, <i>Towards a methodology for developing evidence-informed management knowledge by means of systematic review</i>. <i>British Journal of Management</i>, 2003, No 14, 207–222
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