**Syllabus of an educational component of a degree programme**

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| Name of unit conducting a component | ***Doctoral School of Social Sciences*** |
| Name of an educational component | **Interdisciplinary Seminar** |
| Language of education | English |
| Goals of education | Broadening knowledge about:1. philosophy of science, ethics, philosophy of language (explanation, interpretation, understanding)
2. types of descriptive and normative argumentation
3. legal implications of globalization.
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| Learning outcomes of an educational component | **Knowledge**1. knowledge about types of explanation, understanding, and interpretation (as different forms of intellectual activities);
2. knowledge about differences between descriptive and normative types of arguments in epistemology and ethics;
3. knowledge about international law in the globalization context.

**Skills**1. ability to conceptualize main problems related to methods of explanation, understanding, and interpretation;
2. ability to distinguish between descriptive (is, sein) and normative (ought, sollen) arguments (methodolological skills)
3. ability to distinguish between international public law and other normative orders in times of globalization.
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| Verification methods and assessment criteria of learning outcomes obtained by students | 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 „descriptive vs normative” and „explanatory vs interpretive” problems in their field of academic study. Student may also be required to read a relevant document and present a case or short presentation related to law and globalization. |
| Type of an educational component (obligatory/optional) | obligatory |
| Year of study | 2nd |
| Semester  | 17.12.2021, 16.00-18.13, online (prof. A. Dyrda)11.01.2022, 13.15-14.45, Gołębia 9, KPMP Library (prof. P. Szwedo)25.01.2022, 13.15-14.45, Gołębia 9, KPMP Library (prof. P. Szwedo)8.04.2022, 16.00-18.13 (prof. A. Dyrda)22.04.2022, 16.00-18.13 (prof. A. Dyrda)13.05.2022, 16.00-17.30 (prof. A. Dyrda) |
| Name and surname of the coordinator of a component and/or person/s conducting a component  | Dr hab. Adam Dyrda, prof. UJDr hab. Piotr Szwedo, 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. Adam Dyrda, prof. UJDr hab. Piotr Szwedo, prof. UJ |
| Manner of completion  | The assessment of the participation in discussions held in class, presentations and/or the final essay. |
| Preliminary and additional requirements  | none |
| Type and number of hours of courses requiringdirect 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
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| 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) | **The educational module comprises of the selected issues from philosophy of science, ethics, and philosophy of language:**(A) Are there any foundational beliefs? The epistemic relevance of analytic/synthetic and a posteriori/a priori distinction.(B) How do we test our webs-of-beliefs (theories) in various domains of inquiry? Duhem-Quine thesis and its consequences (eg. epistemic and semantic holism).(C) What are our ontological commitments in science and ethics? The problem of methodological infirmity of ethics (vis-a-vis science).(D) What is the difference between what is and what ought to be done? The methodological differences between descriptive and normative beliefs and arguments; the role of value-judgments in theory building, epistemology, and ethics.**The educational module comprises of the selected issues from international law and globalization, and global administrative law (aka GAL):**1. What are the characteristics of international public law and international society/community? Is the picture dated?
2. What is the understanding of “global” “administrative” and “law” in the GAL theory?
3. Critical study of selected GAL cases related to *lex sportiva, lex digitalia,* and *lex mercatoria.*
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| List of basic as well as supplementary literature, knowledge of which is required in order to pass a given component  | **Basic literature:**Morton White, *What Is and What Ought to Be Done? An Essay in Ethics and Epistemology,* Oxford: Oxford University Press 1981, 142 pages.Benedict Kingsbury, Nico Krisch, & Richard B. Stewart, [*The Emergence Of Global Administrative Law*](https://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=1361&context=lcp), Law And Contemporary Problems, Vol. 68:15 |