

### 1.3. Module/ course form

To be completed by Course Team	Module name : <b>Social Integration</b>				Module code:		
	Course name: <b>Social Integration</b>				Course code:		
	Faculty: <b>Education and Linguistics</b>						
	Field of study: <b>Education</b>						
	Mode of study : <b>Stationary Studies</b>		Learning profile: <b>Practical</b>		Speciality:		
	Year/ semester:		Module/ course status: <b>optional/ elective</b>		Module/ course language: <b>English</b>		
	Type of classes	lecture	lessons	lab	project	tutorial	other (please specify)
	Course load				<b>20</b>	<b>10</b>	

Module/ course coordinator	<b>Prof. dr hab. Mirosław Patalon</b>
Lecturer	<b>Prof. dr hab. Mirosław Patalon</b>
Module/ course objectives	To study the process of social integration in the context of the present migrant crisis and to discuss the ways of practical pedagogical approach to it.
Entry requirements	None

LEARNING OUTCOME		
Nr	LEARNING OUTCOME DESCRIPTION	Learning outcome reference
1	Students will be able to describe the historical, sociological and theological context of cultural diversity in today's world and explain the process approach to social integration.	K_W11, K_W12
2	Students will be aware of the necessity of the social integration in multicultural environment with particular emphasis on education to foster the respect for the cultural and religious diversity.	K_U08, K_U01
3	Students will be able to deal with the practical procedure of social integration created by Mary Parker Follett.	K_K04, K_K07

CURRICULUM CONTENTS
Subjects of the Project
<ol style="list-style-type: none"> <li>1. Philosophical background – constant problem of human thought: relation between the individual and the whole, dualism in the West, monism in the East, conceptions in the middle: stoicism, cabbalistic judaism, Spinoza and his panteism, philosophy or organism (Alfred North Whitehead).</li> <li>2. Theological discourse as an important factor for social structure (theology as antropology, Ludwig Feuerbach, Karl Barth).</li> <li>3. Methodology: Phenomenographic approach (Ferenc Marton) - categories of meanings assigned to the examined phenomena, participant observation (Margaret Mead, Clifford Geertz), discourse analysis (language as the key factor of social life – structuralism).</li> <li>4. Cultural and religious diversity general.</li> </ol>

5. Religious colonialism (Africa, Americas, Asia).
6. Religious wars in Europe (relatively finished by Thirty Years War, 1648).
7. Catholic – Protestant tensions focused on the question about the core of the Gospel.
8. Era of ecumenism. Protestantisation of Catholicism? Catholicisation of Protestantism?
9. Culturally diverse parents and families.
10. American pragmatism (reality as a dynamic collection of interactions occurring between the participants, the idea of democracy).
11. Political theory of John B. Cobb (diversity as a key factor, social work - focused on client's inspiration, education - based on intertwining of different perspectives and of a broad spectrum of worldviews).
12. Contemporary social situation (clash of cultures, migration crisis, refusal of acceptance, Popes teaching, Bible teaching).
13. Community as a process.
14. Theory and practical approach to social integration of Mary Parker Follett.
15. The Integrative Method as an Approach to the Migrant Crisis

### Tutorial

Mirosław Patalon, *The Integrative Method as an Approach to the Migrant Crisis*, [w:] Mragraet Stout (red.), *The Future of Progressivism: Applying Follettian Thinking to Contemporary Issues (Transdisciplinary Studies)*, Process Century Press, Anoka, USA, 2019.

Basic literature	<ol style="list-style-type: none"> <li>1. The new European frontiers : social and spatial (re)integration issues in multicultural and border regions / ed. by Milan Bufon, Julian Minghi and Anssi Paasi. Newcastle upon Tyne : Cambridge Scholars Publishing, 2014.</li> <li>2. European integration - sectoral and social approaches / edited by Waclawa Starzyńska, Justyna Wiktorowicz. Łódź : Wydawnictwo Uniwersytetu Łódzkiego, 2008.</li> <li>3. Stout, Margaret, and Jeannine M. Love (2015). <i>Integrative Process: Follettian Thinking from Ontology to Administration</i>. Claremont, CA: Process Century Press.</li> <li>4. Christine I. Bennet, <i>Multicultural Education. Theory and Practice</i>, London 1995.</li> </ol>
Additional literature	<ol style="list-style-type: none"> <li>1. The normative environment of European integration social, political and cultural obstacles to compliance with European norms / ed. Józef Niżnik ; Graduate School for Social Research. Warsaw : IFiS Publishers, 2008.</li> <li>2. Education Governance and Social Integration and Exclusion: National Cases of Educational Systems and Recent Reforms. Uppsala Reports on Education 34. Lindblad, Sverker, Ed.; Popkewitz, Thomas S., Ed.; Uppsala Univ. (Sweden). Dept. of Education. Department of Education, Uppsala University.</li> <li>3. Anna Kozłowska (ed.), <i>Multicultural education In the Unifying Europe</i>, Częstochowa 2003.</li> <li>4. Tadeusz Lewowicki, Janina Urban (ed.), <i>Intercultural education. The Individual in Relation to Others and Other Cultures</i>, Cieszyn 2002.</li> </ol>

Teaching methods	Research and practical projects.
	Assessment metod
	Learning outcome number
Based on individual Project	K_W11, K_W12, K_U08, K_U01, K_K04, K_K07.
Form and terms of an exam	Paper with the description of the project.

### STUDENT WORKLOAD

	Number of hours
Participation in lectures	

Independent study of lecture topics	10
Participation in tutorials, labs, projects and seminars	20
Independent preparation for tutorials*	
Preparation of projects/essays/etc.*	60
Preparation/ independent study for exams	
Participation during consultation hours	10
Other	
<b>TOTAL student workload in hours</b>	<b>100</b>
<b>Number of ECTS credit per course unit</b>	<b>4 (PEDAGOGY)</b>
Number of ECTS credit associated with practical classes	
Number of ECTS for classes that require direct participation of professors	