



Item 158

**RESOLUTION No. 432
OF THE SENATE OF THE UNIVERSITY OF WARSAW**

of 29 May 2019

**on the programmes of study at the Doctoral Schools
of the University of Warsaw**

Pursuant to Article 291 of the Act of 3 July 2018, Implementing provisions of the Act, the Law on Higher Education and Science (Journal of Laws, item 1669, as amended), Article 201, section 4 of the Act of 20 July 2018, the Law on Higher Education and Science (Journal of Laws, item 1668, as amended), the Senate of the University of Warsaw resolves as follows:

§ 1

The programmes of study are hereby established for:

- 1) the Doctoral School of Humanities, constituting Appendix No. 1 to the Resolution;
- 2) the Doctoral School of Social Sciences, constituting Appendix No. 2 to the Resolution;
- 3) the Doctoral School of Exact and Natural Sciences, constituting Appendix No. 3 to the Resolution;
- 4) the Interdisciplinary Doctoral School, constituting Appendix No. 4 to the Resolution.

§ 2

The Resolution shall enter into force on the day it is adopted and shall apply from the academic year 2019/2020.

Rector of the University of
Warsaw: *M. Pałys*

The programme of study (PRK) at the Doctoral School of Humanities

The programme of study assumes that each PhD student will have an opportunity to follow a complete learning pathway in English.

The duration of the programme is eight semesters.

I. General university classes for all PhD students

No.	Name	Number of compulsory hours	Number of voluntary hours	Semester	PRK
1.	Higher education didactics	30		I	UK_1, UK_2, UK_3, UU_1, UU_2
2.	Ethics	8		I	WG_2, KO_1, KO_2, KR_1
3.	Copyright	4	4	I	WK_4, WG_2, KO_2, KR_1
4.	Knowledge transfer (scholar's workshop)	4		III	WG_2, WG_3, UW_3, UK_2, KK_3, KO_1, KO_2, KO_3
5.	Acquisition of grants (scholar's workshop)	6+2	4	II and III	WK_3, WK_4, UW_2, UK_4, UO_1, UU_1, KK_2
6.	Public speaking (scholar's workshop)		4+4	III	UK_1, UK_5

Description of the subjects:

1. Higher Education Didactics (30 hours, I semester)

Classes aimed at increasing the knowledge and skills of PhD students in the area of planning pedagogical work, analysing and assessing the course of educational processes, as well as determining and assessing their effects. The discussion will encompass issues concerning the correctness and conditions of the teaching-learning process.

2. Ethics (8 hours, I semester)

The lecture presents the main issues related to academic ethics, with account being taken of its role in contemporary moral thinking. The material content of the lecture will encompass the analysis of basic concepts and methods used in this area, as well as the presentation of the great normative theories. The classes will feature discussions of concrete examples of applying ethical principles in practice.

3. Copyright (4 hours, I semester and 4 voluntary hours, I semester)

Providing the PhD students with the fundamental knowledge on copyright and neighbouring rights with reference to research and didactic activities. As a result, the PhD student will acquire knowledge on plagiarism and the rules of properly using other people's achievements.

4. Knowledge transfer (scholar's workshop) – 4 hours, III semester)

Classes that develop the knowledge sharing skills. Their aim is to become familiar with the possibilities of knowledge transfer from a higher education institution to enterprises, public institutions and non-governmental organisations. The "know-how" is unique and specific for a given organisation (e.g. a higher education institution). The "know what", on the other hand, includes definitions of concepts, descriptions and professional terminology. The transferring methods may differ depending on the nature of the knowledge to be transferred and its recipients.

5. Acquisition of grants (scholar's workshop) – 6+2 hours, II and III semester and 4 voluntary hours, II and III semester

The aim of the classes is to provide the PhD students with knowledge on the principles of constructing research projects financed from external sources. The PhD students will acquire the skill of effectively drafting grant applications, which will increase the percentage of positively examined applications. Six hours of the classes will be dedicated to the principles of applying for grants and two hours to how they should be settled.

6. Public speaking (scholar's workshop) – 8 voluntary hours, III semester (4 hours in Polish, 4 hours in English)

The classes aim at increasing the skills of PhD students in the area of public speaking by teaching them the principles and good practices that should accompany the preparation and delivery of speeches. The PhD student will become familiar with the theory and practice of effective public speaking.

II. Classes organised by the school for all PhD students

No.	Name	Number of compulsory hours	Number of voluntary hours	Semester	PRK
1.	Methodical workshop (group)	4	26	II	P8S_WG.4, P8S_UW.3, P8S_UK.2, P8S_UK.3,
2.	Methodical workshop (individual as part of internship)	4	4	II-IV	P8S_UU.1, P8S_UU_2, P8S_KO.1, P8S_KO.2, P8S_KR.1
3.	The publication strategy and the content-related aspects of acquiring grants in the discipline (scholar's workshop)	10		II	P8S_WG.4, P8S_UK.2, P8S_UW.1, P8S_UW.2, P8S_KK.1, P8S_KK.2 P8S_UO.1, P8S_KR.1

4.	Scientific development – individual classes with the supervisor (scholar’s workshop)	15		II and III	P8S_WG.1, P8S_WG.2, P8S_WG.3, P8S_WK.1, P8S_WK.2, P8S_UW.2, P8S_UO.1, P8S_UU.1, P8S_KK.1, P8S_KK.2, P8S_KK.3, P8S_KO.1, P8S_KO.2, P8S_KO.3, P8S_UW.1, P8S_KR.1
5.	Methodological classes to be selected from the list	30		II-IV	P8S_WG.1, P8S_WG.2, P8S_WG.3, P8S_WK.1, P8S_UW.1, P8S_UK.1, P8S_UK.4, P8S_UK.5, P8S_KK.3, P8S_KR.1
6.	Methodological classes to be selected from the list	30		II-V	P8S_WG.1, P8S_WG.2, P8S_WG.3, P8S_WK.1, P8S_UW.1, P8S_UK.1, P8S_UK.2, P8S_UK.3, P8S_UK.4, P8S_KK.1, P8S_KK.2, P8S_KK.3, P8S_KO.1, P8S_KR.1
7.	Interdisciplinary conference	15		III	P8S_WG.1, P8S_WG.2, P8S_WG.3, P8S_WG.4, P8S_WK.1, P8S_UW.1, P8S_UW.2, P8S_UK.1, P8S_UK.2, P8S_UK.3, P8S_UK.4, P8S_KK.1, P8S_KK.2, P8S_KK.3, P8S_KO.1, P8S_KR.1
8.	Interdisciplinary conference	15		V	P8S_WG.1, P8S_WG.2, P8S_WG.3, P8S_WK.1, P8S_UW.1, P8S_UW.2, P8S_UK.1, P8S_UK.2, P8S_UK.3, P8S_UK.4, P8S_KK.1, P8S_KK.2, P8S_KK.3, P8S_KO.1, P8S_KR.1
9.	“Masters’ school” seminar	30		II-IV	P8S_WG.1, P8S_WG.2, P8S_WG.3, P8S_WK.1, P8S_WK.2, P8S_UW.1, P8S_UW.2, P8S_UK.1, P8S_UK.3, P8S_UK.4, P8S_UU.2, P8S_UK.5, P8S_KK.3, P8S_KO.2, P8S_KR.1.

Description of the subjects:

1. and 2. Methodical workshop

- **group (4 hours, II semester and voluntary 26 hours, II semester);**
- **individual as part of internship (4 hours, II – IV semesters and 4 voluntary hours, II – IV semesters)**

The aim of the workshop is to prepare the PhD students for independent teaching of classes in a higher education institution. The workshops consist of two modules: group and individual.

- **Group workshops** are conducted in a group of PhD students of the same discipline. The classes have various forms (lectures, practical classes). The workshop participants will acquire knowledge on the teaching specificity of their discipline and become familiar with modern techniques of conducting didactic classes within their discipline.
- **The individual workshops** are linked to the didactic internship. They encompass one-hour preparation of classes taught by the PhD students, class visitations by the supervisor or an experienced educator agreed with the supervisor, and one-hour discussion of the completed classes with the PhD student.

Tutor:

- Group workshops – experienced lecturers appointed by the disciplines.
- Individual workshops – the supervisor or an experienced educator agreed with the supervisor.

3. The publishing strategy and the content-related aspects of acquiring grants in the discipline (scholar's workshop) – 10 hours, II semester

One of the most important aims of the course is to make the PhD students familiar with the publication practices in their disciplines and to provide them with tools that facilitate their own publication activity. In particular, the PhD students will become learn the basic rules for reporting the results of research works for the publication and reviews of scientific articles; discussion will also be dedicated to the most important bibliometric indices and their role. Additionally, the course will feature discussion of a grant application as a specific scientific text.

Tutors: researchers with considerable publication achievements and experience in grant acquisition, as indicated by the disciplines.

4. Scientific development – individual classes with the supervisor (scholar's workshop) – 15 hours, II and III semester

The aim of the classes is to improve the skills necessary for effective fulfilment of research related to the issue of doctoral dissertation. They are strictly individualised, taking into consideration the issues of scientific work which are important from the perspective of both the PhD student and the supervisor, e.g. writing academic skills, scientific communication and dissemination of research results, becoming familiar with the concept of data science, and commercialisation of the results of scientific activities.

5. and 6. Methodological classes – 60 hours: 30 hours, II-IV semesters + 30 hours, II-IV semesters

The School offers a set of 30-hour specialist courses of which two must be passed by the PhD students (the total of 60 hours). Moreover, each PhD student has the right to choose *any* two courses from the set (not necessarily those offered by his/her own discipline). However, the choice of methodological classes must be agreed with the supervisor. The particular disciplines may include subjects which are compulsory to pass.

At the request of the Chairperson of the Scientific Council of the Discipline, the Scientific Council of the Fields, the PhD Student Self-government or the Head of the Doctoral School, it is possible to add or remove methodological classes. Such a change must be approved by the Board of the Doctoral School.

The Individual Research Plan will specify the classes to be fulfilled by a given PhD student.

The list of classes to choose from can be found at the end of this appendix.

PLEASE NOTE: the particular courses are started if they have been selected by at least 5 PhD students.

7. and 8. Interdisciplinary conference – 30 hours: 15 hours, III semester + 15 hours, V semester

The interdisciplinary conference is a two-day off-site meeting of the PhD students from the School of Humanities, during which they present the results of their research projects. After each presentation, there will be time for discussion in which other PhD students and researchers take part. The school requires each PhD student to prepare a presentation. In order to give the participants time for presentation and discussion, it is possible to organise simultaneous thematic sections during the conference.

9. “Masters’ school” seminar – 30 hours, II-IV semester

The master’s seminar is a series of guest classes, whose aim is to allow young researchers to have contact with eminent scholars from other entities. Each year, an invitation to conduct the classes is extended to scientists who create and use innovative methodologies and theories from the humanities and social studies in their works. The original programme of the seminar, created each time from scratch by the invited researcher, makes it possible for the PhD students to cooperate with the authors of the most recent, appreciated and broadly discussed works in the humanities. One of the assumptions is also to make it possible for the participants in the studies to consult their own scientific papers and projects with reputable researchers from outside the UW. The tutor is selected on the basis of an annual survey distributed amongst the PhD students, which makes it possible to adapt the class programme to their research interests and the topics of their doctoral dissertations.

III. Internship

	Semesters			
Internship	I, II	III, IV	V, VI	VII, VII
Number of hours	10-30	20-60	10-30	

The remaining internship hours may be completed by the PhD student’s participation in classes taught by the supervisor or the appointed educator, as well as in the form of classes taught by the PhD student himself/herself. There are various forms of hour calculation, depending on whether the classes are conducted independently or by assisting.

Learning outcomes:

WG.2, WG.3, WG.4, UW.3, UK.2, UK.3, UU.1, UU.2, KO.1, KO.2, KR.1

IV. Additional classes organised by the school for all PhD students

The School obliges the PhD students to participate in specialist monographic lectures and seminars organised at the faculties of the University of Warsaw (UW) (those might include classes available for students). The required number of hours is as follows:

	Semesters	
Seminars/monographic lectures	I-IV	V-VII
Number of hours	30	60

The list of the seminars/monographic lectures to be passed by the PhD student is approved by the supervisor. Within the framework of the Individual Research Plan, the supervisor may require the PhD student to pass specific specialist seminars/lectures in the number of hours exceeding the indicated one.

The list of methodological classes offered by the particular disciplines

ARCHAEOLOGY, HISTORY, ART STUDIES

1) **Research, interpretations. The methods of historical studies, art and culture studies in action**

The classes are addressed to the PhD students in archaeology, history, art studies, as well as culture and religion studies, as well as in other disciplines of the humanities. They are taught by eminent specialists from the Faculty of History, representing various approaches to source and field research, as well as to research on texts and centuries-old monuments, and historical and artistic theories. However, the colloquia do not represent an overview of past and contemporary methodologies of several different disciplines of the humanities, but rather propose a reflection – using selected examples – on the contemporary condition of the researcher: the anthropologist, the archaeologist, the historian, the art historian, and the musicologist. Their possibilities and limitations, the methodological trends that we follow, etc. The classes are designed to draw attention to the conditions of a humanist researcher's attitude towards sources, the methods for their acquisition and creation, as well as to the conditions of interpretations and their legitimacy. The tutors will refer to diverse literature, including the classics of the disciplines. However, a valuable contribution will be made by the interactive shaping of both the subjects of the particular meetings and the list of assigned books by the participants.

2) **Working with the source in the humanities**

The classes are dedicated to PhD students preparing their dissertations in the discipline of history, as well as in other disciplines of the humanities. They are intended to present a variety of research perspectives that can be applied by the various disciplines within the humanities. During the discussion, a question should be posed about how can the sources present primarily in the techniques of one discipline of the humanities be used in research, and how the diverse perspectives typical of the different disciplines of the humanities can complement each other, thereby broadening the research field and conclusions from the research conducted.

3) **Selected theories from art studies**

The aim of the classes is to show the participants the most important theories and methods used in art studies since the beginning of the 20th century. Each class will be dedicated to one chosen research approach (amongst others, stylistic analysis, attributionism and expertise, iconography and iconology, semiotics, post-structuralism, Bildwissenschaft and the anthropology of the image, the theory of object agency).

Archaeology

4) **Death in past cultures: beliefs, burial customs, research methods and methodology**

The classes are primarily dedicated to PhD students preparing their dissertations in the discipline of archaeology, as well as in other disciplines of the humanities. Taught by specialists from the Faculty of History, they will discuss the most important elements of research on the issue of funeral customs which is fundamental for archaeology. The interest will be focused on both the methods and methodology of these studies.

5) **The theory of social studies vs. archaeology (15 hours).**

The classes are dedicated to PhD students preparing their dissertations in the discipline of archaeology and social history of the early ages. Taught by specialists from the Faculty of History, they will discuss the influence of various theories from social studies on the archaeological research carried out in the past and at present.

6) **Archaeology of war**

The classes are primarily dedicated to PhD students preparing their dissertations in the discipline of archaeology, as well as in other disciplines of the humanities. Taught by specialists from the

Faculty of History, they will discuss the most important elements of research on the issue of wars and armed conflicts which is significant for archaeology. The archaeology of war is also an important element of supplementary research for historians dealing with the history of military science and wars for all the historical epochs.

History

7) Social history – research methods

The classes are primarily dedicated to PhD students preparing their dissertations in the discipline of history, as well as in other disciplines of the humanities. Conducted by specialists from the Faculty of History, they will address the main research methods in social history. They do not intend to discuss further research methods or trends, but primarily to reflect upon how they affect research directions and the methods for selecting and “reading” sources.

8) History of War

The classes are primarily dedicated to PhD students preparing their dissertations in the discipline of history, as well as in other disciplines of the humanities. They are a supplement to or rather a continuation of the “war archaeology” classes. Their task is to discuss the diverse perspectives in which “war” is studied as a historical phenomenon.

9) Digital humanities versus history (15 hours)

The classes are primarily dedicated to PhD students preparing their dissertations in the discipline of history, as well as in other disciplines of the humanities. The classes are intended to present the possibilities of using modern digital methods for working on historical sources and for better preparation of the results of a historian’s work, as well as for a more effective presentation of such results. The PhD students will also be able to discuss to what extent the diversity and possibilities offered by digital humanities are used nowadays and what are the prospects for the field.

Art studies

10) Ars auro prior. Introduction to the philosophy of art

The reflection will focus on the most important concepts of the philosophy of art (treated as a separate discipline from the theory of art and aesthetics): “art”, “nature”, “mimesis”, “expression”, “symbol”, the language of art”, shown in the historical development – from the thinkers of ancient Greece (Plato, Aristotle, Plotinus), through the mediaeval (Augustine, St. Thomas) and modern philosophical thoughts (e.g. Ficino, Descartes, Leibniz, Vico), to the model of art as the absolute structure (Novalis, Friedrich Schlegel, Schelling, Hegel) and the contemporary models of the philosophy of art.

11) Music in sport – sport in music.

The classes will be dedicated to the various links between music and sport, from both the historical and the systematic perspectives. The detailed topics under discussion would include, amongst others, the music at the Olympic Games, the case studies related to musical works inspired by selected sporting events (from the duets by W.A. Mozart, composed during “a game of bowling”, through to Jeux Claude Debussy, the “baseball” and “football” pieces by Charles Ives, or the “chess” Reunión by John Cage), as well as the issues of applying music to sport (e.g. sports anthems, “background” music during sporting events).

12) Intertextuality of an artistic text

The classes are dedicated to various theories of intertextuality, as well as to the analysis of its selected signs and mechanisms with reference to miscellaneous fields of art. Particular emphasis will be put on the issue of inter-pictorial relations in the visual arts, representing both the traditional

and new artistic media. However, the considerations will also focus on the performative arts, music and literature.

PHILOSOPHY

1) Experimental methods in contemporary language research

The aim of the course is to make the participants familiar with the experimental methods used in the contemporary semantics of the natural language, understood as a branch of linguistics and the philosophy of language. The experimental methods generally involve using the tools of empirical studies – such as questionnaire surveys or eye-tracking – as part of constructing semantic theories. The course will discuss selected applications of the experimental methods to the analysis of key issues in contemporary semantics (encompassing, amongst others, common names, descriptions, conditional clauses, verbs expressing propositional attitudes and presuppositions) based on the most recent literature. Emphasis will be put on the analysis of theoretical aspects of the experiments at hand, such as the strategy, the testability of research hypotheses, and the relevance of the data obtained for the semantic theory.

2) Introduction do data analysis using the R programme

The aim of the course is to make an accessible introduction to the qualitative and statistical data analysis – the skills which are becoming increasingly useful also in the humanities.

The course places an emphasis on the practice, while conveying a common-sensical understanding of the theory. The students will become familiar with the logics behind statistical inference, individually and by performing exercises on a computer during the classes. During the course, the students learn the basic principles of working with the R – programming language, which is becoming increasingly popular for statistical analyses.

The participation in the course does not require any advanced mathematical knowledge. However, after completion of the course, the students should be able not only to read and understand the research results presented in scientific articles, but also to carry out their own simple analyses and, if needed, learn – at least at a basic level – how to conduct more sophisticated ones.

3) Introduction to research on ancient philosophy. Sources, methods, contexts

The aim of the classes is to present the issues related to the skills and techniques of a historian of ancient philosophy, including the philological aspects, the state of the sources and how they may be used (including digital sources). They will discuss the shaping process of ancient philosophy in the cultural context and in interaction with other intellectual disciplines. The classes will feature presentations of various interpretative paradigms of ancient philosophy and disputable issues concerning the interpretation of selected subjects. The class participants will be encouraged to formulate their own research problems on the basis of critical analysis of the literature.

4) Contemporary methods of philosophy

The aim of the classes is to make the participants familiar with the most important research methods used by contemporary philosophers representing various trends and traditions, including analytical and continental philosophy. Special attention will be dedicated to such methods as the conceptual analysis, the analysis of colloquial language, the formalisation of problems using the tools of logics, the thought experiment, the empirical research (in the so-called experimental philosophy), and the phenomenological method (an insight into the phenomenological essence and description). The in-depth exploration of these methods will be supported by reading texts that perfectly exemplify their application, and – above all – by the tasks performed by the class participants, involving the use of a given method for preparing a specific issue. In this way, everybody would practice the application of various methods, including those which they do not treat as their own. This would boost intellectual flexibility and openness to the methodological pluralism of philosophy.

LINGUISTICS

1) Research methodology of applied linguistics

The aim of the classes is to consolidate and extend the knowledge of the PhD students on selected research methodologies used in applied linguistics. Concepts will be presented, according to which the language is not treated as an autonomous unit, but as an intrinsic mental accessory of human beings, thanks to which they perform acts of cognition, communication and culture creation. Classes taught in the form of a colloquium.

The programme of the classes encompasses a critical overview of selected theoretical issues and research results concerning the relations between the language and cognition, the language and emotion expression, the language and linguistic communication, as well as the language and culture. These issues will be outlined to show how important it is to take into consideration the links between those areas in applied linguistics, especially the impact of their correlations on the process of first language acquisition, and on the effective communication between the participants of communication acts.

2) Methodology for the (interdisciplinary) glottodidactic studies

The aim of the classes is to consolidate and extend the knowledge of the PhD students on the research tools and methods used in glottodidactics. Strict correlations will also be presented between the glottodidactic and linguistic fields of knowledge. Classes taught in the form of a colloquium.

The programme of the classes encompasses a critical overview of selected theoretical issues and research results in the area of glottodidactic research, with particular emphasis of research tools and methods. The overview is conducted in close connection with the individual doctoral projects of the PhD students. Since the glottodidactic knowledge is, to a great extent, based on the linguistic knowledge, the classes will demonstrate the network of mutual connections between glottodidactics and linguistics, whose basic object of study is a human being learning and using language/languages for cognitive and communicative purposes.

Selected topics: the object of glottodidactic studies; linguistic studies in glottodidactics; qualitative methods; quantitative methods; the possibilities and limitations of using glottodidactic tools from the perspective of individual PhD projects.

3) Methodology for the (interdisciplinary) translation studies

The aim of the classes is to consolidate and extend the knowledge of the PhD students on the research tools and methods used in contemporary translation studies. Classes taught in the form of a colloquium.

The programme of the classes encompasses a critical overview of selected theoretical issues and research results in the methodologies of translation studies, with particular emphasis of the theoretical and methodological links between translation studies and such disciplines as sociology, history, cognitive sciences, literary studies, computer science, pedagogy, psychology, and others. The overview is conducted in close connection with the individual doctoral projects of the PhD students.

Selected topics: the rules and ethics of translation studies; the methods for analysing the translation process (using such methods as oculography, keystroke logging, mixed methods); the methods for analysing the translation product (including the use of discourse analysis, critical discourse analysis, corpus-based research and translation quality analyses); the methods for analysing the translation recipient (including the use of questionnaires, interviews, focus group surveys, qualitative and quantitative research); context analyses (case studies).

4) Acquisition and analysis of elicitation data

Elicitation data and field data. Their types, e.g. a survey, an experiment, an interview, field notes,

photo documentation. Principles of data acquisition Instrumental methods and technical tools. Statistical preparation of data (descriptive and inferential statistics).

5) Acquisition and analysis of corpus data

The importance of empirical data in language description, the types of such data. Language corpora and their types, the principles of working with a corpus. the World-Wide Web as a corpus. Other sources of ready-made data, e.g. social life documents, linguistic databases, dictionaries, Google iconography. The analysis of corpus data, creating own corpora, corpus-based tools.

6) Terminology in a linguist's work

The PhD students acquire the knowledge on terminology, including the current theories of the term, the links between terminology and other fields of science, the functional aspects of the term as an element of a scientific text, the issues of terminography, and the terminological (standardisation) activity. They become acquainted with the epistemo-methodological dependencies occurring between the humanities and terminology. They also learn how to diagnose phenomena and solve terminological problems based on linguistics. Selected topics: current theories of the term, the links between terminology and other fields of science, the functional aspects of the term as an element of a scientific text, the issues of terminography, the terminological (standardisation) activity.

7) Confrontation of West Slavic languages using the methods of corpus-based linguistics

The lectures will revolve around grammatical and lexical issues, with particular emphasis on the semanto-syntactic structure of the Polish language compared to other West Slavic languages. The research presented will constitute different types of corpus analyses, based on the material from both parallel and monolingual corpora. The results interpretation will take into account various methodological approaches to contemporary linguistics.

8) Topics in contemporary linguistics. Current research, innovative methods and ongoing debates

The course concerns selected types of contemporary linguistics research. The overview starts from generative grammar, which dominated the linguistics in the 1960s and 1970s. An analysis will be carried out for the role of generative rules, transformations and the generative lexicon. The generative philosophy of linguistic autonomy and the modularity of grammar will be contrasted with the assumptions of cognitive linguistics in its two main trends. One of them, developed by R. Langacker, concerns the grammar. The other, initiated by G. Lakoff, encompasses linguistics in a broader sense.

Next, the discussion will focus on two sub-branches of cognitive grammar, i.e. constructive grammar (A. Goldberg) and radical construction grammar (W. Croft). An analysis will be dedicated to corpus-based research methods – the indispensable tool in contemporary linguistic analyses. The areas of linguistics, such as syntax, morphology (word-formation) and semantics, will provide data and proofs for the hypotheses referred to. The course participants will take part in the ongoing key debates. The course represents a review of selected critical issues undertaken by linguists over the past fifty years.

9) Acquisition of non-primary languages as a study subject

The course present the key issues of language acquisition as the object of scientific research and reflections, especially with reference to English as a foreign/international language used for specialised forms of communication on a global scale. The course demonstrates the development and internal specialisation of this science, as well as the leading theories explaining the behaviours, processes, operations and strategies that allow people to acquire and use subsequent languages under natural and educational conditions. It seeks answers to the following questions:

How do we understand the process of another language acquisition, including a foreign language? Where is it located and what is its course? What changes occur during this process over the entire human life? What is its specificity compared to other processes, e.g. the reasoning processes? The topics include the concepts of language acquisition in retrospective (the language as grammar, the language as a system, the interlanguage, the use of the language in communication), selected theories of language acquisition (linguistic, cognitive and socio-cultural, the theory of chaos); the discussion of the key concepts for its current state: science, theory, paradigm, theoretical and empirical research, the methods of empirical research (quantitative and qualitative), the level of clean and applied research; the processes of understanding and production of discourse in the cognitive structure (HIP) in the scale of life; communication processes vs reasoning processes, the mental dictionary.

The course will be held in English only.

10) Cultural conceptualisations in a language: research methodology

The aim of the course is to make the participants familiar with the research methodology in the broadly conceived “cultural linguistics”, with account being taken of the assumptions and research tools of cognitive linguistics. Various forms of cultural conceptualisations will be discussed (including metaphors, metonymies, schemes, cultural scripts, key words), which are specific to the languages of Asia, Africa and other parts of the world. The various cultural models will be illustrated with examples of selected issues (e.g. the terms of kinship, the forms of address, honorifics, the manners of expressing emotions, gestures). The classes put the emphasis on the experience-related foundation of conceptualisation and precise placement of a language in the socio-cultural context.

LITERARY STUDIES

1) Contemporary Critical Approaches to Literature and Culture

The course offers four interdisciplinary thematic modules: (1) Literature vs the visual culture, (2) Post-memory and cultural trauma vs national identity (3) The body and corporeality in literature and art – the phenomenological perspective (4) Darwinian literary studies – Literature vs human nature). The aim of the classes is to develop the participants’ methodological awareness in literary studies, as well as to practice the skills of applying various literary criticism approaches to text analysis. The course aims at identifying the purposefulness and usefulness of various methodologies as well as concepts and terms from both cultural and literary studies (semiotics, the theory of looking, feminism, the philosophy of donations, the theories of memory and trauma, the evolutionary perspective vs the postmodern crisis in the humanities). After completion of the course, the participant will be able to present his/her own interpreting methods for a broad set of cultural documents, while developing critical thinking and the skills of presenting his/her own theses.

2) Digital humanities: concepts, perspectives, tools

The course is dedicated to the issue of the digital switch-over in the humanities, with particular account being taken of the philological challenges, the new forms and methods for dealing with texts and modelling cultural memory. The course combines elements of a lecture with a workshop and panel formula.

– *methodological block*

1. The great of breakthroughs in the humanities: from manuscripts to digital editing.
2. The concept of a breakthrough in theoretical considerations: J. Derrida *The Archive Fever*.
3. The concept of a breakthrough in theoretical considerations: J. McGann *The New Republic of Letters*.
4. Modelling cultural memory: databases, archives, thematic collections.
- 5 *Homo typographicus* vs. the specificity of a digital text.

- *Workshop block*
- 6. Copyright issues.
- 7. Open Science infrastructure.
- 8. Wikipedia and sister projects in the context of knowledge history.
- 9. (Meta)data designing.
- 10. Exchange of data between digital projects.
- 11. Online literary texts.

- *panel block*

12-15. The research potential of the digital Shakespearean resources, an overview of the projects completed at the UW with the use of digital tools, presentations by the participants on the projects/research with the use of digital tools.

3) Research methodology for Old Spanish literature

The course encompasses an overview of the most important trends in the most recent research on Old Spanish literature and the methodologies of literary studies taking into account not only the philosophical approach to texts, but also the structuralistic and semiological, interdisciplinary ones, enriched by philosophical and cultural thinking. The course participants will become familiar with the analysis and interpretation methods for selected literary genres of the Middle Ages, Renaissance and Baroque (amongst others, the cantional poetry, the picaresque and Byzantine novels, the courtly comedy, the hagiographic comedy, the comedy of ambition and power), as well as the genres from the borderline of literature: emblematics, political literature, travel literature, leaflets. Furthermore, they will become familiar with the latest methods for critical editing of Old Spanish texts, including text transcription, spelling modernisation, as well as the development of the critical apparatus and editorial commentary.

4) Methods of rhetorical criticism

The subject of the lecture focuses on the methods of rhetorical criticism as the ways to analyse artefacts in the communication space. The rhetoric is defined in this research trend as communication via verbal and non-verbal symbols, which more or less intentionally affect various social attitudes, values, beliefs and behaviours. Critical analyses are of a qualitative nature and involve studying the statements, images, gestures, presentations, texts, films, social actions, etc. that represent manifestations of communication. Each method from the available range has its own specific assessment criteria, its own analytical structure and an individualised questionnaire. While analysing a given artefact, a critic selects the method which demonstrates the highest interpretability potential for a given artefact in a given situation, and follows the procedures developed by methodologists (Kenneth Burke, Edwin Black, Sonja Foss, Jim Kupers, and Wyne C. Booth). The subject of the lecture will revolve around selected methods of rhetorical criticism, such as neo-Aristotelean, ideological, pentadic, genre, narrative and metaphoric. Each of the methods will be discussed and applied to a few artefacts, so that the lecture participants could become familiar with the possibilities of the particular methods and assess their usefulness for their own research.

5) The reception of ancient tradition in the context of the challenges of contemporary humanities

The reception of ancient tradition in literature and culture from the Middle Ages to the present day, as a research problem – the theory vs the practice of research in the context of methodological transformations and the most important methodological disputes of the 19th, 20th and 21st centuries, the conditions of research on the reception of ancient tradition (cultural, historical, political), the problem of their universality and links to the local academic tradition (especially the German, Italian, English, French and Polish one), studies on the antiquity heritage in the context of disputes, transformations and challenges of today's humanities.

6) Contentious issues of the studies on texts and metatexts in the literary studies of the 20th and 21st centuries

The neologism “metatext” used in the title makes a reference to a well-known formula by Jacques Derrida, i.e. “there is nothing outside the text”, which is interpreted in two ways. It accumulates the basic problems of perhaps the most important category of modern literary studies, the humanities and natural science: the text. The first interpretation contains a suggestion of autonomy, limitation and delimitation of the text. The other – on the contrary: its heterogeneity and correlations with all cultural texts, as a result of which the text transforms into a textoid. This interpretation refers to the contentious issues of textuality of culture and nature, and thus to the issues of textual agency and the text of agency, i.e. to issues at the borderline of the humanities and natural science. Both interpretations make it possible to present the main competitive proposals for text research, from the formal/structural and semiotic, through hermeneutical, psychoanalytic and neopragmatic, to post-colonial ones. They also touch upon the basic problems of scientific policies (linking linguistics with other disciplines of the humanities, social studies and natural science, as well as merging it with artistic and social practices). They encompass the controversies concerning the languages of the humanities, including the debatable term of “literary studies” itself – its historical semantics and the semantics of alternative names. Concentrating the issues signalled around the various concepts of “the text” and treating them with the punctum method, as a study, should provide an insight into the sensitive problems for the entire modernity and its post-modern dis-continuations.

7) The Queer in Post-Modern Theory and Pre-Modern English Literature

The course introduces the concepts and definitions of gender, as well as the methods for analysing gender in literature, including the method of queer reading, developed in the post-modern theory, as well as illustrates them with practical application to the pre-modern literature, especially the mediaeval one. Reading and discussing the modern theory combined with an analysis of pre-modern queers. The focus is on strange characters and relations in the English literature from before 1700. The literary constructions of a fluid or unspecified gender based on simple categorisation and relations, which in various ways go beyond the normative behaviours, are discussed from the perspective of the modern gender and queer studies. The difference-sensitive approach to pre-modern literary texts is illustrated with references to their contemporary adaptations. The course stimulates discussion around the meaning and applicability of the “queer” concept in the context of research on old literature and, vice versa, a reflection on the usefulness of pre-modern categories for the contemporary research on the non-normative gender.

8) Textology, orality and performing arts in Asia and Africa

The aim of the lecture is to make the participants familiar with the basic Western theoretical assumptions of textological studies (understood in the broadest sense of text research, including the formation of texts, the criticism of texts, the linguistics of texts and, ultimately, the analysis of discourse), the oral culture (primary and secondary) and performative arts (dance, music, theatre, etc.) Moreover, the subsequent lectures will demonstrate the basic emic approaches to the issue of text, orality and representations in selected cultures of Asia and Africa. As the students will not only become familiar with the most important concepts of Western theoreticians but also learn how similar phenomena are understood by the representatives of Asian and African regions in their own cultures, the students will increase their knowledge in this regard.

Lectures aim at making students acquainted with basic theoretic principles for research on textology (understood in the broadest way as study of the text, including production of the text, text criticism, text linguistics and aiming at discourse analysis), orality (primary and secondary) and performing arts (dance, music, theatre etc.). Moreover, during subsequent lectures basic emic approaches to the problem of text, orality and performances in the selected cultures of Asia and Africa will be discussed. Owing to the fact, that students will become aware of the main concepts of the Western theorists, but they will learn also how representatives of Asian and African regions understand similar phenomena in their cultures, they will broad their knowledge on these subjects.

CULTURE AND RELIGION STUDIES

1) The latest trends in media studies

The course consists of three modules dedicated to the most important contemporary aspects of media practices: visual, performative and linguistic, as well as prepares the participants for researching those modules in the perspective of cultural studies. The subject of the classes will be the introduction to the analysis of multimedia cultural texts: discourse, visual and audio-visual, theatrical and performative, not only in the aesthetic and theoretical perspectives but also in their historico-cultural environment. Particular emphasis will be put on the socio-cultural contexts of media representations and the placement of media practices in collective social experience.

2) Contemporary research trends on the culture of communism in Central Europe and in the Balkans

The subject of the classes proposed is the presentation of the methods and theories used in the cultural studies of communism (discourses and cultural practices) and its contemporary reception in the countries of Central Europe and the Balkans. The aim of the classes is to present the key methodological solutions, with particular account being taken of the relevant achievements by Czech, Slovak, Hungarian, Serbian, Croatian and Bulgarian researchers. Their critical analysis allows for a more profound understanding of the local specificities of the experience with communism, as well as for their more complete overview in a comparative perspective, and in the regional and transregional contexts.

3) Contemporary theories of culture and its research

The main objective of the course is to present the epistemological situation of contemporary culture studies, in particular about the anthropological orientation. The fundamental determinant of this situation is the position of postmodernist anthropologists who – in the mid-1980s – radically criticised the cognitive attitudes of anthropology and put forward stricter criteria for the reliability of culture studies. Therefore, the core of the classes will be the concepts of those anthropologists (James Clifford, George Marcus, Paul Rabinow), which also contain the proposed methods for conducting research under new cognitive conditions. The programme also encompasses the anthropological theories developed earlier (by such researchers as Victor Turner and Clifford Geertz), which anticipated the emergence of post-modernists, while presenting their own, original research proposals. Such a field will be materialised through the research concepts in which the cultural reality is treated as a space of experiment, treated especially in the categories of cultural practices (Pierre Bourdieu, Michel de Certeau, in the Polish environment: Roch Sulima, Tomasz Rakowski).

4) Introduction to cognitive cultural studies. A methodological lecture

The aim of the course is to present the possibilities of using the methodologies of cognitive linguistics in the research on human being and culture, with particular emphasis on the interpretation of signs, both linguistic and visual. Cognitive linguistics is a field of the humanities created in the 1980s. It is assumed to have emerged with the publication of George Lakoff's book entitled *Metaphors we live by* (1980, Polish translation: *Metafory w naszym życiu*, 1988, 2010). Starting from the research of cognitive and developmental psychology, cognitive linguistics studies the dependencies occurring between the mind and the language on the one hand, and the human experience on the other. It assumes the embodiment of the meaning of signs as well as a link between the sign and the thinking process, where such a link is manifested in the sign. Cognitive linguistics proposes three models in which signs are created, namely conceptual metonymy, conceptual metaphor, and conceptual blending. The models also make it possible to analyse how the signs are understood and interpreted by the addressees depending on the context. The application of these models makes it possible not only to analyse the thinking processes and actions within a given culture, but also to perform comparative studies between them. The course is divided into two parts: one introduces the methodology of cognitive linguistics, while the other presents this methodology – through examples of cognitive analysis of various cultural phenomena (religious, political, artistic, advertising), as well as in the comparative aspect (the European culture and selected non-European cultures).

5) Research methodology for Asian and African cultures and religions

The course will be dedicated to the latest methodological tendencies in the study of Asian and African cultures and religions from the interdisciplinary point of view, encompassing the broadest perspective possible for cultural and religious studies: the sociology of religion, the phenomenology of religion, the broadly conceived cultural research with elements of anthropology, philosophy, political concepts, etc. The course will feature theoretical classes dedicated to the definition of religion, religious studies, and the definitions of culture, as well as classes which will present their applications to the research on the individual cultures of Asia and Africa. Emphasis will be placed on the role of religion as a factor that significantly determines and shapes the broadly conceived culture. Explanation will be given to the elements that affect the social, political and cultural lives in each Asian and African culture. Attention will be given to the causes behind cultural differences and the difficulties in translating concepts from one culture to another. The subject of the analysis will include the following cultures: Muslim (in Muslim countries and in Europe), Chinese, Japanese, Korean, African, Jewish, Indian, Mongolian and Tibetan.

6) Cultures and the society in Asia and Africa

The main topic of the lecture is to present the cultures of Asian and African countries, with particular attention paid to the socio-moral sphere. The concept of customs is treated very broadly here, representing a multi-aspectual reflection of social life in terms of existential needs and experiences, as well as human behaviours of the regions discussed. The discussion will focus, amongst others, on the patterns in the modes of thinking and the specific visions of the reality, customs and rituals that are annually repetitive (celebrations and the rites of passage), social norms and patterns referring to concrete life situations (at home, at work, on public transport, in the street, at public institutions, behaviours related to privacy and intimacy, entertainment and relaxation), the ways of expressing emotions in everyday life, certain aspects of a contemporary family's life, the division of social roles, the position and role of a woman and a man in the society, as well as clothing and fashion. A separate place in discussion will be devoted to the culinary tradition, the aesthetics of the cuisine across the Asian and African regions, as well as the eating habits. Therefore, the scope of the issues and problems under analysis encompasses a number of diverse concepts and attitudes, including the emic categories and models concerning the material, behavioural and axionormative planes of the contemporary Asian and African cultures.

7) Decolonisation research on the linguistic and cultural heritage. Methods, tools, challenges. Decolonizing approaches to studying linguistic-cultural heritage. Methods, tools, challenges

The classes clarify selected perspectives, methodologies and tools, which carry the decolonisation potential of not only the knowledge but also the methods for conducting research in the humanities and social studies, with particular account being taken of cultural and social anthropology, ethnohistory, sociolinguistics and ethnolinguistics. We will present the participatory research methods — including the research fulfilled *with* communities and *by* communities, as a response to the common paradigm of studies *on* communities and *for* communities — the perspectives and tasks of the involved humanities, the indigenous research methodologies and methods for generating and transferring local knowledge. Based on concrete European and non-European examples, the discussion will be dedicated to the challenges related to the decolonisation of historical knowledge, the agency of indigenous groups, the historical and cultural trauma, the symbolic and epistemological violence, the linguistic ideologies and the linguo-cultural revitalisation.

The programme of study at the Doctoral School of Social Sciences

The programme of study assumes that each PhD student will have an opportunity to follow a complete learning pathway in English.

The duration of the programme is eight semesters.

I. General university classes for all PhD students

No.	Name	Number of compulsory hours	Number of voluntary hours	Semester	PRK
1.	Higher education didactics	30		I	UK_1, UK_2, UK_3, UU_1, UU_2
2.	Ethics	8		I	WG_2, KO_1, KO_2, KR_1
3.	Copyright	4	4	I	WK_4, WG_2, KO_2, KR_1
4.	Acquisition of grants (scholar's workshop)	6+2	4	III	WK_3, WK_4, UW_2, UK_4, UO_1, UU_1, KK_2
5.	Public speaking (scholar's workshop)		8 (4 + 4)	III	UK_1, UK_5
6.	Knowledge transfer (scholar's workshop)	4		V	WG_2, WG_3, UW_3, UK_2, KK_3, KO_1, KO_2, KO_3

Description of the subjects:

1. Higher Education Didactics (30 hours, I semester)

Classes aimed at increasing the knowledge and skills of PhD students in the area of planning pedagogical work, analysing and assessing the course of educational processes, as well as determining and assessing their effects. The discussion will encompass issues concerning the correctness and conditions of the teaching-learning process.

2. Ethics (8 hours, I semester)

The lecture presents the main issues related to academic ethics, with account being taken of its role in contemporary moral thinking. The material content of the lecture will encompass the analysis of basic concepts and methods used in this area, as well as the presentation of the great normative theories. The classes will feature discussions of concrete examples of applying ethical principles in practice.

3. Copyright (4 hours, I semester and 4 voluntary hours, I semester)

Providing the PhD students with the fundamental knowledge on copyright and neighbouring rights with reference to research and didactic activities. As a result, the PhD student will acquire knowledge on plagiarism and the rules of properly using other people's achievements.

4. Acquisition of grants (scholar's workshop) – 6 + 2 hours, III semester and 4 voluntary hours, III semester

The aim of the classes is to provide the PhD students with knowledge on the principles of constructing research projects financed from external sources. The PhD students will acquire the skill of effectively drafting grant applications, which will increase the percentage of positively examined applications. Six hours of the classes will be dedicated to the principles of applying for grants and two hours to how they should be settled.

5. Public speaking (scholar's workshop) – 8 voluntary hours, III semester (4 hours in Polish, 4 hours in English)

The classes aim at increasing the skills of PhD students in the area of public speaking by teaching them the principles and good practices that should accompany the preparation and delivery of speeches. The PhD student will become familiar with the theory and practice of effective public speaking.

6. Knowledge transfer (scholar's workshop) – 4 hours, V semester)

Classes that develop the knowledge sharing skills. Their aim is to become familiar with the possibilities of knowledge transfer from a higher education institution to enterprises, public institutions and non-governmental organisations. The "know-how" is unique and specific for a given organisation (e.g. a higher education institution). The "know what", on the other hand, includes definitions of concepts, descriptions and professional terminology. The transferring methods may differ depending on the nature of the knowledge to be transferred and its recipients.

II. Classes organised by the school for all PhD students

No.	Name	Number of compulsory hours	Number of voluntary hours	Semester	PRK
1.	Methodical workshop on didactics (group)	4	4	II	UK_2, UK_3, UU_2
2.	Methodical workshop on didactics (individual as part of internship)	4		II	UK_2, UK_3, UU_2
3.	Scholar's workshop in social sciences	15		II	WK_3, WK_4, WG_3, UW_1, UW_2, UK_2, UO_1, UU_1, KK_2
4.	Scientific development – individual classes with the supervisor (scholar's workshop)	15		II and III	WG_1, WG_2, WG_3, UW_1, UW_2, UO_1, KK_1, KK_2
5.	Methodological and methodical classes to be selected from the list	60		II, III, IV	WK_3, UW_1
6.	Interdisciplinary conference	15		III	UW_1, UW_2, UK_1, UK_3, UK_4, UU_1, UU_2, KK_1, KK_2
7.	Interdisciplinary	15		V	UW_1, UW_2,

	conference				UK_1, UK_3, UK_4, UU_1, UU_2, KK_1, KK_2
8.	School seminar	32		II, III	WK_1, WK_2, WG_1, UK_1, UK_4, UK_5, KK_1
9.	Discipline seminar	16		III	WK_1, WK_2, WG_1, UW_2, UK_4, KK_1
10.	PhD student seminar	10-30		VI	UW_1, UW_2, UK_1, UK_3, UK_4, UU_1, KK_1, KK_2
11.	Specialisation classes offered by the particular disciplines	30	30	II, III, IV, V, VI, VII, VIII	WK_1, WK_2, WK_3, UK_5

Description of the subjects:

1. and 2. Methodical workshop on didactics

- **group (4 hours, II semester and voluntary 4 hours, II semester);**
- **individual as part of internship (4 hours, II semester)**

The methodical workshops are aimed at preparing the PhD students for independent teaching of classes in a higher education institution. They consist of:

- (1) group workshops – (in a group of PhD students of the same discipline) class visitations conducted by the best educators. To the extent possible, these classes have different forms (lectures, practical classes, colloquia). The class visitation is carried out under the supervision of the lecturer licensed in pedagogy and encompasses not only participation in classes but also discussion of the classes observed (in total, at least 4 hours, including 2 hours of visitation). The visitations will be mostly held in the “focus room” (available at the Faculty of Management and the Faculty of Philosophy and Sociology), which allows for the observation of classes and simultaneous comments by the workshop’s participants,
- (2) individual workshops – at least 2 hours of classes taught by the PhD students under the supervision and in the presence of an eminent educator or supervisor (plus an hour for joint preparation and an hour to discuss the classes, so this form encompasses in total at least 4 hours of classes counting as didactic internship hours).

3. Scholar’s workshop in social sciences (15 hours, II semester)

The classes are intended to enrich the scholar’s techniques and skills, helping to prepare applications for research financing and articles summarising the results of the research conducted, as well as developing a PhD student’s publishing strategy. The offer includes several courses conducted by various experienced academics. Each PhD student chooses a course s/he wants to attend.

PLEASE NOTE: the particular courses are started if they have been selected by at least 5 PhD students.

Subjects to choose from:

1) Article composition and publishing strategies (several simultaneous groups)

The course is aimed at making the PhD students familiar with the publication practices in

social studies and equipping them with the skills useful in their own publication activities. Real examples will be used to discuss the basic rules of writing and submitting scientific articles for publication and reviews, as well as the most important databases and tools making it possible to find one's bearings in the international scientific circles. The discussion will also be dedicated to the role of bibliometric indices and their alternatives in the contemporary evaluation systems of scientific activity, as well as their impact on the publishing strategies of scientific institutions and individual researchers. The most important issues under discussion include: (1) Publish or perish – contemporary forms of scientific communication, (2) Repositories, databases of scientific journals, DOI and tools for bibliography management, (3) The basic bibliometric indices and their limitations, (4) An overview of publication benchmarks in the sub-disciplines (of the participants), (5) A systematic literature review and the monitoring of new publications, (6) The publication cycle: from an idea for an article to manuscript submission, (7) The publication cycle: from manuscript submission to the first citation, (8) Peer review, (9) Legal and ethical dilemmas: good and bad publishing practices.

2) Article composition and publishing strategies II

The aim of the course is to explain the issues related to harmonious development of an academic career. The presentation of the requirements under the Polish law will be followed by demonstration of proposals for a publishing strategy in the context of evaluating the quality of scientific activities. The participants will become familiar with the methods for verifying citations, the h-index, as well as with how to ensure that their own research works are visible. Besides the list of journals and publications of the Ministry of Science and Higher Education (MNiSW), lists will be shown related to the SCOPUS database and the WoS Index. Discussion will be dedicated to the role of scientific monographs and to the international assessment criteria of scientific journals (SCOPUS, COPE, IF, SNIP). The procedure of submitting and assessing an academic article will also be discussed, as will be the issues related to the preparation and fulfilment of scientific projects, including the indication of financing entities (UE, NCN, NCBiR, NPRH, NATO). The discussion will also include the formal requirements for preparing applications, contest documentation, assessment criteria, application structure, reporting and the rules of structuring the final report. The participants become familiar with the EURAXESS website and the essence of research result commercialisation.

3) Paper writing: from first ideas to successful submission

This workshop will teach PhD students how to successfully communicate the results of their research on a particular topic to the academic audience as well as aiming to help them to improve their writing skills. It will offer its participants the opportunity to work on their own academic papers and develop them from first ideas to early drafts. After choosing the topic of their papers and framing them, the attendees will be assisted in developing a detailed outline of their work by the teacher and through peer support. The students will learn how to properly structure their papers, develop the required sections, select sources and prepare the content. The workshop will also present the features of academic style and the recommended ways of referencing and formatting. The students will be advised how to choose a proper academic outlet and an effective publication strategy for their planned papers. They will learn about a reviewing process to be able to critically assess their work and deal effectively with future reviews. The article outlines can be prepared by the students either in English or in Polish. (The module taught in English).

4) Contract- and competition-based research

The classes are conducted on a workshop basis and concern the organisation of the technique and skills of a researcher working in the area of practical applications of the knowledge from social studies. During the classes we learn, amongst others, to formulate research problems combining academic knowledge with socio-cultural practices, to search for contracts and contests, to use conclusion generators (amongst others, substantive contents on a limited space, schedules, cost estimates), team and individual work, cooperation with principals, the rules of carrying out research, the structure of research reports, the diagnoses and evaluations, as well as practical recommendations. The class materials include both the research projects already completed and current contests, as well as the participants' own

projects.

5) Academic writing workshop – from research report to essay

While presenting the results of our research, we often do it “intuitively” or by imitating other researchers, without thinking about the communication effectiveness. This is what generates incoherent and informationally overloaded conference presentations, doctoral dissertations devoid of any clear structure and research reports written in a convoluted language. During the classes, the participants will practice the basic skills related to the communication of research results: adding a legible logical and narrative structure to the text or presentation, using the tools for quantitative and qualitative data analysis, describing, analysing and summarising results with a suggestive and precise language adjusted to the group of recipients.

6) Writing grant and scholarship applications

The classes concern the preparation of grant and scholarship applications, i.e. the activities that have become an essential component of a scientific career and as such are complementary to the course conducted by the Research Services Office (BOB). During the workshops, we will be analysing the applications that received funding; consider what makes a good application and – based on the experience of researchers who acquire grants – consider how such applications are created. We will also discuss reviewers’ comments and think about ways to avoid their devastating criticism.

7) Systematic overviews of scientific literature

The aim of the classes is to teach the students to perform systematic, in-depth reviews of sources (scientific literature, the available research results) using various bibliometric and bibliographic databases (Web of Science, Scopus, and others) and using QDA (Qualitative Data Analysis) software. The classes will be conducted in the form of a lecture combined with practical classes. The lecture will make the students familiar with the procedure of conducting systematic reviews of sources, including the methods of using bibliometric and bibliographic databases, as well as the examples of model reviews. During the practical section, each student will complete an individual project – a systematic literature overview from a selected range of topics. This will result in a synthetic (up to 5,000 characters) study of the main research trends within a given scientific problem/issue, organising the effect of the available research and identifying research gaps. To pass the classes, it is required to be familiar with the assigned books and fulfil a project – a literature review in a manner required by the tutor or with the use of the recommended tools. Knowledge of bibliographic databases is not a prerequisite to participation in the classes, but basic knowledge of the QDA software is required.

4. Scientific development – individual classes with the supervisor (scholar’s workshop) – 15 hours, II and III semester

Individualised classes, tailored to the specificity of a given PhD student and the dissertation s/he is preparing. They encompass both issues of a workshop nature (e.g. the selection of relevant research methods) and discussions on the current state of knowledge in the discipline as well as in the research questions and hypotheses formulated on this basis in the dissertation. The classes may also encompass works on the preparation of an application for a research grant.

5. Methodological classes to be chosen by the PhD students in a form compliant with the 8th level of the programme of study (PRK) (60 hours to choose, II, III and IV semesters)

The School offers a set of 20-hour specialist courses of which three must be passed by the PhD students (the total of 60 hours). Moreover, each PhD student has the right to choose *any* two courses from the set (not necessarily those offered by his/her own discipline). However,

the choice of methodological classes must be agreed with the supervisor. The particular disciplines may include subjects which are compulsory to pass.

At the request of the Chairperson of the Scientific Council of the Discipline, the Scientific Council of the Fields, the PhD Student Self-government or the Head of the Doctoral School, it is possible to add or remove methodological classes. Such a change must be approved by the Board of the Doctoral School.

The Individual Research Plan will specify the classes to be fulfilled by a given PhD student.

The list of classes to choose from can be found at the end of this appendix.

PLEASE NOTE: the particular courses are started if they have been selected by at least 5 PhD students.

6. and 7. Interdisciplinary conference (30 hours – 15 hours III semester, 15 hours V semester)

The interdisciplinary conference (the PhD student's meeting) is oriented towards both content-related objectives and the creation of an integration space for the PhD students from the different disciplines represented in the school. It is held in the form of a visiting seminar lasting two full days. During the seminar, the PhD students have an opportunity to present their own research projects and discuss them with other PhD students and researchers. In order to allow enough time for the presentations and discussions, the work is organised into four simultaneous seminar sections (by analogy with the organisation of a considerable number of scientific conferences).

8. School seminar (32 hours – 16 hours II semester, 16 hours III semester)

The seminary is of an interdisciplinary nature and is dedicated to all the PhD students of the School. During the seminar, the most interesting research will be presented that goes beyond the narrow confines of a single discipline, as carried out by the particular disciplines within the school. Some meetings will be dedicated to the presentations by eminent representatives of social studies, invited to the seminar from outside the University of Warsaw (including foreign universities).

9. Discipline seminar (16 hours, III semester)

The seminar is organised separately for the students of each scientific discipline. It is intended to discuss selected, most important scientific texts and research for a given discipline. PhD students take active part in presenting and discussing selected issues. The particular meetings may be conducted by various researchers specialising in the particular research problems under discussion. The whole seminar is coordinated by an employee responsible for the given subject.

10. PhD student seminar (10-30 hours, VI semester)

The PhD student seminar is organised separately within each of the disciplines represented in the School. During the seminar, each PhD student has an opportunity to present the results of his/her research and discuss them with other PhD students and researchers of the University of Warsaw. Placing the seminar in the VI semester makes it possible, on the one hand, to present mature (encompassing a significant part of the results) research projects and, on the other, to introduce potential corrections resulting from the discussions held during the seminar. Depending on the group size of the PhD students within a given discipline, the number of hours will differ. When the number of the PhD students in a given discipline exceeds 12

(potentially, this situation applies to legal science, political and administrative science, as well as to economy and finance), the seminar may be held in two simultaneous groups.

11. Specialisation classes offered by the particular disciplines (30 hours between II and VIII semesters)

Specialisation classes to be selected from the range offered in a given semester by the particular disciplines (the PhD students are not limited to choose the classes only from their own discipline). The PhD students are obligated to complete 30 hours (two courses of 15 hours each) of such classes during semesters II-VIII (the precise time limit for their completion is an individual decision of each PhD student). The number of hours may be increased in selected disciplines.

PLEASE NOTE: the particular courses are started if they have been selected by at least 5 PhD students.

Upon simultaneous consent of the supervisor and the school manager, certain specialisation classes may be passed through participation in renowned summer schools (including those conducted by international scientific organisations) or in the form of scientific internship.

III. Internship

Form of internship

The recommended number of hours of didactic internship is 90, with the minimum being 30 hours and the maximum – 180. The internship may be commenced not earlier than during the II semester (after completing the first classes in higher education didactics).

Some internships have the form of individual didactic workshops described above. The remaining internship hours may be completed by the PhD student's participation in classes taught by the supervisor or the appointed educationalist, as well as in the form of classes taught by the PhD student himself/herself.

Learning outcomes:

WG.2, WG.3, WG.4, UW.3, UK.2, UK.3, UU.1, UU.2, KO.1, KO.2, KR.1

Recommendation – from 90 to 180 hours

Minimum – 30 hours

The list of methodological classes offered by the particular disciplines

The list of additional **compulsory** classes for the PhD students within the framework of the particular disciplines can be found at the end of the list.

1) Causality in social studies

The classes will encompass both theoretical issues (the ways of defining causality) and concrete methods for estimating "causal effects".

Discovering *causal link* is often considered to be one of the fundamental objectives of science, at least to the extent where it refers to qualitative research. However, not all the links that we note can be defined as causal. What criteria can be adopted to identify causal relations? How does it affect the possibilities (and limitations) for interpreting the results obtained? In order to

answer these questions, the classes will discuss the most important theories defining the concept of causal links, referring to quantitative social studies: the Neyman–Rubin (Rubin–Holland) causal model, the econometric approach represented by Heckman, and the theory of the Structural Causal Model by Pearl. As analysis will be made of the similarities (particularly with reference to the concept of *potential outcomes*) and differences between those theories as well as of the related implications for the possibilities of treating various schemes of research and quantitative analysis in social studies, as the ones which allows for the identification of causal interactions.

2) Theoretical paradigms of social sciences

The aim of this course is to prepare the PhD students for the performance of theory-oriented scientific research. It is generally recognised that that conscious, active and consistent use of scientific theories proves the scientific advancement and maturity. At the same time, it is believed that PhD dissertations do not sufficiently meet this criterion. Therefore, it is necessary to draw attention to the important role played by the theoretical perspective for the entire structure of a doctoral dissertation, to the main contemporary theoretical paradigms, disputes, dilemmas and choices faced by the researchers in social studies. The point is to delineate a certain roadmap with which each PhD student will be able to independently move around after completion of the course, in order to solve his/her own research dilemmas. In each case, the analysis of the bases and assumptions behind a given approach will be illustrated with examples of their application in scientific literature.

3) The most important problems of today's world. The geographical perspective

A colloquium aimed at presenting the meaning of spatial conditions for the life on Earth. The subjects discussed will refer to social, economic and environmental phenomena commonly recognised as a threat to or challenge for mankind. The concrete topics will be selected according to the participants' interest and the current events in the world. The discussion will be based on the speeches by experts or on current scientific contributions concerning a given issue.

4) Contemporary political analysis

The subject is intended to deepen the theoretical and methodological knowledge of the PhD students concerning the political analysis of contemporary socio-political issues. The course participants develop their skills concerning the conceptualisation and operationalisation of the basic concepts (e.g. politics, political authority, political decision, political institution, political system, political regime, democracy, etc.) and their use in research. Moreover, they gain knowledge on the most important scientific disputes and debates concerning the study of socio-political issues (amongst others, the structures vs. "the agents"). They will also become familiar with the methods for analysing/measuring such key issues as the political role, the political influence and the political change.

5) Theory established in organisation research

This course will allow the reader to grasp the essential elements of grounded theory – a research strategy particularly suitable for the exploration of problems related to the perception of social phenomena rather than for the study of the "objective" reality. The course will provide an overview of the central concepts of the grounded theory (inductive approach, coding strategies, theoretical sampling) and explain the most important differences between the grounded theory and other research strategies.

(The module taught in English).

6) Statistical methods in social studies

The classes are dedicated to the application of statistical analysis methods to the interpretation of the quantitative results of social studies, preparing the participants to make direct use of the results of the most important research fulfilled in Poland (such as ESS, EVS, POLPAN, PISA, PIAAC and others) in their scientific work (including the preparation of the doctoral dissertation), as well as to properly plan and interpret their own research. They will

take into account the issues of measurement, scaling, description of dependencies, selection of a sample and its meaning for statistical inference.

7) Advanced statistical methods

The classes will primarily focus on the issues of regression models. They will start from a simple model of linear regression for quantitative variables and its main assumptions, only to concentrate on the modelling of a different type of variables (including discrete ones, having the form of a natural number). Discussion will also be dedicated to regression schemes for quasi-experimental data, e.g. fixed-effects models. The course will also teach how to clearly present the results of statistical analyses, especially for non-linear models.

8) Research programming in PsychoPy

The aim of this course is to provide you with the skills to program experiments using the Python programming language and the PsychoPy experiment building package. PsychoPy is an open-source alternative to software such as Eprime, Superlab, Presentation, and Inquisit. Basic programming concepts will be covered initially, followed by application of these concepts in successive examples of experimental paradigms. Experiment designs will be primarily based on those coming from cognitive psychology, but the lessons can be applied to any situation in which something must be presented on screen and responded to. Emphasis will be placed on methods of randomization, presentation, and timing. The course is crucial for psychologists, but it could be attractive also for the PhD students of pedagogy, economics, management and perhaps other social sciences.

9) A new source of information. Big Data

Almost all the information generated in the world is stored digitally. Resources of this scale are referred to as Big Data. The analysis – the refinement (sentiment analysis, elements of artificial intelligence) of this information – represents a new source of valuable information for the science, business, journalism and other fields.

Objectives:

- 1) Big Data refinement. Presenting a set of tools (procedures, software) for Big Data refinement. These tools may provide a picture of the phenomenon under analysis: in the past, in real time, as well as by predicting its changes in the future.
- 2) Commercialisation of the use of Big Data resources in social studies and business.
- 2) Presentation of practical applications for the Big Data refinement.

10) Working on a doctoral dissertation in legal studies: methodological remarks

The classes are dedicated to various methodological issues concerning the preparation of a doctoral dissertation and the legal regulations pertaining to PhD studies from the perspective of different studies of law, including but not limited to civil law, European law and international law. The requirements towards both the PhD students and their doctoral dissertations, as well as the course of the PhD studies will be presented. The content-related issues concerning the work on a doctoral dissertation will be treated dynamically – from the selection of the dissertation title and research methods, through the methods for acquiring the material, its selection and processing, to the preparation of the dissertation itself. Particular attention will be paid to the electronic databases, to the unacceptable phenomenon of plagiarism and ghost-writing, to the formal issues, including but not limited to making references to various types of sources in the footnotes and bibliography. The lectures will revolve around the evolution in the approach to the subject matter and methods of the study of law in Europe (in comparison to the USA). The questions posed are as follows: has the study of law become “Americanised”, do the theoretical, contextual and interdisciplinary analyses dominate, what trends are dominant in Poland – in a word, what do we deal with and why? The repertoire of methodological approaches available for a lawyer/scientist: examples of research projects and the dogmatic, theoretical and empirical methods used in them. Case-study: a short analysis of the methods published in sample doctoral dissertations.

11) The use of computer programmes in collecting and analysing qualitative data

The aim of the course is to make the PhD students familiar with the main functions of the

Atlas.ti computer application that supports the analysis of qualitative data. The classes will be taught in the form of a workshop. The theoretical introduction into the specificity of qualitative research will be followed by a discussion on the following issues: conducting an inductive/deductive dialogue in the Atlas.ti programme; creating a hermeneutical unit; working with the research material: coding, auto-coding; creating links between and defining fragments of texts; creating semantic views (networks); creating theoretical notes; creating a family of documents and codes; presenting the statistical tools of the Atlas.ti programme. Moreover, the PhD students will become familiar with the main functions of the F4 programme for supporting interview transcription. During the classes, we will be coding (analysing) the materials (individual and group interview transcriptions, photographs, videos, etc.) suggested by both the lecturer and the PhD students.

12) Logics

Selected issues from formal methodology of science. Methodological types of sciences. Deductive and inductive studies. Testing hypotheses, proving statements, explaining facts. Clarification and anticipation.

13) The theories of rational choice and formal theories in social studies

The seminar is dedicated to the rational choice theory and the applications of formal theories (including the theory of social choice, the theory of games, and the formal theory of politics) in sociology and political science.

The detailed programme of the seminar – especially in its subsequent part – will be subject to modifications due to the research plans and interests of the participants. In the introductory part, the classes will concentrate on the following issues: The general assumptions behind the rational choice theory; the mutual relations of the individual motives and actions versus social phenomena. Preferences, utilities and individual rationality – from *homo oeconomicus* to *homo sociologicus*. The problems of collective action The theory of games and its value for social studies. The rational choice theory in political science: the formal theory of politics.

In the subsequent part of the classes, the above problems will be elaborated on; the detailed selection of topics will result from the research plans and interests of the seminar participants.

14) Methods of causal effect estimation

Within the framework of estimating causal effects, the classes are aimed at making the participants familiar with the fundamentals of using the most common estimation methods of causal effects in social studies, based on quasi-experimental research, such as: difference-in-differences (DiD), *propensity score matching* (PSM), *inverse probability of treatment weighing* (IPTW), *synthetic control group* (SCG) and *regression discontinuity design* (RDD). For each of the above, a brief discussion will be dedicated to the statistical bases, which will be followed by the presentation of the methods for carrying out analyses in a statistical programme (Stata or R).

15) Advanced qualitative methods in social studies

The classes will be dedicated to the methodology of qualitative research in scientific social research. The classes will present the principles of using qualitative methods and discuss the consecutive stages of conducting qualitative research: the definition of research problems, the selection of concrete methods for research problems (e.g. individual, group and ethnographic interviews), the creation of research schemes, the selection of projection and supporting techniques, the performance of interviews and the principles of data analysis.

16) The research methods of media studies: from content analysis and discourse through surveys to biometric research

Media analysts from all over the world pay increasing attention to certain shortcomings of the classical methods from the field of social studies and the humanities. A lot is spoken about the need for their triangulation. Scholars also turn towards modern technologies, such as eye-tracking, face-tracking, EDA/GSR, EEG, NIRS etc. It turns out that what the respondent feels/experiences/perceives, what s/he reacts to, can – to a considerable extent – be measured and subject to standardisation. Thanks to new technologies, they are not limited by

the so-called declaration effect either. In the research on the reception of books, press, radio, television, social media, applications and games, or in the experiments of virtual reality (VR/AR), it is possible to make an attempt to check what is actually perceived or experienced by the respondent upon contact with the stimulus. Let me present the above issues on the basis of various research performed in the Laboratory for Media Studies at the University of Warsaw.

17) Spatial analysis in social studies

The programme of the subject encompasses the use of geo-information tools, including GIS (Geographic Information Systems) programmes for qualitative and quantitative analyses used in social studies. We will present the methods and techniques for acquiring socio-spatial data as well as for preparing and presenting such data. The main part of the classes will be dedicated to the use of GIS programs for spatial analyses concerning social phenomena.

18) The legal and structural interdependency between the state and the European Union

The subject of the lecture is multidisciplinary and it concerns the phenomenon of comprehensive legal and economic interdependence of the European Union and its member states, as well as the states themselves. The changes occur continuously at a number of levels: in law, in the economy, in politics and generally in the society. The European Union is present in practically every sphere of life. This phenomenon is referred to as the Europeanisation of the state and society. The issues discussed include, amongst others, the interdependency degree of a state, the code of the European integrational processes and their “modus operandi” with the conflict of imperatives: democracy and effectiveness, the modernist “entanglement” of law and the problem of differentiating the public and private spheres, the integration grant, the question of integrating differences and unification as the antithesis of a nation state. The lecture is based on dogmatic considerations and examples to illustrate them – amongst others: the construction of a transnational Union citizenship, the refugee crisis in Europe, the populism and rule of law in a broad (not only legal) sense; Brexit (and its consequences), the “European Union” judicature of the Polish courts, the practice of the Polish public administration.

The lecture has the form of an alternating legal analysis and political diagnosis combined with methodological guidance on the examination of these phenomena.

19) Comparative methods in social studies

The aim of the course is to discuss the key dilemmas and challenges faced by a researcher while preparing a comparative research project. In particular, there are three detailed objectives: 1) analysing the advantages and disadvantages of various approaches to the comparative method, 2) increasing the awareness of the class participants concerning the complexity of designing comparative studies through an analysis of model scientific papers, 3) training practical skills with a view to the potential application of the comparative method in the doctoral dissertation. Due to the universal nature of the problems discussed, the subject will be useful for the PhD students who locate their dissertations within all the disciplines of the broadly conceived humanities.

20) Contemporary educational measurement theories

The basic element of educational research such as *Programme for International Student Assessment* PISA, *Progress in International Reading Literacy Study* PIRLS, *Trends In International Mathematics And Science Study* TIMSS and Survey of Adult Skills PIAAC is the measurement of skills. In order to make full use of the results of these research projects, it is necessary to know the measurement theories they apply. During the course, the participants will be able to become familiar with the Item Response Theory measurement models. Discussion will be dedicated to the Rasch Model and the 2PL, 3PL and 4PL multi-parametric models. Moreover, methods will be presented for verifying text unidimensionality and intra-group measurement invariance, as well as for determining the reliability of text result. The course is supplemented by issues concerning standard setting, measurement accuracy and criticism of a testing measurement.

21) Evaluation methods for public policies

The aim of the course is to make the students familiar with the specificity of the evaluation methods for public policies. The discussion, in particular, will revolve around quantitative methods – but against a broader background of the theories of public programmes and miscellaneous research plans used for their evaluation, including plans based on qualitative models. The classes will be conducted in the form of a lecture with practical classes. A prerequisite for participation is good knowledge of basic regression models (OLS, MLE). To pass the classes, it is required to be familiar with the assigned books, actively participate in the class discussions, and to perform the practical tasks using the R package (the knowledge of R is not a prerequisite to participate in the classes). Framework curriculum: (1) the theories of public programmes – the programme as a specific theory, (2) the logics of intervention, (3) the types of evaluation, (4) the basic research plans and the conditions for their application, (5) the methods of influence assessment: (6) observational studies, (7) experiments and (8) quasi-experiments (including re-analyses based on the data from the worldwide literature on the subject).

22) Time series and dynamic panel data

Classes dedicated to the application of data analysis methods with temporal dimension. Topics will include:

- Time series data. ARDL. ARIMA. Conditional Variance. Cointegration.
- Vector autoregression modelling: Vector-Autoregression (VAR) and Vector Error Correction (VEC) models.
- Generalized Method of Moments (GMM).
- Dynamic panel data: Difference GMM and System GMM methods.
- Long T, short N panel data and cross-dependency modelling.

23) Micro data analysis

Classes dedicated to the application of data analysis methods at the level of an single individual/person/company/organisation. Topics will include:

- Heteroskedasticity and quantile regression. Endogeneity and two stage least square methods.
- Binary models. Random utility model and models for multinomial variables.
- Models for ordinal variables and count data.
- Truncation, censoring and sample selection.
- Sample selection in non-linear models. Endogeneity in non-linear models, control function approach and others.

24) Spatial data analysis

Classes dedicated to the application of statistical data analysis methods with spatial dimension. Subjects:

- Spatial statistics for areal and point data, detection of spatial patterns
- Spatial dependency models (with spatial weights matrix) – model and variable selection, estimation, testing, forecasting, missing data issues
- Spatial panel models – model and variable selection, estimation, testing, forecasting, missing data issues
- Bootstrapped regression – sampling and replications issues, interpretation of results.

PLEASE NOTE: upon simultaneous consent of the supervisor and the school manager, certain methodological and methodical classes may be passed through participation in renowned summer schools (including those conducted by international scientific organisations) or in the form of scientific internship.

***Compulsory classes to be attended by the PhD students
within the framework of the particular disciplines***

Economics and finance

The PhD students in the discipline of “economy and finance” are obligated to choose two out of the three subjects below. The subjects are selected upon agreement between the PhD student and the supervisor, and recorded in the Individual Research Plan. According to the principles adopted, the subjects are available for all the PhD students of the UW.

1) Advanced Microeconomics

The aim of the lecture is to review issues and analytical methods of contemporary microeconomics. Topics will include: Consumer theory, Individual and aggregate demand, Production theory, Game theory, Competitive equilibrium, Externalities and public goods, Imperfect competition, Asymmetric information, General equilibrium, and Public choice. Students are prepared to read, understand, and contribute to, academic literature in the field. Emphasis is put on building models that explain the rationale of modern economic policies.

2) Advanced Macroeconomics

The main objective of the course is to introduce fundamental techniques for constructing and solving dynamic-stochastic general equilibrium (DSGE) models. The course begins with Real Business Cycle (RBC) model. The model (and its extension) will be used to illustrate the concept of equilibrium, market completeness, and solution techniques. It will also be used to show some properties of the business cycles as well as its implications for asset prices and macroeconomic policy. The second part of the course introduces the overlapping generation (OLG) model. The second major workhorse of modern macroeconomics and, if time permits, analysis of incomplete markets model in the case in which agents face idiosyncratic and uninsurable labour income risk.

3) Advanced Finance

The aim of this lecture is to broaden the knowledge of students in the area of finance theories and finance concepts. Basic areas covered include: (1) Elements of finance theories; Taxonomy of finance theories: traditional finance paradigm (Theories of: capital structure, asset valuation, capital budgeting and cost of equity, financial behaviour, and of international finance) and behavioural finance (limits of arbitrage and cognitive biases) (2) Analysis of nexus between financial stability/risk-taking and competition (and market structure) – theory (competition-fragility notion; competition-stability hypothesis; and non-linear links between competition and risk-taking) and empirical evidence; Efficiency and competition (and market structure) nexus; Analysis of competition (market structure) and risk-taking with the use of financial information. (3) Risk, financial stability and regulations / supervision (micro- and macro-prudential). (4) Regulations / supervision / monitoring / institutions (investor protection and governance) and their effects on risk (stability), efficiency as well as on links between competition and risk-taking ; (5) Finance and economic growth nexus: measurement of financial development, factors driving the links between finance and economic growth.

The PhD students in the discipline of “economy and finance” are also obligated to choose one subject from those numbered 22, 23 and 24 on the above list of methodological subjects.

Socio-economic geography and spatial economy

The PhD students in the discipline of “socio-economic geography and spatial economy” are obligated to pass two subjects. According to the principles adopted, the subjects are available for all the PhD students of the UW.

1) Geovisualisation in social studies

The classes are dedicated to make the students familiar with the methods and technical solutions related to the preparation and presentation of spatial data. The basic elements of

cartographical presentation will be discussed, including: reproduction, scale, graduation, legend, content and form of a map – the rules of their application in publications and public presentations. Examples from the field of social studies will serve as the basis for discussing the rules and possibilities of using selected methods of cartographical presentation in the context of their adequacy for the issue (and the discipline) under analysis. The advantages and limitations related to the application of new geovisualisation tools (3D models, animations) will be presented.

2) Methodology and contemporary research trends in socio-economic geography

A colloquium showing the specificity and diversity of the discipline. The first part of the course will be designed to discuss the distinctiveness of “the socio-economic geography and spatial economy” as a scientific discipline, its evolution and development prospects. Next, the discussion will move on to the current research trends of the most important disciplines: the socio-economic geography: the regional geography of the world, the geography of cities, the tourism geography, the human geography, and the political geography.

Pedagogy

The PhD students in the discipline of “pedagogy” are obligated to pass two subjects. According to the principles adopted, the subjects are available for all the PhD students of the UW.

1) Child as a thinker and a social person – developmental perspective

The classes are offered in a form of a colloquium during which the discussions will be based on the recently published English language texts, concerning cognitive and social development of children. The topics will include the developmental specificity of the areas in question, the factors favouring and hindering the social and cognitive development of children, as well as the consequences of the development of these spheres for the functioning in adulthood. The PhD students will have an opportunity to master their language skills (in terms of English), discuss various research strategies and methodologies as well as the statistical methods of data analysis. They will be able to make critical references to published results, thereby improving the skills of analytical thinking.

2) The tendencies in contemporary pedagogy

The subject is aimed at increasing the knowledge on the trends and debates in the contemporary pedagogy, related to the basic paradigms of pedagogical knowledge, showing pedagogy as a science on upbringing with reference to various discourses (e.g. the philosophical vs the pedagogical discourse in upbringing), indicating the main pedagogical theories and their belonging to various pedagogical trends. The PhD students will acquire the knowledge on the basic paradigms of the pedagogical knowledge (humanistic pedagogy, empirical pedagogy, critical pedagogy) and on the classification of the pedagogical thought (currents, directions, concepts), and within the broader context in which the specific trends of the contemporary pedagogy are set, including the main social, philosophical, psychological and cultural theories that are applicable on the map of pedagogical paradigms.

Political and administrative studies

The PhD students in the discipline of “political and administrative studies” and “security studies” are obligated to pass the methodical subject indicated below. According to the principles adopted, this subject is also available for all the PhD students of the UW.

Theoretical and methodological aspects of examining political and national security institutions

The aim of the subject is to provide the PhD students with in-depth theoretical and methodological knowledge concerning the key issue of institutions, with particular emphasis on

political institutions. The course participants will become familiar with different aspects of the concept “institution”. They also acquire knowledge on the types of institutionalism and their usefulness for examining various types of institutions as well as their structures and operation (*institutional design*). Moreover, the doctoral students will extend their knowledge on the dynamic approach to institutions through exploring the issue of “the theory of institutional change” and develop their skills of comparing institutions.

	KNOWLEDGE									SKILLS									SOCIAL COMPETENCES								
	WK				WG			UW			UK					UO UU			KK			KO			KR		
	1	2	3	4	1	2	3	1	2	3	1	2	3	4	5	1	1	2	1	2	3	1	2	3	1		
Higher education didactics											x	x	x				x	x									
Copyrights				x		x																	x		X		
Ethics						x																x	x		X		
Scholar's workshop – acquisition of grants																x	x										
Public speaking												x				x											
<i>Scholar's workshop – transfer of knowledge to the economic and social sphere, practical application of the results of social studies</i>																											
<i>Methodical workshop on didactics (group)</i>																											
<i>Methodical workshop on didactics (individual)</i>																											
Scholar's workshop in social sciences – essay composition, publishing strategies																											
Scientific development – individual classes with the supervisor (scholar's workshop)																											
Methodical, methodological classes (to be selected)																											
Interdisciplinary conference																											
School seminar	x	x																									
Discipline seminar	x	x																									
PhD student seminar																											
Specialisation classes offered by the particular disciplines	x	x	x																								

The programme of study (PRK) at the Doctoral School of Exact and Natural Sciences

The programme of study assumes that each PhD student will have an opportunity to follow a complete learning pathway in English.

The duration of the programme is eight semesters.

I. General university classes for all PhD students

No.	Name	Number of compulsory hours	Number of voluntary hours	Semester	PRK
1.	Higher education didactics	20		I	UK_1, UK_2, UK_3, UU_1, UU_2
	Higher education didactics		10	I or II	
2.	Ethics	8		I	WG_2, KO_1, KO_2, KR_1
3.	Copyright	4	4	I	WK_4, WG_2, KO_2, KR_1
4.	Knowledge transfer (scholar's workshop)	4		III	WG_2, WG_3, UW_3, UK_2, KK_3, KO_1, KO_2, KO_3
5.	Acquisition of grants (scholar's workshop)	6+2		II or III or IV	WK_3, WK_4, UW_2, UK_4, UO_1, UU_1, KK_2
6.	Public speaking (scholar's workshop)		8 (4+4)	II or III	UK_1, UK_5

Description of the subjects:

1. Higher Education Didactics (20 hours – I semester, 10 voluntary hours – I or II semester))

Classes aimed at increasing the knowledge and skills of PhD students in the area of planning pedagogical work, analysing and assessing the course of educational processes, as well as determining and assessing their effects. The discussion will encompass issues concerning the correctness and conditions of the teaching-learning process.

2. Ethics (8 hours, I semester)

The lecture presents the main issues related to academic ethics, with account being taken of its role in contemporary moral thinking. The material content of the lecture will encompass the analysis of basic concepts and methods used in this area, as well as the presentation of the great normative theories. The classes will feature discussions

of concrete examples of applying ethical principles in practice.

3. Copyright (4 hours, I semester and 4 voluntary hours, I semester)

Providing the PhD students with the fundamental knowledge on copyright and neighbouring rights with reference to research and didactic activities. As a result, the PhD student will acquire knowledge on plagiarism and the rules of properly using other people's achievements.

4. Knowledge transfer (scholar's workshop) – 4 hours, III semester)

Classes that develop the knowledge sharing skills. Their aim is to become familiar with the possibilities of knowledge transfer from a higher education institution to enterprises, public institutions and non-governmental organisations. The "know-how" is unique and specific for a given organisation (e.g. a higher education institution). The "know what", on the other hand, includes definitions of concepts, descriptions and professional terminology. The transferring methods may differ depending on the nature of the knowledge to be transferred and its recipients.

5. Acquisition of grants (scholar's workshop) – 6 + 2 hours, II or III or IV semester

The aim of the classes is to provide the PhD students with knowledge on the principles of constructing research projects financed from external sources. The PhD students will acquire the skill of effectively drafting grant applications, which will increase the percentage of positively examined applications. Six hours of the classes will be dedicated to the principles of applying for grants and two hours to how they should be settled.

6. Public speaking (scholar's workshop) – 8 voluntary hours, II or III semester (4 hours in Polish, 4 hours in English)

The classes aim at increasing the skills of PhD students in the area of public speaking by teaching them the principles and good practices that should accompany the preparation and delivery of speeches. The PhD student will become familiar with the theory and practice of effective public speaking.

II. Classes organised by the school for all PhD students

No.	Name	Number of compulsory hours	Number of voluntary hours	Semester	PRK
1.	Methodical workshop (group)	4	4	I or II	WG.2, WG.3, WG.4, UW.3,
2.	Methodical workshop (individual as part of internship)	4	4	I or II or III	UK.2, UK.3, UU.1, UU.2, KO.1, KO.2, KR.1
3.	Publishing strategy in a discipline/field (scholar's workshop)	10		I	WG.3, UW.1, UW.2, UO.1, KK.1, KK.2, KO.1, KR.1

No.	Name	Number of compulsory hours	Number of voluntary hours	Semester	PRK
4.	Scientific development – individual classes with the supervisor (scholar's workshop)	30 (15 and 15)	70h at the disposal of the director	II and III	WG.1, WG.2, WG.3, WG.4, WK.1, WK.2, WK.3, UW.1, UW.2, UW.3, UK.1, UK.2, UK.3, UK.4, UK.5, UO.1, UU.1, KK.1, KK.2, KK.3, KO.1, KO.2, KO.3, KR.1
5.	Research seminar with methodological elements taught by PhD students I	60		I-IV	WG.1, WG.2, WG.3, WG.4, WK.1, WK.2, WK.3, UW.2, UW.3, UK.1, UK.2, UK.3, UK.4, UK.5, UU.1, UU.2, KK.1, KK.2, KK.3, KO.2, KO.3, KR.1
6.	Research seminar with methodological elements taught by PhD students II	60		V-VIII	WG.1, WG.2, WG.3, WK.1, UK.1, UK.4, UK.5, UU.1, KK.3, KR.1
7.	Methodological classes to be selected from the list	30		II or III or IV	WG.2, WG.3, WK.1, UK.1, UK.2, UK.3, UK.4, UK.5, UU.1, KK.1, KK.2, KK.3, KO.1, KO.2, KO.3, KR.1
8.	Interdisciplinary conference I	15		III	WG.1, WG.2, WG.3, WG.4, WK.1, WK.3, UW.1, UW.2, UW.3, UK.1, UK.2, UK.3, UK.4, UK.5, UU.1, KK.1, KK.2, KK.3, KO.1, KO.2, KO.3, KR.1
9.	Interdisciplinary conference II	15		VII	WG.1, WG.2, WG.3, WG.4, WK.1, WK.3, UW.2, UW.3, UK.1, UK.2, UK.3, UK.4, UK.5, UU.1, KK.1, KK.2, KK.3, KO.1, KO.2, KO.3, KR.1
10.	Latest discoveries in exact and natural sciences	15		II	WG.1, WG.2, WG.3, WG.4, WK.1, WK.3, UW.2, UW.3, UK.1, UK.2, UK.3, UK.4, UK.5, UU.1, KK.1, KK.2, KK.3, KO.1, KO.2, KO.3, KR.1

Description of the methodological subjects to be chosen by the PhD students in a form compliant with the 8th level of the programme of study (PRK)

1. and 2.

- **Methodical workshop (group) – Composition: Laboratory for Didactics of the Faculty of Biology – 4 hours, I or II semester, 4 voluntary hours, I or II semester;**
- **Methodical workshop (individual as part of internship) – 4 hours, I or II or III semester, 4 voluntary hours, I or II or III semester**

The observation of classes conducted by the PhD student as part of the internship – the supervisor or another experienced educator, in order to submit comments to the PhD student at the end of the classes. Where justified, at the PhD student's request, the number of hours of class observations may be increased.

Learning outcomes (for both types of the methodical workshop): each PhD student is able to prepare classes at a contemporary level, deliver an informative lecture that stimulates discussion, teach classes to a group of students by conveying the knowledge and skills compliant with the developmental level of the discipline and its methodology, respond to the students' questions, inspire them to self-education, and is ready to undertake the tasks of a researcher in the society.

3. Scholar's workshop (a publishing strategy in a discipline/field) – 10 hours, I semester

The classes are taught in a form of a lecture by a person with extensive research experience, and a track record of prestigious grants, e.g. the ERC. The topics of the lecture will encompass such issues as article composition and publishing strategies, the preparation of grant applications, as well as the art of conference presentations and performances at seminars.

Learning outcomes: the PhD students know the strategies of disseminating scientific results, also in the open access mode, know the strategies of defining the objective and subject of scientific research, with account being taken of the social commitments of researchers and creators, know the general rules of performing critical reviews of the state of knowledge in their discipline, as well as reviewing their own contribution to this discipline, know the general rules of planning research projects while maintaining ethical integrity, and are ready to undertake the task of a researcher in the society.

4. The scientific development of a PhD student – 30 hours (15 + 15 hours), II and III semesters, 70 voluntary hours at the disposal of the director, II and III semesters

Individual classes with the supervisor. The classes involve practical elaboration on the issues addressed the "Scholar's workshop" lecture. In particular, inter alia, these classes will result in the possibility to carry out activities provided for in the Individual Research Plan. Moreover, the PhD students in the disciplines of Astronomy, Computer Science and Mathematics are expected to submit a grant application in the third year under the watchful eye of their supervisors.

Learning outcomes: the PhD students know their discipline-specific achievements at the level allowing for its creative development, the essential conditions for scientific activities in their discipline, the research methodology in their discipline against the background of the methodologies from other disciplines in exact and natural sciences, they know the rules and disseminate results in their discipline and in the social and economic environments, apply the strategies of defining the objective and subject of scientific research taking into account the social commitments of researchers and creators, are able to perform critical reviews of the state of knowledge in their discipline, as well as to review their own contribution to this discipline, plan and fulfil – also in the international environment – research projects while maintaining ethical integrity, and are ready to undertake the task of a researcher in the society.

5. and 6. Research seminar I and II (compulsory speech in English) – 60 hours of seminar I, I – IV semesters and 60 hours of seminar II, V-VIII semesters

Each PhD student will participate in specialist research seminars related to the section which encompasses the subject of the doctoral dissertation prepared. Such a seminar is dedicated to PhD students. It is passed based on attendance and delivery of a paper in English at least once a year.

Learning outcomes: the PhD students know their discipline-specific achievements at the level allowing for its creative development, the essential conditions for scientific activities in their discipline, the research methodology in their discipline against the background of the methodologies from other disciplines in exact and natural sciences, they know the rules and disseminate results in their discipline and in the social and economic environments also in a foreign language, are able to perform critical reviews of the state of knowledge in their discipline, as well as to review their own contribution to this discipline, and are ready to undertake the task of a researcher in the society.

7. Methodological classes (to be selected from the list) – 30 hours, II or III or IV semester

The PhD students will receive an offer of methodological classes, from which they will be able to choose those that are best suited to the subjects of their doctoral dissertations. The classes will encompass disciplinary and interdisciplinary issues within the framework of “exact and natural sciences”.

At the request of the Chairperson of the Scientific Council of the Discipline, the Scientific Council of the Fields, the PhD Student Self-government or the Head of the Doctoral School, it is possible to add or remove methodological classes. Such a change must be approved by the Board of the Doctoral School.

The Individual Research Plan will specify the classes to be fulfilled by a given PhD student.

Learning outcomes: the PhD students know the development trends in their field against the background of other natural and exact sciences, as well as the related dilemmas of the modern civilisation, the PhD students know their discipline-specific achievements at the level allowing for its creative development and the research methodology in their discipline, know how to make use of the sources (books, articles, etc.) that present the results in their discipline, also in a foreign language, are able to present advanced ideas and results in their discipline, are able to organised self-education in their discipline, and are ready to undertake the task of a researcher in the society.

8. and 9. Interdisciplinary conference I and II – 15 hours of interdisciplinary conference I, III semesters, 15 hours of interdisciplinary conference II, VII semesters

The conference has the form of a scientific discourse, which – in its essence – is intended to initiate debate. Such an interdisciplinary event will provide the PhD students with an opportunity to have a closer look at the development tendencies of exact and natural sciences, as well as at how they address the dilemmas of the contemporary civilisation, and to become familiar with how the methodology of research leads to new discoveries being made by their colleagues. Such a form will allow for practical training of the techniques for result dissemination within the environment which does not determine the career of future researchers, but at the same time creates conditions similar to those during presentations in the international forum. The conference will also give the PhD students a chance to make a critical assessment of the results presented by other PhD students, as well as to take an independent and critical look at their own achievements against the background of the achievements of other individuals at a similar stage of development. Such a critical analysis will make it possible to reinforce the independence of future researchers. Additionally, the interdisciplinary form will force popular-scientific presentation of the results obtained.

Learning outcomes: the PhD students know the development trends in their field against the background of other natural and exact sciences, as well as the related dilemmas of the modern civilisation, the essential conditions for scientific activities in their discipline, the research methodology in their discipline against the background of the methodologies from other disciplines in exact and natural sciences, they know the rules and disseminate results in their discipline and in the social and economic environments also in a foreign language, are able to perform critical reviews of the state of knowledge in their discipline, as well as to review their own contribution and the contribution of others to this discipline, and are ready to undertake the task of a researcher in the society.

10. Latest discoveries in Exact and Natural Sciences – 15 hours, II semester

The aim of the subject is to expand the cognitive perspective of the PhD students in terms of scientific research as well as to highlight the most important achievements of various scientific disciplines. This subject will calibrate the meaning of *significant scientific achievement* and stimulate interdisciplinary cooperation. At the same time, it will allow future researchers to acquire a broad view of exact and natural sciences, while demonstrating the important dilemmas of modern society. Each of the seven disciplines at the School presents on a one-off basis for 90 minutes (classes every two weeks) the latest and most important discoveries of a given discipline.

Learning outcomes: the PhD students know the development trends in their field against the background of other natural and exact sciences, as well as the related dilemmas of the modern civilisation, the essential conditions for scientific activities in their discipline, the research methodology in their discipline against the background of the methodologies from other disciplines in exact and natural sciences, they know the rules of disseminating results in their discipline and in the social and economic environments, perform critical assessments of scientific research results in their discipline and in related disciplines, as well as assess their own contribution to this discipline, and are ready to undertake the task of a researcher in the society.

III. Internship

Form of internship: participation in the preparation of classes for undergraduate and graduate students, assistance in the teaching of laboratory classes designed for undergraduate and graduate students, independent teaching of classes by the PhD student.

Discipline	Hours of internship in the particular semesters				total
	I, II	III, IV	V, VI	VII, VIII	
Astronomy	30	60	30	0	120
Biological sciences	0	30	30	0	60
Chemical sciences	45	45	45	45	180
Physical sciences	30	60	60	30	180
Computer Science	30	60	60	30	180
Earth and Environmental Sciences	0	30	30	0	60
Mathematics	30	60	60	30	180

Learning outcomes: each PhD student knows the achievements of his/her discipline, its development tendencies and the research methodology in such a way as to freely refer to them during didactic classes, to prepare classes at a contemporary level, deliver an informative lecture that stimulates discussion, teach classes to a group of students by conveying the knowledge and skills compliant with the developmental level of the discipline and its methodology, respond to the students' questions, inspire them to self-education, and is ready to undertake the tasks of a researcher in the society.

WG.2, WG.3, WG.4, UW.3, UK.2, UK.3, UU.1, UU.2, KO.1, KO.2, KR.1
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Recommendation – from 90 to 180 hours Minimum – 30 hours; maximum – 180 hours

IV. Additional classes organised by the school for all PhD students

Content-related/specialist classes. Suggested issues for each discipline are presented below. All content-related classes will also feature methodological aspects. The classes will be taught by outstanding and recognised representatives of the particular disciplines. In the 4th year, there are no compulsory classes with an exam. The choice of concrete classes will have to be agreed with the supervisor.

- **Astronomy:** *Monographic lectures* (30/30/30, flexible timetable) Selected from amongst the monographic subjects dedicated for the PhD students or the undergraduate and graduate students (I and II degrees). (e.g. lectures for the PhD students in astronomy: "Advances in Modern Astrophysics", "Gravitational Waves Astronomy" "Data Mining").
- **Chemical sciences:** *Specialisation lectures* (60 hours in total) concerning the main directions of development, as well as *monographic lectures*: 2 lectures to choose from, with 15 hours each (30 hours in total).

- **Physical sciences:** *Lecture on: Graduate Advanced Physics* (30 hours of lecture and 30 hours of practical classes) to be selected by the PhD students during the first three years of studies, from the list of offered lectures presenting the most important branches of theoretical and experimental physics, with particular account being taken of the latest achievements in a given branch.
- **Computer Science:** *Monographic subjects and PhD Open courses* (30/30/30, flexible timetable). PhD Open courses (1 course: 10h): these are intensive courses in selected fields of contemporary computer science conducted by world's experts. The course is completed by a project assessed by the tutor. Each year, the offer will include at least two monographic lectures dedicated to PhD students.
- **Mathematics** *Monographic subjects* (30/30/60, flexible timetable). Each year, at least two monographic lectures dedicated to PhD students will be offered. Moreover, the PhD students will be able to choose monographic lectures from the offer of the Faculty of Mathematics, Computer Science and Mechanics, related to the subject of their doctoral dissertations.
- **Earth and Environmental Sciences** *Monographic subjects* (30/30/30, **flexible** timetable). Monographic subjects, such as “Statistics for naturalists” and “Workshop on GIS programmes”, as well as other monographic subjects for the PhD students to choose from will be offered each year.

to Resolution No. 432 of the Senate of the University of Warsaw of 29 May 2019 on the programmes of study at the Doctoral Schools of the University of Warsaw

The programme of study (PRK) at the Interdisciplinary Doctoral School

Within the framework of the Interdisciplinary Doctoral School (MSD), the PhD students prepare their doctoral dissertations containing elements of using earlier achievements in at least two selected fields of science, with indication of the leading one, or a single-field project without indicating the leading discipline. This means that each PhD student of the Interdisciplinary Doctoral School (MSD) indicates his/her leading field.

The indication of the leading field implies undertaking education under the programme offered by the relevant Doctoral School (e.g. the Doctoral School of Exact and Natural Sciences, the Doctoral School of Social Sciences, or the Doctoral School of Exact and Natural Sciences). This concerns the completion of general university classes intended for all the PhD students of the University of Warsaw and of the methodical workshops in didactics and practical classes, as well as the "Scholar's workshop" in the number of hours established for a given School. In the case of seminars and specialisation classes, the PhD students should complete them according to the number of hours established for a given School. They do not have to use the School's offer, but may take advantage of the offer from other Schools, depending on their scientific interests and needs. The programme of study is approved by the supervisor.

The only specificity of the Interdisciplinary Doctoral School (MSD) is that no interdisciplinary conference is organised, unlike in the programmes of the other Schools. The PhD students of the Interdisciplinary Doctoral School (MSD) do not have to participate in interdisciplinary conferences. At the same time, they are obligated to participate in the "integrational" seminar organised especially for the PhD students of the Interdisciplinary Doctoral School (MSD), encompassing 8 meetings per year, with three didactic hours each. The educational results are the same as in the case of two editions of interdisciplinary conferences in other Schools. The PhD students will be obligated to participate in 5 seminars a year and present at least two speeches during the entire educational process (30 minutes of presentation + discussion). Where a given PhD student expresses his/her willingness to participate in a conference organised by another Doctoral School, s/he should report such an initiative to the school's director.

Name	Number of compulsory hours	Number of voluntary hours	Semester	PRK 8
Interdisciplinary "integrational" seminar	30 30		I-IV V-VIII	UW_1, UW_2, UK_1, UK_3, UK_4, UU_1, UU_2, KK_1, KK_2

The “quantitative psychology and economics” programme of study within the Interdisciplinary Doctoral School

Classes will be taught only in English.

The duration of the programme is eight semesters.

I. General university classes for all PhD students

No.	Name	Number of compulsory hours	Number of voluntary hours	Semester	PRK
1.	Higher education didactics	30		I	UK_1, UK_2, UK_3, UU_1, UU_2
2.	Ethics	8		I	WG_2, KO_1, KO_2, KR_1
3.	Copyright	4	4	I	WK_4, WG_2, KO_2, KR_1
4.	Acquisition of grants (scholar's workshop)	8	4	II and III	WK_3, WK_4, UW_2, UK_4, UO_1, UU_1, KK_2
5.	Public speaking (scholar's workshop)		8	III	UK_1, UK_5
6.	Knowledge transfer (scholar's workshop)	4		V	WG_2, WG_3, UW_3, UK_2, KK_3, KO_1, KO_2, KO_3

Description of the subjects:

1. Higher Education Didactics (30 hours, I semester)

Classes aimed at increasing the knowledge and skills of PhD students in the area of planning pedagogical work, analysing and assessing the course of educational processes, as well as determining and assessing their effects. The discussion will encompass issues concerning the correctness and conditions of the teaching-learning process.

2. Ethics (8 hours, I semester)

The lecture presents the main issues related to academic ethics, with account being taken of its role in contemporary moral thinking. The material content of the lecture will encompass the analysis of basic concepts and methods used in this area, as well as the presentation of the great normative theories. The classes will feature discussions of concrete examples of applying ethical principles in practice.

3. Copyright (4 hours, I semester and 4 voluntary hours, I semester)

Providing the PhD students with the fundamental knowledge on copyright and neighbouring rights with reference to research and didactic activities. As a result, the PhD student will acquire knowledge on plagiarism and the rules of properly using other people's achievements.

4. Acquisition of grants (scholar's workshop) – 8 hours, III semester and 4 voluntary hours, III semester

The aim of the classes is to provide the PhD students with knowledge on the principles of

constructing research projects financed from external sources. The PhD students will acquire the skill of effectively drafting grant applications, which will increase the percentage of positively examined applications. Six hours of the classes will be dedicated to the principles of applying for grants and two hours to how they should be settled.

5. Public speaking (scholar's workshop) – 8 voluntary hours, III semester

The classes aim at increasing the skills of PhD students in the area of public speaking by teaching them the principles and good practices that should accompany the preparation and delivery of speeches. The PhD student will become familiar with the theory and practice of effective public speaking.

6. Knowledge transfer (scholar's workshop) – 4 hours, V semester

Classes that develop the knowledge sharing skills. Their aim is to become familiar with the possibilities of knowledge transfer from a higher education institution to enterprises, public institutions and non-governmental organisations. The "know-how" is unique and specific for a given organisation (e.g. a higher education institution). The "know what", on the other hand, includes definitions of concepts, descriptions and professional terminology. The transferring methods may differ depending on the nature of the knowledge to be transferred and its recipients.

II. Classes organised for the PhD students of the QPE programme

No.	Name	Number of compulsory hours	Number of voluntary hours	Semester	PRK
1.	Methodical workshop on didactics (group)	4	4	II	UK_2, UK_3, UU_2
2.	Methodical workshop on didactics (individual as part of internship)	4		II	UK_2, UK_3, UU_2
3.	Academic writing (scholar's workshop)	30		II	WK_3, WK_4, WG_3, UW_1, UW_2, UK_2, UO_1, UU_1, KK_2
4.	Scientific development – individual classes with the supervisor (scholar's workshop)	15		II and III	WG_1, WG_2, WG_3, UW_1, UW_2, UO_1, KK_1, KK_2
5.	Methodological and methodical classes to be selected from the list	120		II, III, IV, V	WK_3, UW_1
6.	Doctoral School seminar	32		II, III	WK_1, WK_2, WG_1, UK_1, UK_4, UK_5, KK_1
7.	QPE programme seminar	16		III	WK_1, WK_2, WG_1, UW_2, UK_4, KK_1
8.	PhD student seminar	60		III-VI	UW_1, UW_2, UK_1, UK_3, UK_4, UU_1, KK_1, KK_2

Description of the subjects:

1. and 2. Methodical workshop on didactics

- **group (4 hours, II semester and voluntary 4 hours, II semester);**
- **individual as part of internship (4 hours, II semester)**

The methodical workshops are aimed at preparing the PhD students for independent teaching of classes in a higher education institution. They consist of:

(1) group workshops – class visitations conducted by the best educators. To the extent possible, these classes have different forms (lectures, practical classes, colloquia). The class visitation is carried out under the supervision of the lecturer licensed in pedagogy and encompasses not only participation in classes but also discussion of the classes observed (in total, at least 4 hours, including 2 hours of visitation).

(2) individual workshops – at least 2 hours of classes taught by the PhD students under the supervision and in the presence of an eminent educator or supervisor (plus an hour for joint preparation and an hour to discuss the classes, so this form encompasses in total at least 4 hours of classes counting as didactic internship hours).

3. Academic writing – 30 hours, II semester

This workshop will teach PhD students how to successfully communicate the results of their research on a particular topic to the academic audience as well as aiming to help them to improve their writing skills. It will offer its participants the opportunity to work on their own academic papers and develop them from first ideas to early drafts. After choosing the topic of their papers and framing them, the attendees will be assisted in developing a detailed outline of their work by the teacher and through peer support. The students will learn how to properly structure their papers, develop the required sections, select sources and prepare the content. The workshop will also present the features of academic style and the recommended ways of referencing and formatting. The students will be advised how to choose a proper academic outlet and an effective publication strategy for their planned papers. They will learn about a reviewing process to be able to critically assess their work and deal effectively with future reviews.

4. Scientific development – individual classes with the supervisor (scholar's workshop) – 15 hours, II and III semester

Individualised classes, tailored to the specificity of a given PhD student and the dissertation s/he is preparing. They encompass both issues of a workshop nature (e.g. the selection of relevant research methods) and discussions on the current state of knowledge in the discipline as well as in the research questions and hypotheses formulated on this basis in the dissertation. The classes may also encompass works on the preparation of an application for a research grant.

5. Methodological and methodical classes in a form compliant with the 8th level of the programme of study (PRK) (120 hours, II, III and IV semesters)

PLEASE NOTE: the particular courses are started if they have been selected by at least 5 PhD students.
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A. Compulsory classes (60 hours, II semester)

1) Microeconomics (30 hours)

The aim of the course is to review issues and analytical methods of contemporary microeconomics. The course will show the intuition behind microeconomic assumptions and results. It will also provide practical examples and compare the theory with recent findings in

behavioural and experimental economics. Muñoz-Garcia, *Advanced Microeconomic Theory, An Intuitive Approach with Example*, the MIT Press, 2017 will serve as a basic text.

2) Quantitative Research Methodology for Social Sciences (30 hours)

The course focuses on the organization and systematization of knowledge in the field of social sciences methodology. It assumes that students during the first and second degree studies encountered basics of methodology and statistics, and also implemented their own research projects in practice. The first part is an introduction to the philosophical and epistemological basis of scientific research in social sciences. Then, the scientific research process is presented. Emphasis is placed on the measurement methods – the theory of questionnaires and tests, psychophysiological methods and the analysis of Internet data. As a summary, ethics of scientific research is presented, taking into account the importance of reliable data analysis and responsibility for scientific publication.

B. Classes to be selected (60 hours, from II to IV semester)

Out of the subjects offered, each PhD student chooses at least 60 hours, within the period from II to IV semester.

At the request of the Chairperson of the Scientific Council of the Discipline, the Scientific Council of the Fields, the PhD Student Self-government or the Head of the Doctoral School, it is possible to add or remove classes which can be selected. Such a change must be approved by the Board of the Doctoral School.

The Individual Research Plan will specify the classes to be fulfilled by a given PhD student.

Sample list of subjects:

1) Econometric and statistical modelling (60 hours)

The course will be divided into three parts. The first one will be an applied introduction to R, covering data import, export, saving codes, results, graphics, typical operations in data preparations and analysis, as well as the use of packages. The second part will focus on applied statistical modelling, covering i.a. statistical distributions, Monte Carlo simulations, and bootstrapping. The third part will be devoted to applied econometric modelling, including panel models and spatial models.

2) Microeconometrics (60 hours)

The aim of this course is to familiarize students with the methods used in modern, applied empirical research involving microeconomic data. Topics such as model specification, estimation and inference will be covered for each data type. All lectures will take place in computer lab, and will involve description of the given method and analysis of the case studies to gain a better understanding. This course we will use an open source statistical software, R.

PLEASE NOTE: upon simultaneous consent of the supervisor and the school manager, certain methodological and methodical classes may be passed through participation in renowned summer schools (including those conducted by international scientific organisations) or in the form of scientific internship.
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6. Doctoral School seminar (32 hours – 16 hours II semester, 16 hours III semester)

The PhD students of the QPE programme participate in the seminar of the Doctoral School of Social Sciences or in the interdisciplinary seminar of the Interdisciplinary Doctoral School (MSD), for the number of hours established for the PhD students of the MSD.

7. QPE programme seminar (16 hours, III semester)

The seminar is organised for all PhD students fulfilling the QPE programme. It is intended to discuss selected, most important scientific texts and research. PhD students take active part in presenting and discussing selected issues. The particular meetings may be conducted by various researchers specialising in the particular research problems under discussion. The whole seminar is coordinated by an employee responsible for the given subject.

8. PhD student seminar (60 hours, III-VI semester)

During the seminar, each PhD student has an opportunity to present the results of his/her research and discuss them with other PhD students and researchers of the University of Warsaw. Placing the seminar in the VI semester makes it possible, on the one hand, to present mature (encompassing a significant part of the results) research projects and, on the other, to introduce potential corrections resulting from the discussions held during the seminar.

III. Internship

Form of internship

Each PhD student is obligated to complete 30 hours of internship. The internship may be commenced not earlier than during the II semester (after passing the "Higher education didactics" classes).

Some internships have the form of individual didactic workshops described above. The remaining internship hours may be completed by the PhD student's participation in classes taught by the supervisor or the appointed educationalist, as well as in the form of classes taught by the PhD student himself/herself.

Learning outcomes::

WG.2, WG.3, WG.4, UW.3, UK.2, UK.3, UU.1, UU.2, KO.1, KO.2, KR.1
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IV. Additional classes

The PhD students at the QPE programme can additionally choose from a list of optional classes. Moreover, they can participate in the lectures offered by all the doctoral schools of the University of Warsaw.

The Individual Research Plan will specify the classes to be fulfilled by a given PhD student. Sample list of subjects offered to PhD students:

1) Psychology for economists (60 hours)

This course will introduce student to social psychological theory and research results that explain economic behaviour. Topics will include:

- How rational are of human choices?
- Cognitive mechanisms underlying decisions: schema, narratives
- Attitudes
- Social motivation and social emotions
- Self-structure and self-regulation, identity
- How individuals affect each other: social influence and social interdependence
- Group dynamics
- Prejudice and stereotypes
- Social processes, social change
- Social processes and new technology, social processes in social media

2) Choice Modelling (30 hours)

The aim of this course is to familiarize students with the methods used in modern,

applied empirical research involving discrete choice data. Topics covered include data sources (revealed, stated preference), design of discrete choice experiments, stated preference survey methods, and econometric treatment. The course will cover both basic and advanced methods used in the literature. The course includes practical computer-based exercises (case studies). This course we will use an open source statistical software, R.

3) Behavioural Decision Science (30 hours)

The aims of this course are to introduce and deepen PhD students' understanding of quantitative theories of judgements, decision-making, behavioural science and cognitive psychology. This course will explore theories and research methods in the field of decision-making, judgements, behavioural economics and cognitive psychology. Moreover, the course will promote and encourage critical thinking (and discussions) about fundamental cognitive processes such as memory, categorisation, judgement and choice. The students will critically examine theoretical models of judgement and decision-making, behavioural economics, categorisation and memory. The course will also cover recent developments in behavioural science theories, as well as the impact of experience and categorisation on preference formation and choice. The course will also introduce students to applications of behavioural science, judgement and decision-making research in areas such as finance.

4) Complex systems in economy (30 hours)

The aim of this course is to familiarize students with concepts, methods and tools of complex systems approach and how they explain mechanisms by which simple psychological and social processes drive the dynamics of economic systems. A wide array of research topics will be presented, explaining economic processes using insights from complex systems.