

**Subject card**

<b>Subject name and code</b>	Solidarity, PG_00150167						
<b>Field of study</b>	Pedagogy						
<b>Date of commencement of studies</b>	October 2026	<b>Academic year of realisation of subject</b>			2027/2028		
<b>Education level</b>	Master's studies	<b>Subject group</b>			Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	2	<b>Language of instruction</b>			English		
<b>Semester of study</b>	4	<b>ECTS credits</b>			3.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>	Division of Social Pedagogy -> Institute of Education -> Faculty of Social Sciences -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		prof. dr hab. Maria Mendel				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	20.0	0.0	0.0	0.0	20
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	20		0.0		55.0	75
<b>Subject objectives</b>	Understanding the processes of construction and the formative role of the meanings of solidarity in various contexts (social, educational, political). Understanding solidarity and its socially, culturally and politically diverse environment (solidarity is a sine qua non condition for the "society of equals"). Creating opportunities through which students will gain valuable information about their own orientations towards cultural differences and similarities and will be able to work on them for solidarity across divisions.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PEDMU2_U08] The graduate is able to efficiently use selected theoretical approaches to analyse the undertaken practical activities	can efficiently use the concept of solidarity in the light of scientific literature in order to analyze various forms of practicing solidarity.	[SU2] presentation/project/paper/report
	[PEDMU2_U05] The graduate is able to present his/her own ideas, doubts and suggestions, support them with extensive argumentation in the context of selected theoretical perspectives, views of various authors, following and being guided by ethical principles	can present their own ideas, doubts and suggestions regarding solidarity, and support them with arguments in the context of selected readings - views of various authors, guided by ethical principles in the approach to the practice of solidarity.	[SU2] presentation/project/paper/report
	[PEDMU2_K08] The graduate is willing to accept responsibility for preserving the cultural heritage of the region, country, Europe and the world.	is ready to assume co-responsibility for preserving the cultural heritage of the city of Gdańsk, the Pomeranian region, Poland, Europe and the world, which is Solidarity (also: Solidarity, as a peaceful freedom movement, having its roots in the Gdańsk workers' uprising in August 1980).	[SK1] oral statement/conversation/discussion
[PEDMU2_W07] The graduate has in-depth knowledge and understanding of types of social bonds and understands the regularities that govern them, important from the point of view of educational processes	The student knows solidarity as an important type of social bond for a democratic community; understands that the pro-solidarity orientation can be developed educationally, and perceives creating conditions for this and working for social relations based on solidarity as an important community-building activity.	[SW2] presentation/project/paper/report	
Subject contents	<p>Solidarity - ideas, concepts and their varieties, ways and forms of practice.- Rosanvallon's "Society of Equals" (including the urban community) and Rancière's "Politics of Equals" as concepts of what is social and political based on solidarity.- The politics of interruption as a way in which social life manifests itself in conditions of solidarity (Ranciere, Biesta, Snyder).- Public pedagogy and educational understanding of "interruption" for freedom, solidarity and community (Biesta 2012; 2017).- A society immersed in overlapping and intersecting crises and related practices against solidarity (cf. Bauman 2011; 2017; Touraine 2014; Rosanvallon 2013).- The educational work that can be done in trying to regain or revitalize solidarity in the public sphere (e.g. urban space) (Mendel 2019).- The city as a space for living in solidarity ('Learning the city')- Art as an area of thinking about solidarity and practicing the idea of solidarity; artistic activity in public space as a tool for shaping co-vivnedi based on solidarity.- Gdańsk and Polish heritage as a platform for reflection on solidarity today, the everyday, practiced one, and the institutionalized one, such as trade unions.</p>		
Prerequisites and co-requisites	using English at a level enabling efficient communication and reading texts in the field of social and pedagogical theory.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	attendance at classes (minimum 70% attendance) and poster presentation	70.0%	100.0%

Recommended reading	Basic literature	<ol style="list-style-type: none"> <li>1. Zygmunt Bauman (2021): Solidarity: A Word in Search of Flesh. In: Basil Kerski and Jacek Kołtan (Eds.): <i>Solidarity, Democracy, Europe</i>. Gdansk: European Solidarity Centre; pp.57-68. (pdf available in the materials provided to students)</li> <li>2. Timothy Snyder (2021): Memory, Sovereignty and State. Several Reflections on 100 Years of Polish Independence. In: Basil Kerski and Jacek Kołtan (Eds.): <i>Solidarity, Democracy, Europe</i>. Gdansk: European Solidarity Centre; pp. 177-184. (pdf available in the materials provided to students)</li> <li>3. Shalini Randeria (2021): Solidarity in the Interconnected World. In: Basil Kerski and Jacek Kołtan (Eds.): <i>Solidarity, Democracy, Europe</i>. Gdansk: European Solidarity Centre; pp. 185-198. (pdf available in the materials provided to students)</li> <li>4. Mendel, M. (2019). The spatial ways democracy works: On the pedagogy of common places. Why, why now? <i>Research in Education</i>, 103(1), 5-18. <a href="https://doi.org/10.1177/0034523719839743">https://doi.org/10.1177/0034523719839743</a> (pdf available in the materials provided to students)</li> <li>5. Soja Edward: The city and spatial justice [« La ville et la justice spatiale », traduction : Sophie Didier, Frédéric Dufaux], <i>justice spatiale   spatial justice   n° 01 septembre   september 2009</i> <a href="https://www.jssj.org/wp-content/uploads/2012/12/JSSJ1-1en4.pdf">https://www.jssj.org/wp-content/uploads/2012/12/JSSJ1-1en4.pdf</a></li> </ol>
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	Supplementary literature	<p>Bauman Z. (2011): <i>Collateral Damage: Social Inequalities in a Global Age</i>. Cambridge: Polity Press</p> <p>Bauman Z. (2017): <i>Retrotopia</i>, Cambridge Malden: Polity Press</p> <p>Biesta G. (2012): Becoming public: public pedagogy, citizenship and the public sphere, <i>Social &amp; Cultural Geography</i>, 13:7, 683-697</p> <p>Biesta, G. J. J. (2013): Interrupting the politics of learning. <i>Power and Education</i>, 5(1), 415</p> <p>Rancière J. (1999): <i>Disagreement</i>, Minneapolis &amp; London: University of Minnesota Press</p> <p>Rancière J.(2011): <i>The Thinking of Dissensus: Politics and Aesthetics</i>, [w:] Paul Bowman, Richard Stamp (Eds.): <i>Reading Rancière</i>, London and New York: Continuum, ss. 1-17</p> <p>Rosanvallon P.(2013): <i>The Society of Equals</i>, tłum. A.Goldhammer, Cambridge, MA &amp; London: Harvard University Press</p> <p>Soja E.W. (2010): <i>Seeking Spatial Justice. Globalization and Community Series</i>. University of Minnesota Press</p> <p>Byrne, Narelle (2020). Artful Public Pedagogy and its Role in Transforming Justice. A Case Study of the DAH Theatre in Belgrade. <a href="https://vuir.vu.edu.au/43898/1/BYRNE_Narelle-Thesis.pdf">https://vuir.vu.edu.au/43898/1/BYRNE_Narelle-Thesis.pdf</a> (pdf available on-line)</p> <p><i>Architecture, Design, Action: Krzysztof Wodiczko on Dismantling Systemic Racism in Pedagogy and Practice</i>. Interview by Alice Bucknell, August 12, 2020 (pdf available in the materials provided to students)</p> <p>Guglielmo Scafirimuto: Krzysztof Wodiczkos Xenological Instruments, an Equipment for a City of Strangers: Urban Spaces and De-Alienation of the Immigrant, <i>Cinergie Il cinema e le altre arti</i>. No.14 (2018). Edited by Francesco Federici and Elisa Mandelli; pp.97-103 <a href="https://doi.org/10.6092/issn.2280-9481/8319">https://doi.org/10.6092/issn.2280-9481/8319</a> (pdf available in the materials provided to students)</p> <p><i>Solidarity here and now: How can we help volunteers help refugees better?</i> Gdańsk: European Solidarity Centre <a href="https://ecs.gda.pl/library/File/kultura/Solidarity%20here%20and%20now/SOLIDARITY_HERE_AND_NOW_eng.pdf">https://ecs.gda.pl/library/File/kultura/Solidarity%20here%20and%20now/SOLIDARITY_HERE_AND_NOW_eng.pdf</a></p> <p>Pierre Rosanvallon and Manuel Serrano (2017): Nationalism as a substitute for equality <a href="https://www.opendemocracy.net/democraciaabierta/pierre-rosanvallon-manuel-nunes-ramires-serrano/nationalism-is-substitute-for-equa">https://www.opendemocracy.net/democraciaabierta/pierre-rosanvallon-manuel-nunes-ramires-serrano/nationalism-is-substitute-for-equa</a></p>
	eResources addresses	
Example issues/ example questions/ tasks being completed	<p>During classes, students will develop their own thoughts about solidarity in the context of specific issues discussed in individual classes. Students will present their own idea in the form of a poster, on which they will also provide their own commentary. In order for the reflection to be deep enough, and for the poster and its presentation to be appropriate for an advanced level of study, students should read at least 2 texts from the recommended bibliography and participate (actively taking part in conversations and discussions) in classes - a minimum of 70% attendance is required.</p>	

Work placement	Not applicable
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