

**Subject card**

<b>Subject name and code</b>	Solidaryty, PG_00152089						
<b>Field of study</b>	Social Work						
<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 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>	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>	<p>Understanding the processes of the construction and the formative role of the meanings of solidarity in the various contexts (social, educational political).</p> <p>Understanding the solidarity and intercultural, democracy-based environment as a conditio sine qua non of the society/politics of equals. Creation of the opportunities in which students get valuable information about their own orientations toward cultural difference and commonality, and become able to work on them for the solidarity across boundaries.</p>						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PRACSOCMU2_W07] knows and has understanding and identifies the regularities that govern them; legal, organisational, professional, moral and ethical systems of norms and rules organising structures and institutions functioning in the field of social work, knows the regularities that govern them, their sources, nature, changes and methods of operation;	Students understand the nature of social bonds and their significance for education, learning and social action	[SW2] presentation/project/paper/report
	[PRACSOCMU2_U08] is able to analyse social phenomena occurring in the local environment, analyse them and draw conclusions about the regularity of social changes, changes in the labour market, interpersonal relations, the use of individual and social, cultural and legal resources	Students can apply theoretical knowledge in analysing practical issues	[SU2] presentation/project/paper/report
	[PRACSOCMU2_U05] is able to using normative systems and ethical rules, solve numerous ethical dilemmas that appear in the practice of social work when activities are undertaken in the work with the client, with colleagues, with institutional limitations, and also understand and use knowledge about the paradoxes of professional activity, make use of skills and support in supervisory activities, autobiographies	Students can present their ideas, doubts or suggestions while observing ethical values, and to support their ideas with rational arguments related to social action	[SU2] presentation/project/paper/report
Subject contents	Rosanvallons society of equals (incl. urban commonality) and Rancières politics of equals as solidarity-based conceptions of the social and the political. The politics of interruption as the ways solidarity works as right to the city (Harvey, 2008); democratic practices in the world of social inequalities that are unbearable (Stovall 2016); narrative intervention within one's own self, which is subjectively constructed by the interruption of oppressive reality (Berman 2016); etc. Public pedagogies and educational understandings of interruption for freedom, solidarity and commonality (Biesta 2012; 2017). The retrotopian sentiments and practices in the European comeback of nationalism and identity politics against solidarity (Bauman 2011; 2017). Educational work which can be done in attempts to reclaim or reinvigorate solidarity in the public sphere (e.g. urban space) (Mendel 2019)		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	project	51.0%	100.0%
Recommended reading	Basic literature	<p>Primary literary sources Bauman Z. (2017): <i>Retrotopia</i>, Cambridge Malden: Polity Press Lipman P. (2010): <i>Education and the right to the city. The intersection of urban policies, education, and poverty</i> [in:] Apple M.W., Ball S.J., Gandin L.A. (ed.): <i>The Routledge International Handbook of the Sociology of Education</i>, Routledge, Abingdon-New York 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 Rosanvallon P. (2013): <i>The Society of Equals</i>, tłum. A. Goldhammer, Cambridge, MA &amp; London: Harvard University Press Biesta G. (2012): <i>Becoming public: public pedagogy, citizenship and the public sphere</i>, <i>Social &amp; Cultural Geography</i>, 13:7, 683-697 Hessel S. (2011): <i>Time for Outrage!</i> London: Charles Glass Books Mendel M., Rymsza M. (2014): <i>Why do we need community organizers? Solidarity, partnership, and alliance in community work</i> [In:] Rymsza M. (Ed.): <i>Toward Active Welfare. The Development of Social Work and Community Work in Poland and in Europe</i>, Warsaw: Institute of Public Affairs, pp. 201-224 <a href="https://www.isp.org.pl/uploads/drive/oldfiles/Program%20Polityki%20Spolecznej/TowardActiveWelfareISPRymsza2.pdf">https://www.isp.org.pl/uploads/drive/oldfiles/Program%20Polityki%20Spolecznej/TowardActiveWelfareISPRymsza2.pdf</a></p>	

	Supplementary literature	<p>Secondary literary sources</p> <p>Harvey D. (2008): The Right to the City, New Left Review no. 53; <a href="http://www.newleftreview.org/?page=article&amp;view=2740">www.newleftreview.org/?page=article&amp;view=2740</a></p> <p>Mendel M. (2019): The spatial ways democracy works: On the pedagogy of common places. Why, why now? "Research in Education", Volume 103, Issue 1 (pp. 5-18) <a href="https://doi.org/10.1177/0034523719839743">https://doi.org/10.1177/0034523719839743</a></p> <p>Mendel M. (2019). Radically engaged social pedagogy. On the currency of the work of Teodora and Lzydor Gulgowski. Pedagogika Społeczna /Social Pedagogy, Vol. 73, Issue 3, 2019. <a href="http://pedagogikaspoieczna.com/wp-content/uploads/2020/01/PS32019-35-46.pdf">http://pedagogikaspoieczna.com/wp-content/uploads/2020/01/PS32019-35-46.pdf</a></p> <p>Soja E.W. (2010): Seeking Spatial Justice. Globalization and Community Series. University of Minnesota Press</p> <p>Solidarity here and now: How can we help volunteers help refugees better? 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-equal">https://www.opendemocracy.net/democraciaabierta/pierre-rosanvallon-manuel-nunes-ramires-serrano/nationalism-is-substitute-for-equal</a></p>
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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