

Module name: Challenges and choices of the Anthropocene epoch.	
Module teacher (e-mail)	
Prof. Piotr Skubala, PhD (piotr.skubala@us.edu.pl)	
Number of the ECTS credits	
3 ECTS	
Learning outcomes of the module	
<p>1. has knowledge of the current state of knowledge about the functioning of the biosphere and presents the many-sided connections between man and nature</p> <p>2. lists and describes the causes of the climate and environmental crisis and ways to solve it</p> <p>3. proposes solutions for a profound transformation of our thinking about nature, the climate crisis, the future of civilization, and responsibility</p>	
Maximum number of student who can take part in the module:	25
Content of the module by chapter	<ol style="list-style-type: none"> 1. Anthropocene – the era of man. 2. Planetary environmental crisis. 3. Climate change as the greatest moral challenge of our time. 4. A new paradigm for the development of civilization. 5. On the way to the symbiocene. State of knowledge about the functioning of the Earth's biosphere. 6. On the way to the symbiocene. Laws in the natural world. 7. On the way to the symbiocene. Man's connections with nature. Man as a holobiont. 8. Environmental Ethics – Forests and Trees. 9. Ethics of Animal Liberation – Case Study. 10. People to defend nature and climate. Assessment of social behavior. 11. Ecological and Carbon Footprint as a Lifestyle Change Tool and Business Model.

Module description	The main aim of the module:
	Getting to know the global environmental situation and its consequences for society and the global economy. It will allow viewers to realize what challenges the world is facing today, how we must change the economic, political and social system and what choices we must make to avert the specter of an existential crisis.
	Subject area:
	ecology, ethics, education
	Target group:
	any interested students
	other:
	Field of study:
	any interested students
other:	
Assessment of the learning outcomes of the module	Type
	<p>Cafeteria work assessment (select from the list):</p> <p><input type="checkbox"/> project</p> <p><input type="checkbox"/> test</p> <p><input checked="" type="checkbox"/> presentation</p> <p><input checked="" type="checkbox"/> poster presentation</p> <p><input type="checkbox"/> study results</p> <p><input checked="" type="checkbox"/> written assignment</p> <p><input type="checkbox"/> oral assignment</p> <p><input checked="" type="checkbox"/> other</p>

Assessment of the learning outcomes of the module	Description:		
	<p>- Writing a final thesis on one of the selected topics. It is possible to propose your own topic after agreeing with the lecturer.</p> <p>- The final work can be written work, multimedia presentation, short film, interview with an expert, didactic game, etc.</p> <p>- When evaluating a written work, the following is primarily taken into account:</p> <p>a. substantive correctness (compliance with the issues, references to the literature on the subject, the ability to formulate adequate conclusions) - 4 points</p> <p>b. originality (use of various forms of communication, the ability to ask non-standard questions, inquisitiveness) - 2 points.</p> <p>c. quality (work composition, workmanship, clarity, language and style) - 4 points.</p> <p>- Point scale 0-10.</p> <p>10 – 9.5: A / 5</p> <p>9.0 – 8.5: B / 4.5</p> <p>8.0 – 7.5: C / 4</p> <p>7.0 – 6.5: D / 3.5</p> <p>6.0 – 5.5: E / 3</p> <p><5.0: F / 2</p>		
Forms of teaching	Type (select from the list):	Description (including teaching methods)	Number of hours In total = 24 hours
	<input type="checkbox"/> lectures		
	<input checked="" type="checkbox"/> seminars	<p>Discussion on selected dilemmas related to the climate crisis and the environmental crisis;</p> <p>problem solving sessions in relation to specific conflicts at the interface between society and the environment;</p> <p>case study applied to specific environmental conflicts;</p>	20

Forms of teaching		didactic games used to consolidate the content of lectures and to gain additional knowledge in the field of discussed issues.	
	<input type="checkbox"/> laboratory classes		
	<input type="checkbox"/> practical classes		
	<input checked="" type="checkbox"/> online meeting	An introductory lecture on the issue of the climate and environmental crisis. Consultations on the selection and method of preparing a final paper.	4h
	<input type="checkbox"/> other:.....		
Student's own work	Description:		Number of hours In total = minimum 51 hours
	<u>Before the classes in Katowice:</u> Reading the last part of the latest IPCC report (IPCC, 2022) and choosing one piece of information that, in the student's opinion, is the most interesting, the most moving. Preparation of a written statement in order to present it during classes in Katowice at the University of Silesia.		10
	<u>During the classes in Katowice:</u> Read the latest report "WWF 2022. Living Planet Report 2022" and choose one of the most relevant and moving examples. Calculation of personal ecological footprint and carbon footprint based on selected calculators. Selecting and writing down ten planned actions under the EU Biodiversity Strategy for 2030.		31
	<u>After the classes in Katowice:</u> Writing a final thesis on one of the proposed topics. Study of relevant scientific literature, original sources and preparation of work in written form or multimedia presentation, short film, interview with an expert, didactic game etc.		10

Module literature, obligatory reading	Description:
	<ul style="list-style-type: none"> ● EU Biodiversity Strategy for 2030. Bringing nature back into our lives. European Commission, Brussels, 20.05.2020, https://ec.europa.eu/info/sites/info/files/communication-annex-eu-biodiversity-strategy-2030_en.pdf ● Hardin G. 1968. The Tragedy of the Commons. <i>Science</i> 162(3859): 1243–1248. ● IPCC, 2022: Summary for Policymakers [H.-O. Pörtner, D.C. Roberts, E.S. Poloczanska, K. Mintenbeck, M. Tignor, A. Alegría, M. Craig, S. Langsdorf, S. Löschke, V. Möller, A. Okem (eds.)]. In: <i>Climate Change 2022: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change</i> [H.-O. Pörtner, D.C. Roberts, M. Tignor, E.S. Poloczanska, K. Mintenbeck, A. Alegría, M. Craig, S. Langsdorf, S. Löschke, V. Möller, A. Okem, B. Rama (eds.)]. Cambridge University Press, Cambridge, UK and New York, NY, USA, pp. 3–33, doi:10.1017/9781009325844.001. ● Richardson R. et al. 2023. Earth beyond six of nine planetary boundaries. <i>Science Advances</i> 9, eadh2458(2023). DOI:10.1126/sciadv.adh2 ● Ripple W. J., Wolf Ch., Galetti M., Newsome T. M., Alamgir M., Crist E., Mahmoud M. I., Laurance W. F. 2017. World Scientists' Warning to Humanity: A Second Notice. <i>Bioscience</i> 67(12): 1026–1028, https://academic.oup.com/bioscience/article/67/12/1026/4605229 ● Skubała P. 2016. The most important message in the history of mankind. <i>Environmental & Socio-economic Studies</i> 4(2): 26–33. DOI:10.1515/environ-2016-0009, https://sciendo.com/pl/article/10.1515/environ-2016-0009 ● Skubała P. Oziewicz M. 2006. Do We Live on the Symbiotic Planet? <i>Ecological Principles of Life on Earth and Their Literary Implications</i>. Justyna Deszcz-Tryhubczak and Marek Oziewicz (eds) <i>Towards or Back to Human Values? Spiritual and Moral Dimensions of Contemporary Fantasy</i>. Cambridge Scholars Press, 146–156. ● Wackernagel M., Rees W. 1996. <i>Our Ecological Footprint: Reducing Human Impact on the Earth</i> (New Catalyst Bioregional Series). ● WWF 2022. <i>Living Planet Report 2022 – Building a nature positive society</i>. Almond, R.E.A., Grooten, M., Juffe Bignoli, D. & Petersen, T. (Eds). WWF, Gland, Switzerland, https://wwfint.awsassets.panda.org/downloads/embargo_13_10_2022_lpr_2022_full_report_single_page_1.pdf

Technical requirements and teaching aids necessary for conducting classes at University of Silesia

lecture hall with computer and projector

Minimum attendance requirement

Attending at least 80% of class hours.