

Subject card

Subject name and code	Social consequences of climate and environmental change, PG_00152094						
Field of study	Social Work						
Date of commencement of studies	October 2024		Academic year of realisation of subject		2025/2026		
Education level	Master's studies		Subject group		Obligatory subject group in the field of study		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	2		Language of instruction		Polish Polish, some materials and literature in English		
Semester of study	3		ECTS credits		1.0		
Learning profile	academic		Assessment form		credit		
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		prof. dr hab. Lucyna Kopciewicz				
	Teachers		prof. dr hab. Lucyna Kopciewicz				
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	15.0	0.0	0.0	0.0	15
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	15		0.0		10.0	25
Subject objectives	Students will consider the consequences of climate and environmental change in various places and different spheres of life. They will be learning, researching, and discussing possible threats and solutions. They will know the key perspectives and research methods of environmental sociology.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[PRACSOCMU2_W09] knows and has in-depth understanding of views on selected structures and institutions and categories of social bonds in the field of social work, knows the process of their historical evolution	W09 The student knows and understands in-depth views on selected structures and institutions and their impact on the diverse abilities of various social groups to adapt to climate change.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[PRACSOCMU2_W08] knows and has in-depth understanding of processes of changes in selected structures, institutions and bonds in the field of social work and knows the regularities governing these changes	W08 The student knows and deeply understands the processes of changes in selected structures, institutions, and bonds in counteracting the effects of the climate crisis and the regularities governing these changes.	[SW1] oral statement/conversation/discussion [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	U8 The student can analyze social phenomena occurring in the local environment in connection with climate change, analyze and draw conclusions about the mechanisms of social change, changes in the labour market, interpersonal relations, and the use of individual, social, cultural and legal resources to counteract a climate disaster.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[PRACSOCMU2_U02] is able to using theoretical knowledge to describe and analyse the causes and course of the processes taking place in the life of the client and his/her family as well as social phenomena in the local environment, make an assessment, formulate his/her opinion and select the appropriate tools for analysis, diagnosis, planning of social or therapeutic activities	U02 Using theoretical knowledge and available data, the student can describe and analyze the causes and course of processes in the social world concerning climate change. He can make an assessment, formulate his opinion and design social action.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[PRACSOCMU2_K01] is willing to undertake continuous action to expand his/her professional competences and to develop his/her personality, appreciating the value and necessity of lifelong education in contemporary society, can inspire others to expand their knowledge and skills	The student is ready to expand his/her competencies constantly, sees the value and necessity of lifelong education in modern society, and can inspire others to expand their knowledge and skills.	[SK1] oral statement/conversation/discussion [SK8] observation of student's independent or team work
Subject contents	What is global warming and how do we know about it? What environmental and natural changes are associated with climate change? What social consequences of environmental and climate change have already occurred and are likely to occur? What are: the visibility, pace, importance, and nature of them? Different scales of social change related to climate change and their relationships (global, international, national, regional, local, individual) What are (and can be) the forms of adaptive social responses to environmental threats at different scales? How could we explain climate change denial? What are the sources, forms, and consequences of this denial? The role of social science and policy actors in constructing and strengthening social and environmental resilience in the face of climate threats.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	active participation	70.0%	30.0%
	final paper	100.0%	50.0%
	test	60.0%	20.0%

Recommended reading	Basic literature	Beck, U. 2014. How climate change might save the world. <i>Development and Society</i>, 43(2), 169-183. Klinenberg E., Araos M., Koslav L. 2020. Sociology and the climate crisis. <i>Annual Review of Sociology</i> 46: 649-669. Urry, J. (2010). Sociology facing climate change. <i>Sociological Research Online</i>, 15(3), 1. IPCC Reports
	Supplementary literature	Dietz T, Shwom R., Whitley C. 2020. Climate change and society. <i>Annual Review of Sociology</i> 46: 135-158. Elliott R. The sociology of climate change as a sociology of loss. <i>European Journal of Sociology</i> 2018; 59(3): 301-337 Koehrsen J, Dickel S, Pfister T, Rödder S, Bösch S, Wendt B, et al. Climate change in sociology: Still silent or resonating? <i>Current Sociology Review</i> 2020; 68(6): 738-760 Norgaard KM. The sociological imagination in a time of change. <i>Global and Planetary Change</i> 2018; 163: 171-176 Urry, J. (2010). Sociology facing climate change. <i>Sociological Research Online</i>, 15(3), 1. Wiertz D., de Graaf ND. 2022. The climate crisis: What sociology can contribute. Chapter 24 In <i>Handbook of Sociological Science. Contributions to Rigorous Sociology</i>. Edited by K. Gerxhani, ND de Graaf, W Raub.
	eResources addresses	Basic https://www.ipcc.ch/reports/ - IPCC Reports
Example issues/ example questions/ tasks being completed	Polish climate policy against the background of European Union climate policies Ways to adapt to climate change at the individual level Ways to adapt to climate change at the local level The role of experts in shaping climate policy in Poland The key obstacles to social adaptation to climate change	
Work placement	Not applicable	

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