

Subject card

Subject name and code	Project 2, PG_00192018						
Field of study	Global studies						
Date of commencement of studies	October 2026	Academic year of realisation of subject				2026/2027	
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	1	Language of instruction				English	
Semester of study	2	ECTS credits				2.0	
Learning profile	academic	Assessment form				credit	
Conducting unit							
Name and surname of lecturer (lecturers)	Subject supervisor		dr Grzegorz Welizarowicz				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	30.0	0.0	0.0	0.0	30
	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	30		2.0		20.0	52
Subject objectives	A research project, i.e. classes involving research, analysis and checking of phenomena, as well as considerations on solving problems that are current and important for global studies i border studies. The course will introduce students to debates about borders and migration to prepare them to conduct their own research project. The first part of the course is designed to equip students with the theoretical concepts and key issues that will then enable them to embark on their own case study research project. The final assessment will be based on a presentation as well as a written report.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[GSMU2_U07] knows how to identify and evaluate activities in the cultural, political, economic, legal and economic spheres of the modern world and use the knowledge to lead teamwork and to debate and communicate on specialised topics with different audiences	is able to identify and assess processes and actions in the cultural, political, economic, legal, and social spheres of the contemporary world and to use the knowledge possessed to lead team work, conduct debates, and communicate on specialized topics in the field of global studies with diverse audiences	[SU2] presentation/project/paper/report
	[GSMU2_K05] is prepared to function in the information society, is able to collect, use and process information, understanding the importance of the principles of professional ethics in one's own conduct and requiring it of others	is prepared to collect, use, and process information in the field of global studies, understanding the importance of the principles of professional ethics in their own conduct and in expecting them from others	[SK2] presentation/project/paper/report
	[GSMU2_U04] is able to select and apply appropriate research methods and tools, and use sources and information to solve unusual and complex problems arising in public activities	is able to select and apply appropriate research methods and tools relevant to the problem under study and to use sources and information to address problems arising in public activity and in the field of global studies	[SU2] presentation/project/paper/report
	[GSMU2_W08] has advanced knowledge of current global issues in the international sphere of political and economic relations - understands threats and challenges, recognizes trends, and is familiar with the principles of initiating and developing forms of individual entrepreneurship	knows current global problems in the field of border studies occurring in the international sphere of political and economic relations - knows about threats and challenges, recognizes trends and knows the principles of initiating and developing forms of individual entrepreneurship	[SW1] oral statement/conversation/discussion
	[GSMU2_K02] is aware of the level of one's own knowledge and skills, is able to supplement them independently and critically extended by the interdisciplinary dimension, understands the need for continuous improvement and performs self-evaluation of competencies determining one's own place and role in the labour market, referring critically to the current discourse occurring in the sphere of science or practice	is aware of the level of his/her knowledge and skills in the field of border studies, is able to independently and critically supplement them with an interdisciplinary dimension, understands the need for continuous improvement and self-assesses competences defining one's own place and role on the labor market, critically referring to the current discourse in the sphere of science or practice	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work
	[GSMU2_K03] is prepared to work in teams implementing social projects, to argue and verify necessary information and to draw critical conclusions from various premises, cooperating with entities at various levels of the social structure	is prepared to work in teams in the field of border and borderland research implementing social projects, arguing and verifying necessary information and drawing critical conclusions from various premises, cooperating with entities at various levels of the social structure	[SK2] presentation/project/paper/report
	[GSMU2_K01] is prepared to actively participate in the public life of civil society at different levels of participation presenting one's own critical views built on a foundation of tolerance and respect towards different cultures and people	is prepared to actively participate in the public life of civil society at various levels of participation, presenting his own critical views in the field of border studies built on the foundation of tolerance and respect for different cultures and people	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work

Subject contents

In the academic year 2025/2026, classes will be led by: Ross Aldridge, Maciej Rataj, Grzegorz Welizarowicz, and Martin Blaszk.

Project 2 Border Studies (Year 1, Semester 2)

The Border Studies Project will introduce recent debates about borders and migration in order to prepare and guide students through their own research project on a border or border issue that they will select. The first part of the course is designed to equip students with the theoretical concepts and understanding of key issues that will then enable them to embark on their own research project and report back on a specific case study. The final assessment will be based on an oral presentation and discussion of a chosen border topic, as well as a written report. The initial introduction to key concepts and ideas in the Border Studies literature will be done through the discussion and analysis of relevant examples to ensure that students have a clear understanding of the relevance and application of border thinking to current or recent cases.

Course Outline:

1. 1. Introduction: What is a Border? What is Border Studies?

discussion and tasks

1. 2. Border Thinking: Critical Border Theory dr Ross Aldridge

Readings and discussion tasks to develop the students awareness and understanding of critical border theory. Introduction, explanation and discussion of key terms in Border Studies. i.e. a theoretical foundation but based on a few concrete examples]

1. 3. Border Policy: Security, Surveillance and the State dr Ross Aldridge

Case study discussion to illustrate ideas about the power of the state, security issues and government control over civilian populations, etc.

1. 4. Border Politics: Migration, Mobility and the Open Borders debate dr Ross Aldridge

Borders from the perspective of border crossers or migrants, alternative conceptions of borders (i.e. open borders).

1. 5. Border Protests, Border Crises: Activism, refugees, NGOs, the Media, and government dr Ross Aldridge

Case studies of different groups/organisations interactions, role play scenario and discussion task, plenary session, debrief, group tasks.

1. 6. Borders and Language dr Maciej Rataj

1. Traditional approaches: community bi-/multilingualism, code switching and code mixing; 2. Language and superdiversity; 3. Translanguaging; 4. Selected aspects of language and migration: heritage language maintenance and attrition

Sample questions: 1. Why do some immigrants or refugees learn the language of their new home fast while others never manage to learn it well? 2. Why and how is translanguaging important for some migrants and their children? 3. If you were to emigrate, how would you try to maintain your first/family language? Would you prefer to focus on mastering the language of the new country instead?

1. 7. Border and Migration Narratives and Imaginaries dr Welizarowicz

Discussion on how borders are (re)instituted by narratives and imaginaries

1. 8. Border Poetics and Border Art dr Welizarowicz

Writing/reading as a border crossing and borders as writing/reading,

1. 9. Borders and Consciousness dr Welizarowicz

Focus on alternative models of consciousness, decolonial theory, agonism

10. Border crossers and writing nearby dr Welizarowicz

11. Theoretical overview of Project Research (PR) dr Martin Blaszk

12. Setting up a PR research project: sharing border issues and defining areas of interest dr Martin

	<p>Blaszka</p> <p>13. Realization of border projects dr Martin Blaszka</p> <p>group work and individual work</p> <p>14. Meta interaction about development of border projects dr Martin Blaszka</p> <p>15. Presentation of border projects and review - dr Martin Blaszka</p>		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	preparation and presentation of a work/project on a topic agreed with the lecturer	51.0%	70.0%
	class participation	51.0%	20.0%
	attendance	70.0%	10.0%

Recommended reading	Basic literature	<p>Literature:</p> <p>Ahlgren, K. (2021). <i>Poetic representations of migration narratives: A process of writing nearby</i>. <i>Journal of Sociolinguistics</i>, 120. https://doi.org/10.1111/josl.12493</p> <p>Anderson, B. (2013). <i>Us and Them? The dangerous politics of immigration control</i>. Oxford University Press.</p> <p>Arlander, A., Barton, B., Dreyer-Lude, M., & Spatz, B. (Eds.). (2018). <i>Performance as research: Knowledge, methods, impact</i>. Routledge.</p> <p>Blommaert, J. M. E., & Rampton, B. (2012). <i>Language and Superdiversity</i>. (pp. 1-36).</p> <p>Blaszczak, M. (2023). Walking as epistemology A way to know migrant experience through enaction of the live art performance <i>Two night walks, three borders</i>. In I. Zinkiz & O. Sparitis (Eds.), <i>10th SWS International Scientific Conference on Arts and Humanities ISCAH 2023: Cultural dynamics and artistic innovations</i> (pp. 6573). SGEM World Science.</p> <p>Blumenfeld, P. C., Soloway, E., Marx, R. W., Krajcik, J. S., Guzdial, M., & Palincsar, A. (1991). Motivating project-based learning: Sustaining the doing, supporting the learning. <i>Educational Psychologist</i>, 26(34), 369-398.</p> <p>Creese, A., & Blackledge, A. (Eds.). (2018). Introduction. <i>The Routledge Handbook of Language and Superdiversity</i> (1st ed.). Routledge. https://doi.org/10.4324/9781315696010. <i>Tilburg Papers in Culture Studies</i> 187 (Aug. 2017). https://pure.uvt.nl/ws/portalfiles/portal/32304430/TPCS_187_Blackledge_Creese.pdf</p> <p>Demata, M. (2023). <i>Discourses of borders and the nation in the USA: A discourse-historical analysis</i>. Routledge. https://doi.org/10.4324/9781003287971</p> <p>Hansen, H. L. (2020). On agonistic narratives of migration. <i>International Journal of Cultural Studies</i>, 23(4), 547-563. https://doi.org/10.1177/1367877919898837</p> <p>Johnson, C., Jones, R., Paasi, A., Amoore, L., Mountz, A., Salter, M., & Rumford, C. (2011). Interventions on rethinking the border in border studies. <i>Political Geography</i>, 30(2), 61-69.</p> <p>McAuliffe, M., & Oucho, L. A. (Eds.). (2024). <i>World migration report 2024</i>. International Organization for Migration.</p> <p>Mignolo, W. D. (2000). <i>Local histories/global designs: Coloniality, subaltern knowledges, and border thinking</i>. Princeton University Press.</p> <p>Morse, C. (2018). Managing team dynamics and conflict on student management teams. In K. K. Wobbe & E. A. Stoddard (Eds.), <i>Project-based learning in the first year: Beyond all expectations</i> (pp. 264-291). Stylus Publishing.</p> <p>Newman, D. (2003). On borders and power: A theoretical framework. <i>Journal of Borderlands Studies</i>, 18(1), 13-25.</p> <p>Newman, D., & Paasi, A. (1998). Fences and neighbours in the postmodern world: Boundary narratives in political geography. <i>Progress in Human Geography</i>, 22(2), 186-207.</p>
---------------------	------------------	---

	Supplementary literature	<p>Banulescu-Bogdan, N., Malka, H., & Culbertson, S. (2021). <i>How we talk about migration: The link between migration narratives, policy, and power</i>. Migration Policy Institute.</p> <p>Brambilla, C., Laine, J., & Bocchi, G. (n.d.). <i>Borderscaping: Imaginations and practices of border making</i>.</p> <p>Brunet-Jailly, É. (2004). Toward a model of border studies: What do we learn from the study of the CanadianAmerican border? <i>Journal of Borderlands Studies</i>, 19(1), 112.</p> <p>Brunet-Jailly, É. (2005). Theorizing borders: An interdisciplinary perspective. <i>Geopolitics</i>, 10(4), 633649.</p> <p>Brunet-Jailly, É. (2011). Borders, borderlands and theory: An introduction. <i>Geopolitics</i>, 16(1), 16.</p> <p>Carens, J. H. (1987). Aliens and citizens: The case for open borders. <i>The Review of Politics</i>, 49(2), 251273.</p> <p>Carens, J. (2013). <i>The ethics of immigration</i>. Oxford University Press.</p> <p>Ferriter, D. (2019). <i>The border: The legacy of a century of Anglo-Irish politics</i>. Profile Books.</p> <p>Laine, J. P. (2021). Beyond borders: Towards the ethics of unbounded inclusiveness. <i>Journal of Borderlands Studies</i>, 36(5), 745763.</p> <p>McAuliffe, M., & Triandafyllidou, A. (Eds.). (2021). <i>World migration report 2022</i>. United Nations Migration.</p> <p>Miller, D. (2016). <i>Strangers in our midst: The political philosophy of immigration</i>. Harvard University Press.</p> <p>Parker, N., & Vaughan-Williams, N. (2009). Lines in the sand? Towards an agenda for critical border studies. <i>Geopolitics</i>, 14(3), 582587.</p> <p>Vaquera-Vásquez, S. (2006). Notes from an unrepentant border crosser. <i>South Atlantic Quarterly</i>, 105(4), 699716.</p> <p>Vaquera-Vásquez, S. (2019). The unbearable lightness of being fronterizo. <i>Ex-centric Narratives: Journal of Anglophone Literature, Culture and Media</i>, 3, 136150.</p> <p>Welizarowicz, G. (2022). (Re)Envisioning borderlands: Towards a more productive paradigm. <i>Miscellanea Anthropologica et Sociologica</i>, 23(2), 5675.</p> <p>Wilson, T. M., & Donnan, H. (Eds.). (2012). <i>A companion to border studies</i>. Wiley.</p> <p>Yuval-Davis, N., Wemyss, G., & Cassidy, K. (2019). <i>Bordering</i>. Polity Press.</p>
	eResources addresses	
Example issues/ example questions/ tasks being completed	border studies, borderscapes, bordertextures, cultural borders, borders of epistemologies, borderlands, border narratives, imaginarium, imaginary, border consciousness, border poetics, border art, border activism, (re)borderings, bordering experiences, migrations narratives, writing nearby and ethno-poetics, performance art, etc.	
Work placement	Not applicable	

Document generated electronically. Does not require a seal or signature.