

SELF-ASSESSMENT REPORT ON THE QUALITY OF EDUCATION IN THE DOCTORAL SCHOOL

Szkoła Nauk Społecznych

Instytut Filozofii i Socjologii Polskiej Akademii Nauk
Instytut Psychologii Polskiej Akademii Nauk
Instytut Studiów Politycznych Polskiej Akademii Nauk

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VISITING CARD

Basic Information about the Doctoral School

Year of Creation

2019

Institutions running the doctoral school

Instytut Filozofii i Socjologii Polskiej Akademii Nauk

Instytut Psychologii Polskiej Akademii Nauk

Instytut Studiów Politycznych Polskiej Akademii Nauk

Field of Education	Education Disciplines
Social sciences	political and administrative sciences sociology psychology
Humanities	philosophy

Name/Scope of the Education Program (PL)	Name/Scope of the Education Program (EN)
Program kształcenia w szkole doktorskiej	Education program at the doctoral school

Characteristics of the Doctoral School

1. Mission

The Graduate School for Social Research, GSSR (Szkoła Nauk Społecznych) aims to lead in doctoral education in Poland and beyond. Its mission is to foster academic independence, social engagement, and scientific integrity, preparing students from diverse backgrounds for academic, civic and professional leadership.

2. Characteristics of the School

Founded in 1992 by the Institute of Philosophy and Sociology (IFiS) of the Polish Academy of Sciences (PAN), GSSR was restructured in 2019 as a doctoral school of 3 PAN institutes: IFiS (lead), the Institute of Psychology (IP), and the Institute of Political Studies (IPS). This structure enables an **interdisciplinary education model** combining coursework, Learning-through-Research (LtR), and continuous student assessment across 4-year, **English-language** PhD programs in Sociology, Psychology, Political Science, and—until 2023—Philosophy. GSSR continues to support Philosophy students enrolled prior to 2023, who will defend their dissertations at the University of Warsaw.

GSSR fosters a **rigorous, inclusive academic environment** grounded in equal opportunity, transparency and ethics. Triangulated feedback from students, faculty, and oversight bodies drives improvements. A two-level student evaluation system supports PQF8 competence development. Academic staff oversight includes qualifications and performance reviews, with structured support to ensure effective integration of instruction, supervision, and research.

Though relatively small, GSSR is **diverse**. Of the 91 students admitted since 2019, 21 represent 15 countries. Around 32 scholars from universities in France, the UK, the US, and others, join IFiS, IP and IPS faculty in teaching, supervision, and evaluation.

The School is competitive in securing institutional grants advancing its mission. Since 2019, six major awards (NAWA, OSF), along with Erasmus+ have supported 3 cotutelle agreements, strategic partnerships and over 140 mobilities. Hosting Ukrainian researchers via the IIE–Scholar Rescue Fund underscores GSSR's global responsiveness.

3. Development Strategy

GSSR develops academic excellence on eight strategic pillars:

- **Ethical, inclusive, and transparent education.** The principles of equality, inclusion, ethics, and transparency guide recruitment, training, supervision, and support for students and faculty.
- **Research-based, interdisciplinary curriculum.** Core courses, mandatory research internships (LtR), and optional training (e.g. Summer Schools) support dissertation progress, PQF8 outcomes, and transversal skills. Interdisciplinarity also shapes faculty composition and co-supervision.
- **Individualized doctoral study.** Each student follows an Individual Research Plan (IRP)—the basis for the mid-term evaluation. Annual Individual Study Programs (ISPs), developed with supervisors, support IRP implementation.

- **Verification of PQF8 outcomes.** GSSR combines instructor/supervisor assessments (Level 1) with commission-based annual evaluations and a mid-term evaluation by external experts (Level 2), ensuring transparency and disciplinary fit.
- **Support for students and staff, including those with special needs.** Structured support spans all stages, with tailored provisions where needed (e.g. admissions, exam formats, WCAG-compliant website). Faculty are supported through peer teaching review, ethics training, and grants for co-teaching and supervision.
- **Responsiveness to stakeholder feedback.** Input from anonymized student course evaluations and surveys, faculty peer review, and oversight bodies informs quality assurance. The Student Government contributes to evaluation and consultation processes.
- **Internationalization.** GSSR fosters internationalization through partnerships (e.g. cotutelle), mobility, foreign faculty, English-language instruction, and international events. It regularly secures external grants (e.g. NAWA, OSF) for these purposes.

4. Strengths

GSSR's development strategy underpins key strengths across all evaluation areas:

- **PQF8-aligned curriculum.** A structured, interdisciplinary curriculum and individualized IRP and ISPs ensure students achieve PQF8 outcomes. The curriculum is regularly revised in response to student feedback.
- **Robust learning outcomes verification.** A two-level system—combining instructor/supervisor input with commission-based reviews—ensures transparent, consistent, and adaptive assessment.
- **Highly qualified academic teachers.** A stable core of senior and international faculty, supported by peer teaching review, performance evaluations, and collaboration, ensures high-quality instruction.
- **Transparent, accessible admissions.** The two-stage, merit-based process is conducted via online interviews, bilingual documents, and WCAG-compliant tools.
- **Inclusive, well-supported supervision.** Transparent appointments with student input, clear expectations, and institutional oversight underpin effective supervision. Tailored support is available for international students, parents, and those with special needs.
- **Reliable midterm evaluation.** Transparent, legally grounded procedures and external expert reviews of IRP implementation ensure reliability. Evaluation outcomes inform institutional learning.
- **Comprehensive internationalization.** GSSR's curriculum, student body, faculty, and partnerships reflect internationalization, supported by English instruction and external grants (e.g. NAWA).
- **Effective doctoral education.** Structured academic and supervisory systems support timely completion and strong career outcomes. Graduate tracking and student feedback drive ongoing improvements.

5. Key achievements

High-quality student research, strong alumni career outcomes, and robust institutional capacity to foster PQF8 learning outcomes define GSSR's achievements. Across disciplines, students have won NCN PRELUDIUM and Fulbright grants, published in leading journals such as *Social Science & Medicine*, *Scientific Reports*, *Palliative Medicine*, and *New German Critique*, and received awards like FNP START and NAWA Bekker. Their interdisciplinary work addresses topics from emotion and misinformation to governance and degrowth, often linked to major research programs, such as Horizon Europe. Alumni hold positions in academia (e.g. Max Planck Institute, Heidelberg University Hospital), clinical research, and international organizations, confirming GSSR's success in preparing students for high-level, diverse careers.

GSSR's institutional capacity is demonstrated by its consistent success in securing internationalization grants, which have funded new courses, supervisor development, over 130 mobilities and 3 cotutelle agreements. Regular stakeholder feedback guides improvements, reflecting the School's commitment to a responsive and high-quality learning environment.

Additional Information about the Doctoral School

Educating Staff

Numerical data for the evaluation period

Educating Staff	Instructors	Supervisors	Assistant Supervisors
Number of people	26	55	7

Doctoral Students

Number of doctoral students (total): 92

Recruitment during the evaluation period	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025	Total
Number of recruited doctoral students	13	20	22	17	12	7	91
Number of doctoral students who completed the doctoral school	6	7	0	0	0	0	13
Number of doctoral students removed from the doctoral student list	2	2	8	1	1	0	14

Mid-term evaluation results	Positive	Negative
Number of Doctoral Students	61	1

Educational Programs	Number of Doctoral Students
Education program at the doctoral school	92

Additional Numerical Data on Doctoral Students

Number of foreign doctoral students	21
Number of doctoral students with disabilities	2
Number of doctoral students in the Implementation Doctorate program	0
Number of doctoral students in the EU program	5
Number of doctoral students employed by the institution running the doctoral school as academic teachers or research staff	0

Graduates

Numerical data for the evaluation period

Number of graduates who applied for initiation of proceedings for the award of a doctoral degree	10
Number of doctoral students who completed the doctoral school	7

INFORMATION ON THE ENTITY'S COOPERATION WITH THE DOCTORAL STUDENTS' COUNCIL

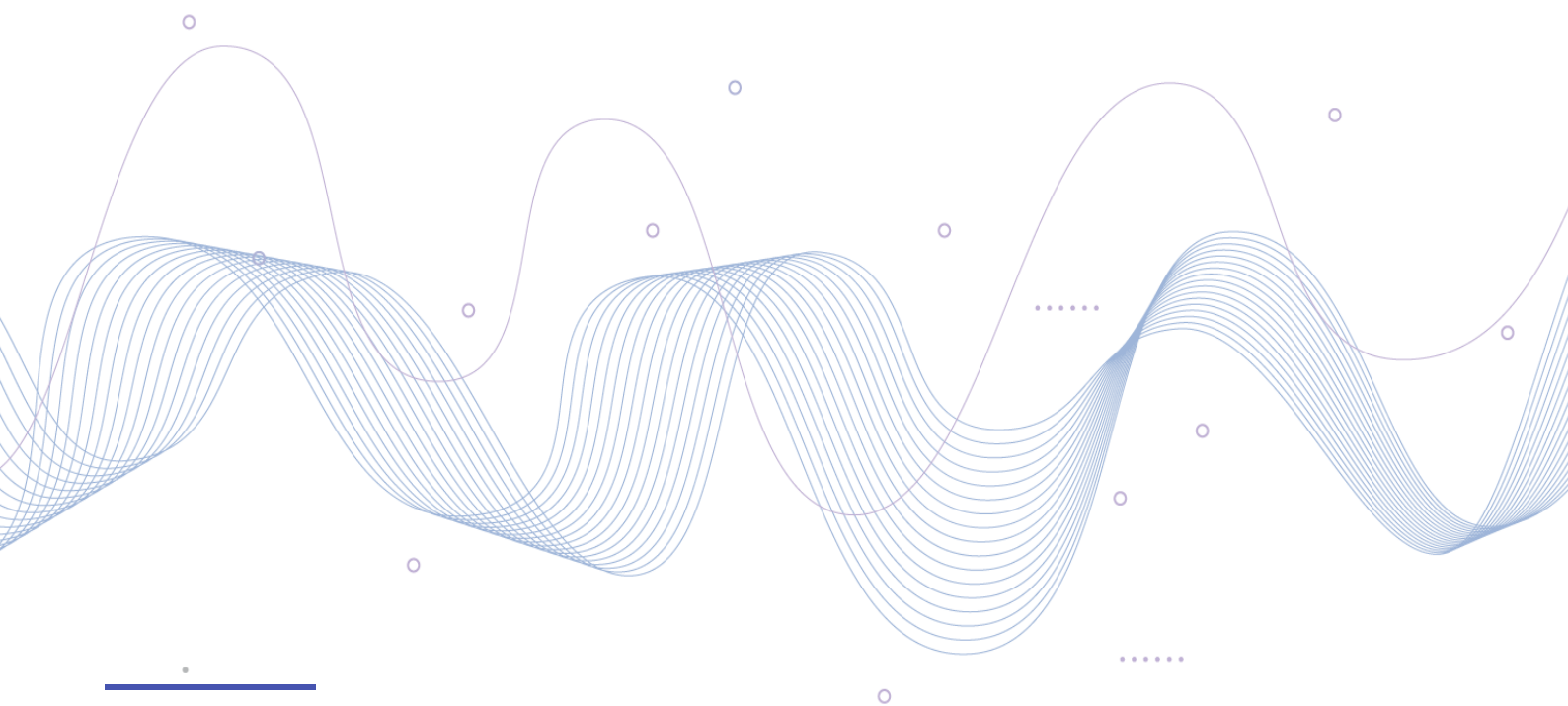
The doctoral student council (Student Government) plays a vital role in shaping the academic, regulatory, and social environment at the Graduate School for Social Research (GSSR). In line with Art. 110 of the Law on Higher Education and Science (20 July 2018), all doctoral students are members of the self-government, which annually elects three representatives through anonymous online voting held in semester 1.

One representative with full voting rights serves on the GSSR Scientific Council, which co-develops the Study Program, Admission Rules, Regulations, PhD Handbook, and annual budget. The Handbook incorporates student feedback on key elements, including detailed guidelines for drafting the Individual Research Plan. Student representatives also serve on the Scientific Councils of the three institutes forming GSSR, where they vote in open sessions.

Student input informs policy development and internal quality assurance. Representatives have co-developed surveys on supervision and curriculum and contributed to the design and implementation of GSSR's Peer Review of Teaching system. They participate in curriculum committees and the gender equality team, where they contribute to concrete institutional responses, e.g., continued academic support for Philosophy students after IFiS lost the right to confer PhDs in Philosophy in 2022. Regular meetings between the Director and student representatives address ongoing academic, financial, and institutional concerns.

Crucially, the student council also fosters student engagement and community-building. By leading workshops on self-governance and co-organizing school-wide events, such as the Academic Year Inauguration and the Winter Gathering, it plays enriches GSSR's academic and social culture.

INFORMATION ON THE DOCTORAL SCHOOL GROUPED BY 8 EVALUATION CRITERIA



1. Adequacy of the education program and individual research plans to the learning outcomes for qualifications at PRK level 8 and their implementation

1. Adequacy of learning outcomes in GSSR's curriculum is ensured via classroom training, learning-through-research (LtR) and continuous PhD progress assessment. As the *Study Program*, its *Appendix* and the *PhD Handbook* outline, mandatory discipline-specific theory and methodology courses and optional training (e.g., interdisciplinary summer schools) are complemented by required participation (years 1-4) in faculty-led research teams (LtR), which serves as a doctoral research internship. Combined, these components develop disciplinary expertise (P8S_WG), interdisciplinary knowledge (P8S_WK), research skills (P8S_UW/UK/UO), and key social competences (P8S_KK/KO/KR). Within research teams, students contribute to collaborative projects, publications and outreach, gaining experience in risk assessment, peer review, research ethics, and open science—i.e., transversal skills essential to PQF8.

2. Adequacy of students' research and dissemination activities in Individual Research Plans (IRPs) is supported by the IRP structure and its implementation process. During year 1, students develop and refine with supervisors the IRP, per *Handbook* guidelines (Annex 5). Since 2019, accumulated experience and feedback to the IRP process have informed clearer guidelines and better alignment of IRPs with PQF8 learning outcomes.

Once GSSR approves submission, IRPs become binding. They may only be revised with written consent from the supervisor and GSSR Director. Annual Individual Study Programs, ISPs (Handbook, Annex 1) help implement the IRP: they align coursework, research tasks and dissemination for each year.

Student achievements, e.g., NCN Preludium grants in all disciplines, publications (e.g., *Ecological Economics*, *Social Indicators Research*, *Social Science & Medicine*), conference presentations (e.g., International Political Science Association) and awards (e.g., Fulbright Junior Research) demonstrate the adequacy of the curriculum and IRP for PQF8 outcome attainment (see Section 8).

3. The education program and IRPs are implemented across a 4-year timeline with key milestones (Handbook, Table 3). In years 1-2 students complete the coursework and submit ISPs, the IRP, research outputs (e.g., draft articles) and end-of-year activity reports assessed by dedicated commissions that also provide feedback. After the midterm evaluation, the focus shifts to dissertation refinement, with internal evaluations continuing in year 3, when a key chapter or article and an updated ISP are due. A complete dissertation is expected by the end of year 4. For Philosophy, program implementation continued for enrolled students after IFiS lost the right to award degrees (see *Philosophy Doctoral Training Status*).

4. Interdisciplinarity, central to GSSR's educational philosophy and PQF8 alignment, underpins the inclusion of doctoral internships (LtR) as a required curriculum component, ensuring student engagement in all research stages. Additionally, (i) Shared required courses (e.g., *Empirical Research in the Social Sciences*) integrate theories and methods from sociology, psychology, and political science.

(ii) Students' access to the courses mandatory for other disciplines encourages interdisciplinary exchange.

(iii) Interdisciplinary events (e.g., annual GSSR summer schools, New Projects Seminar Series) and foreign mobilities build transversal skills, including grant writing.

(iv) Instructors with diverse disciplinary backgrounds foster methodological pluralism.

(v) Co-supervision across fields (e.g., Philosophy-Sociology), deepens interdisciplinary engagement.

5. Reliable curriculum improvement is driven by triangulated feedback from students (anonymized course evaluations, surveys), faculty (e.g., peer review of teaching), and internal quality assessment mechanisms (e.g. dedicated commissions). These informed i.a. GSSR's 2024 syllabi review and the 2025 creation of the Quality of Education Commission covering all disciplines and including student representatives.

SWOT Analysis

Strengths

Structured, research-integrated curriculum and IRPs aligned with PQF8.

Embedded interdisciplinarity.

Strong student involvement in curriculum evaluation.

Weaknesses

Limited grant-based funding for electives and foreign mobility

Uneven access to intersectoral training

Philosophy recruitment suspended after 2022, limiting continuity in this field

Opportunities

Broaden interdisciplinary and intersectoral supervision

Threats

Dependence on competitive grants to fund mobility and elective training

Self-Assessment: GSSR's education model integrating coursework, research internships and continuous evaluation, and IRPs

support students in achieving PQF8 learning outcomes. Stakeholder feedback, including through designated commissions, has strengthened curriculum quality. While institutional funding structures constrain elective training, GSSR will continue to apply for grants and broaden partnerships to support curriculum enrichment, including mobility and intersectoral training.

2. Method of verifying learning outcomes for qualifications at PRK level 8

1. Availability and Clarity of Rules for Verifying PQF Level 8 (PQF8) Learning Outcomes

The key documents governing PQF8 verification at GSSR are the *Rules for Verification of Learning Outcomes for PQF Level 8*, and the Study Program's *Annex 1*. These operate within the framework of the *Regulations* and *Study Program*, and are complemented by the annually updated *PhD Handbook* and standardized course syllabi. All documents are available on GSSR's WCAG-compliant website (www.gssr.edu.pl).

Adopted by GSSR's Scientific Council (SC) in 2020, the *Rules* (attached) specify categories of learning outcomes (knowledge, skills, social competences), principles of evaluation, verification tools, and responsible parties, among others. Learning outcomes are formally aligned with the *Study Program*.

Appendix 1 (attached, Section 1), adopted in March 2025 by the SCs of IFiS, IP and IPS, provides a structured, discipline-specific mapping of all mandatory training (e.g. courses; doctoral internships in faculty-led research teams) and optional activities (e.g. interdisciplinary summer schools, workshops) to PQF8 outcomes. It also identifies the verification methods associated with specific learning activities, highlighting its role as an assessment framework.

The *Handbook* (<https://www.gssr.edu.pl/doctoral-school/regulatory-documents/>), approved annually by GSSR's SC, outlines evaluation procedures and operationalizes how student progress toward a PhD is verified. Course syllabi, updated in October 2024, specify expected PQF8 outcomes for each course and how their achievement will be verified. Four representative syllabi—one per discipline—are attached.

2. Transparency and Reliability of the Process of Verifying Learning Outcomes

Ongoing doctoral progress assessment is a core element of GSSR's educational model, together with classroom-based training, and Learning-through-Research, LtR (see Section 1). The School developed a multi-dimensional verification system based on **core principles** of outcome-based assessment, clear expectations and criteria, comprehensive domain coverage, accessibility, and ongoing improvement of evaluation practices aligned with evolving standards.

To ensure **transparency**, GSSR holds an annual orientation session and provides detailed guidance in syllabi and the *Handbook*. The *Handbook* outlines the structure and criteria of the verification process and includes annexes with instructions for key tools such as the Individual Study Program documents, end-of-year reports, and the Individual Research Plan (IRP). It also offers structured guidance for supervisors and faculty, including on reviewing students' written work (Annex 4) and dissertation progress (Annex 7). Together with *Annex 1* of the Study Program, these materials help to ensure that PQF8 outcome expectations are clearly defined, consistent and accessible.

The system's **reliability** is supported by its two-level structure, which applies to all students while allowing for disciplinary specificity and incorporating non-traditional verification methods such as research internships (LtR) and international mobility. It includes additional evaluation for NAWA PROM fellows and benefits from qualified evaluators, avoidance of conflicts of interest, and adherence to established standards.

At Level 1, verification of PQF8 learning outcomes occurs within both (i) classroom-based training, and (ii) LtR. Course syllabi specify the targeted PQF8 knowledge, skills and competencies and how they are assessed (e.g. via essays, presentations). Optional activities verify outcomes via documentation (e.g. certificates) from organizers. LtR includes mandatory doctoral internships in faculty-led research teams and optional research visits or intersectoral placements. Supervisors verify learning outcomes based on students' team contributions and development of transferable skills (e.g. collaboration, communication, responsibility). For optional LtR, learning outcome reports and certificates from host institutions also inform verification.

At level 2, two forms of commission-based evaluations reinforce Level 1, ensuring broader oversight of students' doctoral progress.

(a) Internal evaluations are conducted annually in years 1-3 by discipline-specific commissions appointed by the directors of IFiS, IP and IPS. Experienced faculty, often including international scholars, assess dissertation progress and academic professionalization using multiple indicators (e.g. draft article, dissertation proposal; coursework, conferences, grant activity), and incorporate the supervisor's written opinion (see *Handbook*). Each evaluation concludes with a Consensus report, shared with the student and supervisor to support development and transparency.

(b) The Midterm Evaluation required by Polish law assesses the implementation of the IRP at the midpoint of a student's PhD studies. Details are provided in Section 8.

Additional verification of PQF8 outcomes for NAWA PROM-funded international mobilities complements the core system. Evaluation committees, appointed by the GSSR director with adequate disciplinary and gender representation and the participation of the GSSR expert for academic exchanges, assess students' knowledge, skills, and social competences through structured comparison of pre- and post-mobility documentation (e.g., academic CV; Certificate of participation and learning outcomes from the host institution). Reports are shared with GSSR administration, the student and the supervisor, supporting PhD monitoring and informing quality assurance practices.

This multi-method evaluation approach enables GSSR to provide timely feedback, identify issues early, and offer targeted support, improving the likelihood of on-time dissertation completion.

3. Reliability of the Process of Improving Verification Methods

GSSR refines its verification process in response to evolving standards, stakeholder feedback, and international best practice. Relevant improvements include:

- The 2024 revision of course syllabi to explicitly identify PQF8 outcomes and their assessment methods.
- Updated IRP guidelines (Annex 5), with a more structured template for clearer progress documentation.
- Strengthened student voice through voting rights in GSSR's SC, which approves key verification documents.
- Student feedback (e.g., Curriculum and Supervision surveys, see summaries attached to Sections 1; 3), and evaluation commission insight have led to clearer articulation of learning outcomes and more structured tools for tracking and reporting academic progress.

Since 2022, stronger involvement of international faculty, including in evaluation commissions (internal and midterm) has enhanced the transparency and reliability of verification standards, and improved comparability with international practices. This procedure originated under the NAWA STER grant and has been maintained and expanded after the grant's completion. These mechanisms ensure a rigorous verification process, supported by interdisciplinary and international collaboration.

SWOT Analysis

Strengths

- Robust two-level verification system for all students, combining Level 1 evaluations by instructors and supervisors with Level 2 commission-based evaluations
- Clear mapping of PQF8 outcomes across disciplines, supported by publicly available documentation in English and Polish
- Institutional rules and procedures accessible to all stakeholders
- Active involvement of interdisciplinary and international experts in evaluation processes
- Ongoing, multi-method evaluation enables early feedback and targeted academic support
- High rate of student involvement in externally funded research projects

Weaknesses

- Progress tracking could be streamlined for greater efficiency and oversight
- Limited standardization of internal evaluation reports across disciplines sometimes results in uneven feedback detail for students
- Optional learning activities are organized by various institutions, leading to variation in outcome verification standards

Opportunities

- Introduce standardized methods for collecting feedback and progress data on learning outcomes verification.
- Maintain and expand interdisciplinary and international input in evaluations
- Introduce shared templates or standards to improve consistency of feedback provided in internal evaluations

Threats

- Reduced funding may limit international involvement in outcome verification
- Resource constraints could slow standardization of evaluation tools and formats

Self-Assessment

GSSR has developed a robust two-level system for verifying PQF8 learning outcomes. This framework accommodates disciplinary specificity while applying consistent principles school-wide. Verification rules and materials are publicly available in both Polish and English, and students are supported through orientation sessions, the *PhD Handbook*, and course syllabi. An additional layer of verification for NAWA PROM recipients enhances accountability.

Verification practices have improved over time, including clearer links to PQF8 outcomes in syllabi, an updated IRP template,

and broader involvement of international faculty. Feedback from students and (annual evaluation) commission members has informed these changes. The system supports timely feedback and adaptive guidance, helping students stay on track toward dissertation completion and scientific independence.

Nonetheless, some areas need improvement. Progress tracking is reliable but could be more streamlined and digitized. Internal evaluation reports are not yet standardized across disciplines, leading to uneven feedback. Optional training, especially outside GSSR, can present challenges for consistent outcome verification.

Planned improvements include more structured feedback tools and clearer guidance for faculty evaluators. While resource limitations persist, GSSR remains committed to refining its verification system to meet evolving academic standards.

3. Qualifications of academic teachers or research staff conducting education at the doctoral school

1. Adequacy of achievements

The European Charter for Researchers (ECR) guides faculty recruitment and supervision at GSSR. All academic staff hold a PhD and demonstrate internationally recognized research and supervisory excellence aligned with PQF8 standards. They represent diverse disciplines and, since 2021, increasingly include foreign researchers (see Section 7), supporting GSSR's international and interdisciplinary profile.

Instructor **selection** follows Syllabi Calls (IFiS-based disciplines) or direct solicitations (IP, IPS). Both require structured English-language syllabi, academic achievements and PhD-level teaching experience. Additional weight is given to collaborative teaching that fosters mentorship and diversity across career stages.

Qualification verification and selection following calls increasingly involve formal mechanisms. In 2024, the Commission for Assessing the Quality of Educational Materials reviewed applications. Before that, direct solicitations were made and verified by the directors of GSSR, IP and IPS, together with the GSSR Scientific Council (SC). In May 2025, the SC recommended that all institutes adopt open calls for syllabi. Competence-based criteria apply also to selecting supervisors (see Section 5; *Regulations*-Section 4).

Appended **faculty profiles** (5 per discipline) reflect core responsibilities—teaching, mentoring, administration, research impact—and broader engagement (e.g. Grabowska's civic activism; Leder's clinical practice).

2. Quality of Actions Supporting Professional Development

Academic staff pursue ongoing professional development in teaching and supervision through both individual initiative and institutional support.

Individual initiatives include participation in international consortia (e.g., Kotnarowski leads the European Social Survey-Poland), fellowships (e.g., Fulbright), grants (e.g. Tomescu-Dubrow led a \$1.4 mil. US NSF project) and civic engagement (e.g., Gawęda, Okruszek in applied research), all of which reinforce expert, pedagogical and transversal skills.

Faculty also co-design and implement teaching initiatives with HEIs abroad (e.g., 2008-2024 Ohio State University Study Abroad, led by Tomescu-Dubrow) and within GSSR (e.g., Interdisciplinary Summer Schools). Senior faculty (e.g., Bielik-Robson, Dubrow) mentor early-career colleagues via co-teaching, co-supervision and co-publishing.

Institutional support emphasizes internationalization, inclusive teaching and supervisory excellence. Since 2020, staff have benefitted from Erasmus+ (9 mobilities) and NAWA PROM (12 mobilities) for curriculum development and strengthening teaching and supervisory competencies abroad (e.g., Duke University, US). Of 21 mobilities, 11 (52%) occurred in 2025.

GSSR promotes integration in international academic networks via grants (e.g., NAWA STER) supporting co-teaching, co-supervision and joint research with partners in Europe (e.g., University of Bologna; Ljubljana) and the US (OSU, SIU Carbondale). Foreign scholars contribute to training, broadening faculty networks and expertise.

Additional resources include:

- Intercultural training and support for supervising international students (via the NAWA-funded Welcome Centre, 2021–2023; now, the International Coordination Office);
- A *Resources for Instructors and Supervisors* portal with codes of conduct (e.g., ECR) and materials on inclusive teaching and supervision;
- Ethics and conduct training via IFiS, IP and IPS, with anti-mobbing and anti-discrimination policies;
- Institutional roles (e.g., in GSSR's SC, Quality of Education Commission) supporting leadership skills.

This structure sustains academic quality and promotes transversal skills essential to effective doctoral education.

3. Reliable verification of qualifications and performance

Ongoing evaluation of GSSR academic staff involves multiple stakeholders: the Quality of Education (QED) Commission, the GSSR SC, Director, peer reviewers and students. Established in 2025, the QED Commission includes external experts (e.g., from Cardiff, Southern Methodist, universities of Tel Aviv, Valencia, Warsaw), GSSR faculty and student representatives. It continues and expands the work of the Commission for Assessing Educational Materials.

The GSSR SC and Director regularly review faculty performance, including course proposals, student feedback, and teaching appointments.

The 2025 faculty peer review system provides formative feedback on teaching aligned with PQF8, based on syllabi reviews, in-class observations and post-observation discussions of best practices (www.gssr.edu.pl/doctoral-school/resources-for-instructors/).

Student feedback has been central since 2019. All courses are evaluated via anonymous online forms combining closed and open questions. The Director reviews results with the GSSR SC to support faculty development and curriculum updates. Further input comes from a *supervision survey* and student representatives in the GSSR SC and QED Commission.

This multi-tiered system ensures faculty meet PQF8 standards and helps identify areas for improvement. GSSR has had no formal disputes regarding teaching or supervision. Cases of ethical violations or misconduct are referred to relevant Ethics Commissions that act in line with institutional and national regulations.

SWOT Analysis

Strengths

- Internationally recognized faculty with strong grant success.
- Stable core of senior academic staff ensuring supervisory continuity.
- Reliable, multi-dimensional system for evaluating qualifications and performance.
- Effective integration of research and teaching aligned with PQF level 8 outcomes.

Weaknesses

- Uneven preparation for teaching and supervision among early-career academics.
- Dependence on external grants to fund staff development.

Opportunities

- Expanding international partnerships to support co-supervision and curriculum innovation.
- Mobility programs (e.g. NAWA PROM, Erasmus+) to strengthen qualifications.
- Planned internal, peer-led workshops for new instructors and supervisors.

Threats

- Competition for research-active faculty from larger HEIs.
- Structural reliance on external funding for institutional development efforts.

Self-Assessment

GSSR benefits from a highly qualified faculty whose teaching and supervisory competences meet PQF8 standards. Staff actively pursue professional development, supported by institutional resources. Selection is merit-based and since 2024 increasingly transparent; multi-level qualifications verification ensures consistent instructional quality.

However, structural underfunding constrains the scope and frequency of formal faculty development activities. To mitigate this, GSSR will continue seeking external funding while introducing internal peer-led workshops and strengthening mentoring for early-career instructors, thereby enhancing supervisory preparation and promoting continuous improvement.

4. Quality of the recruitment process

1. Quality and Availability of Regulations and Internal Legal Acts

Three complementary documents – the *Regulations*, the *Rules of Admission* (both approved in English and Polish by the Scientific Councils, SC, of IFiS, IP and IPS) and the 2025/26 *Admissions Process Overview* approved by GSSR's SC, define the framework for recruitment to GSSR in line with Polish law and the European Charter for Researchers, emphasizing the principles of meritocracy, non-discrimination, equity, and transparency in admissions.

Chapter 2 of the *Regulations* outlines recruitment rules, including the role of Admissions Commissions, and provisions for additional recruitment via grants or transfers. The annually updated *Rules of Admission* and *Admissions Process Overview* (both attached) specify the procedures for regular admissions, provide guidance for applicants and commissions, and cover recruitment of externally-funded candidates.

2. Accessibility, Clarity, and Openness of Admissions Rules and Timeliness of Publication

At least 5 months before recruitment begins, GSSR publishes the *Rules of Admission* on its WCAG-compliant website and IFiS' BIP (ifis_pan.ssdip.bip.gov.pl). Together with the Admissions portal (gssr.edu.pl/admissions), the Rules explain the two-stage competition for admission and provide structured information on all aspects of the admissions process. They also explain how **institute-specific Admission Commissions (ACs)**, listed on IFiS' BIP) are formed - IFiS/IP/IPS directors appoint researchers with strong disciplinary expertise and typically, Habilitation (gender balance is encouraged), and how they operate.

The same principles and eligibility requirements apply to recruitment to **grant-funded doctoral scholarships** (e.g. NCN, ERC), with open calls conducted by commissions appointed by the institute director and including the project's Principal Investigator.

GSSR **actively promotes** recruitment on social media (FB, BlueSky, LinkedIn), regular Virtual Open Days (since 2023), and via networks (e.g., affiliated faculty, *Perspektywy's Study in Poland*). The GSSR website presents the School, including research areas, potential supervisors, and faculty and student profiles. Short videos showcase the school's international, interdisciplinary and socially relevant scientific work. While most content is in English, reflecting GSSR's international focus, all key documents (e.g., *Regulations*, *Rules of Admission*) are also available in Polish, and browser-based translation tools support broader accessibility.

3. GSSR conducts the competition (Art. 200 ust. 2) via a transparent two-stage process based on merit and equity. The method, described in *Rules of Admission*, is detailed in the *Overview* and on the Admissions portal.

In Stage I (70% of total score), ACs verify applications' formal eligibility, and if met, assesses and score candidates based on academic merit and research potential, also considering alignment with the institute's profile. Top-ranked candidates advance to Stage II (30% of total score), an online interview in English that evaluates motivation, ability to present and discuss the proposed project and preparedness for scientific research.

Based on final rankings combining the weighted two-stage results, the AC recommends candidates for admission, waitlisting, or rejection, and proposes supervisors based on candidate preferences and research alignment. Final decisions rest with the director of IFiS/IP/IPS.

GSSR **communicates results** to candidates by email, registered mail, and a public protocol. Candidates not admitted receive formal notification with justification, and may **appeal** within 14 days. A committee appointed by the director of IFiS/IP/IPS reviews the appeal and makes a written recommendation to the director. The director's decision may be challenged in administrative court following Polish law. One appeal was lodged during the current evaluation period (in 2020, to the IPS director) and was resolved positively.

GSSR ensures **organizational efficiency** through standardized application forms, online submissions, a secure digital workspace (Google Workspace), and centralized coordination by the PhD Program Coordinator. ACs follow a structured timeline for submitting assessment results and protocols to GSSR administration, in line with published deadlines (www.gssr.edu.pl/admissions/important-dates). This system promotes transparency and procedural consistency across IFiS, IP and IPS.

During 2019–2025, GSSR declared between 1 - 7 places annually per discipline, and filled nearly all following the competition;

places have decreased since 2020 due to budgetary constraints at IFiS, IP and IPS. Recruitment to Philosophy was suspended after 2022 due to IFiS losing PhD-awarding rights in this discipline.

Since 2019, the number of candidates applying through regular admissions has ranged from 28 to 63 annually, with international candidates typically comprising ~ 54% of the pool. In 2025, GSSR received 35 applications: 20 in Sociology (10 international), 2 in Psychology (both Polish) and 13 in Political Science (11 international). In 2024, there were 35 applications (23 international); in 2023: 28 applications (19 international).

While GSSR has not systematically compared candidates' prior academic achievements, ACs rigorously assess all application materials, including academic records, publications, and research experience. The consistently high quality of admitted candidates is evidenced by their academic performance and research outcomes at GSSR (see Section 8).

4. The needs of people with disabilities during recruitment.

GSSR ensures fair and inclusive conditions for candidates with disabilities, offering support and flexibility as needed to guarantee equal access to the admissions process. Applicants may notify GSSR of any specific needs via email or phone. Recruitment materials are available in accessible formats (e.g., large print), and interview conditions may be adjusted on request (e.g., extended time). Only two applicants with a declared disability applied between 2019 and 2025 (one via grants), and were admitted on academic merit.

5. GSSR verifies candidates' preparedness for scientific research at both stages of the competition. In Stage I, ACs assess the candidate's research proposal, MA thesis or publication, letter of intent, CV, and recommendation letters as indicators of academic maturity, originality, methodological awareness and alignment with the institute's research profile. In Stage II, the interviews examine the candidate's ability to explain and discuss the research proposal, including its theoretical and methodological foundations, their motivation and overall aptitude for doctoral study. This ensures that admitted candidates are prepared to undertake PhD-level research and contribute to GSSR's academic environment.

6. The reliability of actions and improvement of the recruitment process

Since 2019, GSSR has consistently improved the transparency, efficiency and accessibility of the admissions process. *Rules of Admission* are revised annually by GSSR's SC drawing on feedback from Admissions Commissions, applicants, and student representatives. Key improvements include moving the application deadline from September to July to support timely relocation for out-of-town and international students, streamlining evaluation criteria, and providing clearer guidance for applicants.

Operational procedures have also improved, especially since 2021: a shared Google Workspace streamlines secure communication and document handling across institutes; interviews are conducted fully online, improving access, especially for international candidates and those with disabilities, by offering flexible, user-friendly formats (e.g., screen readers, volume control, remote connection). Further improvements include the participation of student representatives as observers in ACs beginning with the next admissions cycle, to strengthen participatory oversight.

SWOT Analysis

Strengths

- Transparent, merit-based recruitment aligned with Polish law and the European Charter for Researchers
- Bilingual Rules of admission; WCAG-compliant website tailored to international applicants
- Two-stage competition with standardized scoring and protocols ensures fairness
- Online interviews reduce barriers to participation
- Efficient coordination supported by shared timelines and Google Workspace tools

Weaknesses

- No student participation in Admissions Commissions (ACs) to date
- Limited Polish-language content, reflecting GSSR's English-language profile

Opportunities

- Adding student representatives (as observers) to ACs will enhance oversight
- Further development of online tools could improve coordination and applicant experience
- Growing international interest supports broader outreach and recruitment

Threats

- Funding constraints: IFiS/IP/IPS cover regular (i.e., non-grant) student scholarships from their budgets, which limits the number of places they can offer
- Limited funding compared to university-based PhD schools reduces GSSR's competitiveness—some top candidates have opted for institutions offering broader financial support (e.g. conferences, research)

Self-Assessment

The admissions process at GSSR meets high standards of transparency, accessibility, and academic rigor. It is implemented consistently across IFiS, IP and IPS, and ensures equitable access for all candidates, regardless of background or personal circumstances. The open, two-stage competition enables thorough and fair evaluation of candidates' readiness for doctoral research. So does open call recruitment of grant-funded students.

GSSR continuously improves the admissions process by annually reviewing the documentation and incorporating feedback from Admission Commissions and student representatives. The School recognizes the need to increase student participation in governance and continues to monitor the accessibility and clarity of its procedures.

5. Quality of scientific or artistic supervision and support for conducting scientific activities

In line with the European Charter for Researchers and Polish law, supervision at GSSR, including **methods and criteria for appointing/changing supervisors**, is governed by transparent procedures (*Regulations* Ch. VI; *Study Program*; *PhD Handbook*). Main and support supervisors must demonstrate recognized academic achievements aligned with PQF8 standards. Students participate in identifying potential supervisors, whose credentials the Scientific Councils (SC) of GSSR and IFiS/IP/IPS verify. GSSR actively pursues international mentoring. Complex projects may involve joint supervision: since 2019, ~ 30% of students had 2 supervisors, including international faculty. Faculty with conflicts of interest or failed supervision records may not be appointed (no such exclusions have occurred). This system ensures a **strong match** between supervisor expertise and dissertation topics, supporting interdisciplinary, international research and **transversal skills development**.

In justified cases (e.g. incompatibility), **students or supervisors** may request a **change**, following a formal process (*Regulations* §11(6); *Handbook*, Annex 10). Since 2019, 7 students changed supervisors, each case handled to ensure doctoral progress continuity.

(2) Methods for high-quality student-supervisor collaboration include (i) defined responsibilities, with meetings at least every 2 months and ongoing feedback (e.g. annual progress reports); (ii) shared cooperation principles and mutual accountability; (iii) oversight of supervision quality and support from GSSR administration to both parties; and (iv) conflict resolution procedures grounded in impartiality and confidentiality (*Handbook*, Annexes 6, 10, 12).

Supervision support is broad, ranging from dissertation design and IRP drafting to advice on research ethics, grant applications, and post-PhD careers. Supervisors foster **transversal skills** (e.g. research planning, time management, intercultural communication, integrity), especially within research teams students join. They also promote students' integration in the international networks through project involvement and foreign mobility support.

(3) Support for students, including those with disabilities or who are parents is guided by commitment to diversity, equity and inclusion. It includes research infrastructure, e.g. library databases (EBSCO), software (MAXQDA), international academic staff, and individualized conditions for IRP implementation and dissertation completion. Internships in research teams and cross-team access, writing support and internal/external funding opportunities (e.g. NAWA, NCN) offer additional mentoring and interdisciplinary experience. Solutions tailored to students with disabilities or who are parents (e.g. alternative class formats, adjusted timelines, extended study periods, scholarship during parental leave) are developed with the student, *per Regulations and Handbook*.

(4) Involvement of specialists from abroad is a structured and expanding element of GSSR's supervisory model (see Sections 1, 7). Since 2019, over 30 international faculty have contributed as co-supervisors and mentors (e.g. 3 cotutelle agreements; under NAWA STER, scholars at institutions such as UC Irvine, USA; Hitotsubashi University, Japan mentored 12 students), as reviewers in internal/midterm evaluations (e.g. Mannheim University, Paris X Nanterre) and as instructors on e.g., grant writing and publishing (e.g. Case Western, Ohio State, USA). These collaborations strengthen GSSR's international supervisory capacity and embed students in high-quality academic networks.

5) Supervisor evaluation and quality enhancement are supported through (i) annual student progress assessments, the midterm evaluation (indirectly reflecting supervisor effectiveness), reviewed by GSSR's Director and SC, (ii) anonymized student feedback, and (iii) institutional support (e.g. 9 foreign mobilities) and oversight (e.g. the Commission for the Quality of Education (since 2025; see QED, Section 1). The *Resources for Instructors and Supervisors* webpage offers open-access tools for ongoing development.

In 2025, GSSR introduced anonymized student supervision surveys. Over 80% of respondents were satisfied with supervisor feedback, IRP/ISP support and overall guidance (see survey summary, Section 1). Findings inform institutional responses, e.g. clarifying expectations in joint supervision, and, from 2025/26, launching internal workshops where experienced supervisors share best practices.

While GSSR emphasizes early conflict prevention through clear expectations of professionalism, procedures are in place when issues arise. Parties are encouraged to seek informal resolution first; formal steps (*Handbook*, Annex 12) ensure impartiality, fairness and continuity of doctoral progress.

SWOT Analysis

Strengths

- Transparent procedures for appointing/changing supervisors, with student input
- Supervisors meet PQF8 standards
- Defined roles, responsibilities, expectations
- Inclusive supervision fosters PQF8 outcomes, including transversal skills
- Strong infrastructure, funding access, interdisciplinary environment
- Regular involvement of international scholars in supervision, evaluation, training
- Tailored support for students with disabilities or who are parents

- Oversight of supervision
- Codified procedures for conflict prevention and resolution

Weaknesses

- No formal training program for new supervisors beyond PhD Handbook and GSSR support
- Supervisor performance only indirectly assessed in evaluations
- Variability across disciplines in supervision practices
- Longitudinal analysis of student feedback only possible after 2025
- No systematic collection of supervisors' self-assessments

Opportunities

- Developing peer-learning workshops for supervisors
- Strengthening interdisciplinary and international co-supervision
- Expanding digital tools to support supervision and feedback

Threats

- Depending on grant-based funding for supervisor development and international expert involvement
- Structural pressures (publications, grants) on supervisors affect doctoral support

Self-assessment

GSSR ensures high-quality scientific guidance through experienced supervisors, clear procedures, and oversight. Students benefit from strong research infrastructure, tailored support, and international academic networks. Supervision fosters PQF8-aligned outcomes, including transversal skills. Recent steps (e.g. anonymized surveys, the QED Commission) improve supervisor evaluation and institutional responsiveness.

GSSR recognizes the need to support supervisors more systematically, including through structured training. While workload pressures stem from structural factor (research expectations, limited public funding), GSSR will monitor their impact and provide support within its capacity.

6. Integrity of the mid-term evaluation process

1. Mid-term Evaluation Criteria & Principles

GSSR's mid-term evaluation (ME) aligns with Art. 202 of the 2018 Higher Education and Science law (hereafter, the Law) and is tailored to the school's interdisciplinary character. It is governed by §13 of the *Regulations*, internal rules - *the 2021 Ordinance of the GSSR Director*, with procedures detailed in the *PhD Handbook* – all available on GSSR's WCAG-compliant website and attached.

As part of verifying PQF8 learning outcomes (see Section 2), the ME follows **principles** of fairness, impartiality, and transparency. Conducted midway through the PhD studies period, it is based on two **criteria**:

Completion of PQF8-aligned tasks planned for years 1-2, including dissertation progress, as set in the Individual Research Plan (IRP);

Feasibility of timely dissertation completion based on demonstrated progress and a realistic assessment of remaining work.

The ME does not assess dissertation quality or academic activities outside the IRP. Since 2021, GSSR has clarified ME criteria and principles via internal guidance approved by the GSSR Scientific Council and shared annually via the *Handbook* and MEC memos. GSSR plans to codify these more explicitly in *Regulations*, §13.

Annual orientation sessions and detailed *Handbook* guidance (e.g. ME timeline, required documents, instructions for preparing IRP and activity reports) support ME transparency and accessibility.

2. Composition & Competences of ME Commissions

Mid-term evaluation commissions (MEC) are appointed by the directors of IFiS, IP, and IPS in accordance with Art. 202 (4) of the Law, always including an external scholar not employed at the institute; a student representative may observe (*Regulations*, §13(3)). In some cases (e.g. Psychology 2022), multiple MECs were formed due to cohort size or IRPs' disciplinary diversity. Members are selected based on academic reputation and qualifications, evaluation experience, absence of conflicts of interest, and with gender representation. Since 2022, scholars from abroad are regularly included. For interdisciplinary IRPs, MECs reflect the required expertise.

Competences: MECs assess completion of IRP-scheduled tasks for years 1-2, and feasibility of dissertation completion and achieving PQF8 outcomes. Following deliberation, they issue a written, justified positive/negative decision, with brief feedback suggesting areas for improvement.

3. ME Timeliness & Execution

Between 2021 and 2024, 60 of 61 students (98%) were evaluated within the legal timeframe. One 1-month delay (2024) was approved due to the student's documented personal circumstances.

GSSR ensures ME transparency, impartiality and accuracy through multiple safeguards: expert-based commissions free of conflicts of interest; standardized documentation (IRP, report of IRP implementation, dissertation chapter/article with external review, supervisor opinion on IRP implementation); secure sharing of materials; independent assessment by MEC members followed by collective deliberation; written, justified, decisions; and established appeal procedures for negative outcomes.

MEC members independently assess IRP implementation (e.g. coursework, research internship, dissertation progress, academic output) and the feasibility of completing remaining work within the IRP timeframe. They meet to deliberate, and after reaching consensus, issue a written, justified decision (negative or positive), possibly with IRP modification suggestions. Results are communicated in writing to the student and supervisor(s), with appeal instructions if negative, and recorded in POL-on per Art. 202(3) of the Law.

From 2021–2024, 62 ME decisions were issued: 60 (97%) positive, 2 negative.

2021: 10 positive, 2 negative (Sociology; Political Science)

2022: 18 positive

2023: 15 positive

2024: 17 positive.

One student (IPS) appealed. The Supreme Administrative Court overturned the decision, ruling that the MEC had exceeded the ME's legal scope. The student was reinstated and received a positive ME outcome in 2024.

4. Reliability of Actions Taken to Improve the ME Process

GSSR monitors the ME process through regular review by the School Director and Scientific Council (SC), informed by MEC reports, faculty consultation, and exceptional cases such as appeals. A key challenge identified after 2021 was the lack of clear distinction between the ME and GSSR's internal evaluation, which also assesses scientific quality. This issue was underscored by the 2021 IPS case, where the court ruled that the MEC had exceeded the ME's legal scope.

In response, GSSR has taken steps to ensure conceptual and procedural separation between the two evaluations, despite their successive timing and occasional overlap in membership. MEC members now receive detailed pre-evaluation guidance on the ME's legal scope, criteria and binary outcome, ensuring ME decisions remain grounded in the Law, while broader academic feedback is reserved for the internal evaluation.

Further improvements included:

Revision of §13 of the *Regulations* (Dec 2024, approved by the SCs of IFiS, IP, and IPS), clarifying procedures

Expanded guidance in the *Handbook*

Pre-evaluation memos to MECs on legal scope & criteria.

To enhance quality and consistency, GSSR plans standardized ME reporting and anonymous student surveys (target: 2025/2026), and systematic feedback collection from MEC members and supervisors. These steps, along with expanded international participation, reflect GSSR's commitment to continuously improve the ME process.

SWOT Analysis

Strengths

- Legally-anchored, transparent, timely & robust ME process
- Interdisciplinary & international MEC composition
- External review of student's written text as additional feasibility assessment tool
- MECs' written feedback provides guidance independent of the supervisor
- Institutional learning from identified problems

Weaknesses

- Lack of standardized ME report template
- Possible risk of blurred boundaries with internal evaluation, though mitigated by clarified procedures & guidance
- Limited systematic post-evaluation feedback

Opportunities

- Codify ME criteria, principles in *Regulations*, §13
- Standardize ME report format; launch post-ME surveys (2025/26)
- Expand MEC training and student guidance
- Further internationalize MECs

Threats

- Limited statutory funding compared to university-based doctoral schools may constrain ME improvements

Self-assessment

GSSR's ME process is legally compliant and robust; including the student's written text and external review as feasibility indicators also prepares students for dissertation evaluation. The 2021 appeal prompted key reforms, notably a clearer conceptual and procedural separation of the ME and internal evaluation. Remaining challenges include the absence of fully codified criteria in §13 of the *Regulations*, varied MEC reporting, and limited systematic post-evaluation feedback. GSSR is addressing these through targeted improvements.

7. Internationalization

1. Degree of internationalization of academic staff

Between 2019-2025, GSSR (SNS) won 6 internationalization grants (e.g., NAWA PROM & STER; Open Societies Foundations, OSF) and established –through its institutes, IFiS, IP and IPS– formal partnerships with HEIs in Africa (Ghana, Uganda), Asia (Nepal), Australia (University of South Australia), Europe (France, Germany, Luxembourg, Netherlands), and North America (Ohio State University, OSU; SIU Carbondale) that enabled in- and outbound mobilities of researchers, and “internationalization at home.” Over 30 international academics (e.g., Alice Mattoni, University of Bologna; Hanna D’Souza, Cardiff University; Su-Ming Khoo, NUI Galway; Hollie Nzitatira, OSU; Ilit Ferber, University of Tel Aviv) have contributed to core GSSR courses, summer schools, and workshops, or served as mentors, co-supervisors and evaluators of PhD students.

Since 2019, GSSR instructors and supervisors have participate in international research infrastructures, e.g., EUI/Horizon 2020 (*InDivEU*), US NSF (*SDR project*), Horizon Europe (*SAUFEX*, *ESS-CRONOS*), CHANSE (*AUTO-WELF*), IEA (*Approximate Motivation Models in International Assessments*), NCN-funded collaborations; they have implemented over 400 international academic activities (e.g., research visits, invited lectures).

The grants obtained by GSSR, and the Erasmus+ scheme, have supported 20 additional short-term GSSR staff mobilities to HEIs in, e.g., Austria, Finland, Switzerland, the UK, and the US – 11 (55%) in 2025. These, alongside sustained foreign scholar involvement, enhance education quality and GSSR visibility.

2. Degree of internationalization of education and doctoral research

GSSR’s curriculum is fully delivered in English. Internationalization is embedded in the annually evaluated Individual Study Programs (ISP) and the legally-mandated Individual Research Plan (IRP), which emphasize publication in international journals, research stays abroad, and joint projects. Since 2019, GSSR has competitively funded 73 student mobilities abroad (e.g., fieldwork, conferences, research visits) through NAWA, Erasmus+, and institutional partnerships. Of these, 20 (27%) have been implemented this academic year. Most GSSR students – representing all disciplines – conducted foreign mobilities.

GSSR signed three cotutelle agreements with partner institutions in Cologne (2021), Leiden and Strasbourg (both in 2023), enabling joint research design, co-supervision, and shared academic assessment. Twelve STER “Best Scholarship” recipients conducted projects with strong international faculty involvement in dissertation mentoring. These practices, embedded in ISPs and IRPs, support key PQF8 learning outcomes, e.g. P8S_WG (in-depth disciplinary knowledge), P8S_UW (advanced research skills), P8S_KO (social responsibility in international academic collaborations), P8S_KK (critical self-reflection).

Alongside foreign faculty involvement in courses and evaluation, 7 GSSR interdisciplinary summer schools and many workshops have further promoted ‘internationalization at home.’ Since 2021, these included NAWA-funded participation of 50 international PhD, with 21 more approved for September 2025.

3. Addressing the needs of international doctoral students

We recruit foreign doctoral students through academic collaborations and grant-funded mobility programs (e.g., NAWA, OSF) that connect prospective candidates with GSSR faculty. Outreach includes Virtual Open Days, social media (Facebook, LinkedIn, BlueSky), and a comprehensive English-language Admissions website. All communication and documentation are in English, ensuring accessibility. These efforts have proven effective: between 2019 and 2024, foreign students represented 21% to 43% of admitted cohorts, coming from 15 countries, including China, Georgia, Nigeria, Taiwan, and the US.

Support for international doctoral students expanded significantly after 2021. The NAWA-funded Welcome Center (2021–2023) assisted 63 individuals with visas, housing, and healthcare; its core functions are now carried on by the International Coordination Office (ICO). Designated staff at IFiS, IP, and IPS—trained during the Welcome to Poland project—provide targeted assistance. The Student Government created a *Practical Guide for International Students* and co-organizes orientation and integration events (e.g., Winter Gathering). Polish language and culture seminars are also available. By institutionalizing a systemic approach to international student support in an inclusive, English-speaking environment, these measures ensure that foreign doctoral students can fully participate in GSSR’s academic life.

4. Enhancing GSSR’s international visibility

GSSR promotes its international visibility through participation in the Perspektywy Foundation’s *Study in Poland* initiative, EUA-CDE membership, formal partnerships and project cooperation, and a strong English-language online presence (website, Facebook, LinkedIn, BlueSky). Virtual Open Days for prospective PhD students, training events and funding competitions are publicly listed, and GSSR faculty and alumni profiles are used in outreach.

These efforts correlate with a growing traffic to GSSR’s website and social media (e.g., Facebook visits rose from 4,225 in 2023 to 13,719 by June 2025), an increase in PhD applications from foreign candidates since 2022 (2022 – 17; 2023 – 19;

2024 –23), and continued engagement of international scholars in the GSSR curriculum.

SWOT Analysis

Strengths:

- Curriculum fully delivered in English
- Active inbound and outbound faculty mobility and international teaching exchanges
- 70 outbound and 50 inbound PhD student mobilities
- Institutionalized support for international researchers (ICO, guides, staff liaisons)
- Integration of international components into ISPs and IRPs
- Cotutelle agreements and international co-supervision of PhD research
- Strong international publication and dissemination record by students and faculty
- Hosting of Ukrainian researchers via IIE–Scholar Rescue Fund, demonstrating responsiveness and international standing

Weaknesses:

- Reliance on short-term, project-based funding (e.g., NAWA)
- Limited stable funding to develop and sustain international initiatives
- Limited resources for legal/residency support for international researchers and students

Opportunities:

- Expansion of partnerships with institutions in the Global South
- Access to new EU funding instruments (e.g., Horizon Europe)
- Broader digital outreach and international alumni engagement
- Growing interest in cotutelle and joint PhD programs
- Ongoing demand for orientation, administrative, and legal support for foreign researchers upon arrival

Threats:

- Geopolitical instability affecting recruitment (e.g., Ukraine war)
- Visa and legal obstacles for non-EU candidates
- Fluctuations in national research funding affecting program continuity
- Insufficient base funding for doctoral schools within the Polish Academy of Sciences (PAS), limiting international development

Self-Assessment

Internationalization is central to GSSR's strategy for maintaining and enhancing the quality of doctoral education. International components are embedded in teaching, supervision, research, and PhD progress evaluation. While GSSR relies in part on competitive grants to fund its international activities, its strong track record indicates institutional capacity and commitment. To ensure sustainability, GSSR seeks long-term funding and administrative reinforcement. GSSR remains one of Poland's most internationally integrated doctoral schools in the social sciences. Future priorities include expanding cotutelle and joint degree initiatives, deepening partnerships with institutions in the Global South, and securing EU funding to support international mobility and collaboration.

8. Effectiveness of doctoral education

Percentage of individuals who obtained a doctoral degree	Doctoral students who applied for initiation of proceedings for the award of a doctoral degree	Doctoral students who were awarded a doctoral degree	Doctoral students who were denied the award of a doctoral degree
in the number of doctoral students who completed their education at the doctoral school during the evaluation period	77 %	54 %	0 %
in the total number of doctoral students who completed their education at the doctoral school	67 %	47 %	0 %

Between 2019 – July 31, 2025, 15 students completed doctoral education; 13 did so by May 11. Of these 13, 85% (11 students)—not 77% as SED-ok displays—submitted applications to initiate the PhD award procedure at IFiS or IP. By July 31, 87% (13 of 15)—not 67%—had applied. The discrepancy arises because 2 students are flagged in POL-on as lacking **dissertation reviews**. GSSR requested corrections via POL-on, which addressed the Ministry.

Of the 2 remaining cases: 1 Philosophy graduate submitted the application, and obtained the PhD, at Warsaw University, as IFiS lost the right to confer PhDs in Philosophy (see note, Section 1); the other case involves formal irregularities, currently being resolved.

By May 11, 54% (7 of 13) had received their PhDs from IFiS or IP. As of July 31, the figure is 67% (10 of 15)—not 47% as shown in SED-ok.

GSSR monitors cohort progress. Where delays occurred, often COVID-related, GSSR provided structured academic and supervisory support. Extensions, granted case by case, comply with school rules and legal limits. Of the 2019/20 cohort, a single student (IP) will not submit the application by September 30, and will be removed from the list.

Doctoral students **evaluate** education quality via anonymized surveys (see attached summary results), participation in the Scientific Council and commissions of GSSR. This feedback informs curriculum design, teaching methods and improvements in supervision.

Career monitoring is ongoing through the www.gssr.edu.pl/alumni platform and supervisor contact. Graduates now work at institutions such as Heidelberg University Hospital, University College Dublin, GESIS, Max Planck Institute, IFiS and IP. Others take up international consultancy roles (e.g. United Cities and Local Governments). These career paths inform curriculum development and transferable skills training. Discipline-specific details follow below.

1. political and administrative sciences

Achievement Description

The Political Science cohort at GSSR is small. Of the 6 students who joined the program since 2019, 2 were removed under Art. 203(2) of the July 20 2018 Higher Education Law. The 4 students currently enrolled are increasingly active, showing clear progress toward PQF8 learning outcomes. The following four profiles highlight the most significant examples to date, rooted in each student's Individual Research Plan.

A1. Political Divisions and Social Protest in Water Governance

Sara Nowacka's doctoral project rethinks public goods governance under institutional uncertainty and spatial inequality, using the case of water governance in Lebanon. Drawing on political science, geography, and critical political ecology, she examines how informal institutions, protest, and local adaptation emerge when state authority over basic resources breaks down. Her research challenges conventional, state-centric governance models and advances understanding of power,

fragmentation, and resilience in fragile states, with broader relevance for environmental governance in the global South.

Supported by two NAWA PROM mobilities (2022, 2025), she conducted fieldwork at the Issam Fares Institute (American University of Beirut), focusing on the contested Bisri dam and informal systems in the Bekaa Valley. She presented at the 2024 Middle East Congress in Poland and contributes to the Horizon Europe project SAUFEX on disinformation. Nowacka's background at the Polish Institute of International Affairs and involvement in EuroMeSCo and Think Visegrad reflect her ability to integrate policy and academic work. Her achievements demonstrate PQF8-level competencies in interdisciplinary research, critical field inquiry, and the analysis of governance in complex political environments.

A2. Energy Transition, Social Vulnerability, and Governance in the Western Balkans

Marta Szpala's doctoral project contributes to understanding how post-conflict political structures manage — and often exacerbate — energy poverty and climate-related vulnerabilities. Focusing on Kosovo and the broader Western Balkans, her research examines how local and regional governance systems respond to the overlapping pressures of environmental transition, weak institutional capacity, and geopolitical uncertainty. By linking policy-oriented fieldwork with theoretical debates on transition and resilience, her project advances interdisciplinary approaches to governance in fragile democratic settings.

Szpala's research draws on original fieldwork supported by two competitive fellowships from the Kosovo Foundation for Open Society (2021–2023) and a GSSR International Mobility Award (2024) to the University of Belgrade. She has published peer-reviewed chapters in *Confronting Multiple Crises* (2022) and the *IEMed Mediterranean Yearbook* (2023), and has presented her work at academic events in Vienna, Belgrade, and Pristina. Her achievements reflect PQF8-level competencies in regional political analysis, interdisciplinary integration, and applied policy research.

A3. EU–Middle East and North Africa (MENA) Relations and Post-Arab Spring Discourse

Ayoub AlBahri's doctoral project analyzes how EU foreign policy discourse toward Tunisia has evolved before and after the Arab Spring, with a focus on the framing of democratic norms. His research contributes to critical foreign policy studies by comparing pre- and post-2011 EU narratives.

He has presented at seven major international conferences, including four International Sociological Association Conventions (2022–2025) and CEEISA/ISSS events. His 2025 paper, *The Migration Gambit*, explores shifting EU–Maghreb dynamics. In 2024, AlBahri was elected Graduate Student Representative of ISA's International Relations Theory Section and received NAWA PROM funding and multiple ISA and university travel grants. These achievements reflect PQF8-level skills in academic dissemination, international networking, and comparative policy analysis.

A4. European Union Governance and Electoral Systems

Tomasz Zajac, now completing his second year of doctoral training, specializes in EU institutional governance and electoral system design. His early academic outputs include multiple peer-reviewed chapters published or forthcoming with the Polish Institute of International Affairs (PISM), where he serves as a senior EU affairs analyst. His solo-authored chapter, *Poles in the Administration of the European Commission*, was published in the 2024 volume *20 Years of Poland in the European Union*.

He also co-authored chapters on institutional reform in response to the war in Ukraine and on Poland's EU policy (forthcoming in the *Yearbook of Polish Foreign Policy* 2023) and has presented his research in academic fora. Zajac's dual role as analyst and doctoral researcher highlights GSSR's success in fostering academically grounded yet professionally oriented political science training. These reflect PQF8-level development in institutional political science, policy-relevant writing, and empirical analysis.

(4) Student Assessment of Educational Quality: Results

Political Science students participated in two anonymized surveys on the curriculum (2024) and supervision (2025), providing overall positive feedback alongside constructive suggestions. In the Curriculum survey (33% response rate), results were analyzed jointly with Sociology to protect anonymity; Political Science also shares courses with Sociology. Respondents valued teaching quality, intellectual stimulation, and a balanced workload. A shared recommendation was to enhance academic professionalization—particularly in grant writing and publishing. GSSR responded by expanding its Interdisciplinary Summer School and informal support structures.

In Political Science specifically, courses revised based on feedback are *Contemporary Political History in Central-Eastern Europe* (Tom Junes) and *Concepts and Theories of Political Science and International Relations* (Anna Grzywacz)—providing greater disciplinary depth.

The Supervision survey had a 74% response rate among Political Science students. They expressed overall satisfaction with supervision, supervisory availability, feedback quality, and support for meeting key milestones. At the same time, students noted some variability in career planning support and the frequency of broader mentoring beyond dissertation-related tasks. These findings are consistent with trends across disciplines. GSSR continues to address such feedback through faculty training and reinforced communication of supervisory expectations.

Overall, survey results reflect a strong, student-responsive educational environment even within small cohorts like Political Science.

(5) Use of Career Monitoring Results

As of May 2025, no Political Science student has graduated; formal career monitoring has therefore not yet begun. GSSR is prepared to implement systematic tracking upon graduation, in line with Article 352 of the Higher Education Law. In the meantime, career development is supported through supervision, informal faculty follow-up, and GSSR training events such as the Interdisciplinary Summer School. Political Science will be fully integrated into GSSR's career monitoring system once graduates emerge.

SWOT Analysis

Strengths

Clear alignment of doctoral projects with PQF8 learning outcomes
Strong international engagement, including conference presentations and academic networks
Integration of academic and policy-oriented research, especially in EU affairs and MENA studies
Curriculum praised for balanced workload, high quality teaching, and practicality toward PhD degree
Individualized supervision and high responsiveness to student feedback

Weaknesses

Small cohort size limits peer interaction and hinders discipline-specific community building
No winning applications for NCN Preludium grants to date
Limited mandatory training in academic professionalization

Opportunities

Updated courses will strengthen disciplinary coherence
GSSR can encourage more successful NCN Preludium applications with dedicated grant training outside of the three-class periods devoted to it in ERSS II (Reading and Writing in the Social Sciences)
Students' affiliation with institutions like PISM and ISA enables broader dissemination and visibility

Threats

Continued small enrollment may challenge sustainability of Political Science as a separate track
Changes in national and international research funding may constrain mobility and applied fieldwork opportunities

Self-Assessment

Despite its small size, the Political Science program at GSSR effectively supports achievement of PQF8-level learning outcomes. The diversity of research topics, interdisciplinary methods, and integration of field-based inquiry reflect a strong match between student projects and program goals. Doctoral students are engaging with international academic networks, presenting at leading conferences, and publishing in peer-reviewed venues with policy relevance.

While no student has yet graduated, the achievements to date suggest positive trajectories toward successful completion of the dissertation. GSSR has responded constructively to student feedback by revising core courses and expanding support for academic professionalization. Moving forward, structured career planning and support for grant acquisition, as well as continued mentoring will be key to ensuring students' smooth transitions into academic or policy-related careers.

2. sociology

Achievement Description

Between 2019 and 2024 included, 28 students joined GSSR's Sociology program; 1 resigned and 2 were removed under Art.

203(2) of the July 20 2018 Higher Education Law. Of the reminder, 4 have completed their studies and received a PhD, and 23 are actively pursuing doctoral research.

The following 5 achievements (A1-A5), rooted in students' IRPs, reflect PQF8 standards and GSSR's role in fostering high-level doctoral research. Collectively, these achievements demonstrate PQF8-level knowledge, skills, and social competences. Specifically: original knowledge production, producing innovative theoretical research, and applying critical methods to interdisciplinary challenges.

A1. NCN Preludium Grant on Gender, Urban Safety, and Care in Argentina

Anna Bednarczyk received a National Science Centre PRELUDIUM grant (2021/41/N/HS6/01983, PLN 103,680) for her IRP-based project *The Spatiality of Urban Safety and Care* (2022–2024). Using urban ethnography, narrative interviews, and participatory mapping in Córdoba, Argentina, she explores how young women facing gender-based violence construct informal safety networks and collective-care practices.

Her research advances feminist urban sociology and critical geography by integrating care ethics with spatial analysis and refining participatory methods for global South contexts. As PI conducting international fieldwork, Bednarczyk demonstrates PQF8-level competence in research autonomy, interdisciplinary integration, and socially engaged qualitative inquiry.

She has published widely, including in *Gender & Development* (2024), *Studia Socjologiczne* (forthcoming, MNISW/MEiN = 100), a Routledge book chapter, and a co-edited Palgrave volume. These outputs affirm the coherence, policy relevance, and international visibility of her work.

A2. Articles on Global Mental Health in Poland – 140 and 100 Ministry Points

Beata Radomska (Szulęcka) has published two major peer-reviewed articles based on her IRP. The first, *"The 'Diagnostic Gap' and the 'Economic Burden' of Depression: Global Mental Health in Neoliberal Poland (2010s–2020s)"*, appeared in *Social Science & Medicine* (2024, IF 5.3, MNISW/MEiN = 140), a leading sociology of health journal. The second, *"A Disease Like Any Other: Awareness Raising and Neurotization of Depression in Poland"*, was published in *East European Politics and Societies* (2023, MNISW/MEiN = 100 or 140).

Together, these articles analyze how global mental health paradigms—especially biomedical framings—are adopted and localized in Polish discourse. Radomska shows how terms like "awareness," "diagnostic gap," and "economic burden" individualize and depoliticize mental illness, narrowing public debate and policy options.

These achievements reflect PQF8-level competencies in critical theory, policy analysis, and interdisciplinary sociological inquiry. They also demonstrate GSSR's success in supporting theoretically innovative, policy-relevant doctoral research with international visibility.

A3. Ecological Economics article -- 140 Ministry Points

Andrzej Strzałkowski authored "Adaptation and Operationalisation of Sustainable Degrowth for Policy" (*Ecological Economics*, 2024; IF 5.0; MNISW/MEiN = 140), proposing that academic researchers draft legislation to better translate sustainability science into actionable policy. His "Translational Legal Approach" addresses how complexity in degrowth theory can be transformed into precise, policy-relevant language.

This article is complemented by a second publication in *Theory and Practice of Legislation* (2024; MNISW/MEiN = 70), which elaborates the methodological framework behind this approach. Together, these works reflect PQF8-level competences in theoretical innovation, applied methodology, and policy relevance.

A4. Advancing Measurement of Political Participation – 3 Articles, 100 Ministry Points Each

Piotr Koc has authored a notable series of articles refining the measurement of non-electoral political participation using large-scale survey data (European Social Survey). His 2021 article in *Social Indicators Research* (Vol. 156; MNISW/MEiN = 100) introduced a bi-factor model to extract underlying participation dimensions. This was followed by a 2024 article in *Social Indicators Research* (Vol. 171; MNISW/MEiN = 100) using zero-inflated models to go beyond the standard categorical vs. continuous debate, and by a 2022 co-authored piece in *Survey Research Methods* (Vol. 16) addressing measurement invariance across time and countries.

These studies exemplify PQF8-level competences in methodological innovation, theory-driven measurement, and advanced statistical modeling in cross-national political sociology.

A5. National Identity and Social Change – 100-Point Article and Interdisciplinary Publications

Emilia Sieczka's article "*National Figurations under Hysteresis in Norbert Elias and Pierre Bourdieu*" (*Nationalism and Ethnic Politics*, 2025; MNISW/MEiN=100) introduces the concept of a "cleft national habitus" to explain how misalignment between ingrained dispositions and new institutional demands fuels societal division. The piece advances Eliasian and Bourdieusian theory through empirical illustrations and reflects her IRP on national identity and transformation.

Sieczka has also published in *Teksty Drugie* (MNISW/MEiN=100), *Canadian Slavonic Papers* (MNISW/MEiN=70), and the *Routledge Handbook of 1989* (MNISW/MEiN=20), among others. Taken together, her achievements demonstrate competencies in critical theory, historical sociology, and discourse analysis, with an interdisciplinary and international orientation. They also showcase strong theoretical originality and a capacity to link national case studies to global intellectual debates.

(4) Student Assessment of Educational Quality: Results and GSSR's Responses

Sociology students have provided structured feedback via two anonymized surveys on the curriculum (2024) and supervision (2025) –with a 70% response rate among Sociology students for each. Respondents indicate strong overall satisfaction, alongside constructive suggestions that informed concrete improvements.

In the Curriculum survey, Sociology students praised high-quality teaching, balanced workload, small classes, and the way writing assignments advance their dissertations. A solid majority rated each mandatory course useful for both dissertation work and broader careers. Asked how to improve the core curriculum, students most often requested stronger training in academic professionalization (grant writing, publishing, presentations), which the School addressed in several GSSR International Summer Schools; and an updated or more interactive theories course, for which GSSR changed the instructor for the 2024-2025 AY.

In the 2025 Supervision survey, Sociology students described supervisors as responsive, and said that they can rely on their main supervisor for both theoretical/substantive and methodological feedback and monitoring of publications. A substantial minority of students were less pleased with career planning, partially addressed through GSSR International Summer School.

Together, the surveys indicate a strong, responsive educational environment in Sociology, with student feedback actively shaping ongoing improvements.

(5) Use of Career Monitoring Results in Sociology

GSSR monitors the careers of Sociology graduates through supervisor follow-up, structured surveys, and self-reported or publicly available updates. While the number of graduates is still small, early outcomes are promising: Dr. Koc now works at GESIS, Europe's leading social science data archive. Dr. Olga Li is a post-doctoral scholar at the Geary Institute for Public Policy, University College Dublin. Dr. Bednarczyk is a consultant for the Network of Women and Habitat and for the international organization United Cities and Local Governments.

Career tracking informs program development. Graduate feedback contributed to the change in the theory course and focus on academic professionalization in GSSR International Summer Schools. Outcomes also guide refinement of supervisory practices and international cooperation.

SWOT Analysis

Strengths

- High-quality, internationally recognized student research
- Individualized supervision fostering substantive comments and continuous monitoring
- Success in publishing in top-tier academic journals
- Curriculum praised for balanced workload, high quality teaching, and practicality toward PhD degree

Weaknesses

- Small number of successful NCN Preludium grant applications
- Limited mandatory training in academic professionalization
- Career guidance needs greater attention

Opportunities

- GSSR can encourage more successful NCN Preludium applications with dedicated grant training outside of the three-class periods devoted to it in ERSS II (Reading and Writing in the Social • Sciences)
- Strong student presence in international academic journals enhances students' career goals and GSSR's international standing

Threats

- Projected cuts to higher education and NCN funding risk weakening Sociology students' ability to secure national research grants.

Self-Assessment

GSSR Sociology demonstrates strength in publishing in top international journals and fostering original, policy-relevant doctoral research. Student accomplishments and early career placements confirm PQF8-level competencies and international recognition. Nevertheless, greater emphasis on structured career development is needed, particularly in light of anticipated reductions in national funding. Continued targeted support—especially for grant acquisition and professionalization—will be critical to ensure that current and future students complete their training successfully and transition to academic or professional careers.

3. philosophy

Achievement Description

Between 2019 and 2022, 26 students joined GSSR's Philosophy program; 3 resigned and 1 was removed under Art. 203(2) of the July 20 2018 Higher Education Law. Of the remainder, 5 have completed their studies and 17 are in advanced stages of training.

After IFiS lost its PhD conferral rights in 2022 (see *Philosophy PhD Training Status*, Section 1), no new admissions followed the Minister's final decision (19 March 2023). Training continues with supervision, coursework, and Learning-through-Research. A formal agreement with the University of Warsaw enables dissertation defense. Projects are often interdisciplinary.

The following 5 achievements (A1-5), rooted in students' IRPs, reflect PQF8 standards and GSSR's role in fostering high-level doctoral research.

A1: Cotutelle Dissertation, Prestigious Publications, and Award-Winning Research

Thomas Dojan (PhD awarded 2024, cotutelle with University of Cologne) completed his dissertation *Psychosexual Embodiment: On the Libidinal Foundations of Personhood and the Lifeworld in Husserl and Freud*, forthcoming as a monograph. His work bridges phenomenology, psychoanalysis, and health humanities, and has led to over 20 peer-reviewed publications, including in *Palliative Medicine* (IF 4.5, MNISW/MEiN=100), *Phenomenology and the Cognitive Sciences* (IF 1.9, MNISW/MEiN=100), *Omega* (IF 2.1, MNISW/MEiN=70), and *Palliative & Supportive Care*.

Dojan has co-authored award-winning papers recognized by the German Society for Palliative Care, and his Routledge book chapter was part of a Gradiva Award-nominated volume (*Space in Psychoanalysis, Psychoanalysis in Space*). His research was supported by a prestigious PRELUDIUM BIS 1 grant (NCN, ca. €90,000) and a NAWA PROM fellowship in Finland. This profile demonstrates PQF8-level competencies in interdisciplinary theory-building, empirical collaboration, and internationally recognized research.

A2: NCN and Fulbright-Funded Research on Explainable AI

Marcin Rabiza (year 4, cotutelle with Leiden University) is Principal Investigator of a PRELUDIUM grant (2024–2027, NCN, PLN 201,074) for the project *Understanding Black Box AI: Theoretical Foundations of Explainability*. The project informs his dissertation on the epistemology of machine learning and the conceptual basis for explainable AI (XAI), drawing on models of mechanistic and counterfactual explanation from the philosophy of science.

Rabiza has published in *Filozofia i Nauka* and contributed to a forthcoming *Springer Synthese Library* volume on the philosophy of AI. His work bridges epistemology, data ethics, and the social impact of automation. In 2024–2025, he was awarded both a Fulbright Junior Research Award (UCLA) and a NAWA Bekker fellowship (Leiden), recognizing the originality and societal relevance of his research. His profile reflects PQF8-level competencies in interdisciplinary theory, research autonomy, and global scientific engagement.

A3: Psychoanalytic Philosophy and High-Scoring Publications

Agata Bielińska (year 4) co-edited *Space in Psychoanalysis, Psychoanalysis in Space* (Routledge, 2024), nominated for the 2024 Gradiwa Award, a major international psychoanalytic prize. She contributed both the introduction and a solo chapter, *Love in the Outer Space*, advancing a spatial theory of intimacy and desire.

Her articles include two high-ranking publications: *Historie miłosne* in *Teksty Drugie* (2022, MNISW/MEiN=100) and *Lucky Breaks and Funny Coincidences* in *Eidos* (2024, MNISW/MEiN = 70). These works deepen her contribution to philosophical and psychoanalytic debates on love and trauma. She also co-organized national conferences, including *Psychoanalytic Visions of Sexuality* (2024).

Her achievements reflect PQF8-level competence in interdisciplinary research, academic authorship, and public engagement in the humanities.

A4: NCN Grant and Post-Secular Political Theology

Jakub Wolak (PhD awarded 2023, cum laude) was PI of an NCN PRELUDIUM grant (PLN 146,430) that supported his dissertation on a 16th-century political-theological apocryphon: *Facies perturbatae et afflictatae Reipublicae*. He produced the first critical edition and translation of this misattributed eschatological work, now recognized as authored by Jan D. Solikowski, and offered a reinterpretation through Carl Schmitt's secularization thesis.

Wolak's broader scholarly output spans edited volumes, journal articles (*Odrodzenie i Reformacja, Praktyka Teoretyczna*), and a forthcoming monograph (*Idea Rzeczypospolitej*). He has presented at major conferences (Oxford, Prague, Edinburgh), and currently holds a tenure-track position at IFiS PAN. His work reflects PQF8-level achievement through original archival research, theoretical synthesis, and academic leadership in early modern political thought.

A5: Critical Theory and Climate – International Publication and Theoretical Innovation

Andrzej Frelek (PhD defense planned 2025) authored *Hope in a Warming World: Rereading Adorno on Progress* (New German Critique, 2025), one of the most respected journals in critical theory. The article revisits Adorno's 1962 essay "Progress" in light of the climate crisis, defending a concept of "negative hope" grounded in eschatology and freedom.

He also published a peer-reviewed chapter in *Regimes of Capital in the Post-Digital Age* (Routledge, 2023), examining Adorno's and Marx's notions of natural history in the context of ecological crisis and critique of political economy. Frelek has presented at leading international conferences (e.g. Historical Materialism, IUAV Venice) and co-edits special issues of *Praktyka Teoretyczna* on the Frankfurt School.

His research exemplifies PQF8-level competencies in theoretical originality, international scholarly engagement, and the application of critical methods to global challenges like climate change.

(4) Student Assessment of Educational Quality: Results and GSSR's Responses

Philosophy students have provided structured feedback via 2 anonymized surveys: one on the curriculum (2024; 55% of Philosophy students) and one on supervision (2025; 55.6% of Philosophy students). Their responses indicate high overall satisfaction, alongside constructive suggestions that have informed improvements.

In the Curriculum survey, students emphasized the intellectual quality of courses, instructors' commitment, and the benefits of conceptually rigorous, discussion-based teaching. *Interpreting & Constructing* was especially valued. Some concerns were raised regarding workload; recommendations included adding a course on academic publishing, which GSSR did.

In the 2025 Supervision survey, Philosophy students described supervisors as open, engaged, and intellectually supportive. They valued feedback and the freedom to develop original ideas, while suggesting more structured guidance on publishing and career planning, now partially addressed through new course offerings and supervisor development initiatives.

Together, the surveys indicate a strong, responsive educational environment in Philosophy, with student feedback actively shaping ongoing improvements.

(5) Use of Career Monitoring Results in Philosophy

GSSR monitors the careers of Philosophy graduates through supervisor follow-up, structured surveys, and updates from self-reports or public sources. While the number of graduates is still small, early outcomes are promising: J. Wolak was hired at IFiS PAN following an open competition; T. Dojan holds teaching roles in philosophy, psychology, and public health

at universities in Cologne; and A. Frelek, who recently defended, is currently applying for postdoctoral positions abroad.

Career tracking informs program development. Graduate feedback led to the creation of an academic publishing course and expanded career preparation support. Outcomes also guide refinements in supervisory practices and international collaboration.

SWOT Analysis

Strengths

- High-quality, internationally recognized student research
- Individualized supervision fostering originality and interdisciplinarity
- Success in national/international grants (e.g. NCN PRELUDIUM, Fulbright)
- Curriculum praised for rigor, flexibility, and responsiveness to feedback

Weaknesses

- No new admissions due to IFiS's loss of degree-awarding rights
- Limited mandatory training in academic professionalization
- Smaller cohorts reduce opportunities for peer interaction and disciplinary diversity
- Small number of graduates limits the scope of career monitoring

Opportunities

- IFiS-UW agreement enables and funds GSSR students' PhD defenses
- Strong student profiles enhance GSSR's academic competitiveness (e.g. grant funding)

Threats

- IFiS's loss of degree-awarding rights may continue to impact GSSR's reputation and recruitment capacity, even if restored

Self-Assessment

The loss of IFiS's right to confer the PhD in Philosophy, combined with the COVID pandemic, posed exceptional challenges to Philosophy at GSSR. These events caused uncertainty and emotional strain, contributing to extended dissertation timelines. GSSR responded with clear communication and sustained institutional support. Despite challenges, student achievements and early career outcomes reflect strong PQF8-level competencies and growing national/international recognition. However, the inability to replenish cohorts reduces peer interaction and places greater pressure on supervisors and staff to maintain momentum. Continued targeted support will be essential to ensure timely completion of dissertations and successful transitions to postdoctoral or professional careers.

4. psychology

Achievement Description

Between 2019 and 2024 included, 32 students joined GSSR's Psychology program; 4 resigned and 1 was removed under Art. 203(2) of the July 2018 Higher Education Law. Of the remainder, 6 have completed their studies and 22 are actively pursuing doctoral research. Achievements A1–A5 highlight their most significant work, demonstrating PQF8-level competencies and GSSR's support for high-level doctoral research.

A1. Personality and Individual Differences article – 100 Ministry Points

Zuzanna Molenda (PhD awarded 2024) authored *Emotion Dysregulation and Belief in Conspiracy Theories (Personality and Individual Differences, 2023; IF 3.5; Q1; MNISW=100)*. The article reports three cross-national studies (UK, US, Poland; combine $n = 1,360$) showing that individuals with greater difficulties in emotion regulation are more likely to endorse conspiracy theories, especially under threat.

This research advances psychological understanding of misinformation susceptibility and demonstrates PQF8-level competencies in theory-driven design, robust cross-cultural methodology, and socially relevant inquiry. It aligns with Molenda's IRP, and its insights have implications for public communication, mental health, and civic education. Molenda's broader work is supported by her NCN PRELUDIUM 23 grant (2024–2026), further confirming the quality and relevance of her studies.

A2: START Award and NAWA Bekker Grant

Aleksandra Piejka (PhD awarded 2024) received the Foundation for Polish Science START Scholarship (2023), one of Poland's most competitive distinctions for early-career researchers under 30. Piejka was selected for her innovative contributions in social and affective psychology, including her article "Threatened by others or by everything" (*Applied Psychology: Health and Well-Being, 2023; IF 3.8, MNISW=140*), which used two experience sampling studies to show that loneliness produces a generalized negativity bias affecting not only how people perceive social encounters, but also their time alone. This nuanced result advances theoretical and clinical understandings of loneliness and its role in psychopathology.

In recognition of her methodological innovation and international potential, she was also awarded a NAWA Bekker grant (2025–2026), to investigate affective responses to loneliness using immersive virtual reality and mobile psychophysiological tools. Together, these achievements demonstrate PQF8-level competencies in empirical design, theory integration, international research, and scientific autonomy.

A3: Groundbreaking Research on Infant Communication –140 and 100 Ministry Points

Zuzanna Ludańska has made major contributions to developmental psychology through two high-impact publications and competitive research grants. Her 2025 article in *Developmental Science* (IF 3.1; MNISW/MEiN = 140) presents a longitudinal study of 104 infant–caregiver dyads, showing that infants begin modulating vocal behavior in response to context (e.g., book-sharing, rattle-shaking) before age one. The study advances understanding of how early environments shape language development.

Her 2023 article in the *European Journal of Pediatrics* (IF 3.0; MNISW=100) introduced a Polish version of the Early Motor Questionnaire, expanding early screening tools in non-English contexts. Together, these works demonstrate PQF8-level competencies in longitudinal design, cross-cultural methodology, and translational research.

Ludańska also received an NCN PRELUDIUM grant (2022–2025) and the prestigious €219,330 VISIONS25 grant (German Center for Mental Health) to study early communication in neurodevelopmental risk populations across languages. These achievements reflect strong research design, theoretical innovation, and early-career leadership.

A4: Schizophrenia Research Article – 140 Ministry Points

Paulina Bagrowska's research bridges clinical and cognitive psychology. She co-authored *Exacerbation of paranoia-like thoughts following exposure to common misophonia trigger sounds* (*Schizophrenia Research*, 2024; IF 3.6, MNISW=140), an experimental study (N = 487) showing that human-produced sounds heighten negative emotions, which mediate increases in paranoid ideation. The work brings novel insights into auditory sensitivity and subclinical paranoia.

This research demonstrates PQF8-level competence in experimental design, clinical theory integration, and translational psychology. In recognition of her contributions, Bagrowska received the SIRS Early Career and Academic Excellence Awards (2024–2025) from the Schizophrenia International Research Society, affirming both the international quality of her work and the strength of GSSR's Psychology training.

A5: Interdisciplinary Research on Political Bias in Emotion Inference Models

Hubert Plisiecki co-authored the 2025 article *High risk of political bias in black box emotion inference models* in *Scientific Reports* (IF 4.6, MNISW=140) with Lenartowicz, Flakus, and Pokropek. The study addresses the problem of political bias in machine learning models used for sentiment analysis, showing that algorithms trained on human-annotated data can reproduce ideological distortions in emotion inference. By auditing predictions across texts on Polish politicians, the authors identified systematic valence differences aligned with political affiliation.

The article demonstrates PQF8-level competence in integrating psychological theory of emotion with computational modeling and social epistemology. Aligned with Plisiecki's IRP on NLP applications in emotion research, the study showcases methodological innovation, scientific autonomy, and advanced interdisciplinary collaboration across psychology, data science, and political communication.

(4) Student Assessment of Educational Quality: Results and GSSR's Responses

Psychology students gave structured feedback via two anonymized surveys—on the curriculum (2024; 46% of Psychology students) and supervision (2025; 73.9% of Psychology students). They reported high satisfaction along with suggestions that led to meaningful improvements.

In the curriculum survey, students praised program flexibility, low administrative burden, and course choice. They noted gaps in advanced statistics, programming, and data analysis, and called for more support in academic writing and professionalization. GSSR responded with a mandatory Advanced Quantitative Methods course (highly rated), a revised writing course, and expanded Summer Schools covering grant writing, dissertation planning, and dissemination.

In the supervision survey, students described supervisors as supportive, available, respectful of autonomy, and timely in feedback. They valued encouragement for academic networking and conference participation. Suggestions for clearer guidance on dissertation planning, short-term goals, and post-PhD careers are now partially addressed through supervisor

training and Summer School sessions.

Together, the surveys reflect a strong, responsive educational environment in Psychology, shaped by student feedback.

(5) Use of Career Monitoring Results in Philosophy

GSSR monitors the careers of Psychology graduates through supervisor follow-up, structured surveys, and self-reported or publicly available updates. While the number of graduates is still small, early outcomes are promising:

Dr. A. Aleksandrowicz is a psychotherapist at Centrum Psychoterapii Vitalonga (Warsaw) and assistant in the ERA PerMed clinical research project on metacognitive training for psychosis.

Dr Z. Ludańska is a postdoctoral researcher in the Department of Child and Adolescent Psychiatry at Heidelberg University Hospital (Germany).

Dr A. Piejka is conducting research as a NAWA Bekker visiting fellow at the Max Planck Institute for Human Cognitive and Brain Sciences (Berlin).

Dr Z. Molenda (*PhD awarded June 2025*) is an assistant professor at the Institute of Psychology, Polish Academy of Sciences, where she studies emotion regulation and belief in conspiracy theories.

These early career trajectories confirm the School's effectiveness in preparing Psychology students for both academic and applied research careers in Poland and internationally.

SWOT Analysis

Strengths

- High-quality interdisciplinary student research, including Q1/Q2 publications
- Strong grant success (e.g. NCN, NAWA Bekker, VISIONS25)
- Prestigious awards (e.g. START, SIRS Early Career Award).
- Early career outcomes include postdocs at top EU institutions and academic posts in Poland.

Weaknesses

- Limited mandatory training in academic professionalization
- Career guidance needs greater attention

Opportunities

- Strengthen career monitoring and alumni engagement
- Strong student publication record advances career prospects and enhances GSSR's international visibility.

Threats

- Structural funding constraints limit cohort size at IP.
- Projected cuts to NCN and higher education funding threaten access to national grants.

Self-Assessment

GSSR Psychology demonstrates strong PQF8-level outcomes, with student publications in leading international journals, competitive grants, and prestigious awards. Early career trajectories indicate success in both academic and applied settings. However, the small number of graduates limits long-term benchmarking, and national funding cuts may reduce future grant opportunities. Continued support for methodological training and professional development will be essential to sustain high achievement and smooth transitions to postdoctoral or professional careers.

ATTACHMENTS

Adequacy of the education program and individual research plans to the learning outcomes for qualifications at PRK level 8 and their implementation

No.	File type	Filename
1	Education programmes during the evaluation period	EN_Study progr_Annex1.pdf
2	Education programmes during the evaluation period	GSSR PhD Handbook 2024_25.pdf
3	Education programmes during the evaluation period	EN_Philosophy PhD Training Status.pdf
4	Education programmes during the evaluation period	EN_Survey Summary_PhD curriculum.pdf
5	Education programmes during the evaluation period	Summary Student Survey Supervision.pdf

Method of verifying learning outcomes for qualifications at PRK level 8

No.	File type	Filename
1	The method of assessing the learning outcomes for qualifications at level 8 of the PQF	EN_Rules of Verification PQF8_2020.pdf
2	The method of assessing the learning outcomes for qualifications at level 8 of the PQF	Philosophy_Writing critical essay_2024_25.pdf
3	The method of assessing the learning outcomes for qualifications at level 8 of the PQF	Sociology_ERSS 2024_25.pdf
4	The method of assessing the learning outcomes for qualifications at level 8 of the PQF	Psych_Advanced quantitative methods_2024_25.pdf
5	The method of assessing the learning outcomes for qualifications at level 8 of the PQF	PoliSci_Recent Political History of CEE 2024_25.pdf

Qualifications of academic teachers or research staff conducting education at the doctoral school

No.	File type	Filename
1	philosophy	EN 5 CVs_Philosophy.pdf
2	sociology	EN 5 CVs_ Sociology.pdf
3	psychology	EN 5 CVs_Psychology.pdf
4	political and administrative sciences	EN 5 CVs_Political Science.pdf

Quality of the recruitment process

No.	File type	Filename
1	The admissions rules of the doctoral school during the evaluation period	Rules of admission 2025_26.pdf
2	The compositions of the admissions committees during the evaluation period and the rationale for their selection with the aim of maintaining high admission standards	EN_Rationale Admissions Commissions GSSR.pdf
3	The regulations of the doctoral school during the evaluation period	EN_Regulations GSSR_SNS.pdf
4	The compositions of the admissions committees during the evaluation period and the rationale for their selection with the aim of maintaining high admission standards	EN_Recruitment commission_2024_25_Soc.pdf
5	The compositions of the admissions committees during the evaluation period and the rationale for their selection with the aim of maintaining high admission standards	EN_Recruitment commission_2023_24_Psych.pdf
6	The compositions of the admissions committees during the evaluation period and the rationale for their selection with the aim of maintaining high admission standards	EN_Recruitment Commission_2024_25_PoliSci.pdf

Quality of scientific or artistic supervision and support for conducting scientific activities

No.	File type	Filename
1	Internal regulations that pertain to the midterm evaluation and that are in force during the evaluation period, such as evaluation rules and criteria	Ordinace GSSR director_Internal regulations ME.pdf

STATEMENTS



I hereby declare that the information contained in the self-assessment report is fully consistent with the factual and legal status.



I hereby declare that the information contained in the self-assessment report in Polish and English is fully identical in substance.



I hereby declare that the documents attached to the self-assessment report in Polish and English are fully identical in substance.

Signature

AUTHORIZATIONS

Added files

SD.012.12.2025.pdf

**Study Programme for the Doctoral School
at the Graduate School for Social Research, GSSR
(Szkoła Nauk Społecznych, SNS, in Polish),
Polish Academy of Sciences**

The Doctoral School has an international profile. The main language of instruction is English. Some courses may be offered in other languages, as necessary. A doctoral thesis may be written and defended in either English or Polish.

The Aim and Three Pillars of the Study Programme

Candidates who have been admitted to the Doctoral School become researchers and work in the academic community of the institutes which co-found the Doctoral School within SNS (hereafter, referred to as GSSR). The aim of the study programme is:

- (a) to consolidate and deepen the theoretical and methodological knowledge in the discipline concerned,
- (b) to broaden the candidates' cognitive horizons and support them in making an informed choice when selecting a research topic for their doctoral thesis,
- (c) to help candidates to be open to other perspectives,
- (d) to develop the ability to conduct independent research that can be useful in science and other sectors,

as well as:

- (e) to develop the ability to combine scientific theories and methods with practical research in a selected field,
- (f) to gain experience in research, including the design of a research project, conducting fieldwork, engaging in teamwork, preparing publications and participating in scholarly debates,
- (g) to prepare a doctoral thesis.

The work on the doctoral thesis and related publications is an integral part of the study programme, which also includes three main types of activities, namely:

1. mandatory courses in a selected academic discipline,
2. optional courses,
3. participation in the activities of a selected research team, understood as a unit (*zakład*), laboratory (*pracownia*) or another organisational unit within the institute concerned.

The mandatory courses in a discipline are also available as optional courses for doctoral students from other disciplines. Moreover, there is a pool of optional courses available to all doctoral students, as well as the possibility for doctoral students to attend selected courses in other academic centres.

Doctoral students' participation in the work of at least one research team in one of the institutes constituting the Doctoral School is obligatory. This may include participation in seminars, conferences, symposiums, summer schools related to a particular topic as well as work on research projects and publications. In agreement with their supervisor, doctoral students have the option to take part in the work of another research team (or teams) in the co-founding institutes.

Supervisor and Research Team

Academic supervision of the preparation of the doctoral thesis is carried out by a supervisor or supervisors, or a supervisor and support supervisor (in the remainder of this document ‘supervisor’ may also refer to a supervisor and support supervisor). Taking into account the recommendations of the Selection Committee, the Board of the doctoral school recommends a supervisor for each admitted candidate within the shortest possible time after the end of the recruitment. The Scientific Council of the institute competent for the discipline concerned approves the supervisor by adopting a relevant resolution no later than during the third month following the start of the study programme. Together with the doctoral student, the supervisor chooses the research team to serve as the doctoral student’s core environment and guides the student’s academic progress, co-deciding on his/her *individual study programme*. In the case of doctoral students who hold a master’s degree in a field other than the discipline of their doctoral thesis, the supervisor also specifies which courses specific to the discipline of the doctoral thesis to be taken by the doctoral student as part of the *individual study programme*.

Individual Study Programme

Each doctoral student follows an *individual study programme*.

The *individual study programme* should be designed in such a way that doctoral students can acquire the necessary methodological skills and theoretical knowledge to achieve the aforementioned learning objectives. These skills and knowledge will be acquired through participation in the courses and research work of the Institute, writing and presenting texts publicly and undertaking other activities. After the completion of the four-year programme, in addition to the completion of the doctoral student’s own research, the doctoral student will also have gained an insight into various aspects of work undertaken by the research group, such as: research concept development and implementation at various stages, writing a grant application and administering grants, preparing publications, organising scholarly events, alongside important “soft skills” necessary for teamwork.

The doctoral student cooperates with his/her supervisor in order to agree on the *individual study programme* for each academic year. The *individual study programme* for an academic year specifies the mandatory courses to be taken by the doctoral student during the academic year, as well as other courses to be taken, together with the mode of such courses. The *individual study programme* also specifies the research team for the doctoral student to participate in, as well as conferences and other events that the doctoral student plans to attend, other activities planned for the academic year, including the research activities to be undertaken, the publications and sections of the doctoral thesis to be prepared. The *individual study programme* may also include non-academic activities, in particular for non-governmental organisations, commercial companies or public administration, or activities linked to participation in public debates that are in some way related to the doctoral student’s area of academic interest.

As required by Article 202(1) of the Act of 20 July 2018 – “*The Law on Higher Education and Science*” (Polish Official Journal of 2018, items 1668, 2024 and 2245, hereinafter referred to as “the Law”) doctoral students prepare their **Individual Research Plan** in cooperation with the supervisor, within 12 months from the start of the study programme.

Each year, doctoral students present a report on their actual achievements in the academic year, documenting them with the required attachments, alongside a written opinion by the supervisor.

Components of the Individual Study Programme

1) Mandatory Courses

In order for a course to be considered completed, students must pass the final assessment. During the first two years of study, doctoral students are required to complete all courses from the list of mandatory courses for the discipline of their doctoral thesis.

Topics of mandatory courses for disciplines covered by the study programme, listed in the language of instruction (with Polish in brackets):

Philosophy

Major Theories and Concepts in Contemporary Humanities (*Główne teorie i pojęcia we współczesnej humanistyce*)

Interpreting and constructing – working with a philosophical text (*Czytanie i pisanie tekstów filozoficznych*)

The Human in the 20th Century Philosophical Anthropology (*Wybrane koncepcje w dwudziestowiecznej antropologii filozoficznej*)

Philosophy in the Process of Making Concepts (*Filozofia jako proces tworzenia pojęć*)

Sociology

Sociological theories: the tradition and current ideas (*Teorie socjologiczne: tradycja i współczesne idee*)

Quantitative methods of data analysis: statistical theory and good practices (*Metody ilościowej analizy danych: statystyka i dobre praktyki jej stosowania*)

Approaches to Qualitative Methods in Research Practice (*Zastosowania metod jakościowych w praktyce badawczej*)

Empirical Research in the Social Sciences: Design, Implementation and Write-up (Part I) (*Badania empiryczne w naukach społecznych: projektowanie i zastosowanie (cz. I)*)

Reading and Writing in the Social Sciences (Part II) (*Czytanie i pisanie tekstów w naukach społecznych (cz. II)*)

Psychology

Methodology and ethical issues of psychological studies (*Metodologia i etyka badań psychologicznych*)

Advanced statistical analysis (*Zaawansowane analizy statystyczne*)

Psychology in modules: Cognitive Psychology, Personality Psychology and Individual Differences, and Neurophysiological Basis of Behaviours (*Psychologia ogólna w modułach: psychologia poznawcza, psychologia osobowości i różnic indywidualnych oraz neurofizjologiczne podstawy zachowania*)

Social Psychology (*Psychologia społeczna*)

Political Science and Administration

Contemporary Political History of the Central-Eastern Europe (*Najnowsza historia polityczna Europy Środkowo-Wschodniej*)

Quantitative methods of data analysis: statistical theory and good practices (*Metody ilościowej analizy danych: statystyka i dobre praktyki jej stosowania*)

Approaches to Qualitative Methods in Research Practice (*Zastosowania metod jakościowych w praktyce badawczej*)

Empirical Research in the Social Sciences: Design, Implementation and Write-up (Part I) (*Badania empiryczne w naukach społecznych: projektowanie i zastosowanie (cz. I)*)

Reading and Writing in the Social Sciences (Part II) (*Czytanie i pisanie tekstów w naukach społecznych (cz. II)*)

Successful completion of a mandatory course is graded on the following scale:

- very good (5),
- good (4),
- fair (3),
- fail (2).

A ‘fail’ means that the student gets no credit for the course.

2) Optional Courses

Optional courses are available to all doctoral students. They can be followed in two modes: “for credit” (according to the grading scale for mandatory courses) or “without credit”. Students opting for a course “without credit” are nevertheless required to attend the course regularly and take an active part in it. Courses are selected mainly on the basis of the doctoral students’ interests and upon their initiative. However, participation in courses must be recorded in the *individual study programme* for the academic year concerned. In justified cases, in particular where a doctoral student’s previous studies have been completed outside the discipline of his/her thesis, the supervisor may require a doctoral student to complete specific courses in the discipline of his/her thesis and to include them in the student’s *individual study programme*.

All mandatory courses for a discipline are optional for doctoral students from other disciplines.

In addition, it is possible to attend social science and interdisciplinary courses, the topics of which include, for example: social and political theory, women's political identity, evolutionary psychology, social neuropsychology, clinical neuropsychology, political psychology, clinical psychology, cultural psychology, laboratory – acquisition of psychophysiological data, statistical analyzes in R/JASP, academic writing, tools of creating psychological experiments (PsychoPy/Inquisit/Vizard), psychometrics.

Courses pursued outside GSSR

Students may also take courses in other academic institutions, whether in Poland or elsewhere. Participation in such courses must be included in the *individual study programme* for the academic year concerned.

3) Work on the Doctoral Thesis and Activities in the Research Team

The *individual study programme* includes the doctoral student’s activities within the selected research team, as well as planned participation in conferences, seminars, symposiums, summer schools and other scholarly events, in particular involving the presentation of the doctoral student’s own work. The individual study programme presents the work on the doctoral student’s scientific publications and their outcomes, as well as teaching activities and involvement in the organisation of scientific events in and outside the School.

The *individual study programme* may include the doctoral students' activities for the benefit of other sectors (business, central and local government administration, and non-governmental organisations), including participation in public debates, provided that such activities are related to the doctoral student's academic interests.

Work on the Doctoral Thesis

The *individual study programme* for an academic year specifies the research activities for that year as well as the planned parts of the doctoral thesis and related publications.

In the first year of study, the doctoral student prepares his/her ***individual research proposal*** in cooperation with his/her supervisor. The ***research proposal*** is a literature-based research project which argues for the need to undertake the proposed research, describes the theoretical framework, proposed methodology and coverage, as well as the schedule of activities to be taken with a view to submitting the finished thesis.

In subsequent years, the *individual study programme* specifies and updates the intended activities.

The achievements of a doctoral student from the beginning of education at the School until June in the second year of education are subject to the midterm evaluation referred to in Article 202 of the Act. Moreover, the Evaluation Committee assesses the student's progress after each year of training.

Annual evaluation of doctoral students' work

Progress in a student's academic work and preparation of the dissertation is assessed by an evaluation committee.

Detailed rules for the course of studies are specified in the annually upgraded guide, known as the *PhD Handbook* - posted on the website of GSSR.

Obligations of a doctoral student during four years of studies - implementation schedule

Year I

1. By the end of the 2nd semester:

- fulfilment of obligations related to passing compulsory courses selected for the first year.

2. Until June 15:

- preparing a draft of an article that meets the requirements of an academic publication. The article may be based on one of the essays submitted as a final paper in a given year. In the case of an empirical study, the article does not have to contain a part devoted to the analysis of a complete set of data, but it should meet the standards of a previously registered study (according to the rules set by the Center for Open Science). The presented article may be a text published during the academic year (with the student as the first author). The article will constitute 50% of the overall grade.

3. Until June 30:

- providing an *Individual Study Report* with a written opinion of the supervisor. The report should include specific achievements of the doctoral student in a given year - the assessment of achievements will be based only on this summary, without reference to the plans and intentions presented in the *Individual Study Program* at the beginning of the academic year,
- providing the draft of the doctoral thesis: submitted during the recruitment procedure or its updated version,
- submitting for assessment an essay prepared in accordance with the requirements of the courses (participation in some courses may involve the need to write the paper at an earlier date agreed with the lecturer).

4. Until the end of September:

- sending **an individual research plan** (in accordance with the requirements of Article 202 of the Act on Higher Education and Science),
- preparation of *the Individual Study Programme* for the next academic year.

Year II

1. Until January 15:

- presentation of the doctoral thesis project along with a description of the proposed research work and references to the subject literature (applies only to students who started the second year in October 2019).

2. Until June 15:

- presenting the draft of the key chapter of the doctoral thesis,
- providing the opinion of the scientific supervisor on the presented chapter and its importance for the entire work.

3. Until June 30

- preparation of *Individual Study Report*.

The implementation of the individual research plan for students starting their first year in October 2019 will constitute the basis for assessing progress in the fourth semester. Article 203 of the *Law on Higher Education and Science* of 2018 states that a negative assessment of a student's progress at the end of the second year leads to his or her removal from the list of students of the doctoral school.

Year III

1. Until June 30:

- presentation of *an Individual Study Report* together with a written opinion of the supervisor, a significant part of the doctoral thesis and the results of previous research,
- preparation of *the Individual Study Programme* for the next academic year.

Year IV

It is expected that by the end of the academic year, the doctoral student will have completed the requirements for defending his or her doctoral thesis.

Procedures for defending a doctoral thesis are established individually by the institutes constituting the Doctoral School in accordance with the principles set out in the Act on Higher Education and Science.

This study program at the doctoral school has been prepared in two language versions: Polish and English.

The study program was adopted by the Scientific Councils of the institutes co-creating the doctoral school:

1. *Institute of Philosophy and Sociology (24/04/2019)*
2. *Institute of Psychology (19/04/2019)*
3. *Institute of Political Studies (26/04/2019)*

Appendix 1 to the GSSR Study Program

4.

Structure of the 4-year Doctoral Program realizing the Study Program (Graduate School for Social Research/Szkoła Nauk Społecznych): Rules for Verification of Learning Outcomes at Level 8 of the Polish Qualifications Framework (PQF), Tabular Summary

5.

This annex presents the mapping of specific educational and research activities to PQF level 8 learning outcomes and the corresponding methods of their verification, in accordance with the Study Programme adopted by the GSSR Doctoral School Council (March 2020).

Table 1.

Discipline	Type	Activity	Structure	Format	Contact hours/ semester	Self-study effort hours/ semester	Learning Outcomes, PQF Level 8 ¹	Verification methods
	Mandatory²							
Philosophy	Methodology courses, 1.A.	Interpreting and constructing ...	2-semester	Seminar	30	70	L8H_KS, L8H_KX; L8H_SU, L8H_SC, L8H_SO, L8H_SL; L8H_CE, L8H_CR, L8H_CP	Assessment with grades
		Philosophy in the process of making concepts	2-semester	Seminar	30	70	L8H_KS, L8H_KX; L8H_SU, L8H_SC, L8H_SO, L8H_SL; L8H_CE, L8H_CR, L8H_CP	Assessment with grades
	Theory/ Substantive courses, 1.B.	Major theories and concepts...	1-semester	Seminar	30	70	L8H_KS, L8H_KX; L8H_SU, L8H_SC, L8H_SO, L8H_SL; L8H_CE, L8H_CR, L8H_CP	Assessment with passing credit
		The human in the 20th century...	1-semester	Seminar	30	70	L8H_KS, L8H_KX; L8H_SU, L8H_SC, L8H_SO, L8H_SL; L8H_CE, L8H_CR, L8H_CP	Assessment with grades
	LtR	Participation in faculty-led research team, IFiS PAN	7-semester	Doctoral research internship	16	60	L8H_KX; L8H_SU, L8H_SC, L8H_SO; L8H_CP, L8H_CR	Yearly evaluation of PhD progress
Sociology	1.A.	Quantitative methods of data analysis...	1-semester	Lecture + workshops	30	70	L8H_KS, L8H_KX; L8H_SU, L8H_SC, L8H_SO, L8H_SL; L8H_CE, L8H_CR, L8H_CP	Assessment with grades
		Approaches to qualitative methods...	1-semester	Seminar	30	70	L8H_KS, L8H_KX; L8H_SU, L8H_SC, L8H_SO, L8H_SL; L8H_CE, L8H_CR, L8H_CP	Assessment with grades

	1.B	Sociological theories...	2-semester	Seminar	30	70	L8H_KS, L8H_KX; L8H_SU, L8H_SC, L8H_SO, L8H_SL; L8H_CE, L8H_CR, L8H_CP	Assessment with passing credit
		ERSS, I: Research design & implementation...	1-semester	Lecture + seminar	30	70	L8H_KS, L8H_KX; L8H_SU, L8H_SC, L8H_SO, L8H_SL; L8H_CE, L8H_CR, L8H_CP	Assessment with grades
		ERSS, II: Writing in social sciences	1-semester	Lecture + seminar	30	70	L8H_KS, L8H_KX; L8H_SU, L8H_SC, L8H_SO, L8H_SL; L8H_CE, L8H_CR, L8H_CP	Assessment with grades
	LtR	Participation in faculty-led research team, IFiS	7-semester	Doctoral research internship	16	60	L8H_KX; L8H_SU, L8H_SC, L8H_SO; L8H_CP, L8H_CR	Yearly evaluation of PhD progress
Political Science	1.A.	Quantitative methods of data analysis...	1-semester	Lecture + workshops	30	70	L8H_KS, L8H_KX; L8H_SU, L8H_SC, L8H_SO, L8H_SL; L8H_CE, L8H_CR, L8H_CP	Assessment with grades
		Approaches to qualitative methods...	1-semester	Seminar	30	70	L8H_KS, L8H_KX; L8H_SU, L8H_SC, L8H_SO, L8H_SL; L8H_CE, L8H_CR, L8H_CP	Assessment with grades
	1.B	Contemporary political history...	1-semester	Lecture + seminar	30	70	L8H_KS, L8H_KX; L8H_SU, L8H_SC, L8H_SO, L8H_SL; L8H_CE, L8H_CR, L8H_CP	Assessment with passing credit
		Sociological theories...	1-semester	Lecture + seminar	30	70	L8H_KS, L8H_KX; L8H_SU, L8H_SC, L8H_SO, L8H_SL; L8H_CE, L8H_CR, L8H_CP	Assessment with grades
		ERSS, I: Research design & implementation...	1-semester	Lecture + seminar	30	70	L8H_KS, L8H_KX; L8H_SU, L8H_SC, L8H_SO, L8H_SL; L8H_CE, L8H_CR, L8H_CP	Assessment with grades
		ERSS, II: Writing in social sciences	1-semester	Lecture + seminar	30	70	L8H_KS, L8H_KX; L8H_SU, L8H_SC, L8H_SO, L8H_SL; L8H_CE, L8H_CR, L8H_CP	Assessment with passing credit

	LtR	Participation in faculty-led research team, IPS	7-semester	Doctoral research internship	16	60	L8H_KX; L8H_SU, L8H_SC, L8H_SO; L8H_CP, L8H_CR	Yearly evaluation of PhD progress
Psychology	1.A.	Methodology & ethical issues of psychological studies	1-semester	Seminar	30	70	L8H_KS, L8H_KX; L8H_SU, L8H_SC, L8H_SO, L8H_SL; L8H_CE, L8H_CR, L8H_CP	Assessment with grades
		Advanced statistical analysis	1-semester	Lecture + seminar	30	100	L8H_KS, L8H_KX; L8H_SU, L8H_SC, L8H_SO, L8H_SL; L8H_CE, L8H_CR, L8H_CP	Assessment with grades
	1.B	Psychology in modules: Module I, II, III	1-semester	Seminar + lecture	30	170	L8H_KS, L8H_KX; L8H_SU, L8H_SC, L8H_SO, L8H_SL; L8H_CE, L8H_CR, L8H_CP	Assessment with passing credit
		Social psychology	1-semester	Lecture + seminar	30	70	L8H_KS, L8H_KX; L8H_SU, L8H_SC, L8H_SO, L8H_SL; L8H_CE, L8H_CR, L8H_CP	Assessment with grades
	LtR	Participation in faculty-led research team, IP PAN	7-semester	Doctoral research internship	25	60	L8H_KX; L8H_SU, L8H_SC, L8H_SO; L8H_CP, L8H_CR	Yearly evaluation of PhD progress
	Optional							
Common across all 4 disciplines	2. 1. Courses @GSSR	Optional GSSR courses ³	1-semester or 2-semester	Lecture + seminar	30	Depending on course load	L8H_KS, L8H_KX; L8H_SU, L8H_SC, L8H_SO, L8H_SL; L8H_CE, L8H_CR, L8H_CP	Assessment with pass/fail or grades
	2.2. Courses outside GSSR	Courses ⁴	1-semester or 2-semester	Lecture or seminar	Usually 30	Depending on course load	Course dependent	Assessment with grades or pass/fail
	2.3. Other Training @GSSR	Interdisciplinary scientific events	Event dependent	Invited lecture	Event dependent	Event dependent	Event dependent	Confirmation of participation
		New Projects Seminar Series	8-semester	Seminar	Based on attended sessions	Event dependent	L8H_KX, L8H_SC, L8H_SU L8H_CP, L8H_CR	Confirmation of participation
		International Interdisciplinary Summer School	Event dependent	Summer School	Event dependent	Event dependent	L8H_KX, L8H_SC, L8H_SU L8H_CP, L8H_CR	Confirmation of participation

	2.4. Other Training outside GSSR	Summer/Winter schools (incl. interdisciplinary)	Event dependent	Seminar + workshops	Event dependent	Event dependent	Event dependent	Certificate of participation
		International workshops (incl. interdisciplinary)	Event dependent	Workshops	Event dependent	Event dependent	Event dependent	Certificate of participation
	2.5. Inter-sectoral LTR	Inter-sectoral Internships in NGOs or other organizations	Event dependent	Intersectoral internships	Event dependent	Event dependent	Event dependent	Certificate of participation

¹ The legend for the descriptions is provided in Table 1.

² All discipline-specific mandatory courses are available as optional courses to the other disciplines.

³ See note 2. List of courses: <https://www.gssr.edu.pl/doctoral-school/courses-and-timetables/>

⁴ Must be approved by GSSR prior to enrolment.

Table 2: Legend, Description of Level 8 of the Polish Qualifications Framework, Polish and English (<https://kwalifikacje.gov.pl>)

Polish		English	
P8S_	Poziom 8	L8H_	Level 8
W	Wiedza	K	Knowledge
_WG	Głębia i zakres	_KD	Depth and scope
_WK	Kontekst	_KX	Context
U	Umietności	S	Skills
_UW	Wykorzystanie wiedzy	_SU	Using knowledge
_UK	Komunikowanie się	_SC	Communication
_UO	Organizacja pracy	_SO	Organising work
_UU	Uczenie się	_SL	Learning
K	Kompetencje społeczne	C	Social Competence
_KK	Oceny	_CE	Evaluation
_KO	Odpowiedzialność	_CR	Responsibility
_KR	Rola zawodowa	_CP	Professional role

This document has been prepared in two language versions: Polish and English. Adopted by the resolutions of the Scientific Councils of the Institute of Philosophy and Sociology of the Polish Academy of Sciences (March 26, 2025), the Institute of Psychology of the Polish Academy of Sciences (March 21, 2025), and the Institute of Political Studies of the Polish Academy of Sciences (March 14, 2025).



2024/2025

PhD Handbook

Graduate School for Social Research, GSSR

Warsaw

IFiS PAN, IP PAN, ISP PAN

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Introduction

GSSR's flagship program is the English-language Doctoral School established in 1992 at the Institute of Philosophy and Sociology (IFiS), Polish Academy of Sciences (PAN). Since 2019, we have broadened the organizational and training scope of the Doctoral School through a formalized collaboration with the PAN Institutes of Psychology (IP) and Political Studies (IPS).

This Handbook addresses all GSSR doctoral students, and serves as a resource to PhD supervisors. Its purpose is to help you meet GSSR's expectations concerning students' academic professionalization and progress toward a PhD degree. Academic professionalization is the process of becoming a good colleague and well-prepared scholar whose aim is to contribute academic knowledge, improve the research community at home and abroad, and share what we learn with society-at-large. Crucially, the Handbook helps you comply with the requirements of the 2018 Law on Higher Education and Science (hereafter, the Law) concerning doctoral studies in Poland (see <https://www.gssr.edu.pl/doctoral-school/regulatory-documents/>).

The Handbook is informed by the regulatory documents of the doctoral school, in particular the "Regulations of the Doctoral School @GSSR" (in original, *Regulamin szkoły doktorskiej*) and the "Study Program for the Doctoral School @GSSR" (in original, *Program kształcenia w szkole doktorskiej*), including its Appendix 1, adopted by the Scientific Councils of IFiS PAN, IP PAN and IPS PAN. To access these documents in Polish, see: <https://www.gssr.edu.pl/pl/>. For their English translation, see: <https://www.gssr.edu.pl/doctoral-school/regulatory-documents/>

Your course of Individual Study

Each doctoral student follows an individual study program.

What does this mean?

GSSR's curriculum of Classroom Training, Learning-through-Research (LtR), and Ongoing PhD Progress assessment is designed to provide our students with the theoretical knowledge, expert and transferrable skills, and social competences necessary for successfully completing your PhD thesis, and in the process, achieve scientific independence. Scientific independence is understood as having acquired learning outcomes – knowledge, skills and social competences – corresponding to level 8 of the Polish Qualifications Framework, PQF. This means (i) knowing and understanding the world's achievements in science and resulting implications for practice, (ii) being able to analyze and creatively synthesize world scientific achievements, to identify, formulate and innovatively solve research problems; independently plan one's own development and inspire the development of others; participate in the exchange of experiences and ideas; and (iii) being ready to ethically conduct independent research that advances disciplinary and/or interdisciplinary scientific knowledge (p. 69, kwalfikacje.gov.pl/images/Publikacje/Publikacja_Polish_Qualifications_Framework_eng.pdf).

Interdisciplinary learning and transversal skills development are integral to this goal. GSSR's curriculum includes shared core courses across disciplines, access to electives beyond the student's primary field, and interdisciplinary training events such as GSSR summer schools and the New Projects Seminar Series. Instruction by faculty with diverse disciplinary backgrounds, co-supervision across fields when appropriate, and active participation in research teams foster intellectual flexibility, methodological pluralism, and cross-sectoral engagement. These elements support the acquisition of competencies central to PQF8: critical thinking, initiative, problem solving, ethical scientific conduct, and effective communication across academic and applied contexts.

Table 1 shows how (i) the structure of the doctoral program – Classroom Training and LtR, in particular – and thus, your course of study, and (ii) the "Study Program for the Doctoral School @GSSR," relate. Supervisor mentoring and the organizational framework for your individual work on the dissertation that mentoring creates, are not listed in this table since they are ubiquitous in your course of studies.

Thanks to LtR, and participation in a research group (i.e., the doctoral research internship) especially, on completing this program, in addition to finishing your doctoral research and having acquired expertise in your discipline, you will have gained experience in how research units develop research ideas and implement them during the different stages of proposal writing, grant administration, and preparation of publications. You will also have mastered the important skills of teamwork, good communication and building ties with actors in and outside academia.

You will work together with your supervisor(s) (see *Appointment of your academic supervisor(s)*) to develop and implement annual **Individual Study Programs** (see *Building your Individual Study Program*) tailored to your research needs and interests.¹ The **Individual Research Plan** (see Annex 5) mandated by the Law and subject to the Mid-term Evaluation (see *Ongoing assessment of academic progress*) is a separate document, also developed in cooperation with your supervisor, which Annex 5 discusses in detail.² By outlining the academic activities which you intend to undertake during a given academic year to push your dissertation work forward, the Individual Study Programs set the grounds for realizing your Individual Research Plan.

The annual **Individual Study Reports** (see Annex 3) of your achievements in Years 1-3, together with the annual PhD progress assessments prepared, respectively, by your supervisor(s) and by the (internal) Evaluation Commissions (see *Ongoing assessment of academic progress*), provide timely overview of your academic progress;³ they ensure that, together with your supervisor(s), you can plan the best course of action for completing your dissertation work on the schedule outlined in your Individual Research Plan.

Doctoral students with disabilities and neurodivergence may apply for support in the process of education and implementation of scientific activities.⁴ The type and forms of support, including the possibility to participate in a given meeting/meetings remotely, receive assistance during courses, etc., are determined individually, upon the doctoral student's request addressed to the Director of GSSR.

Table 1. Relationship between the structure of the GSSR Doctoral Program, the student's individual course of study, and the "Study Program for the Doctoral School @GSSR"

Name of Activity	Form of activity	Excerpts from the "Study Program for the Doctoral School @GSSR"
Classroom training		
1A. Mandatory discipline specific methodology courses @GSSR	Courses (Lectures)	<u>Philosophy</u> : (1) Interpreting and constructing – working with a philosophical text; (2) Philosophy in the process of making concepts. <u>Sociology</u> : (1) Quantitative methods of data analysis: statistical theory and good practices; (2) Approaches to qualitative methods in research practice. <u>Psychology</u> : (1) Methodology and ethical issues of psychological studies; (2) Advanced statistical analysis. <u>Political science and administration</u> : (1) Quantitative methods of data analysis: statistical theory and good practices; (2) Approaches to qualitative methods in research practice.

¹ The **Individual Study Program** (ISP) documents set out, in Year 1, 2 and 3 respectively, which training and research activities, including work toward your dissertation, you plan to complete in a given academic year. These documents are specific to GSSR's continuous assessment of doctoral students' academic progress.

² The **Individual Research Plan** (IRP) is a document required by the Law, to be submitted to GSSR administration within 12 months of the date of commencement of education (but see Footnote 10). Doctoral students, in consultation with their supervisor(s), draw up the IRP, which regulates the course of doctoral education and research, providing a schedule for the preparation of the dissertation and the deadline for its submission (for guidelines on preparing the IRP, see Annex 5).

³ **Individual Study Reports** (ISR) are end of the year reports where the student describes their achievements and activities during the academic year that just finishes. The reports will be evaluated in their own terms as a record of achievements, not simply compared with what a student planned in their Individual Study Program. Annex 3 provides guidelines on preparing the Individual Study Report.

⁴ A PhD student holding a certificate of disability, a certificate of the degree of disability, or a certificate referred to in art. 5 and 62 of the Act of 27 August 1997 on Vocational and Social Rehabilitation and the Employment of Persons with Disabilities, shall receive a doctoral scholarship increased by 30% of the minimum amount specified by law.

1B. Mandatory discipline specific theory/substantive courses @GSSR	Courses (Lectures)	<u>Philosophy</u> : (1) Major theories and concepts in contemporary humanities; (2) The human in the 20th century philosophical anthropology. <u>Sociology</u> : (1) Sociological theories: the tradition and current ideas; (2) Empirical research in the social sciences (part 1 & 2). <u>Psychology</u> : (1) Psychology in modules; (2) Social psychology. <u>Political science and administration</u> : (1) Contemporary political history of the Central-Eastern Europe; (2) Sociological theories: the tradition and current ideas; (2) Empirical research in the social Sciences (part 1 & 2).
2.A Optional courses @GSSR	Courses (Lectures)	"The mandatory courses in a discipline are (...)... available as optional courses for doctoral students from other disciplines. In addition, it is possible to attend social science and interdisciplinary courses ..."
2.B. Courses taken outside GSSR	Courses (Lectures)	"Students may also take courses in other academic institutions, whether in Poland or elsewhere. Participation in such courses must be included in the individual study programme for the academic year concerned."
2.C. Additional training @GSSR or elsewhere	Varied	"The Individual Study Program includes... planned participation in seminars, symposiums, summer schools and other scholarly events..."
Learning-through-Research (LtR)		
3.A. Mandatory LtR: Participation in the research team	Doctoral research internship	„Doctoral students are required to participate in the work of at least one research team in one of the doctoral school’s co-founding institutes.” „ In the first year of study, the doctoral student prepares his/her <i>individual research proposal</i> in cooperation with his/her supervisor.” Mandatory LtR “may include participation in (...) <i>conferences</i> (...) related to a particular topic as well as work on research projects and <i>publications</i> .” [italics added]
3.B Optional LtR activities @ or outside GSSR	Varied	"The individual study programme also specifies ... conferences and other events that the doctoral student plans to attend, other activities planned for the academic year, including the research activities to be undertaken, the publications and sections of the doctoral thesis to be prepared."
3B-1. New Projects Seminar Series	Inter- and multidisciplinary seminars	"The individual study programme includes (...) seminars (...), in particular involving the presentation of the doctoral student’s own work."
3B-2. International Summer/Winter schools	Inter- and multidisciplinary research summer schools	"The individual study programme includes (...) summer schools (...), in particular involving the presentation of the doctoral student’s own work."
3B-3. International Workshops	Workshops	"The individual study programme includes (...) other scholarly events, in particular involving the presentation of the doctoral student’s own work."
3.C. Optional Inter-sectoral LtR activities (outside GSSR)	Varied	"The individual study programme may also include non-academic activities, in particular for non-governmental organisations, commercial companies or public administration, or activities linked to participation in public debates that are in some way related to the doctoral student’s area of academic interest."

Appointment of the academic supervisor(s)

Following requirements of the Law, within the first three months of you joining GSSR, the School completes the process of appointing each new doctoral student an academic supervisor. Your voice in the process of getting a supervisor matters. GSSR encourages PhD students to meet with faculty of the doctoral school’s constituent institutes and other experts in your field of research interest, to identify the scholars who could serve as your academic supervisor(s).

The procedure for appointing supervisors is set out in the “Regulations of the Doctoral School @GSSR,” the “Study Program for the Doctoral School @GSSR” (see *Introduction*), and also in Annex 10 (for IP PAN only). The procedure

takes into account the student's preference and the recommendations of the Admissions (recruitment) Commission that operates at the level of each of the institutes co-founding the School.⁵

This Handbook usually uses the term 'academic supervisor' (*promotor* in Polish) in the singular. However, you can have a co-supervisor and/or a support supervisor. To serve as supervisor or co-supervisor, researchers working in Poland or another country featuring the Habilitation system, must have a Habilitation degree; scholars in countries that do not feature the Habilitation system must hold a PhD degree and work within a graduate (i.e., PhD studies) program. Researchers with a PhD degree can serve as a support supervisor irrespective of their country of employment.⁶

A supervisor cannot be a person who in the last five years (i) has supervised four doctoral students who were removed from the list of doctoral students due to a negative result of the mid-term evaluation, or (ii) has supervised the preparation of a dissertation of at least two persons applying for a doctoral degree, which did not receive positive reviews.

To ensure the continuity of supervisory care in situations when the supervisor cannot fulfil her/his roles for a period longer than 30 days (e.g., the event of supervisor's illness), the supervisor, in consultation with you and the director of GSSR, will secure appropriate supervision from a suitable senior faculty member, or, if applicable, your co-supervisor and/or support supervisor.

In well-justified cases, changing supervisors, including support supervisors, is an option open to both the student and the faculty member. Please contact GSSR administration to discuss this option and the required steps.

The role of the supervisor

Your supervisor provides advice and guidance on designing, and supervises the implementation of, your doctoral studies in terms of Classroom Training, LTR and dissertation research. This includes, but is not limited to: providing substantive and methodological assistance in your research work and guidance in how to comply with the Code of ethics in force at the Polish Academy of Science and its institutes (<https://pan.pl/etyka-w-nauce/>); helping you (i) prepare your Individual Study Program (see also Annex 1), and the Individual Research Plan (see Annex 5) required by the Law, (ii) structure your PhD thesis, including by providing regular feedback, (iii) apply for scholarships and grants, and (iv) prepare for the doctoral examination preceding your dissertation defense, if applicable.

The supervisor also writes annual opinions on the progress of your scientific work, including an opinion about your progress with implementing the Individual Research Plan. To ensure that you are well prepared, your supervisor can require that you take specific courses and do additional reading.

It is important that students actively seek out their supervisors. Expect to meet regularly, and at least six times during the academic year. Continuous communication, including via emails, is intrinsic to a good professional relationship. Your supervisor must be well informed of your PhD-related activities to be able to provide you constructive feedback, including writing the detailed opinion (see Annex 6) that accompanies your yearly Study Reports (see Annex 3) and Individual Research Plan (see Annex 5).

Conflict prevention and resolution

Ongoing, open communication, and a common understanding of the principles of cooperation between the supervisor and the student, including mutual expectations, are key to ensuring that supervisory relationships function to the mutual satisfaction of both parties, thus preventing conflict situations. Annex 6 in this Handbook provides guidelines for supervisors, who, considering their greater experience in leading academic research, are

⁵ For students joining GSSR as winners of doctoral scholarships in research projects that foresee the financing of doctoral scholarships for at least 36 months, the principal investigator of that particular project serves as their supervisor.

⁶ The request to appoint a co-supervisor and/or a support supervisor must be substantively justified. A support supervisor, if needed, assists with mentoring the student during their dissertation research.

encouraged to develop a cooperation proposal for the supervisory relation, to be discussed with the student and renegotiated as needed, respecting the rights of each party.

Supervisory relations may sometimes give rise to conflict situations regarding various aspects of the cooperation between the student and their supervisor.⁷ Resolving conflict situations is based on the principles of impartiality, neutrality, and confidentiality. Annex 12 discusses the procedures for conflict resolution at GSSR.

Your thesis research

You are expected to begin systematic work toward your doctoral thesis as soon as possible after joining GSSR. Information about your dissertation research design, including the envisioned schedule of its realization, must be included in the legally-mandated Individual Research Plan, IRP, (Annex 5), which is due by the end of your first 12 months at GSSR (but see *Extending and suspending the period of PhD studies* and Footnote 10).

Details of the plans for a year's work should be included in your annual Individual Study Program, and must incorporate the GSSR deadlines for delivering specific documentation (see Table 3 in this Handbook). Information about progress on your doctoral research will form an increasingly important part of the evaluation of your year's work (see section "*Ongoing assessment of academic progress*").

The form of your thesis

The PhD thesis – in Polish or another language, as agreed with the supervisor – may take the form of a monograph, or of a set of articles on related themes, with a text explaining how they are related; annexes 9-11 provide additional information, for IFiS, IP and IPS, respectively, on completing the PhD with a set of articles. Your IRP shall indicate the planned form of your thesis.

Building your Individual Study Program (ISP)

The Individual Study Program complements, and lays the grounds for the implementation of your Individual Research Plan, which is discussed in Annex 5. For each of the first three academic years, and together with your supervisor, you prepare an ISP document that identifies the components of your PhD thesis and the elements of the GSSR doctoral program that you plan to complete in the subsequent year. Annex 1 provides guidelines for writing the ISPs.

What to include in your ISP

To structure the ISP for a given year, please consult Tables 1-3, and Annex 1 in this Handbook. Tables 1 and 2 provide complementary information about the Classroom Training and LtR activities, which you are expected and/or encouraged to complete by the end of your studies. Table 3 summarizes the documents that you must submit to GSSR over the period of your PhD studies, and the dates these documents are due.

⁷ Conflict situations involving behaviors covered by generally applicable provisions of law (e.g., civil law), in particular the disciplinary responsibility of PhD students and faculty, are regulated according to the applicable legal provisions.

Table 2. Classroom Training, and Learning-through-Research (LtR) Activities @GSSR

Discipline	Type	Activity	Structure	Recommended scheduling	Contact hours/ semester	Self-study effort hours/ semester	ECTS ⁸ points/ activity
Mandatory							
Philosophy	Methodology courses, 1.A.	Interpreting and constructing ...	2-semester	NA* in 2024/25	30	70	6
		Philosophy in the process of making concepts	2-semester	NA in 2024/25	30	70	6
	Theory/ Substantive courses, 1.B.	Major theories and concepts...	1-semester	NA in 2024/25	30	70	3
		The human in the 20th century...	1-semester	NA in 2024/25	30	70	3
	LtR	Participation in faculty-led research team, IFiS PAN	7-semester	Semesters 2-8	16	60	16
<i>Philosophy: ECTS points from mandatory elements</i>							34
Sociology	1.A.	Quantitative methods of data analysis...	1-semester	Semester 1	30	70	3
		Approaches to qualitative methods...	1-semester	Semester 2	30	70	3
	1.B	Sociological theories...	2-semester	Semesters 1-2/3-4	30	70	6
		ERSS, I: Research design & implementation...	1-semester	Semester 1	30	70	3
		ERSS, II: Writing in social sciences	1-semester	Semester 2	30	70	3
	LtR	Participation in faculty-led research team, IFiS	7-semester	Semesters 2-8	16	60	16
<i>Sociology: ECTS points from mandatory elements</i>							34
Political Science	1.A.	Quantitative methods of data analysis...	1-semester	Semester 1	30	70	3
		Approaches to qualitative methods...	1-semester	Semester 1/2	30	70	3
	1.B	Contemporary political history...	1-semester	Semesters 1-4	30	70	3
		Sociological theories...	1-semester	Semester 1	30	70	3
		ERSS, I: Research design & implementation...	1-semester	Semester 1	30	70	3
		ERSS, II: Writing in social sciences	1-semester	Semester 2	30	70	3
	LtR	Participation in faculty-led research team, IPS	7-semester	Semesters 2-8	16	60	16
<i>Political Science: ECTS points from mandatory elements</i>							34
Psychology	1.A.	Methodology and ethical issues of psychological studies	1-semester	Semesters 1-4	30	70	3
		Advanced statistical analysis	1-semester	Semester 2	30	100	4
		Psychology in modules:	1-semester	Semesters 2-4	30	170	6

⁸ European Credit Transfer System (ECTS) points (or credits) express the volume of learning based on the defined learning outcomes and their associated workload (European Commission: Directorate-General for Education, Youth, Sport and Culture, *ECTS users' guide 2015*, <https://data.europa.eu/doi/10.2766/87192>). Workload for activities in Table 2 is operationalized as the combination of contact (instruction) hours and self-study (including assignment-writing) effort hours for achieving an activity's learning outcomes.

	1.B	Part I, Part II, Part III					
		Social psychology	1-semester	Semesters 2-4	30	70	3
	LtR	Participation in faculty-led research team, IP PAN	7-semester	Semesters 2-8	25	60	18
<i>Psychology: ECTS points from mandatory elements</i>							34
Optional							
Common across all 4 disciplines	2. A. courses, 2.C. Training events @GSSR	https://www.gssr.edu.pl/doctoral-school/courses-and-timetables/	Event dependent	Semesters 1-8	Event dependent	Event dependent	Event dependent
	2.B. Courses outside GSSR	Must be approved by GSSR prior to enrolment	Course dependent	Semesters 1-8	Course dependent	Course dependent	Course dependent
	3.B-1. LtR @GSSR	New Projects Seminar Series	8-semester	Semesters 1-8	Based on nr. of attended seminars	Event-dependent	NA
	3.B.-2; -3. LtR @GSSR or elsewhere	International Summer/Winter schools	Event-dependent	Semesters 2-8	Event-dependent	Event-dependent	Event-dependent
		International Workshops	Event-dependent	Semesters 1-8	Event-dependent	Event-dependent	Event-dependent
	3.C. Inter-sectoral LtR	Internships in NGOs, the private sector, etc.	Event-dependent	Semesters 3-7	Event-dependent	Event-dependent	Event-dependent

**GSSR suspended admissions to the Philosophy program starting with the academic year 2022-23. Students who started their doctoral training in 2021/2022 or before, have completed all discipline-specific mandatory courses.*

Courses

As part of internationalization activities “at home,” courses at GSSR are offered in English, involving also the participation of instructors and/or guest lecturers from higher education institutions and NGOs from abroad. During the 4-year doctoral program, you are required to complete a number of mandatory courses (see Table 2 and GSSR’s Study Program, www.gssr.edu.pl/doctoral-school/regulatory-documents/). The combination of mandatory courses depends on the discipline in which you plan to defend your thesis.

The compulsory courses you plan to take during a given academic year should be listed in your Individual Study Program and the Individual Research Plan. Students who have insufficient knowledge to enable them to take part in any of the mandatory courses are expected to make good the deficiency by taking courses outside the PhD program, with prior approval from GSSR.

To successfully complete a mandatory course, students must meet the requirements specified in the course syllabus. You are expected to complete all obligatory courses by the end of your second year of doctoral studies (for extensions, see *Extending and suspending the period of PhD studies*).

In addition to the mandatory courses, a range of optional courses is available, open to all doctoral students regardless of your chosen discipline. You may also choose as optional courses those courses that are listed as mandatory for disciplines other than your own, thus broadening your multi- and interdisciplinary training.

There is no formal obligation to take optional courses, unless required by your supervisor or specific scholarships. However, it is recommended that you profit from the offer of additional training at GSSR. Any supplementary training you successfully complete will be taken into account during end of year evaluations.

For details about courses at GSSR, see: <https://www.gssr.edu.pl/doctoral-school/courses-and-timetables/>

Courses taken outside GSSR: Courses may also be taken at other Higher Education Institutions in Poland or abroad (e.g., in the framework of programs such as Erasmus+, Fulbright, etc.). Please consult this step with your supervisor, and secure approval from GSSR administration prior to enrolment.

Participation in a Research Group (Doctoral Research Internship)

Learning-through-Research (LtR) is a key dimension of GSSR's doctoral program and constitutes a formal doctoral research internship. Thus, in addition to taking the courses that are mandatory for your discipline, you are expected to join a faculty-led (i.e., led by academic staff) research group in one of GSSR's constituent institutes, or, exceptionally, in an equivalent research center outside IFiS, IP or IPS.⁹

For an initial window into research streams of specific units in GSSR's constituent institutes, see <https://www.gssr.edu.pl/research/research-units-potential-supervisors/>.

Participation in a research group is designed to immerse students in all aspects of the research process, and to advance research collaboration with scholars at different stages of career development. It facilitates PhD scientific activities, working on your dissertation and related publications in particular, and research dissemination. You gain experience in how research units develop research ideas and implement them during the different stages of proposal writing, grant administration, and preparation of publications, and in doing so, you acquire the important skills of teamwork and good communication, including with actors outside academia. Equally important, participation in a research group helps students build and expand their scientific network.

Participation in a research team lasts for the full duration of your PhD studies. First year students are expected to have chosen the research group by the start of the second semester. The choice is to be made and included in your Individual Study Program, in consultation and with the agreement of your supervisor and the team leader (when different from your supervisor).

The specifics of participation in a chosen research team are set out by the team leader. In general, you are expected to participate in the team's regular meetings (ca. 16-25 hours per semester) and the events the team organizes, and combine these activities with faculty-guided independent research.

Work on your PhD thesis

Continuous work on your doctoral thesis, steady progress in addressing its research questions, and meeting established deadlines for completing the thesis (see also Table 3), are key elements of both your ISP and Individual Research Plan. The ISP for each academic year shall outline the planned components of your dissertation and related publications. For what to include in the Individual Research Plan, see Annex 5.

Other academic professionalization activities

You should also include in your annual ISP planned academic professionalization activities, such as participation in conferences to present your research, academic publications, grant applications, participation in additional classroom training, involvement in teaching activities, popularization of science (i.e., making academic findings available to the general public), relevant non-academic activities, any soft skill training, etc.

NB You should register for an ORCID account (<https://orcid.org/signin>) to ensure proper documentation of any publications you produce.

Grant and scholarship applications

Applying for grants and scholarships, and obtaining funding matter on many levels. Preparing applications for funding facilitates research and fosters scientific independence. Obtaining funding conveys your strong level of academic skills and scientific independence, while also improving them. Scholarships and grants broaden your scientific network, enhance your employability, while also bringing recognition to the host institution, among other benefits.

GSSR encourages you to apply for scholarships offered through GSSR (see www.gssr.edu.pl/students/internal-calls-for-funding/) and other institutions, and, once you are at an appropriate stage in your PhD research, for external grants (e.g., NCN *Preludium*) from a variety of funding sources (see www.gssr.edu.pl/research/external-

⁹ You may participate in more than one research group.

[research-funding-opportunities/](#)). In Poland, funding sources include, for example, the Ministry of Science and Education, NAWA - the Polish National Agency for Academic Exchange, and the Polish National Science Centre, among others.

Your supervisor and participation in a research group will play an important role in preparing and submitting applications for funding. Among others, they will help you develop and refine your proposal along both theoretical and methodological lines, and in terms of feasibility and impact.

Applications for grants, even if not successful, should be listed in the Individual Study Report.

Ongoing assessment of academic progress: Internal Evaluations and the Mid-term Evaluation

Annual (internal) Evaluations

To assist students in the process of doctoral research, and to ensure smooth progress toward your PhD and acquiring the knowledge, skills and social competences for the Polish Qualification Framework, PQF (<https://prk.men.gov.pl/en/1en/>) level 8, **GSSR's internal evaluations** are carried out in years 1 – 3 by Evaluation Commissions appointed by the Institute of your discipline. The commissions provide individualized feedback – to the student, their supervisor(s) and GSSR administration – on students' progress toward the dissertation and acquiring the expert and transferable knowledge, skills and competences that both academic and non-academic jobs value.

To this end, the Evaluation Commissions assess two main dimensions of your academic work. The first dimension is writing key parts of your dissertation. The texts that you must submit in June of Years 1 and 2, respectively, will count for 50% of the progress evaluation. For Year 3, the required text will count for 60%. This reflects the increasing weight that dissertation writing should play in your work as you advance your doctoral studies. Your updated PhD proposal, due at the end of Year 2, further informs the assessment of your dissertation progress.

The second dimension is academic professionalization. Here, the commissions will evaluate the courses you took, conference participation, research – including grant applications and publications, but also popularization of science and contributions to the organisation of academic events at GSSR or beyond (e.g., seminars, summer schools etc.). The Individual Study Reports, which you prepare at the end of Years 1, 2 and 3, respectively, inform this assessment. To allow commission members to understand the scope of your work, the Individual Study Report should provide sufficient detail for each activity you carried out in the year covered by the Report. Please see Annex 3 for guidelines by year of study.

When conducting the internal evaluations, the commissions also consider the written opinion of the supervisor(s) about a student's academic progress (see Annex 6).

The Mid-term Evaluation required by the Law

The **Mid-term Evaluation** is a separate assessment conducted in accordance with art. 202 of the Law and §13 of the *Regulamin*. Its scope is to evaluate, in the middle of a student's education period at GSSR (i.e., end of Year 2), the realization of her/his Individual Research Plan (IRP).¹⁰

At each institute (IFiS, IP, IPS), the Mid-term Evaluation Commission consists of three persons holding at least a doctoral degree, with one person, from outside the institute, holding a postdoctoral degree (habilitation) or a professorship in the discipline relevant to the doctoral student's evaluation. At a student's request, a representative of the GSSR Student Government (Samorząd) may participate in the Commission's work, as an observer. The Commission cannot include your supervisor(s).

¹⁰ If a student suspends their PhD training at GSSR, the deadline will be pushed back for an amount of time equal to the period of suspension. Separately, cf. art 204(2) of the Law, the deadline for submitting the doctoral dissertation may be extended by no more than two years.

The Commission reviews the required materials - IRP, Individual Study Report for Year 2, draft of key dissertation chapter/article with external review, and supervisor opinion on IRP implementation, to assess the fulfilment of IRP activities scheduled for Years 1 and 2, and whether this current activity indicates that you are able to continue to efficiently implement the IRP, and complete your dissertation by the IRP deadline. The ME does **not** assess dissertation quality or academic activities outside the IRP.

The outcome of the Mid-term Evaluation is either positive or negative. The Commission will give a positive or negative mark, and the reasons for it, in writing. The justification can include suggestions of desirable changes to your IRP. The Commission will give a positive evaluation if you implement the IRP without unjustified delays and your performance to date is such as to provide strong reasons to expect that you will continue to efficiently implement your IRP. The Commission will give a negative evaluation where these conditions are not met. According to the Law, the result of the evaluation and its justification shall be known.

Article 203 of the Law states that a negative evaluation of a student's progress at the end of the second year leads to the student's removal from the list of students of the doctoral school. The decision of the Mid-term Evaluation Commission can be appealed administratively.

Documentation marking academic progress: Overview and deadlines

Table 3 summarizes the documents that the student must submit to GSSR over the 4-year period of your doctoral studies, and the dates these documents are due (see, however, *Extending the period of PhD studies* and Footnote 10). For **guidelines on specific required documents, consult the Annexes**. For any questions, email the GSSR Doctoral Studies Coordinator.

Table 3. Required documents and deadlines for submission, GSSR doctoral students*

	Year 1	Year 2	Year 3	Year 4
	Due by 22.12			
December	Individual Study Program for Year 1			
	Due by 15.06			
June	1. Draft of article/chapter 2. Individual Study Report 3. Updated PhD Proposal	1. Draft of key chapter/article of PhD thesis 2. Individual Study Report	1. Significant part of PhD thesis 2. Individual Study Report	Full draft of PhD thesis
	Due by 30.09			
September	1. Individual Research Plan, IRP* 2. Individual Study Program for Year 2	Individual Study Program for Year 3	Individual Study Program for Year 4	Completed PhD thesis; Notification opening PhD procedure

*By Law, the IRP is due within 12 months of the date of commencement of education at GSSR (i.e., the date of signing the oath). GSSR students who sign the oath at other dates than on/around October 1 will have different deadlines than 30.09.

All documents must be sent electronically to the Doctoral Studies Coordinator of GSSR (sns@gssr.edu.pl). Additionally, the supervisor is expected to submit annual opinions on the progress of your scientific work. This includes an opinion about your progress with implementing the Individual Research Plan.

Detailed rules for the course of study: deadlines, by academic year

Year 1

Due by December 22:

- **Individual Study Program** (see Annex 1), ISP, outlining your academic activities planned for Year 1, and signed by you and your academic supervisor(s).

Due by June 15:

- **Draft of an article/chapter** meeting the requirements of an academic publication (see Annex 2).¹¹ This will count for 50% of the overall evaluation of your progress.

¹¹ A draft of an article/chapter is a text that is as near as possible to the version needed for publication submission, but still needs polishing.

- **Individual Study Report** (see Annex 3) indicating your academic achievements in Year 1, signed by you and your academic supervisor(s).
- **Proposal of your PhD thesis.** This version of your dissertation proposal should update and improve the proposal that you submitted during the admissions procedure. Please note that information about your PhD thesis is a key dimension of the Individual Research Plan.

Due by June 30:

Completion of the compulsory courses you selected to take in Year 1.

Due by September 30:

- (for students who commenced education at GSSR 12 months prior) **Individual Research Plan** (see Annex 5), signed by you and your academic supervisor(s).

The IRP and fulfilment of its activities set up for Years 1 and 2, will form the basis for the legally mandated Mid-term Evaluation of your progress (see “Ongoing assessment of academic progress”).

- **Individual Study Program** (see Annex 1) outlining your academic activities planned for Year 2, and signed by you and your academic supervisor(s). Please check your ISP against the activities you scheduled for Year 2 in your Individual Research Plan.

Year 2

Due by June 15:

- **Draft of a key chapter** of your thesis or, if your thesis is based on a set of articles, a key **article** of your thesis (see Annex 2). This will count for 50% of the overall evaluation of your progress.
- **Individual Study Report** (see Annex 3) indicating your academic achievements in Year 2, signed by you and your supervisor(s).

Attention! Check your Individual Study Report against the activities your Individual Research Plan scheduled for Year 2, and any outstanding tasks from Year 1.

Due by June 30:

Completion of remaining mandatory courses.

Due by September 30:

- **Individual Study Program** (see Annex 1) outlining your academic activities planned for Year 3 and signed by you and your academic supervisor(s).

Year 3

At this stage you should have produced a significant part of your doctoral thesis—further assessment of your PhD progress will focus largely on this. “Significant part of doctoral thesis” comprises (1) the Doctoral Dissertation Prospectus, and (2) a Chapter/Article from the dissertation. For details, see Annex 8.

Due by June 15:

- **Individual Study Report** (see Annex 3) indicating your academic achievements in Year 3, signed by you and your supervisor(s).
- **Significant part of your PhD thesis** (see Annex 8).
- **(Draft) Table of contents** of the dissertation manuscript.

On this document, please mark – as applicable – which (if any) of the chapters **(a)** were submitted to GSSR at the end of your 1st or 2nd year of study; **(b)** you revised during year 3, and (c) are “new,” i.e., you wrote them during Year 3.

or

List of articles that will constitute your dissertation, including their completion status (published/under ‘Revise & Resubmit’/ Under Review/in preparation), for article-based dissertations.

The purpose of the (draft) Table of contents/List of articles is to help the commission evaluating PhD progress in year 3 place the significant part of your thesis in the context of your overall dissertation. This in turn, will enable the commission to provide more targeted feedback on how to best strategize working toward completing your doctoral research.

Due by September 30:

- **Individual Study Program** (see Annex 1) outlining your academic activities planned for Year 4 and signed by you and your academic supervisor(s).

Year 4

At the end of Year 4 you are expected to have fulfilled the requirements for the defense of your doctoral thesis. Extensions beyond this date must meet the provisions of the Law.

Due by June 15:

- **Full draft of your PhD thesis**, briefly indicating what work still needed to secure your supervisor’s approval of the dissertation.

Due by September 30:

- **Completed PhD thesis**, to be submitted, with all the necessary documentation (see Guidelines for initiating the formal procedures leading to your PhD degree, <https://www.gssr.edu.pl/students/practical-info/>), to the office of the Scientific Council of IFiS/IP/ISP, with cc to GSSR’s PhD coordination office.

Student Government (Samorzqd)

Students are elected to represent the student body vis-à-vis the School authorities. In each constituent institute of GSSR, a single representative has the right to take part in the meetings of the Scientific Council of that institute. In addition, all representatives have the right to take part in the meetings of the Board (Scientific Council) of GSSR as observers, with one representative having the right to vote.

Elections are held annually in the first two months of each academic year to choose representatives. Until elections are held, representatives from the previous year remain in office.

You are encouraged to familiarize yourselves with PhD students’ rights as specified in the Law (e.g., monthly doctoral scholarship, rest breaks of up to 8 weeks/year; student ID), and to raise all matters of concern with GSSR administration and/or with student representatives, who will bring them to the attention of the School administration.

Extending and suspending the period of PhD studies

You are expected to complete your PhD studies within four academic years. By law, the deadline for submitting your doctoral dissertation, as set in your Individual Research Plan, may be extended by no more than two years. The extension, to be approved by the GSSR director, requires a positive opinion of the supervisor and the submission of a schedule of activities aimed at completing work on the dissertation.

Under justified conditions discussed below, you can suspend your PhD training. This will push back deadlines for the period of suspension, and extend the period of your studies.

PhD students and parenthood

At the request of a doctoral student, the director of GSSR will suspend the course of study for a period corresponding to the duration of maternity leave, leave on maternity leave conditions, paternity leave and parental leave - as defined in separate regulations (Act of 26 June 1974 - Labour Code, Journal of Laws 2018, item 917, as amended).

During the period of suspension of education on the basis of the conditions specified above, you retain the entitlement to a doctoral stipend. The provisions for establishing maternity allowance are taken into consideration while determining the amount of a doctoral scholarship, however the basis for this calculation shall be understood to be the amount of the monthly doctoral scholarship due on the date on which the request for suspension is submitted to the director of GSSR (cf. art. 209.6 of the Law). See also [.www.gssr.edu.pl/students/practical-info/](http://www.gssr.edu.pl/students/practical-info/)

Other conditions for suspension

In justified cases, the director of the School may suspend the doctoral studies at the request of the doctoral student due to, e.g., his/her illness, the need to care for a sick family member, to take care of his/her child (up to the age of six or with disability certificates).

During the period of suspension of education referred to here (*Other conditions...*) and the extended period for submitting the dissertation, you will not be entitled to a doctoral stipend.

Plagiarism

Plagiarism involves “taking someone else's work or ideas and passing them off as one's own” (Oxford Dictionary). It is the responsibility of each researcher, PhD students included, to ensure that their work does not plagiarize in any form. To learn more about what constitutes plagiarism, including its different forms, please consult online resources, e.g.,

<https://www.niu.edu/academic-integrity/faculty/committing/plagiarism.shtml>.

Plagiarized work will receive the mark ‘Fail.’ Students guilty of plagiarism can be required to leave the PhD program. Even if plagiarism arises without a deliberate intention to cheat, this offers no sure protection against being charged with plagiarism and academic penalties for poor practice.

Artificial Intelligence (AI) and academic integrity

The popularity and accessibility of generative AI tools, such as ChatGPT, Sudowrite, and others, have grown significantly. These tools hold the potential to transform the future, including research. However, their misuse can pose challenges to maintaining academic integrity.

At GSSR, some course instructors approve the use of AI tools in the academic setting for specific goals. AI tools may be used for course assignments only with the instructor's explicit permission, in approved ways, and with proper acknowledgment.

The acceptance of generative AI tools in dissertation writing depends on the specific policies of the institute of your discipline, and the guidelines set by your supervisor. Always consult your institution's policies and discuss with your supervisor to ensure appropriate, transparent and ethical use of AI tools in your dissertation.

Disciplinary commissions

In each constituent Institute of GSSR's doctoral school, a disciplinary commission shall be constituted by the Scientific Council (Rada Naukowa) to consider any cases of academic misconduct (e.g., plagiarism) if arising.

Annex 1

Individual Study Program (ISP)

A. Guidelines for GSSR PhD students starting Year 1 in October

ISP for the academic year 2024/2025; due by December 22, 2024¹²

Name of student:

Year of study:

Research topic:

Supervisor(s) name and affiliation:

Please mention any plans you have regarding points 1-9. For points 4-9 please also mention any tentative plans for 2025/2026 .

1. The mandatory courses for your discipline (indicate which courses you expect to complete in Semesters 1 and/or 2 of Year 1, and which courses you expect to complete in Year 2)
2. Optional academic courses
3. Activity in research groups in your institute (please, start with main affiliation within the institute, then add participation in any additional research group in the institute or elsewhere, if applicable)
4. Parts/dimensions of the dissertation you plan to work on
5. Publications
 - a. Already published or accepted for publication (please specify year of publication)
 - b. Planned publications (please specify if your paper is "Under Review")
6. Any submitted and/or planned grant applications (prepared individually, with support of your research group, or as a member of an application team – please, specify)
7. Planned presentations at academic conferences
8. Planned attendance of academic training events, such as summer schools or workshops
9. Study abroad (e.g., Erasmus+, Fulbright, Max Planck) planned to take place any time during the PhD program
10. Other academic professionalization activities (e.g., research dissemination to the general public, teaching, any "soft" skill training, organization of academic events/meetings, etc.)

Approval of the Supervisor(s)

Student's signature.....

Signature of Director or Academic Director of GSSR

¹² PhD students who join GSSR's doctoral school at a later point, via a faculty-led research grant, will receive a different deadline.

Annex 1 - Individual Study Program (cont'd)

B. Guidelines for PhD students completing Years 1 and 2 in September 2025

ISP for the academic year 2025/2026; due by September 30, 2025

Name of student:

Year of study:

Research topic:

Supervisor(s) name and affiliation:

Please mention any plans you have regarding points 1-9. For points 4-9 please also mention any tentative plans for 2026/2027.

1. The mandatory courses for your discipline
2. Optional academic courses
3. Activity in research groups in your institute (please, start with main affiliation within the institute, then add participation in any additional research group in the institute or elsewhere, if applicable).
4. Parts/dimensions of the dissertation you plan to work on
5. Publications
 - a. Already published or accepted for publication (please specify year of publication)
 - b. Planned publications (please specify if your paper is "Under Review")
6. Any submitted and/or planned grant applications (prepared individually, with support of your research group, or as a member of an application team – please, specify)
7. Planned presentations at academic conferences
8. Planned attendance of academic training events, such as summer schools or workshops
9. Study abroad (e.g., Erasmus+, Fulbright, Max Planck) planned to take place any time during the PhD program
10. Other academic professionalization activities (e.g., research dissemination to the general public, teaching, any "soft" skill training, organization of academic events/meetings, etc.)

Approval of the Supervisor(s)

Student's signature.....

Signature of Director or Academic Director of GSSR

C. Guidelines for PhD students completing Year 3 in September 2025

ISP for the academic year 2025/2026; due by September 30, 2025

Name of student:

Year of study:

Research topic:

Supervisor(s) name and affiliation:

Please mention any plans you have regarding points 1-9.

1. Optional academic courses
2. Activity in research groups in your institute (please, start with main affiliation within the institute then add participation in any additional research group in the institute or elsewhere if applicable).
3. Parts/dimensions of the dissertation you plan to work on
4. Publications
 - a. Already published or accepted for publication (please specify year of publication)
 - b. Planned publications (please specify if your paper is "Under Review")
5. Any submitted and/or planned grant applications (prepared individually, with support of your research group, or as a member of an application team – please, specify)
6. Planned presentations at academic conferences
7. Planned attendance of academic training events, such as summer schools or workshops
8. Study abroad (e.g., Erasmus+, Fulbright, Max Planck) planned to take place any time during the PhD program
9. Other academic professionalization activities (e.g., research dissemination to the general public, teaching, any "soft" skill training, organization of academic events/meetings, etc.)
10. Planned date of submitting the completed PhD thesis (i.e., with the supervisor(s) written approval) to the office of the Scientific Council of the Institute of your discipline

Approval of the Main Supervisor..... Student's signature.....

Signature of Director or Academic Director of GSSR.....

Annex 2

Guidelines for Students: How your Article/Chapter Drafts (Years 1 and 2) will be reviewed

As part of your doctoral studies at GSSR, your academic development is supported through a formal process of paper review by experts from our academic community. This process is designed to help you refine your work and prepare it for potential publication, while also strengthening your dissertation. Below is an outline of what to expect and how to approach the review process.

Purpose of the Peer Review

The peer review process has two primary aims:

1. To evaluate the suitability of the writing for potential publication in an established academic journal or edited book;
2. To provide constructive feedback that helps you improve your manuscript in preparation for submission to those outlets.

What Will Be Reviewed

- **Year 1 Students:** You will submit a draft article or chapter. This draft is typically, though not necessarily, related to your PhD thesis. Your paper can be based on one of the course essays submitted during Year 1; it can be a theoretical (e.g., a review article) or empirical paper (including methodology-focused works). In the case of an empirical paper, it must include the 'data and methods' section, along with a description of results (even if preliminary), and (tentative) conclusions. The empirical paper prepared by students pursuing their PhD in Psychology should meet the standards of a preregistered study (published by the Center for Open Science).
- **Year 2 Students:** You will submit a full draft of a **key chapter** from your dissertation. This may be a theoretical, methodological, or empirical chapter.

Or

If your thesis is based on a set of articles, a key **article** of your thesis.

The articles or chapters that you submit at the end of Years 1 and/or 2 can be in Polish, if you write your dissertation in Polish. In this case, a 300-400 words English-language summary must accompany the article/chapter.

In both Year 1 and 2, you can submit an article published during the academic year (with you as the first author), or an article that is under review. For co-authored papers, the student must include a clear statement as to their contribution to the article (e.g. one can use Contributor Role Taxonomy [CRediT] for guidelines).

Review Process Overview

- **Single-Blind Review:** Reviewers will know the identity of the paper's author, but you will not know the identity of your reviewer.
- The review will focus on the paper's contribution to the field and your academic writing skills. Specifically, reviewers will assess:

Annex 2 – Guidelines for students (cont'd)

- Whether your paper clearly identifies a knowledge gap and research question or objective.
- What your paper contributes to the academic debate (e.g., does it enrich or challenge existing theories, open new approaches, or improve research methods?).

Key Aspects Reviewers and other evaluators will consider

When preparing your draft for submission, make sure to address the following points, as applicable to your paper:

1. **Clarity of the knowledge or research gap and contribution to the field:** There must be a clear statement as to what the previous literature has written on your research subject or topic, what is not yet known about it (i.e. conceptual, theoretical, or methodological problems of the current literature), and how you will address that gap. Clearly state how your paper will contribute to the field (i.e. conceptual, theoretical, or methodological contribution).
2. **Clarity of the Problem/Theme/Research Question or Objective:** Ensure that the problem or main research question/objective is clearly stated.
3. **Appropriate Literature Review:** Demonstrate how your text is grounded in the relevant literature. Be sure to include relevant bibliographical references.
4. **Concept Definitions:** Clearly define all of the main terms or concepts you use in your paper.
5. **Data and Methodology:** If an empirical paper, discuss how your choice of data and methods is appropriate to address your research question/objective.
6. **Empirical Analyses:** If an empirical paper, discuss how your empirical analyses are appropriate and well-suited to the research question/objective.
7. **Significance of Findings:** If an empirical paper, present the results in a clear and convincing fashion. Highlight the relevance and significance of your text's conclusions.
8. **Writing and Argumentation Clarity:** Ensure that your writing is clear and that your argumentation is logical and coherent.
9. **Paper Structure:** Organize your paper – from abstract to conclusion -- in accordance with the highest standards of the discipline and field, with appropriate sub-sections and sub-headings for better readability.

Papers have a 5000 (minimum) – 9000 (maximum) word limit. Exceptions to the word limit are chapters/articles in a philosophical dissertation (up to 12000 words), and articles that are already published, or are in pre-submission stage and prepared according to the requirements of a specific target journal.

Annex 3

Individual Study Report

Guidelines for PhD students completing Years 1-3

Report on Individual Study Achievements; due by June 15

Name of student:

Year of study:

Research topic:

Supervisor(s) name and affiliation:

In your report, please describe your academic activities conducted during the academic year that is about to end. Give details about as much of the following as is applicable to you, including the dates of activities you completed (e.g., starting and end date of a conference where you presented).

1. (Year 1 only) Please give details of your progress writing the required article/chapter, specifying the periodical(s)/edited volume where you plan to submit it for publication consideration. You should also be submitting the article/chapter draft to GSSR – it will count for 50% of the overall evaluation of your progress (see section “*Ongoing assessment of academic progress*”).
2. (Year 2 only)¹³ Please summarize your progress in writing your PhD thesis. You should also be submitting your draft key article/chapter to GSSR—it will count for 50% of the overall assessment of your progress at the internal annual evaluation (see section “*Ongoing assessment of academic progress*”).
3. (Year 3 only). Please summarize the progress in writing your PhD thesis. You should also be submitting the significant part of your dissertation (cf. Annex 8) to GSSR – it will count for 60% of the overall evaluation of your progress (see section “*Ongoing assessment of academic progress*”).
4. List all mandatory courses successfully completed since you started the PhD program. Please provide the dates of completion, or planned completion for courses that you are taking during the semester when this report is due.
5. Any other courses successfully completed (please specify).
6. Have you taken part in any study abroad programs during the year (e.g., GIMA, Erasmus+, Fulbright, Max Planck)? When and where did you go? For how long? What was the purpose of the study/research visit?
7. Please give details of your activity in the faculty-led research group(s). Start with your main affiliation within the Institute of your discipline (e.g., IFiS for sociology and philosophy), then add participation in any additional research group in the Institute or elsewhere, if applicable. For participation in research groups in or outside the Institute of your discipline, provide an account of the extent of your involvement: how frequently do you attend meetings, what is your role, etc.
8. When reporting participation in grants and other projects, please briefly describe your specific contributions (e.g., attending meetings, writing reports, managing a project).
9. Please mention steps taken toward completion of your PhD research.
10. Mention any grant applications made (even if not successful) or planned (prepared individually, with support of your research group, or as a member of an application team – please specify). Name the grant awarding body, the title of the award program etc. What precisely have you applied for? Has the application been successful or not? Are you still waiting for the decision?

¹³ Check your Individual Study Report against IRP activities scheduled for Year 2, and any outstanding tasks from Year 1.

Annex 3 - Individual Study Report (cont'd)

11. Academic papers or chapters in edited volumes, written during the year for which you prepare the Report. Please clearly indicate the status of each paper:
- (i) Published. Provide the full academic reference for your paper, using the citation style of your choice (for a citation styles guide, see <https://www.scribbr.com/citing-sources/citation-styles/>). Please be sure to include the authors and title of paper, publication outlet (name of journal/title of edited volume), journal volume and issue, editors of the edited volume, page numbers of your paper, DOI number of your paper, if applicable.
 - (ii) Accepted for publication (i.e., *forthcoming*). Please include the full academic reference.
 - (iii) "Revise and Resubmit." Indicate authors and title of paper, and publication outlet.
 - (iv) "Under Review". Indicate authors and title of paper, and name of the publication outlet.
 - (v) Rejected. Indicate authors and title of paper, as well as the name of the publication outlet.
12. Did you attend any conferences, or are you accepted for a conference taking place after June 15 and before October? Please give details, including the title of the conference, dates, and location. Provide the link to the conference's website, if applicable. Specify whether you gave a presentation, and if so its nature (poster, conference paper). If you presented, provide the title of your paper and the author(s).
13. Did you attend any winter schools, workshops during the reporting year, or are you planning to attend such training, including summer schools, before October? For upcoming training events, please indicate whether you have been already notified regarding your acceptance at that event. Please note that it is not enough to report only attendance at an event. You should also provide the name of the organizer(s), dates, location, title and theme of the training event, whether you gave a presentation and if so, its details (what was its title etc.).
- Please also indicate the selection and funding process for your participation at the event (e.g., were you awarded a travel grant for attending the training event, was travel funded via a research grant that you are working in, etc.).
14. Did you complete, or plan to complete by October, other academic professionalization activities (e.g., research dissemination to the general public, teaching, reviews conducted for academic publication outlets, any "soft" skill training, organization of academic events/meetings, etc.). Again, please give details, including dates.
15. Please mention any organisational activities at GSSR, the institute of your discipline, or other organizations. Please give details, including dates.

Signature of the Supervisor(s)..... Student's signature.....

Annex 4

Guidelines for Reviewing Article/Chapter Drafts of Students completing Years 1 & 2

GSSR involves the academic community at our constituent institutes and beyond to help with the process of reviewing papers that students must turn in as they complete Years 1 and 2 of doctoral studies. The purpose of the review is to support students, by providing constructive feedback that allows them to (i) improve their manuscripts in view of submitting them for publication considerations to established academic publishing outlets, and (ii) strengthen their dissertation.

What will be reviewed

The papers to be reviewed form an important part of students' doctoral training process. For students completing Year 1, the object of the review is a draft article/chapter that usually is, but does not have to be, connected with the student's PhD thesis.

For students completing Year 2, the review focuses on the full draft of a key article/chapter from the dissertation. Given the early stage of preparing the PhD thesis, students can choose whether to turn in a theoretical or empirical chapter.

The review process

The review process is single-blind: reviewers know who authored the paper, but students do not know the identity of the reviewer.

In evaluating students' papers, we request that reviewers consider first the extent to which the paper makes a **contribution to the field**, and next, the author's **academic writing skills**. Does the paper adequately identify the knowledge gap? What does the text bring to the academic debate (for example does it enrich, modify or change theoretical determinations, does it engage in a polemic, enrich or open new cognitive perspectives, improve a research method, supplement the results of previous research: **what does it bring to the current state of knowledge?**)

Reviewers, in addition to own reflections on the text, should please consider the following points, as applicable to a given paper:

- Clarity in presenting the problem investigated/the main theme/ the research question.
- Appropriate choice of literature, how well the text is grounded in that literature, including in terms of identifying the knowledge gap, and the relevance of bibliographical references.
- Clear definition of the main concepts.
- Appropriate choice of data and methods in light of posed research question(s); appropriate measurement (operationalization) of the main concepts.
- Soundness of empirical analyses.
- Relevance/significance of the text as a whole, and the conclusion it reaches.
- Clarity of writing and argumentation.
- Structure of the paper, including in terms of sub-sections and corresponding sub-headings.

Next to **written comments** that will help students improve their text for publication consideration, the reviewer also assigns the paper a **letter grade** (A, B, C, or D), where A corresponds to the strongest and D to the weakest score. The letter grade provides an understanding of the paper's relative strength.

Reviewers email the written comments and the letter grade for a given paper to GSSR administration. GSSR shares an anonymized version of the review with the student, their supervisor, and the Evaluation Commission.

Annex 5

Individual Research Plan (subject to the Mid-term evaluation required by the Law)

The Individual Research Plan, IRP, must be turned in within 12 months of the date when a student started education at a doctoral school (art. 202.1, Law 2018). At GSSR, “a student is accepted as a doctoral student upon immatriculation and taking the oath” ([Regulations of the doctoral school @GSSR](#), chapter 1 art. 4). Thus, students who sign the oath and start at GSSR on/around October 1, must turn in the IRP by September 30 of that academic year. The deadline will differ for students who join our doctoral school at other dates. If a student suspends their training at GSSR, the deadline will be pushed back for an amount of time equal to the period of suspension. Once your IRP is submitted and confirmed by the GSSR Director, it becomes binding. Any later changes require written approval from both your supervisor and the GSSR Director.

Guidelines for structuring the Individual Research Plan, IRP

Please draw up your IRP in consultation with your supervisor(s). Your supervisor should co-sign the IRP. When designing your IRP, take into account the elements and deadlines set by the school rules (see *Documentation marking academic progress: Overview and deadlines*). Use these to plan accordingly.

Dissertation title

Please make sure to include important ‘key words’ that will relate your proposal to relevant potential reviewers, funding schemes and so on. Your title should go beyond simply describing the subject matter – it should give an indication of your approach or key questions.

Overview of the PhD research (ca. 1000 words)

In this section, provide a short overview of your research, where it fits in the existing academic discourses and debates and what it contributes to them, and its social relevance. Be sure to establish a solid and convincing *framework* for your research. This should include:

- Research questions (usually, 1-3 should suffice) and research hypotheses (if applicable).
- The major approach(es) you will take (theoretical, empirical, normative, as appropriate), and the rationale for your choices.
- The contribution of your dissertation to the field and discipline(s) (i.e. contribution to theory, conceptualization, methods, national knowledge).

The aim here is to provide the *context* into which your thesis fits, and convince your readers of the importance (academic and social) of your research. Thus, be specific in identifying influences or debates your research engages with, but try not to get led astray into a long exegesis of specific sources.

Positioning of the research (ca. 400 – 800 words)

This section should briefly discuss the literature most relevant to your research and identify the knowledge gap (theoretical, methodological and/or empirical) that your dissertation plans to address. Present the main theoretical framework(s) (brief description of given theory) that inform your research questions. As you contextualize your research questions, make sure to clearly define all main concepts.

Annex 5 – Individual Research Plan (cont'd)

Research design and methodology (ca. 400 – 800 words)

This section should lay out, in clear terms, the way in which you will structure your research, and the specific methodology (including, when applicable, data and methods) that you will use to address your research questions, and hypotheses (if applicable). It should also (briefly) present the rationale for the chosen design and methodology.

Please briefly discuss:

- The overall research approach (e.g. is it solely theoretical, or does it also involve data analysis) and your rationale for adopting this approach.
- The stages and structure of the research approach, when solely theoretical (e.g., developing a given argument involves the analysis of the text of the author x, from a given perspective)
- For empirical dissertations, briefly present Data and Methods, and the rationale behind your data and methods choices. Please include information about: (i) the target population (i.e., whom/what you want to study); (ii) what data you plan to analyze, and (iii) whether you plan to collect data. If data collection is involved, specify the sampling procedure and intended sample size. Please specify (iv) how you will measure the main theoretical concepts (i.e., what is their operational definition); and (v) the method/methods of data analysis.

References

Your references should provide the reader with a good sense of your grasp of the literature relevant for your dissertation, and for the knowledge gap that your study aims to contribute to. Remember that this is not simply a bibliography listing ‘everything written on the subject.’ Rather, it should show critical reflection in the selection of appropriate texts.

Timeframe (*Harmonogram*) for preparing the dissertation and completing your doctoral studies

In this section you are required to outline the timing of the steps you will undertake during your PhD studies to complete your dissertation, as well as the elements of GSSR’s doctoral program. Please go beyond a list of overall goals and when you expect to achieve them, to include main outputs that inform on the progress of your scientific work. Remember to incorporate the GSSR deadlines for completing the mandatory courses for your discipline, and delivering written texts (the article/chapter draft in Year 1; the key article/dissertation chapter in Year 2; the substantive part of the dissertation in Year 3; the complete PhD thesis by the end of Year 4) and reports (the Individual Study Plans and Individual Study Reports expected in Years 1-3 of your studies).

As you create the timeframe for a given semester, please consider the realization of your (i) PhD research (e.g., planned data collection period), **and** (ii) doctoral training, including planned academic professionalization activities (e.g., conference presentations, preparing articles to submit for publication considerations, etc.). Make sure the timeframe you propose is feasible and realistic. You can either put it in the form of a table, where you divide the work into months, or just briefly describe the steps you plan to undertake in a given semester. A planned activity can extend across semesters.

According to art. 204 (2) of the Law, the deadline for submitting the doctoral dissertation (as set in the IRP) may be extended by no more than two years. The extension, to be approved by the GSSR director, requires a positive opinion of the supervisor and the submission of a schedule of activities aimed at completing work on the dissertation.

Plans for research dissemination (ca. 200-250 words)

Detail how you intend to share your findings with various audiences. Your plan should include (a) Academic Dissemination: Specify how you will present your research within the academic community. This could involve submitting papers to peer-reviewed journals, presenting at national or international conferences, and participating in academic workshops or seminars. Please identify potential journals and conferences that are relevant to your field of study.

Annex 5 – Individual Research Plan (cont'd)

If relevant to your research program, then please also include the following elements: (b) Broader Public Engagement:

Describe how you will communicate your research to non-academic audiences. Consider writing for public platforms such as blogs, contributing to media outlets, or using social media to make your findings accessible to a wider audience. Explain how you will ensure that your research reaches and engages the public in a meaningful way.

(c) Policy and Practical Impact: If your research has policy or practical implications, identify your stakeholders and outline your plans for engaging with them (e.g. policymakers, NGOs, practitioners). Detail how you intend to share your findings with these stakeholders, and describe any potential collaborations or outreach efforts that could enhance the societal impact of your research.

Main research risks and risk mitigation methods (ca. 200 – 250 words)

In this section, please identify research risks (e.g., ethical, financial, communication risks) that you may encounter when implementing the main stages of your research design (e.g., desk research, data collection, analysis, writing, revising), and assess their potential impact (e.g., severity, urgency) on your research. Briefly discuss what risk mitigation methods you plan to put in place to avoid these risks, or reduce their negative consequences.

Form of proposed cooperation with supervisor(s)

Please briefly describe the form of the proposed cooperation with the supervisor(s), in terms of frequency (expected at least six times during an academic year) and format (off-line, online, hybrid) of the meetings.

Annex 6

Guidelines for supervisors

Continuous, open communication, and a common understanding of the principles of cooperation between the supervisor and the PhD student, including mutual expectations, are key to ensuring that supervisory relationships function to the mutual satisfaction of both parties. Good communication is crucial also to preventing conflict situations.

To facilitate good communication, the supervisor and the student are encouraged to create a joint cooperation memo that outlines the main principles of their cooperation (see next page). The supervisor and the PhD student **are expected to meet** regularly, and at least **six times** during each academic year, and complement meetings with electronic (email) communication.

The supervisor provides advice and guidance on designing, and supervises the implementation of their student's doctoral research, including its compliance with the Code of ethics in force at the Polish Academy of Science and IFiS, IP and IPS (<https://pan.pl/etyka-w-nauce/>). Among others, the supervisor **is expected to help the student**:

1. Prepare their Individual Study Program (see Annex 1);
2. Participate actively in at least one research group in the institute;
3. Prepare their Individual Research Plan (see Annex 5);
4. Define the topic, methods and structure of the PhD thesis;
5. As applicable, prepare the documentation necessary to obtain approval for their research projects from the ethics committee at IFiS/IP/IPS;
6. Improve their research work, via constructive feedback, both substantive and methodological;
7. Write grant applications;
8. Prepare for the examination that is part of the doctoral procedure (IFiS-based students only)

Preparing annual written opinions

During their student's progress through the first three academic years in the doctoral program, the supervisor is asked to provide GSSR **an opinion on the student's individual study report, and academic advancement more generally**. This statement shall be submitted electronically to GSSR's PhD program coordinator (sns@gssr.edu.pl) by June 30 of a given academic year.

The supervisor's statement is intended as a tool for providing formal feedback to the student (rather than an opinion on the student's character). Together with other documentation coming from students themselves, the opinion from the supervisor will allow the Evaluation commissions (see section "*Ongoing assessment of academic progress*" in this Handbook) to assess a student's academic achievements and PhD progress.

In general, the Supervisor Opinion should contain the assessment of:

1. The written text that the student must submit as they complete a given year (i.e., draft article/chapter in June of Year 1; draft key chapter/article in June of Year 2; significant part of the dissertation thesis in June of Year 3).

For Years 1 and 2, the assessment of the written texts can be brief and unstructured; for Year 3, please **see Annex 7**.
2. Academic activities of the student, such as publications, grant applications and conference talks, research group activities etc.
3. Relevant extra-academic activities of the student.
4. The student's overall progress.

Please also provide evaluation of areas for improvement in your student's further career development, while also highlighting the strengths of the student, and areas where they perform well, or even excel.

Annex 6 – Guidelines for supervisors (cont'd)

In the **Year 2 Opinion**, supervisors are requested to write their opinion on the student's progress on the implementation of the Individual Research Plan, and to indicate to what extent they are confident that the student will be able to deliver a complete thesis by the end of Year 4 (or, alternatively, will be able to do that if granted additional time, i.e. extension to the 5th year).

Recommendation on creating a joint cooperation memo

Considering their greater experience in leading academic research, supervisors are encouraged to develop a cooperation proposal, to be discussed and agreed upon with the PhD student, and renegotiated as needed, respecting the rights of each party. The resulting memo would outline the main principles of cooperation between the supervisor and the PhD student, including:

- Characteristics of the supervisor-student communication (e.g., expectations regarding the student's work schedule and working hours at the institute/lab; form of contact between the parties, including conditions for cancelling meetings; reporting planned absences, vacation breaks, or illness; methods for jointly resolving conflict situations; deadlines for reviewing or making corrections to scientific texts and other documents that require the supervisor's review/approval, taking into account the volume of the submitted material; etc.);
- Rules around the scientific research and preparing the dissertation: information from the supervisor regarding (i) any strict conditions of research, such as necessity of field/research trips, working with laboratory samples, occasional need to conduct research/work during holiday season or days off, etc.; (ii) current and/or expected funding of the research planned for the implementation of the doctoral project, and possible tasks of the student in helping with funding applications related to their doctoral project; (iii) the form and extent of support with preparing scientific products, articles in particular; the role of the thesis supervisor at the stage of writing the dissertation; (iv) the form and extent of assistance in obtaining grants and scholarships from various funding sources; (v) expected conference participation and funding for it; (vi) principles of cooperation with other members of the research team; (vii) expected participation in organizing scientific events; (viii) agreements regarding intellectual property rights (e.g., the concept of the doctoral dissertation, research results produced under the supervision of, or jointly with the supervisor, etc.), including in the case of changing supervisor; (ix) rules of co-authorship in scientific publications; (x) rules for the use of AI-based tools when writing texts; (xi) a reminder of the prohibition of plagiarism; (xii) rules for assessment of activities and obligations the student carried out; (xiii) rules for accounting for entrusted equipment and resources in case of the student's resignation from the project or discontinuing doctoral studies.
- The student's participation in activities outside the supervisor's research group (e.g., other research; Erasmus+; internships; taking up/continuing gainful employment unrelated to the PhD, etc.).

Both parties in the supervisory relation are expected and welcome to approach the director of GSSR in case of any difficulties concerning their cooperation. The principles and procedures for the resolution of conflict situations are discussed in Annex 12.

Annex 7

Progress Review of the PhD dissertation for doctoral students completing Year 3

– by Supervisor or Supervisor(s) –

The progress review of the PhD dissertation is a structured document that assesses a candidate's development of the doctoral thesis. The purpose of this review is two-fold: (a) to help the candidate in completing her/his dissertation, and (b) to provide the Evaluation Committee with an assessment of the candidate's progress.

Suggested structure of the review

Supervisor's name or supervisors' names:

Affiliation – work place:

Date:

Progress Review of the Dissertation

Title:

Doctoral student's name:

Overall assessment

What is the topic of the dissertation and how can it be placed within the discipline?

How does this work contribute to the development of the discipline?

What is your general assessment of the theory, methods and analyses?

How could it be placed in relation to other dissertations?

Structure of the dissertation

Description of its content.

How does the supervisor assess the division into chapters or articles and their content?

How does the supervisor assess the supplementary materials?

Is the bibliography complete?

What is the overall size of the dissertation? Is it appropriate for the dissertation topic?

Contribution to the discipline and assessment of originality of research and significance of findings (**space as needed**)

Critical comments on the dissertation (space as needed)

Only larger controversial issues and examples of major and/or repeated errors.

Publications, conferences, seminars, and other professional activities

Including comments on how professional activities fit the candidate's achievements as a whole.

Expected trajectory for future research contributions.

Conclusion (one paragraph)

Annex 8

Significant part of doctoral thesis: Doctoral dissertation prospectus and Chapter/Article Specifications

By **June 15**, students who complete Year 3 of their study must turn in for evaluation the following two documents that, taken together, form a significant part of the PhD thesis:

1. The Doctoral Dissertation Prospectus. This document provides the preliminary description of the PhD thesis and should include the following components:

- a. (Preliminary) title of the dissertation
- b. Abstract (250 words) of the dissertation
- c. Two-page (preliminary) outline of the dissertation
- d. The list of article titles and authors' names (minimum 3 articles, if dissertation is based on articles) **OR** the preliminary list of chapters (for monograph-type dissertation)

For dissertations based on articles, the 2-page outline should include:

- (i) article titles, followed by
- (ii) the APA citation of the article as published in a journal; if the article is unpublished, whether it is under review at a journal and, if so, which one; and, the names of all authors of the unpublished article;
- (iii) a 100-250 words abstract of each article (irrespective of whether the article was published).

For monograph-type dissertations, the 2-page outline should include:

- (i) the (preliminary) titles of all chapters to form the dissertation, with a note on their status of completion (i.e. chapter completed; chapter close to completion; chapter in early stage of writing; chapter unwritten), together with
- (ii) the word count of each chapter at the time of submission for evaluation (word count includes also methodological notes, e.g. coding decisions for qualitative analysis, interview transcriptions, syntax of statistical analyses; if the chapter is unwritten, the word count will be zero);
- (iii) under each chapter title, a 3-4 sentence description of the chapter's content (ca. 75 - 100 words per chapter description).

The Doctoral Dissertation Prospectus can be prepared and submitted in Polish, if you write your dissertation in Polish. In this case, you shall also provide the English-language (provisional) title (a), and abstract (b) of your dissertation.

2. A fully developed article or chapter from the dissertation.

Given the disciplinary variety of our Doctoral School, in the main, the article or chapter that you will turn in at the end of Year 3 should:

- be single-authored or first-authored by you, except when you already turned in a first- or single-authored paper for the Year 2 evaluation. Note that for co-authored papers, the student must include a clear statement as to their contribution to the article (e.g. one can use Contributor Role Taxonomy [CRediT] for guidelines);
- (i) be based on empirical analysis, if the dissertation involves qualitative and/or quantitative data, **or**
- (ii) express an argument that is clearly core to the dissertation, if the dissertation does not involve empirical data (e.g. certain types of dissertations in Philosophy and Political Studies);

Annex 8 - Significant part of doctoral thesis (cont'd)

- constitute new writing; it cannot be the same, or even revised, “key chapter” or “key article” that you turned in for the Year 2 evaluation.
- have a 5000 (minimum) – 9000 (maximum) word limit. Exceptions to the word limit are chapters in a philosophical dissertation (up to 12000 words) and articles that are already published, or are in pre-submission stage and prepared according to the requirements of a specific target journal.

The article or chapter that you submit at the end of Year 3 can be in Polish, if you write your dissertation in Polish. In this case, a 300-400 words English-language summary must accompany the article/chapter.

Annex 9

Requirements for Doctoral Theses at IFiS PAN. Initiating the formal procedures leading to the PhD degree

(cf. § 9 *Resolution of IFiS PAN Scientific Council 25/10/2023* in line with the July 20, 2018 Law of Higher Education and Science, hereafter, the Act)

1. A doctoral dissertation presents the candidate's general theoretical knowledge in a discipline or disciplines, and the ability to conduct scientific work independently.

2. A doctoral dissertation may be a written work, including a scientific monograph, a collection of published and thematically related scientific articles, a design, construction, technological innovation, or implementation or artistic work, or an independent and isolated part of a collective work.

3. The dissertation may be a collection of published and thematically related scientific articles meeting the criteria presented in the Act, and the resolution of IFiS' Scientific Council from November 25, 2020, in particular:

1. Each article must be published in a journal included in the SCOPUS or Web of Science database or in the peer-reviewed materials of an international scientific conference. At least one of the articles must appear in a scientific journal or peer-reviewed proceedings from an international conference, which, in the year of the publication in its final form, were included in the ministerial list of scientific journals and reviewed materials from scientific conferences.

2. For each scientific article authored by several authors, which the candidate submits, the percentage share and description of the contribution to the article must be confirmed by all co-authors.

3. The collection of published articles constituting the dissertation must be accompanied by a summary, which should be available to all members of the Scientific Council and reviewers. The summary should present:

a) The scientific problem, the solution of which is presented in the set of articles comprising the dissertation;

b) The theoretical assumptions of the research, the results of which are included in the presented articles;

c) The manner in which the presented articles relate to each other and form a whole having the character of a doctoral dissertation;

d) A summary of the research results presented in the series of articles.

4. The dissertation is submitted in paper form (3 copies) and electronically to the office of IFiS' Scientific Council (email magdalena.grabowska@ifispan.edu.pl). It will be tested using the Jednolity System Antyplagiatowy anti-plagiarism software, and a report signed by the Commission for doctoral procedure will be added to the documentation necessary for initiating the procedure for award of the PhD degree.

5. The guidelines for initiating the formal procedures leading to the PhD degree are available here: www.gssr.edu.pl/wp-content/uploads/2024/06/GSSR-Guide_From-completed-dissertation-to-PhD-defense_June-11-2024.pdf. Contact the office of IFiS' Scientific Council (magdalena.grabowska@ifispan.edu.pl) for details.

6. The certificate prepared by the GSSR director that the student achieved the learning outcomes for the qualification at Level 8 of the Polish Qualifications Framework is available from GSSR administration (sns@gssr.edu.pl). This document certifies also language proficiency at B2 level.

Annex 10

Doctoral Degree Rules (including Requirements for Doctoral Theses), IP PAN

(cf. Section *Szczegółowy tryb czynności w postępowaniu doktorskim w IP PAN*, March 22, 2024)

Szczegółowy tryb prowadzenia postępowań doktorskich w Instytucie Psychologii PAN	Procedure of awarding doctoral degrees at the Institute of Psychology PAS
Rozdział I. Postanowienia ogólne	Chapter 1. General considerations
§1	§1
1. Niniejszy dokument reguluje sposób postępowania w sprawie nadania stopnia doktora w Instytucie Psychologii PAN osobom, które:	1. The current document regulates the procedures of awarding doctoral degrees at the Institute of Psychology PAS to individuals, who:
1) przygotowały rozprawę doktorską w trybie kształcenia doktorantów w ramach Szkoły Doktorskiej;	1) have prepared doctoral thesis in the course of PhD student training in a Doctoral School;
2) ubiegają się o nadanie stopnia doktora w trybie eksternistycznym.	2) are applying for a doctoral degree through the extramural track (in Polish: “tryb eksternistyczny”).
2. Użyte w Szczegółowym trybie prowadzenia postępowań określenia oznaczają:	2. The following terms used in the Procedure of awarding doctoral degrees refer to:
1) BIP – Biuletyn Informacji Publicznej Instytutu Psychologii PAN;	1) BIP – Public Information Bulletin of the Institute of Psychology PAS;
2) doktorant – słuchacz Szkoły Doktorskiej, której członkiem jest Instytut Psychologii PAN;	2) doctoral student – student enrolled in a Doctoral School of which the Institute of Psychology PAS is a member;
3) Instytut – Instytut Psychologii PAN	3) Institute - Institute of Psychology Polish Academy of Sciences;
4) JSA – Jednolity System Antyplagiatowy;	4) JSA – Unified Antiplagiarism System (“Jednolity System Antyplagiatowy” in Polish);
5) kandydat – osoba ubiegająca się o nadanie stopnia doktora;	5) candidate – an individual applying to obtain a doctoral degree;
6) komisja doktorska – komisja stała Rady Naukowej IP PAN ds. postępowania doktorskiego;	6) doctoral committee – permanent committee of the Scientific Council of IP PAS, which handles the procedure of awarding doctoral degrees;
7) komisja ds. obrony – komisja Rady Naukowej IP PAN ds. przeprowadzenia publicznej obrony rozprawy doktorskiej danego kandydata;	7) defense committee – committee, which conducts the public defense of the doctoral dissertation;
8) komisja ds. PRK – komisja Rady Naukowej IP PAN ds. weryfikacji efektów kształcenia na poziomie 8.	8) PRK committee – committee, which verifies the teaching effects at the level of the 8 th Polish Framework for Qualifications;

Polskiej Ramy Kwalifikacji danego kandydata;	
9) Program Wsparcia – Program Wsparcia Doktorantów Eksternistycznych Instytutu;	9) Support Program – Support Program for Extramural Doctoral Students of the Institute;
10) Rada Naukowa – Rada Naukowa Instytutu Psychologii PAN;	10) Scientific Council – Scientific Council of the Institute of Psychology PAS;
11) System POL-on – Zintegrowany System Informacji o Szkolnictwie Wyższym i Nauce POL-on, o którym mowa w art. 342 ust. 1. Ustawy;	11) POL-on System – Integrated System of Information on Higher Education and Science, as defined in the art.342, point 1 of the Bill;
12) Szkoła Doktorska – Graduate School for Social Research PAN lub inna szkoła doktorska, której członkiem jest Instytut Psychologii PAN;	12) Doctoral School – Graduate School for Social Research PAS or other doctoral school, in which the Institute of Psychology PAS participates;
13) Ustawa – ustawa z dn. 20 lipca 2018 r. – Prawo o szkolnictwie wyższym i nauce z późniejszymi zmianami.	13) Bill – the national Bill on Higher Education and Science passed on the 20 th July 2018 with later changes.
3. Nad prawidłowością wszystkich czynności w postępowaniu doktorskim pieczę sprawuje powołana przez Radę Naukową komisja doktorska. Komisja działa na podstawie osobnego Regulaminu działania Komisji ds. Postępowania Doktorskiego oraz Regulaminu Rady Naukowej.	3. The doctoral committee of the Council oversees the proper conduct of all activities in the procedure of awarding doctoral degrees. The committee acts on the basis of specific Regulations of the doctoral committee, as well as Regulations of the Scientific Council.
§2	§2
1. Stopień naukowy doktora nadaje w drodze decyzji administracyjnej Rada Naukowa.	1. Doctoral degree is awarded through an administrative decision by the Council.
2. Stopień doktora może być nadany również wspólnie z innymi podmiotami doktoryzującymi w dyscyplinie, w której każdy z nich posiada kategorię naukową A+, A albo B+, w tym z udziałem podmiotów zagranicznych posiadających uprawnienia do nadawania stopnia doktora w zakresie dyscypliny, w której stopień ten jest nadawany. Zasady współpracy określa umowa zawarta w formie pisemnej, która w szczególności wskazuje podmiot odpowiedzialny za wprowadzanie danych do Systemu POL-on.	2. Doctoral degree can be awarded jointly with other institutions, which award a doctoral degree in the same discipline, and which have a research assessment category of A+, A or B+, including foreign institutions which have the right to award doctoral degrees in the same discipline. In this case the cooperation rules are set by a written agreement, which specifies the institution responsible for entering data into the POL-on System.
3. Stopień doktora nadaje się osobie, która:	3. Doctoral degree can be awarded to an individual who:
1) posiada tytuł zawodowy magistra, magistra inżyniera albo równorzędny lub posiada dyplom, o którym mowa w art. 326 ust. 2 pkt 2 lub art. 327 ust. 2 Ustawy, dający prawo do ubiegania się o nadanie stopnia doktora w państwie, w którego systemie szkolnictwa wyższego działa uczelnia, która go wydała;	1) holds a master, master engineer or equivalent degree, or holds a diploma described in the art. 326 or art 327 of the Bill, which allows for applying for a doctoral degree in the country, where a given issuing institution is located;

2) jest beneficjentem programu, o których mowa w Art. 186 ust. 2 Ustawy, w ramach programu ustanowionego przez Ministra właściwego do spraw nauki (m.in. "Perły Nauki") i nie spełnia wymagań opisanych w pkt 1), a także jest absolwentem studiów pierwszego stopnia lub studentem, który ukończył trzeci rok jednolitych studiów magisterskich. Osoba taka po nadaniu stopnia doktora uzyskuje równocześnie wykształcenie wyższe, o którym mowa w art. 77 ust. 1 pkt 2 Ustawy;	2) is a beneficiary of a program described in Art. 186 par. 2 of the Bill, set up by the Minister for science (e.g. "Pearls of Science") and does not meet the requirements from point 1), but is a graduate with a bachelor degree or has completed the 3 rd year of integrated [5 years-long] master degree studies. Upon receiving doctoral degree, such a person obtains also higher education degree mentioned in the Art. 77 par. 1 pt. 2 of the Bill;
3) uzyskała efekty uczenia się dla kwalifikacji na poziomie 8 PRK, przy czym efekty uczenia się w zakresie znajomości nowożytnego języka obcego są potwierdzone certyfikatem lub dyplomem ukończenia studiów, poświadczającymi znajomość tego języka na poziomie biegłości językowej co najmniej B2;	3) has achieved learning effects on the level of 8 PRK, except that for learning effects related to a modern foreign language they are confirmed to meet at least the B2 level by a certificate or a higher education degree diploma;
4) posiada w dorobku co najmniej:	4) has published at least:
a) jeden artykuł naukowy opublikowany w czasopiśmie naukowym lub w recenzowanych materiałach z konferencji międzynarodowej, które w roku opublikowania artykułu w ostatecznej formie były ujęte w wykazie sporządzonym zgodnie z przepisami wydanyymi na podstawie art. 267 ust. 2 pkt 2 lit. b Ustawy, lub	a) one scientific article published in a scientific journal or peer-reviewed conference proceedings, which on the day of publication was listed in the list of publications as devised in the [art. 267 ust. 2 pkt 2 lit. b] of the Bill, or
b) jedną monografię naukową wydaną przez wydawnictwo, które w roku opublikowania monografii w ostatecznej formie było ujęte w wykazie sporządzonym zgodnie z przepisami wydanyymi na podstawie art. 267 ust. 2 pkt 2 lit. a Ustawy, albo rozdział w takiej monografii;	one scientific monograph [a book] published by a publisher, which in the year of its publication in the final form was listed in the official list as devised in the [art. 267 ust. 2 pkt 2 lit. a] of the Bill;
5) przedstawiła i obroniła rozprawę doktorską.	5) has submitted and defended a doctoral thesis.
§3	§3
1. Rozprawa doktorska prezentuje ogólną wiedzę teoretyczną kandydata w dyscyplinie oraz umiejętność samodzielnego prowadzenia pracy naukowej.	1. The doctoral thesis presents general theoretical knowledge of the candidate in the discipline [of psychology] as well as the ability to independently conduct scientific work.
2. Przedmiotem rozprawy doktorskiej jest oryginalne rozwiązanie problemu naukowego albo oryginalne rozwiązanie w zakresie zastosowania wyników własnych badań naukowych w sferze gospodarczej lub społecznej.	2. The subject of a doctoral thesis is an original solution to a scientific problem or an original solution with respect to the application of the results of own scientific work in the areas of economic or social activity.

3. Rozprawę doktorską może stanowić praca pisemna, w tym monografia naukowa, zbiór opublikowanych i powiązanych tematycznie artykułów naukowych, praca wdrożeniowa, a także samodzielna i wyodrębniona część pracy zbiorowej.	3. Doctoral thesis may consist of a written work, including: a scientific monograph (dissertation), a collection of published and thematically linked scientific articles, applied work, as well as an independent and visibly separable part of collected works.
4. Rozprawa doktorska w formie zbioru opublikowanych i tematycznie powiązanych artykułów naukowych:	4. Doctoral thesis in the form of a collection of published and thematically linked articles:
1) musi się składać z minimum 3 prac, w tym musi zawierać minimum 2 artykuły opublikowane w czasopismach ujętych w bazie JCR lub SCOPUS,	1) should be composed of at least 3 articles, out of those a minimum of 2 articles should be published in peer-reviewed scientific journals listed by JCR or SCOPUS,
2) do cyklu mogą zostać włączone artykuły niepublikowane w czasopismach naukowych, ale opublikowane w formie pre-printu w publicznie dostępnym repozytorium prac naukowych z nadanym numerem cyfrowego identyfikatora (DOI),	2) apart from the minimum indicated in pt 1, the collection may also include articles not published in a scientific journal, but published as a pre-print with a digital object identifier (DOI) assigned and placed in a publicly available repository of scientific work,
3) kandydat powinien być pierwszym i/lub korespondencyjnym autorem przynajmniej dwóch artykułów,	3) the candidate should be the first and/or the corresponding author of at least 2 articles,
4) jeżeli do cyklu publikacji włączone są prace zbiorowe kandydat składa oświadczenie o własnym wkładzie merytorycznym we wspólne publikacje oraz o zgodzie współautorów na ich wykorzystanie w postępowaniu według ustalonego wzoru (Załącznik nr 4). Ta sama publikacja współautorska, prezentująca wyniki badań może być wykorzystana także przez innego współautora w jego postępowaniu doktorskim,	4) if the article collection includes co-authored work, then the candidate submits a statement on own input [kinds of work/tasks that were conducted, using CreEdiT] and on the co-authors consent for using it in the candidates' doctoral decree collection for each of the co-authored articles using a provided template (see Appendix 4). The same publication with multiple co-authors can be used also by another co-author in their doctoral degree collection,
5) winna być poprzedzona syntetycznym opisem podsumowującym badania zawarte w cyklu publikacji (maks. 20 stron maszynopisu, nie uwzględniając bibliografii, rozmiar czcionki 12, interlinia 1,5 wiersza). Opis powinien zawierać wprowadzenie teoretyczne, cel badań, pytania/hipotezy badawcze, prezentację badań własnych oraz wyniki, podsumowanie i dyskusję.	5) should be preceded by a synthetic description – a summary of research presented in the collection of articles (max. 20 pages of manuscript, excluding references, font size 12, interline 1,5). It should contain the following: theoretical introduction, research goals, research questions/hypotheses, presentation of own research that was conducted, main results, summary and discussion.
5. Rozprawa doktorska w formie dysertacji może prezentować uprzednio opublikowane w części lub w całości wyniki badań. Dopuszczalne jest również bezpośrednie cytowanie treści opublikowanych przez kandydata prac, pod warunkiem, że treści te zostaną wyraźnie oznaczone w tekście dysertacji. W takim wypadku kandydat powinien przedstawić w dysertacji lub w osobnym oświadczeniu (wzór w Załączniku 4) informację o własnym wkładzie	5. Doctoral thesis in the form of a dissertation [monograph] may present previously published results (in full or in part). It is allowed to directly quote the content of articles previously published by the candidate on the condition that such directly quoted parts will be clearly marked in the dissertation. In such case the candidate should present in the dissertation or in a separate statement (template in Appendix 4) the information on his/her own input into co-authored publications

merytorycznym we wspólne publikacje oraz o zgodzie współautorów na ich wykorzystanie w dysertacji kandydata.	and on the co-authors' consent for using this work in the candidate's dissertation.
Rozdział II. Sposób wyznaczania i zmiany promotora, promotorów lub promotora pomocniczego	Chapter II. Appointing and changing the supervisor, supervisors or auxiliary supervisor.
§4	§4
1. Opieka naukowa nad przygotowaniem rozprawy doktorskiej jest sprawowana przez promotora lub promotorów albo przez promotora i promotora pomocniczego.	1. Preparation of the doctoral thesis is overseen by the supervisor or supervisors or supervisor and auxiliary supervisor.
2. Promotorem może być osoba posiadająca stopień doktora habilitowanego lub tytuł profesora.	2. A person, who holds a [Polish] title of professor or a degree of doctor habilitatus can perform the role of supervisor.
3. Promotorem może być osoba niespełniająca warunków określonych w ust. 2, która jest pracownikiem zagranicznej uczelni lub instytucji naukowej, jeżeli Rada Naukowa uzna, że osoba ta posiada znaczące osiągnięcia w zakresie zagadnień naukowych, których dotyczy rozprawa doktorska.	3. A person that does not meet the criteria described under par. 2, but who is an employee of a foreign university or a research institution can also perform the role of supervisor, provided that the Council recognizes as significant that person's scientific achievements in the subject of doctoral thesis.
4. Funkcję promotora pomocniczego może pełnić osoba posiadająca stopień doktora.	4. A person, who holds the doctoral degree can perform the role of auxiliary supervisor.
§5	§5
1. Promotorem nie może zostać osoba, która w okresie ostatnich 5 lat:	1. Doctoral thesis supervision cannot be performed by a person that within the last 5 years:
1) była promotorem 4 doktorantów, którzy zostali skreśleni z listy doktorantów z powodu negatywnego wyniku oceny śródkresowej, lub	1) has supervised 4 doctoral students, who were removed from the list of students of the doctoral school in the midterm evaluation, or
2) sprawowała opiekę nad przygotowaniem rozprawy przez co najmniej 2 osoby ubiegające się o stopień doktora, które nie uzyskały pozytywnych recenzji.	2) has supervised the preparation of at least 2 doctoral theses, which did not obtain positive reviews.
§6	§6
1. Rada Naukowa powołuje promotora, promotorów lub promotora i promotora pomocniczego doktorantowi rozpoczynającemu kształcenie w Szkole Doktorskiej na wniosek dyrektora tej Szkoły w ciągu 3 miesięcy od rozpoczęcia kształcenia.	1. The Scientific Council appoints supervisor, supervisors or supervisor and auxiliary supervisor of a Doctoral School student on the basis of an application of the director of that School, within 3 months of enrolment.
2. Osoba ubiegająca się o nadanie stopnia doktora w trybie eksternistycznym przed wszczęciem postępowania w tej sprawie składa do Rady Naukowej wniosek o wyznaczenie promotora, promotorów lub promotora i promotora pomocniczego.	2. A person that seeks to obtain a doctoral degree through the extramural track submits an application to the Scientific Council to appoint a supervisor, supervisors or supervisor and auxiliary supervisor prior to commencing the awarding procedure.
3. Wniosek, o którym mowa w ust. 1 i 2 (wzór określony w Załączniku nr 1) zawiera:	3. The application mentioned in par. 1 and 2 (template provided in Appendix 1) includes:

1) propozycję osoby promotora, promotorów lub promotora i promotora pomocniczego wraz z uzasadnieniem,	1) proposed supervisor, supervisors or supervisor and auxiliary supervisor together with justification,
2) zgodę osoby lub osób wskazanych we wniosku na objęcie funkcji promotora lub promotora pomocniczego lub oświadczenie, że zgody takiej nie można uzyskać;	2) statement of consent to perform the role of supervisor or auxiliary supervisor or statement that such consent cannot be obtained;
3) dodatkowo, do wniosku, o którym mowa w ust. 2 dołącza się: a) CV naukowe kandydata z wykazem publikacji; b) w przypadku promotora nie zatrudnionego w Instytucie, CV naukowe promotora/promotorów ze szczególnym uwzględnieniem doświadczenia w prowadzeniu prac doktorskich (w przypadkach uzasadnionych wysoką jakością badań komisja doktorska może odstąpić od tego wymogu); c) konspekt planowanej pracy doktorskiej o objętości do 5000 znaków (ze spacjami) lub, w przypadku dysponowania gotową rozprawą doktorską, jej streszczenie; d) opinię promotora/promotorów o stopniu zaawansowania pracy nad rozprawą doktorską.	3) moreover, the application mentioned in par. 2 should also include: a) candidate's CV indicating scientific experience and achievements; b) in case the supervisor is not employed at the Institute, proposed supervisor's CV indicating scientific experience and publications of the, as well as experience in supervising doctoral theses (doctoral committee may waive this requirement in cases justified by the high quality of research); c) an outline of the planned doctoral thesis (length up to 5000 characters with spaces) or a summary in case the doctoral thesis has already been completed; d) a statement from the supervisor/supervisors indicating the level of advancement of thesis preparation;
4. Dopuszcza się składanie wniosku, o którym mowa w ust. 1 i 2, drogą elektroniczną (na adres poczty elektronicznej sekretariatu Instytutu), przy czym należy go opatrzyć podpisem zaufanym lub kwalifikowanym certyfikatem elektronicznym.	4. The application mentioned in par. 1 and 2 may be submitted electronically (to the email address of the Institute's office), but in this case it should be digitally signed by a state-provided e-signature (in Polish "podpis zaufany") or a qualified electronic certificate.
5. Komisja doktorska przedstawia Radzie Naukowej rekomendację w zakresie proponowanej osoby promotora lub promotora pomocniczego, a w przypadku wniosku, o którym mowa w ust. 2, także przedstawionego konspektu rozprawy. W przypadku wątpliwości dotyczących jakości naukowej konspektu lub etycznych aspektów proponowanych badań, przed wydaniem rekomendacji Komisja doktorska może zasięgnąć opinii Komisji Etyki Instytutu i/lub	5. The doctoral committee submits to the Scientific Council its recommendation on the proposed supervisor or auxiliary supervisor, while in the case of an application mentioned in par. 2, also with respect to the submitted thesis outline. In case of questions with respect to the scientific quality of the outline or ethical aspects of proposed research, prior to submitting the recommendation, the doctoral committee may seek advice from the Institute's Ethics Committee and/or a researcher

odpowiedniego pod względem merytorycznym pracownika naukowego Instytutu.	employed at the Institute that is thematically appropriate to the thesis subject.
6. Rada Naukowa podejmuje uchwałę w sprawie powołania promotora, promotorów lub promotora i promotora pomocniczego, uwzględniając rekomendacje Komisji.	6. Scientific Council votes on the resolution to appoint a supervisor, supervisors or supervisor and auxiliary supervisor, taking into account the recommendation of the doctoral committee.
7. Rada Naukowa może dokonać zmiany promotora lub promotora pomocniczego w drodze uchwały na wniosek kandydata, promotora, dyrektora Szkoły Doktorskiej, lub przewodniczącego komisji doktorskiej złożony do przewodniczącego Rady za pośrednictwem sekretariatu Instytutu. Przyjęcie uchwały przez Radę Naukową wymaga uprzedniego zasięgnięcia opinii kandydata, promotora, którego dotyczy zmiana, oraz komisji doktorskiej.	5. Scientific Council may change the supervisor, supervisors or supervisor and auxiliary supervisor upon receiving an application from the candidate, supervisor, director of Doctoral School or the president of the doctoral committee, submitted to the president of the Council through the Institute office. Before the Council passes a resolution on this change, it should obtain an opinion from the candidate, the supervisor that is to be changed, and the doctoral committee.
8. Promotor lub promotor pomocniczy niebędący członkami Rady Naukowej może uczestniczyć w posiedzeniach tej Rady, na których podejmowane są uchwały dotyczące kandydata bez możliwości udziału w głosowaniu.	6. Supervisor or auxiliary supervisor, who is not a member of the Scientific Council may participate, though without voting rights, in those Council meetings that are scheduled to pass resolutions on a given candidate's doctoral application.
Rozdział III. Wszczęcie postępowania	Chapter III. Commencing the doctoral degree awarding procedure
§7	§7
1. Postępowanie o nadanie stopnia doktora wszczyna się na wniosek kandydata (wzór w Załączniku nr 2). Do wniosku kandydat załącza:	1. The doctoral degree awarding procedure is commenced upon receiving an application from the candidate (template provided in Appendix 2). The Application should include:
1) odpis dyplomu magisterskiego lub innego dyplomu potwierdzającego spełnienie wymogu z §2 ust. 3 pkt 1 lub z §2 ust. 3 pkt 2;	1) a copy of the master degree diploma or other diploma that confirms the fulfilment of requirement described in §2 par. 3 pt 1 or §2 par. 3 pt 2;
2) CV naukowe z wykazem dorobku publikacyjnego;	2) CV indicating scientific experience and list of scientific publications;
3) pozytywną opinię dotyczącą rozprawy doktorskiej wszystkich promotorów lub promotora i promotora pomocniczego, która zawiera:	3) a statement indicating positive opinion on the thesis from all supervisors or both the supervisor and auxiliary supervisor, which includes:
a) poświadczenie wykonania pracy pod kierunkiem promotora (promotorów);	a) a confirmation that the thesis was prepared under their supervision;
b) akceptację rozprawy;	b) a statement confirming acceptance of the thesis;
b) opinię dotyczącą najważniejszych osiągnięć naukowych zawartych w rozprawie oraz spełniania przez rozprawę warunków opisanych w §3 ust. 1-2.	c) opinion on the most important scientific achievements described in the thesis, as well as fulfilling the conditions set out in §3 par. 1-2.
4) pięć egzemplarzy rozprawy doktorskiej (w formie manuskryptu pracy pisemnej lub cyklu	4) Five (paper) copies of the thesis (either as a manuscript of a dissertation or a collection of

artykułów) oraz jeden egzemplarz na nośniku elektronicznym;	scientific articles) and 1 copy of the thesis in a digital form on a physical drive;
5) dokumenty potwierdzające spełnienie wymogów, opisanych w §2 ust. 3 pkt 3: a) dokument potwierdzający ukończenie Szkoły Doktorskiej wraz z informacjami wskazującymi uzyskanie efektów uczenia się na poziomie kwalifikacji 8 PRK. Dokument taki wydany przez dyrektora Szkoły Doktorskiej GSSR PAN stanowi jednocześnie potwierdzenie znajomości j. angielskiego na poziomie co najmniej B2, lub b) dokument potwierdzający ukończenie Programu Wsparcia wraz z informacjami wskazującymi uzyskanie efektów uczenia się na poziomie kwalifikacji 8 PRK, lub c) w przypadku, gdy nie jest możliwe udokumentowanie tych wymogów, Rada Naukowa na wniosek komisji doktorskiej powołuje komisję ds. PRK;	5) documents confirming that the candidate meets the requirements described in §2 par. 3 pt 3: a) document confirming the completion of Doctoral School together with information indicating that teaching effects at the level of 8 PRK have been reached. Such a document issues by the director of the GSSR PAS certifies also language proficiency at B2 level, or b) document confirming the completion of the Support Program alongside information indicating that the candidate has achieved learning effects at the level of the 8th PRK, or c) in case when it is not possible to obtain documents confirming that the candidate meets those requirements, the doctoral committee may request the Scientific Council to appoint a PRK committee;
6) oświadczenie o spełnieniu wymagań etycznych i nienaruszeniu norm prawnych (wzór w Załączniku nr 3);	6) statement on the thesis conforming to ethical standards and not infringing on legal norms (template in Appendix 3);
7) jeśli częścią rozprawy są prace zbiorowe, oświadczenie kandydata dotyczące własnego wkładu merytorycznego oraz o zgodzie współautorów na jej wykorzystanie w postępowaniu dla każdej z tych prac (wzór w Załączniku nr 4);	7) if the thesis includes co-authored papers, a candidate's statement on their own contribution to the paper as well as co-authors consent for using it in the doctoral proceedings for each of the papers (template in Appendix 4);
8) w przypadku rozprawy w formie dysertacji, zaakceptowany przez promotora wydruk raportu z JSA.	8) in case of thesis in the form of a dissertation [monograph] manuscript, a report from the JSA accepted by the supervisor.
2. Kandydat, o którym mowa w Art. 186 ust. 2 Ustawy, będący beneficjentem programu, ustanowionego przez Ministra właściwego do spraw nauki (m.in. "Perły Nauki"), do wniosku o wszczęcie postępowania doktorskiego załącza dodatkowo: 1) kopię decyzji o kwalifikacji kandydata do udziału w programie Perły Nauki; 2) opinię promotora potwierdzającą wysoką jakość prac badawczych prowadzonych przez tę osobę oraz	2. A candidate described in the Art. 186 par. 2 of the Bill, who is a beneficiary of a special program ("Perły Nauki") initiated by the Minister for science, includes in the application also: 1) a copy of the award decision in the special program ("Perły Nauki"); 2) supervisor's statement confirming high quality of the candidate's research, as well as high level of advancement in this work;

wysoki stopień zaawansowania tych prac.	
3. Dopuszcza się przedstawienie rozprawy w j. polskim lub j. angielskim. Rozprawa powinna zawierać streszczenie zarówno w j. polskim jak i j. angielskim.	3. Doctoral thesis may be presented in either Polish or English language. The thesis should contain a summary in both Polish and English.
Rozdział IV. Sposób wyznaczania recenzentów	Chapter IV. Procedure for appointing thesis reviewers
§8	§8
1. Komisja doktorska, po zapoznaniu się z dokumentacją w postępowaniu doktorskim, na posiedzeniu Rady Naukowej proponuje co najmniej trzech recenzentów rozprawy spośród osób niebędących pracownikami Instytutu oraz jednostki, której pracownikiem jest kandydat. Recenzent nie powinien być też współautorem jakichkolwiek prac opublikowanych przez kandydata.	1. The doctoral committee, having inspected the documentation in the doctoral degree awarding procedure, proposes during a Scientific Council meeting at least 3 thesis reviewers, who are not an employee of the Institute or an employee of the institution, which employs the candidate. A review should not be a co-author of any scientific work published by the candidate.
2 Recenzentem może być osoba posiadająca stopień doktora habilitowanego lub tytuł profesora.	2. A person that holds a [Polish] professor title or a doctor habilitatus degree can become a doctoral thesis reviewer.
3. Recenzentem może być osoba niespełniająca warunków określonych w ust. 2, która jest pracownikiem zagranicznej uczelni lub instytucji naukowej, jeżeli Rada Naukowa uzna, że osoba ta posiada znaczące osiągnięcia w zakresie zagadnień naukowych, których dotyczy rozprawa doktorska.	3. A person employed by a foreign university or a research institution that does not meet the requirement described in par. 2 can become a doctoral thesis reviewer if the Scientific Council accepts that this person has significant scientific achievements in the subject of the doctoral thesis.
4. Rada Naukowa w drodze uchwały wyznacza trzech recenzentów spośród osób zaproponowanych przez komisję doktorską lub spośród kandydatów zaproponowanych przez członków Rady na jej posiedzeniu.	4. Scientific Council appoints three reviewers from among the individuals proposed by the doctoral committee or from among the individuals proposed by the Council members during its meeting.
5. Recenzenci sporządzają recenzje rozprawy doktorskiej w terminie 2 miesięcy od dnia jej doręczenia. Dopuszcza się przygotowanie recenzji w języku angielskim lub polskim. Język recenzji określa każdorazowo komisja doktorska.	5. Reviewers prepare their doctoral thesis reviews within 2 months from the date of receiving the thesis. Review may be prepared in either Polish or English language. The language in which the review should be prepared is determined in the case of each candidate by the doctoral committee
6. Recenzent ocenia, czy rozprawa spełnia warunki do nadania stopnia doktora określone w Ustawie i wyraża całościową ocenę w konkluzji: 1) akceptując rozprawę (recenzja pozytywna), lub 2) odrzucając rozprawę (recenzja negatywna), lub 3) żądając poprawy rozprawy.	6. Reviewer examines whether the thesis meets requirements for awarding doctoral degree that are set in the Bill and formulates a global assessment in the conclusion of the review by: 1) accepting (positive review), or 2) rejecting the thesis (negative review), or 3) requesting thesis corrections.
Rozdział V. Tryb powoływania oraz zakres czynności poszczególnych komisji w postępowaniu doktorskim	Chapter V. Appointing committees in the degree awarding procedure and their tasks.
§9	§9

1. Rada Naukowa do prac w postępowaniach doktorskich powołuje komisje:	1. Scientific Council appoints the following committees in the degree awarding procedure:
1) Komisja ds. obrony, która przeprowadza publiczną obronę rozprawy doktorskiej;	1) defense committee, which conducts the public thesis defense;
2) Komisja ds. PRK, która jest powoływana w przypadku braku dokumentów, o których jest mowa w §2 ust. 3 pkt. 3;	2) PRK committee, appointed if the candidate has not been able to provide documents mentioned in §2 par. 3 pt. 3;
§10	§10
1. W skład komisji ds. obrony wchodzi:	1. The defense committee is composed of:
1) Przewodniczący oraz co najmniej trzech członków, wyłonionych spośród członków Rady Naukowej, mających stopień doktora habilitowanego lub tytuł profesora;	1) President and at least 3 members, appointed from among the members of the Scientific Council, who hold a doctor habilitatus degree or a professor title;
2) Recenzenci.	2) Reviewers.
2. Dyrektor Instytutu wyznacza pracownika sekretariatu Instytutu do pełnienia roli sekretarza, który protokołuje posiedzenie komisji.	2. The director of the Institute indicates an administrative employee for the role of defense committee secretary, who then prepares minutes from the committee meeting.
2.	
§11	§11
1. Komisja ds. PRK składa się z nie mniej niż trzech członków powołanych przez Radę Naukową.	1. The PRK committee is composed of at least 3 members, who are appointed by the Scientific Council.
2. Do zakresu działań Komisji należy: 1) Wyznaczenie liczby i zakresu egzaminów, jakie winien zdać kandydat przed dopuszczeniem do publicznej obrony rozprawy, aby spełnić warunki określone w §2 ust. 3 pkt 3; 2) Przedstawienie Radzie Naukowej opinii uzasadniającej osiągnięte przez kandydata kwalifikacje na poziomie 8 PRK i/lub znajomość języka obcego na poziomie co najmniej B2; 3) Przedstawienie Radzie Naukowej opinii nt. spełniania warunków, o których jest mowa w §2 ust. 3 pkt 3, a także protokołów z egzaminów, jeżeli Kandydat był zobowiązany do ich zdania.	2. The tasks of the PRK committee are: 1) Deciding on the number of exams that the candidate should pass and their thematic content; 2) Submitting to the Scientific Council a statement justifying that the candidate has reached qualifications at the level of the 8th PRK; 3) Submitting to the Scientific Council the protocols documenting passing the exams in case the candidate was asked to take them;
Rozdział VI. Przebieg obrony rozprawy doktorskiej	Chapter VI. Doctoral thesis defense
§12	§12
1. Do publicznej obrony rozprawy doktorskiej może być dopuszczona osoba, która uzyskała pozytywne recenzje od co najmniej 2	1. Public defense of doctoral thesis is allowed in the case of an individual, who has received positive reviews from at least 2 reviewers and who fulfills the requirements set in §2 par. 3 pt. 1-3.

recenzentów i spełnia wymagania zawarte w §2 ust. 3 pkt 1-3.	
2. Rada Naukowa podejmuje uchwałę o dopuszczeniu rozprawy do publicznej obrony lub o odmowie jej dopuszczenia do publicznej obrony.	2. Scientific Council passes a resolution either allowing the candidate to defend thesis or not allowing to defend.
3. Na postanowienie Rady Naukowej o odmowie dopuszczenia do obrony przysługuje zażalenie do Rady Doskonałości Naukowej.	3. Resolution of the Scientific Council not allowing to defend can be appealed by the candidate to the Scientific Excellence Council (Polish: Rada Doskonałości Naukowej).
4. Termin publicznej obrony rozprawy doktorskiej wyznacza i ogłasza przewodniczący komisji ds. obrony za pośrednictwem sekretariatu Instytutu. O publicznej obronie rozprawy doktorskiej zawiadamia się wszystkie placówki naukowe, posiadające uprawnienia do nadawania stopnia doktora nauk społecznych w dyscyplinie psychologia.	4. The date and time of public defense is set and announced by the president of the defense committee through the office of the Institute. Public defense is announced to all scientific institutions, which hold the right to award doctoral degrees in social sciences, discipline – psychology.
5. Nie później niż 30 dni przed wyznaczonym terminem obrony rozprawy doktorskiej, zamieszcza się na stronie BIP Instytutu rozprawę doktorską wraz z jej streszczeniem oraz recenzje.	5. Doctoral thesis, its summary and reviews are posted in the Institute's BIP no later than 30 days before the date of the public defense.
6. Przewodniczący komisji ds. obrony może zarządzić przeprowadzenie obrony rozprawy doktorskiej przy użyciu środków komunikacji elektronicznej z bezpośrednim przekazem obrazu i dźwięku, zapewniających transmisję obrony w czasie rzeczywistym między jej uczestnikami oraz wielostronną komunikację, w ramach której uczestnicy mogą wypowiadać się w jej toku.	6. The president of the doctoral committee may decide to hold the public defense through electronic means of communication with simultaneous transmission of sound and image, which allow to transmit the defense in real time between its participations, also allowing multi-directional communication such that participants may take the floor in its course.
7. W przypadku, gdy kandydat przedstawił rozprawę doktorską w j. angielskim i/lub członek komisji ds. obrony nie posługuje się j. polskim, przewodniczący komisji ds. obrony może przeprowadzić obronę w j. angielskim.	7. In case the candidate has submitted the doctoral thesis in English and/or a member of the defense committee does not use Polish language, the president of the defense committee may decide on holding the public defense in English.
§13	§13
1. Przewodniczący komisji ds. obrony prowadzi ją według następującego porządku:	1. President of the defense committee conducts the defense according to the following agenda:
1) Część jawna posiedzenia: a) promotor przedstawia sylwetkę kandydata oraz jego dorobek naukowy i zawodowy, b) kandydat przedstawia główne tezy rozprawy, c) recenzenci przedstawiają treść recenzji, d) przewodniczący komisji otwiera dyskusję, e) kandydat odpowiada na pytania i uwagi recenzentom i dyskutantom;	1) Public part: a) supervisor presents the candidate's achievements, as well as scientific and professional career to date; b) candidate presents main ideas of the thesis; c) reviewers present their reviews; d) the president of the committee opens the floor to discussants (both committee members and the public) e) candidate responds to questions and comments from reviewers and the discussants;

2) Część niejawna posiedzenia: a) członkowie Komisji dyskutują nad przebiegiem obrony, b) głosowanie tajne w sprawie przyjęcia publicznej obrony rozprawy doktorskiej;	2) Restricted part (defense committee only): a) committee members discuss the candidate's presentation and answers; b) voting by secret ballot on resolution to accept the candidate's public defense;
3) Jawne ogłoszenie wyników obrad komisji przez przewodniczącego.	3) Public announcement of the defense committee president on their decision and voting results;
2. Promotorzy oraz promotor pomocniczy mogą uczestniczyć w jawnej części posiedzenia.	2. Supervisor, supervisors and auxiliary supervisor may participate in the public part of the defense.
3. Sekretarz komisji ds. obrony sporządza protokół z przebiegu obrony. Przewodniczący komisji ds. obrony weryfikuje oraz zatwierdza protokół.	3. Secretary of the defense committee prepares minutes from the meeting. The president of the committee verifies and accepts the protocol.
4. Przewodniczący komisji ds. obrony przedstawia Radzie Naukowej protokół z obrony oraz uchwałę w sprawie przyjęcia lub odrzucenia publicznej obrony.	4. President of the defense committee submits to the Scientific Council the minutes and the committee's resolution on accepting or rejecting the public defense.
5. Rada Naukowa na najbliższym posiedzeniu po dacie obrony zapoznaje się z przebiegiem publicznej obrony i podejmuje uchwałę o nadaniu lub odmowie nadania stopnia naukowego doktora w dziedzinie nauk społecznych w dyscyplinie psychologia.	5. Scientific Council at its first meeting after the defense date reviews the information on public defense and passes a resolution on awarding the doctoral degree or refusing to award the doctoral degree in social sciences, discipline – psychology.
6. Od decyzji o odmowie nadania stopnia doktora przysługuje odwołanie do Rady Doskonałości Naukowej w terminie 30 dni od dnia doręczenia decyzji za pośrednictwem Rady Naukowej.	6. Decision refusing to award the doctoral degree can be appealed by the candidate to the Scientific Excellence Council ("Rada Doskonałości Naukowej") within 30 days of formally receiving that information. The appeal should be made through the Scientific Council.
7. Osobie, której nadano stopień naukowy doktora w dziedzinie nauk społecznych w dyscyplinie psychologia wydaje się dyplom doktorski (wzór dyplomu w Załączniku nr 5a) oraz odpis tego dyplomu. Na wniosek tej osoby wydaje się odpis dyplomu w języku angielskim (wzór w Załączniku nr 5b).	7. Individual awarded with doctoral degree in social sciences, discipline – psychology, obtains doctoral diploma (template in Appendix 4a) as well as a duplicate of that diploma. A duplicate in English language (template in Appendix 5b) can also be issued upon request of that individual.
Rozdział VII. Zasady ustalania wysokości opłaty za postępowanie w sprawie nadania stopnia doktora w trybie eksternistycznym oraz zwalniania z tej opłaty	Chapter VII. Rules on setting the fees for doctoral degree awarding procedure in the extramural track and waiving those fees
§14	§14
1. Wysokość opłaty za postępowanie w sprawie nadania stopnia doktora w trybie eksternistycznym ustala każdorazowo Dyrektor Instytutu.	1. The fee for degree awarding procedure for extramural track candidates is set by the director of the Institute on a case-by-case basis.
2. Kandydat wnosi na konto bankowe Instytutu opłatę za przeprowadzenie postępowania w tej sprawie.	2. Candidate makes payment of the fees to the Institute's bank account.
3. Wysokość opłaty nie może przekraczać kosztów postępowania, uwzględniających w szczególności koszty wynagrodzeń promotora	3. The fee may not exceed the costs of the degree awarding procedure, in particular of honoraria for supervisor or supervisors, auxiliary supervisor and reviewers.

lub promotorów, promotora pomocniczego i recenzentów.	
4. Opłaty nie pobiera się od kandydata, który:	4. Fees are waived in the case of candidate, who has:
1) ukończył studia doktoranckie prowadzone przez Instytut, rozpoczęte przed rokiem akademickim 2019/2020 i wszczął postępowanie o nadanie stopnia doktora w ciągu 3 lat od ukończenia tych studiów, lub	1) completed on time the doctoral studies conducted by the Institute, providing that the doctoral studies were commenced prior to the 2019/202 academic year and has commenced the doctoral proceedings within 3 years of completing them or
2) ukończył Szkołę Doktorską, lub,	2) completed the Doctoral School, or
3) zaliczył w pełnym zakresie zajęcia w ramach Programu Wsparcia i wszczął postępowanie o nadanie stopnia doktora w ciągu 3 lat od ukończenia tego Programu.	3) completed in full the Support Programme and commenced the doctoral proceedings within 3 years of completing the Support Programme.
5. W przypadku pracownika naukowego lub nauczyciela akademickiego, koszty postępowania ponosi zatrudniająca go jednostka.	5. In case of research employees or academic teachers, the fee is covered by the institution that employs this individual.
6. W przypadku postępowań prowadzonych w trybie eksternistycznym dyrektor Instytutu zwalnia z opłat kandydata, który w okresie od złożenia wniosku o wyznaczenie promotora do momentu nadania stopnia jest pracownikiem Instytutu.	6. In case of applications in the extramural track, the director of the Institute may waive the fees for a candidate, who was employed by the Institute from the moment of appointing a supervisor to the moment of the degree award.
7. Kandydata niebędącego pracownikiem uczelni wyższej, innego instytutu PAN, instytutu naukowego albo instytutu międzynarodowego dyrektor Instytutu może zwolnić, na umotywowany wniosek pisemny, z części lub całości opłaty za przeprowadzenie postępowania doktorskiego, biorąc pod uwagę sytuację finansową Instytutu.	7. The director of the Institute may waive the fee in part or in full, taking into account the financial situation of the Institute for candidates, who are not employed by a university, other institute of PAS, research institute or international institute.
Rozdział VIII. Przepisy przejściowe	Chapter VIII. Transitory rules
§15	§15
1. Przewody doktorskie wszczęte do końca kwietnia 2019 r. prowadzi się zgodnie z dotychczasowymi przepisami, wprowadzonymi Uchwałą Rady Naukowej nr 28/RD/XII/2021 z dn. 10 grudnia 2021 r. z późn. zm. (Uchwała Rady nr 22A/RN/IV/2023 z dn. 21 kwietnia 2023 r.), jednak muszą one zostać zakończone do dnia 31 grudnia 2024 r. Przewody niezakończone w tym terminie zostaną zamknięte z tym dniem uchwałą Rady Naukowej.	1. Doctoral degree awarding procedures initiated prior to the 30 th April 2019 are conducted on the basis of previous rules, introduced by the Scientific Council resolution no. 28/RD/XII/2021 from 10 th December 2021 with later changes (resolution no. 22A/RN/IV/2023 from 28 th April 2023) except that they have to be completed by the 31 st December 2024. Procedures not completed by that date will be automatically closed down through a resolution of the Scientific Council.
2. W przypadku osób, które rozpoczęły studia doktoranckie przed rokiem akademickim 2019/2020 i ubiegają się o nadanie stopnia	2. In case of individuals who commenced doctoral studies prior to the academic year 2019/2020 and they apply for a doctoral degree, their teaching

doktora, efekty uczenia się dla kwalifikacji na poziomie 8 PRK są potwierdzone zaświadczeniem o ukończeniu studiów doktoranckich.	effects at the level of 8 PRK are confirmed by a certificate of completion of doctoral studies.
Spis załączników:	List of Appendices
Załącz. 1 – Wniosek o powołanie promotora	App. 1 – Application to appoint supervisor
Załącz. 2 – Wniosek o wszczęcie postępowania w sprawie nadania stopnia doktora	App. 2 – Application to commence the doctoral degree awarding procedure
Załącz. 3 – Oświadczenie o spełnieniu wymagań etycznych i nienaruszeniu norm prawnych	App. 3 – Statement on fulfilling the ethical requirements and not infringing on legal norms.
Załącz. 4 – Oświadczenie o wkładzie merytorycznym w publikację wg systemu CRediT	App. 4 – Statement on contribution to a publication in the CRediT system
Załącz. 5a – Wzór dyplomu doktorskiego w j. polskim	App. 5a – Template of doctoral diploma in Polish
Załącz. 5b – Wzór dyplomu doktorskiego w j. angielskim	App. 5b – Template of doctoral diploma in English

For Appendices and additional documents references in the table above, the student should contact IP PAN (sd.ippan@psych.pan.pl).

Annex 11

Requirements for doctoral theses; initiating proceedings for the conferment of the PhD degree, IPS PAN

The Scientific Council of the Institute of Political Studies of the Polish Academy of Sciences, based on the authorization contained in art. 192 para. 2 of the Act of 20 July 2018 Law on Higher Education and Science (Journal of Laws of 2018, item 1668) [art. 192 ust. 2 ustawy z dnia 20 lipca 2018 roku Prawo o szkolnictwie wyższym i nauce (Dz. U. 2018 r. poz. 1668)], specifies the manner in which the degree of doctoral degree is conferred. The supervisor and the reviewers assess whether the presented work meets the standards of doctoral dissertation.

IPS Regulations refer to the cited act, which in art. 187 as follows, it specifies the requirements of the doctoral dissertation:

Art. 187. [Doctoral dissertation]

1. Rozprawa doktorska prezentuje ogólną wiedzę teoretyczną kandydata w dyscyplinie albo dyscyplinach oraz umiejętność samodzielnego prowadzenia pracy naukowej lub artystycznej.	1. The doctoral dissertation presents the general theoretical knowledge of the candidate in discipline or disciplines and the ability to conduct scientific or artistic work independently.
2. Przedmiotem rozprawy doktorskiej jest oryginalne rozwiązanie problemu naukowego, oryginalne rozwiązanie w zakresie zastosowania wyników własnych badań naukowych w sferze gospodarczej lub społecznej albo oryginalne dokonanie artystyczne.	2. The subject of the doctoral dissertation is the original solution to the scientific problem, the original solution in the use of the results of own scientific research in the economic or social sphere or the original artistic achievement.
3. Rozprawę doktorską może stanowić praca pisemna, w tym monografia naukowa, zbiór opublikowanych i powiązanych tematycznie artykułów naukowych, praca projektowa, konstrukcyjna, technologiczna, wdrożeniowa lub artystyczna, a także samodzielna i wyodrębniona część pracy zbiorowej.	3. The doctoral dissertation may be written, including a scientific monograph, a collection of published and thematically related scientific articles, design, construction, technological, implementation or artistic work, as well as an independent and separate part of the collective work.
4. Do rozprawy doktorskiej dołącza się streszczenie w języku angielskim, a do rozprawy doktorskiej przygotowanej w języku obcym również streszczenie w języku polskim. W przypadku gdy rozprawa doktorska nie jest pracą pisemną, dołącza się opis w językach polskim i angielskim.	4. A summary in English is attached to the doctoral dissertation, and a summary in Polish also for a doctoral dissertation prepared in a foreign language. If the doctoral dissertation is not a written work, a description in Polish and English is attached.

Initiating proceedings for the conferment of the PhD degree

Appendix No. 1 to the resolution of the Scientific Council of the ISP PAN of 28 June 2019 on the adoption of the Regulations on the procedure for awarding the degree of doctor at the Institute of Political Studies of the Polish Academy of Sciences, with amendments adopted on 15 December 2023.

Extract from "Regulations on the procedure for awarding the degree of doctor at the Institute of Political Studies of the Polish Academy of Sciences" (in original, "Regulamin w sprawie postępowania o nadanie stopnia doktora w Instytucie Studiów Politycznych PAN").¹⁴

...

IV. Application for initiation of proceedings for the conferment of the degree of doctor

1. An applicant for the conferment of a doctoral degree - the candidate - shall submit an application for the initiation of proceedings for the conferment of a doctoral degree to the Director of the Institute of Political Studies of the Polish Academy of Sciences.

2. With the application for the initiation of proceedings for the conferment of a doctoral degree, the candidate shall attach:

- 1) the original or a certified copy of a master's degree,
- 2) a curriculum vitae containing data on education, scientific achievements and career history,
- 3) consent to the processing of personal data,
- 4) one scientific article published in a scientific journal or in the peer-reviewed materials of a scientific conference, which in the year of publication of the article in its final form was included in the list drawn up in accordance with the regulations issued pursuant to Article 267 paragraph 2 item. 2(b) of the Law of July 20, 2018 on Higher Education and Science, or one scientific monograph published by a publishing house, which in the year of publication of the article in its final form was included in the list compiled in accordance with the regulations issued pursuant to Article 267(2) pt. 2(b) of the Law of July 20, 2018 on Higher Education and Science, or a chapter in such a monograph,
- 5) information on the course of the doctoral dissertation, which was conducted under the previous regulations in force, or the proceedings for the award of the degree of doctor, if the candidate has previously applied for the award of the degree of doctor,
- 6) a written commitment to cover the costs of the proceedings for the award of the doctoral degree or a written commitment from the employer employing the candidate to cover the costs of the proceedings for the award of the doctoral degree (extramural only).
- 7) a doctoral dissertation, in electronic form on a CD (in text file and PDF format) and in hard copy in 4 (in words: four) copies - **a doctoral dissertation may be a written work, including a scientific monograph, a collection of published and thematically related scientific articles, as well as an independent and isolated part of a collective work,**
- 8) a statement relating to the independent writing of the dissertation,
- 9) a positive opinion of the supervisor or supervisors,
- 10) an abstract of the doctoral dissertation in English, and for a doctoral dissertation prepared in a foreign language also an abstract in Polish.
- 11) a certificate or diploma of graduation confirming knowledge of a modern foreign language at a language proficiency level of at least B2.

3. The Director of the Institute, after recognizing that the subject of the dissertation is consistent with the Institute's authority to confer the doctoral degree and that the documentation submitted by the candidate

¹⁴ The Regulamin in full is available from sns@gssr.edu.pl

meets the formal requirements, shall present the candidate's application to the Scientific Council for initiation of proceedings for the conferral of the doctoral degree.

4. The doctoral dissertation - as part of verification that all formal requirements of the application have been met - is checked using the Uniform Anti-Plagiarism System. The administrator of the Uniform Anti-Plagiarism System appointed at the Institute shall grant appropriate rights to the supervisor to check the dissertation prepared under his/her direction.

5. If the Director of the Institute has doubts as to whether the topic of the doctoral dissertation is compatible with the Institute's authority to confer the degree, the Director - in order to give an appropriate opinion - may appoint an opinion panel.

6. At the meeting of the Scientific Council, the supervisor is invited to the meeting, who reports on the candidate's application.

7. The Scientific Council, after discussion, shall adopt a resolution by secret ballot to initiate proceedings for the award of the degree of doctor.

8. The awarding institution shall refuse to initiate proceedings for the conferment of the degree of doctor if the person who has applied for the initiation of such proceedings does not meet the requirements set forth in Article 186, paragraph 1, items 1-3 or paragraph 2, or the requirement referred to in the second sentence of paragraph 1 of the Law of July 20, 2018 - Law on Higher Education and Science. The decision to refuse to initiate proceedings may be appealed to the Council for Scientific Excellence (RDN-Rada Doskonałości Naukowej).

Annex 12

Resolution of conflict situations

Despite good communication practices in place at GSSR, conflict situations may arise around the cooperation between the PhD student and their supervisor(s), or between a doctoral student and other members of GSSR's academic environment.¹⁵ GSSR has developed accessible, standardized and transparent procedures to resolve such conflict situations based on the principles of impartiality, neutrality, and confidentiality.

To increase the chances of finding a solution that satisfies all parties involved, a conflict situation should be reported, and an attempt to resolve it should be made as early as possible. Any member of GSSR's academic community who finds themselves in, or has information about, the conflict can initiate procedures to resolve it, by contacting the director of GSSR. In the event that the GSSR Director is a party to the conflict, the reporting person should directly contact the Board of the doctoral school.

Contacting the director (or the Board, if the director is a party to the conflict) can take the form of a written notification (e.g., email) describing the circumstances of the conflict situation, or a scheduled meeting. The parties to this communication agree which of the information shared about the conflict can be used in further actions aimed at clarifying and resolving the situation.

The director of GSSR (or the Board, if the director is a party to the conflict) reviews the reported conflict situation within 10 days from the date of receiving the notification, or of the meeting. S/he may propose first measures to clarify the situation, followed by measures to resolve the conflict amicably.

Mediation, which the parties to the conflict enter voluntarily, is the recommended main tool for resolving the conflict. The director of GSSR may appoint a committee for conflict resolution, whose goal is to amicably resolve the conflict. The committee must include a representative of GSSR's Student Government, and at least one faculty member from a scientific discipline other than the one in which the student pursues their PhD degree.

If the situation requires it, the director of GSSR may specify a course of action that should be implemented to resolve the conflict situation, based on the involvement of specialized commissions at the institutes co-organizing the doctoral school, such as the Equality Commission at IFiS PAN. The director of GSSR has the right to independently refer the situation to the appropriate commission, while informing (in writing) the reporting person about this step.

The doctoral school administration is obliged to monitor the outcomes of the actions taken to resolve the conflict situation.

¹⁵ Conflict situations involving behaviors covered by generally applicable provisions of law (e.g., civil law), in particular the disciplinary responsibility of PhD students and faculty, are regulated according to the applicable legal provisions.

Philosophy Doctoral Training Status

This note addresses the temporary suspension of Philosophy admissions within the Graduate School for Social Research (GSSR, in Polish *Szkoła Nauk Społecznych*) and outlines the measures taken to support affected students during the 2019–2025 evaluation period. It was prepared by the Director of GSSR as an internal document for the Commission on the Quality of Education and may serve as supplementary documentation for the Ministry evaluation.

1. Loss of PhD Granting Rights in Philosophy

As part of the nationwide research evaluation concluded on 26 July 2022, the Ministry of Education and Science (MEiN) issued Decision No. 718/102/2022, assigning category B to IFiS PAN in the discipline of Philosophy (legal basis: Article 269(1) and (4) of the 2018 Act). This downgrade resulted in the loss of IFiS's right to confer PhD degrees and to recruit new doctoral students in Philosophy.

Importantly, the Minister's second-instance decision (No. 718/102/2022-1, ref. DN.WEN.702.159.2022) was issued on 19 March 2023. According to Polish administrative law, the decision became legally final 30 days after delivery, allowing recruitment conducted in July–August 2022 to proceed lawfully.

2. Legal Challenge and Pending Appeal

Upon realizing that the B-grade was largely the result of reporting errors, in August 2022 IFiS submitted a corrected dossier and applied to the Ministry for reconsideration. In its decision dated March 19, 2023, MEiN declined to reverse its ruling. IFiS subsequently appealed to the Administrative Court, which ruled on 17 November 2023 that the Ministry should reassess the case based on corrected data. The Ministry then filed an appeal with the Supreme Administrative Court, which is pending.

3. Student Impact and Support Actions

A total of 26 students were enrolled in GSSR's Philosophy program during the evaluation period. Of these, 5 students initiated the application for awarding the PhD or received the degree, 3 withdrew for personal reasons, unrelated to the B category assigned to IFiS, and one student was removed under art. 203(2) of the July 20 2018 Law of Higher Education and Science.

Year	Students	Initiated PhD procedure/ defended	Voluntarily resigned	Removed under art. 203(2) of the July 2018 Higher Education Law	Active students (as of May 11, 2025)
Year 3	6	0	0	0	6
Year 4	9	0	1	1	7
Year 5	7	2	1	0	4
Year 6	4	3	1	0	0
Total	26	5	3	1	17

Institutional Support

To help minimize the negative consequences of the loss of accreditation in Philosophy, GSSR and IFiS undertook the following measures to protect and support affected students:

1. Joint Crisis Management

Emergency meetings were organized by GSSR administration and the GSSR Student Government, with active participation from the IFiS Directorate. These meetings included legal consultations, stress mitigation, and procedural planning.

2. Agreement with the University of Warsaw

On 20 November 2023, IFiS signed an agreement with the University of Warsaw enabling GSSR Philosophy students to defend their dissertations there.

- IFiS covers the full cost of doctoral proceedings.
- Supervisors from IFiS retain full supervisory roles.
- Dissertation committees include IFiS faculty.
- The first successful defense under this arrangement took place on June 3, 2025.

3. Continued Academic Instruction

GSSR continued to offer academic courses to Philosophy students, including beyond the completion of mandatory coursework. These offerings were designed to maintain scholarly engagement and uphold training standards.

4. International Engagement and Co-Tutelle Agreements

Philosophy students at GSSR have demonstrated, and continue to do so, significant international academic engagement. To illustrate, Thomas Dojan (now graduated) and Marcin Rabiza pursue their PhDs under cotutelle agreements with foreign universities. Rabiza is also a recipient of a Fulbright Fellowship, in addition to an NCN Preludium grant. Hannah Ajewole spent two academic years as an exchange PhD student at Southern Illinois University, Carbondale (USA), under the supervision of Prof. Randall Auxier, who continues as her supervisor at GSSR. These examples highlight GSSR's commitment to ensuring continuity of academic progress and international research exposure, despite the challenges stemming from IFiS' evaluation outcome.

4. **Compliance and Continuity within the Evaluation Period**

Students admitted to Philosophy before the Ministry's decision became final continue to be fully integrated into GSSR's doctoral program. Although recruitment in Philosophy was suspended after the Minister's second-instance decision remained final, students already enrolled have remained under the school's academic care. They are included within the scope of this evaluation, continue to receive full academic and institutional support, and are progressing toward the completion of their degrees within a legally recognized framework.

Note on POL-on Classification of Students defending at UW

Students who completed their education at GSSR but defended their dissertations at UW under the inter-institutional agreement described above, are classified in the POL-on system as having prepared their dissertations in the extramural mode (*tryb eksternistyczny*). This classification does not reflect the actual course of their training. These students completed the full GSSR doctoral program, including all coursework, research activities, and supervisory engagement. The "extramural" label results from the fact that the defense takes place outside IFiS.

As a consequence, these students are not counted by the SED-ok system as GSSR doctoral candidates who initiated the PhD award procedure or received the doctoral degree, even though they have fulfilled all relevant academic requirements. Currently, this applies to dr. Andrzej Frelek.

GSSR Student Survey on the PhD curriculum, conducted by GSSR in Semester 2, AY 2023-2024

Summary

prepared by Irina Tomescu-Dubrow

Purpose of the survey

GSSR management sought to understand doctoral students' experiences with, and opinions about, the main elements of GSSR's PhD curriculum: (i) discipline-specific mandatory courses, and (ii) optional courses and additional training events (e.g., the GSSR Interdisciplinary Research Summer School). Our research question was: To what extent do these elements individually, and the PhD curriculum as a whole, meet the intended purposes of covering (1) the core discipline-specific expert skills and knowledge that are intrinsic to preparing the dissertation, and (2) additional expert and transferable skills beneficial to students' academic career – both in a format that does not overburden students' academic workload?

Methodology

The survey instrument (<https://forms.gle/3B2vnGi7BHHp7DDf8>) combined closed- and open-ended questions developed by GSSR's director with members of the GSSR Doctoral School Council and Student Representatives. It was pre-tested prior to its administration. The survey was distributed to all 67 PhD students in philosophy, sociology, psychology, and political science accepted to GSSR under the agreement of IFiS PAN, IP PAN, and IPS PAN with email addresses that we have on file. The questionnaire was administered online using an anonymized Google form. Each participant could respond to the survey only once. To encourage participation, GSSR administration re-contacted PhD students four times. GSSR student representatives also encouraged their colleagues to complete the survey.

The **overall** Survey Response Rate, RR = 55% (37 of 67 persons answered the survey). **Discipline-specific** response rates are as follows: Philosophy, RR = 55% (11 out of 20); Sociology, RR = 70% (14 out of 20); Psychology, RR = 46% (11 out of 24); and Political Science, RR = 33% (1 out of 3).

Results

The survey revealed a generally positive view of the GSSR PhD curriculum. Reported curriculum strengths are intellectual stimulation, quality of teaching, and the balance between coursework and research focus. Key findings from both closed-ended and open-ended questions showed that most students in this study found the workload for mandatory courses optimal, particularly in philosophy and sociology, where a substantial majority saw these courses as beneficial for both their PhD thesis preparation and academic careers. In sociology, courses were well-regarded for imparting both qualitative and quantitative skills. Psychology students were notably more critical of their mandatory courses. Across disciplines, there was a call for more emphasis on academic professionalization and methodological training.

Participation in GSSR optional courses and additional training events was mixed, with time constraints being the most common barrier. A further important obstacle is the perception of low relevance that optional courses have for students' research.

The PhD curriculum overall appears to adequately cover both discipline-specific and transferable skills, particularly in philosophy and sociology. However, there is room for improvement, especially in psychology, where students expressed a need for more methodological rigor and relevance to their research. Additionally, across all disciplines, there is a clear demand for more training in academic professionalization that would more strongly prepare students for the academic labor market.

Limitations

The results do not cover all GSSR students, within or across disciplines (due to participation rates and the possibility of selection bias in the realized sample). Nor can we solve contradictory statements regarding the same issue (e.g., recommendations for/against online teaching), since the survey mode (online, self-administered) precluded probing. However, this study provides important insights into the experiences of a substantial share of our students, thus helping GSSR administration to consider possible improvements to the PhD curriculum.

A handwritten signature in black ink, appearing to read 'Irina Tomescu-Dubrow', is positioned above the printed name.

April 9, 2024

Irina Tomescu-Dubrow,
Professor of Sociology IFiS PAN
Director, GSSR

Summary of the Report on Doctoral Supervision at GSSR

This report presents findings from a comprehensive survey on doctoral supervision at the Graduate School for Social Research, GSSR (in Polish, Szkoła Nauk Społecznych), conducted in the second quarter of the 2024/2025 academic year. The study targeted PhD students admitted under Poland's "new doctoral school" model, introduced by the Law on Science and Higher Education of July 20, 2018.

Purpose and Scope

The goal of the survey was to better understand students' experiences with academic supervision, including the accessibility of supervisors, the guidance and support received throughout the doctoral process, and the impact of supervision on students' academic development. Although not designed to evaluate specific supervisory models, the survey instrument included close-ended questions on main supervisors, co-supervisors, and support supervisors, allowing for additional insights.

Methodology

The online survey was developed by the GSSR director in consultation with the Doctoral School Council, including student representatives. After pretesting, it was administered to all 68 eligible doctoral students and achieved a response rate of 67.6% (46 students). Response rates are strong across disciplines—Philosophy (55.6%), Sociology (69.6%), Psychology (73.9%) and Political Science (74%)—supervisory arrangement, and years of study, particularly among students in years 1 through 4.

The instrument consists of 28 questions (24 closed- and 4 open-ended questions) covering students' experiences with various dimensions of accessibility and research support, and supervision outcomes. While few students answered the open-ended questions, all substantive open-text responses are thematically analyzed and integrated into the findings by discipline.

The questionnaire is available at:

<https://drive.google.com/file/d/1wsx00YCn7IgxtI3z31W81AaFkASVJHrd/view>

Key Findings

Supervisor Accessibility and Communication

- Over 70% of students rated their main supervisors as highly responsive to email or other communication. Additional supervisors often reinforced or compensated for gaps in main supervision.
- Meeting frequency is generally adequate, but some Philosophy students report irregular contact. Two students reported never meeting their main supervisor.

Guidance and Support on Research Milestones

- Most students report receiving strong support across critical academic milestones, including with designing the Individual Research Plan (IRP), the expectations of the midterm evaluation about the IRP, and the annual Individual Study Plan documents, though a few students cited confusion or limited guidance regarding midterm expectations.

- Over 80% of students report satisfaction with the substantive and methodological feedback from their supervisors, as well as the support with defining the foundation of their dissertation.
- The majority of students describe their supervisor's feedback as clear, timely, and constructive. A few raised concerns about delays or inconsistent feedback, especially for work not tied to official deadlines.
- Satisfaction with progress monitoring is also high.

Support for Publications, Funding and Career Planning

- A little over 70% of students are satisfied with supervisor support for publishing, but close to 18% are ambivalent, while 11% are dissatisfied.
- Two-thirds of students report having been encouraged to apply for research funding. Among those who did, over 80% rated their supervisor's support with preparing applications as constructive.
- Almost 60% of students report receiving supervisor guidance on their post-PhD career planning, yet more than 40% express unmet or unclear expectations in this area, either through absence or ambivalence.
- Open-ended responses stress the need for stronger support in research visibility, professional networking, and post-PhD career planning.

Overall Impact of Supervision

- Most students report that supervisor guidance strongly contributes to their dissertation progress.
- A minority flagged concerns about unclear expectations, limited integration into research communities, or insufficient structure.

Table 1 summarizes student responses across 19 key dimensions of supervision by the main supervisor. Results are presented as the percentage of positive, neutral, and negative evaluations for each item.

Table 1: Summary of Student Responses on Experiences with Main Supervisor

Supervision Dimension	Positive (%)	Neutral (%)	Negative (%)	Valid number of responses ¹
<i>Accessibility of the main supervisor</i>				
Responsiveness of main supervisor	87.0	4.4	8.7	46
Frequency of meetings ²	65.2	15.2	19.6	46
Adequacy of meeting frequency	71.7	17.4	10.9	46
<i>Guidance and support from the main supervisor</i>				
Support in finding a research group	76.0	8.0	16.0	25
Support with IRP preparation	78.6	7.1	14.3	42
Adequate prep midterm expectations re: IRP	64.3	19.1	16.7	42
Support with ISP documents development	73.8	16.7	9.5	42
Can rely on main supervisor – substantive feedback	84.1	6.8	9.1	44
Can rely on main supervisor – Methodological feedback	86.7	8.9	4.4	45
Support in defining foundations of dissertation	84.1	9.1	6.8	44

Supervision Dimension	Positive (%)	Neutral (%)	Negative (%)	Valid number of responses ¹
Monitoring of dissertation progress	75.6	13.3	11.1	45
Support with publishing	71.1	17.8	11.1	45
Encouraging grant applications	65.9	29.6	4.6	44
Support with preparing grant applications	82.4	8.8	8.8	34
Timely feedback to written work ²	52.4	28.6	19.1	42
Feedback helpful for improving research	69.1	21.4	9.5	42
Guidance on ethics compliance	81.8	15.2	3.0	33
Support with post-PhD career planning	59.1	18.2	22.7	44
Strong guidance contribution to dissertation progress	82.6	10.9	6.5	46

¹ Number of responses does not include students who selected the „not applicable” answer option. For “Support in finding a research group,” it does not include 15 students who did not need to find a research team because they automatically joined the team of the faculty member in whose grant they were hired as a condition of admission to GSSR.

² For “Frequency of meetings with main supervisor,” values 6 (meeting weekly) through 4 (meeting every 2 months) are coded ‘positive’, value 3 (meeting every 3 months) is coded ‘neutral’, and values 0 (never) through 2 (every 6 months) are coded 0. For “Timely feedback to written work,” responding within 5 working days or sooner (values 5 and 4) are coded ‘positive’; value 3 (answers within 7-10 working days) is coded ‘neutral,’ and values 1 (answers after more than 1 months) and 2 (answers after more than 10 working days) are coded ‘negative.’

Insights into Joint Supervisory Arrangements

Among the 20 students with joint supervisory arrangements, nearly all responded to the survey. Students with co-supervisors report consistently positive experiences across supervision dimensions. Experiences with support supervisors are more variable—some provide valuable contributions, while others appear to offer limited guidance. In two cases, students reported inadequate support from both their main and support supervisors.

Correlates of Supervisory Experience

The issue of who typically initiates a meeting with the supervisor – whether it is the student alone, or it is the supervisor (alone, or together with the student) – impacts the student experience. Logistic regression analysis reveals that students who initiate meetings with their supervisors, as compared to those whose meetings are set up by the supervisor, or by the supervisor and the student jointly, are significantly less likely to report positive experiences across multiple supervision dimensions, including feedback, IRP guidance, and support with publishing or funding. This pattern holds even after controlling for thesis format, supervisory arrangement, and year of study – which have minimal predictive power. These results suggest that proactive engagement from supervisors—rather than student-initiated contact alone—is a key to improving supervision quality.

Opportunities for Strengthening Supervision

While overall supervision quality is high, the results point to a few targeted areas where structured improvements could further benefit the doctoral experience at GSSR:

- Structured Interaction and Feedback: A minority of students report infrequent meetings or delays in feedback. This suggests the value of more consistent meeting schedules, timely responses to written work, and shared expectations regarding supervision timelines.
- Proactive Supervisor Engagement: Logistic regression results show that students who typically initiate meetings themselves report significantly less favorable experiences across several supervision dimensions. This underscores the importance of supervisor-initiated contact and structured engagement.
- Enhancing Research Visibility and Career Planning: Some students express a need for greater guidance in preparing publications, navigating conferences, and planning post-PhD careers. Structured mentoring, including career strategy sessions and publication planning, could substantially boost students' academic integration and long-term success.
- Clarifying Roles in Joint Supervision: While co-supervisory arrangements are generally experienced positively, experiences with support supervisors are more mixed. This suggests a need for clearer institutional expectations and coordination in joint supervision models.
- Strengthening Monitoring and Midterm Preparation: About one-third of students express uncertainty or dissatisfaction with how supervisors guide them through the midterm evaluation expectations regarding the Individual Research Plan. Greater emphasis on procedural clarity and early-stage guidance may be beneficial.

Limitations

Although the overall response rate is high, the open-ended questions seeking students' suggestions for improving the supervision experience feature substantial item nonresponse. The online survey mode limited the ability to encourage or probe responses, or clarify ambiguities. As a result, qualitative insights reflect a limited range of student views. Selection bias is also possible, as students with stronger opinions may have been more inclined to participate in the study. Nevertheless, the strong response rate across disciplines lends credibility to the generalizability of the findings.

Conclusion

This survey confirms that doctoral supervision at GSSR is generally effective, with high satisfaction regarding accessibility, feedback, and support for academic progress. At the same time, it highlights specific areas where improvements could strengthen the overall quality and consistency of supervision. The findings provide a strong empirical basis for sustaining high-quality supervision at GSSR, while also guiding targeted improvements in supervisory practices and broader institutional policy.

Rules for Verification of Learning Outcomes for Qualifications at Level 8 of the Polish Qualification Framework

1. Scope and Legal Basis

These rules describe the general principles, responsibilities, and procedures by which the Graduate School for Social Research, GSSR (Szkoła Nauk Społecznych) verifies that each doctoral student achieves the knowledge, skills, and social competences required for level 8 of the Polish Qualifications Framework (PQF). They are based on the Study Program (*Program kształcenia w szkole doktorskiej*), the Regulations (*Regulamin szkoły doktorskiej*), and other internal policy documents.

These rules apply to all doctoral students at GSSR, regardless of cohort or academic year. Specific implementation details (e.g., deadlines, assessment formats) are set out in course syllabi, the PhD Handbook, and institutional guidelines for supervisors and students.

2. Learning Outcomes at PQF Level 8

Verification focuses on three categories of outcomes:

- **Knowledge (Wiedza)** – PQF8: P8U_W, P8S_WG, P8S_WK
The student knows and has an advanced understanding of a discipline and its theoretical and practical frontiers, including recent developments and interdisciplinary links.
- **Skills (Umiejętności)** – PQF8: P8U_U, P8S_UW, P8S_UK, P8S_UO, P8S_UU
The student can independently conduct research, formulate and solve complex problems, integrate knowledge, and creatively apply research methods. The student can communicate results, plan and manage one's development, and contribute to others' learning.
- **Social competences (Kompetencje społeczne)** – PQF8: P8U_K, P8S_KR, P8S_KO
The student is ready to act responsibly in research and professional settings, is prepared for collaboration and leadership, and is committed to ethical standards and public engagement.

3. Principles of Verification

GSSR verifies learning outcomes based on the following principles:

- Transparent and structured evaluation at each stage of doctoral studies;
- Use of diverse and discipline-appropriate verification methods;
- Alignment with the formal learning outcomes of the Study Program;
- Involvement of qualified academic staff and external experts where appropriate;
- Periodic review and improvement of procedures based on feedback and institutional learning.

4. Verification Process and Tools

Component / Stage	Verification Methods and Tools
Mandatory Coursework	Exams, assignments; grades or pass/fail assessments; outcomes specified in syllabi
Optional Courses (GSSR / external)	Assignments; grades or pass/fail assessments; participation certificates, ECTS documentation, or supervisor validation
Participation in Faculty-led Research Teams	Supervisor evaluation of activity in research teams (LtR) and progress toward dissertation
Optional LtR Activities	Seminars, workshops, internships; verified via reports, attendance, or supervisor approval
Individual Study Program (ISP) and Individual Study Reports	Yearly planning and self-assessment; checked in the annual internal evaluations

Component / Stage	Verification Methods and Tools
Individual Research Plan (IRP)	Submitted by end of Year 1; formally reviewed in mid-term evaluation
Internal Annual Evaluations (Y1–3)	Student and supervisor reports; reviewed by Evaluation Commissions at institute level
Midterm Evaluation (midpoint of doctoral studies)	Formal review of IRP implementation; conducted by a commission constituted by the Directors of IFiS, IP, and ISP in accordance with the 2018 Law on Higher Education and Science
Academic Output	Verified through publication lists, conference records, public engagement activities
Dissertation and Defense	Thesis submission with supervisor approval; public defense; decision by Scientific Council of IFiS/IP/IPS

5. Responsible Parties

- **Doctoral student** – engages actively in research and academic development; submits required documents and reports at specified deadlines;
- **Supervisor(s)** – monitors academic progress; provides written evaluations; supports skill development;
- **Internal Evaluation Commissions** – institute-specific commissions that assess students' annual progress (Years 1–3);
- **Midterm Evaluation Commission** (midpoint of doctoral studies) – assesses IRP implementation; constituted by the Directors of IFiS, IP, and ISP in accordance with the 2018 Law on Higher Education and Science.
- **GSSR Director** – confirms the overall achievement of PQF level 8 learning outcomes and issues the official certificate of completion.
- **Scientific Council (of IFiS/IP/IPS, respectively)** – approves the dissertation defense and awards the degree based on verified outcomes.

6. Transparency and Accessibility

- Verification principles and expectations are published in the *Study Program, Regulamin* and *PhD Handbook*.
- Students receive guidance on these procedures at the start of their studies.
- Supervisors follow dedicated guidance (cf. PhD Handbook).
- Learning outcomes, evaluation criteria and verification methods are made available in advance, e.g. in course syllabi published on GSSR's website or the PhD Handbook.

7. Mechanisms for Improvement

The verification process is regularly updated based on, for example:

- Feedback from doctoral students (e.g., anonymous surveys);
- Observations from faculty and supervisors;
- Evolving academic standards and regulations;
- Institutional learning from evaluations and external collaboration (e.g., grants, international best practices);

8. Certification

Upon successful completion of the programme, each doctoral student receives a formal certificate confirming that their learning outcomes have been positively verified at level 8 of the Polish Qualifications Framework, in accordance with applicable regulations.

Adopted by the GSSR Doctoral School Council at its meeting of March 4, 2020

GRADUATE SCHOOL FOR SOCIAL RESEARCH
 Institute of Philosophy and Sociology PAS
 72 Nowy Świat, 00-330 Warsaw, Poland
 phone/fax: (48 22) 826-87-33

ADORNO STRIKES BACK: WRITING AN ACTUALLY CRITICAL ESSAY

Finishing an Article in Philosophy and Critical Theory

Instructors:	dr hab. Adam Lipszyc, prof. IFiS PAN adamlipszyc@gmail.com dr Mikołaj Ratajczak (IFiS PAN), mikolaj.ratajczak@gmail.com dr Sebastian Truskolaski (ZFL Berlin), truskolaski@zfl-berlin.org	
Office hours:	Wednesdays 16-17, room 268	
Visiting Instructors:	dr Sophia Buck (Oxford), prof. Carolin Duttlinger (Oxford), prof. Rebecca Comay (UToronto)	
	WINTER Semester	SPRING Semester
HOURS	30 (3 ECTS)	30 (3 ECTS)
	Wednesdays 17:00-20:00, every 2 weeks	
FREQUENCY	4 x 45 every two weeks	4 x 45 every two weeks

Duration: 4 x 45 minutes every two weeks, two semesters for a total of 60 hours. Both semesters are obligatory for the completion of the course.

Starting date: October 16

Location: Palace Staszic, room 268

COURSE DESCRIPTION

This course engages with critical theory as a method of analysis and a form of academic text. Critical theory is traditionally defined as a theoretical inquiry focused on society, culture, politics or even philosophy that attempts to challenge power relations and reveal hidden structures that cause suffering to the lives of individuals. With the recent return of critical theory in the global academy, the critical essay as a form of theoretical expression is also making a comeback, along with its specific form of argumentation, style and method of developing the subject matter.

We will focus on Theodor Adorno - a 20th-century philosopher who can be considered a (if not the) master of critical theory and the critical essay. We will pay close attention to Adorno's last period of work, which fell in the 1960s, when he produced many of his most important publications. In particular, continuing our analyses from the previous year, we shall focus on *Negative Dialectics*, beginning with the part

devoted to 'The Concept and Categories', the very heart of this most important of all Adorno's works.

This is an English-language course, organized as a 2-semester seminar in the academic year 2023/2024. The course is open to any interested PhD student at GSSR.

Main course topics: critical theory, social analysis, philosophical critique, Frankfurt School, contemporary theory, negative dialectics, German philosophy, Jewish philosophy

COURSE AIMS

The aim of the course is to focus on what a critical essay in contemporary philosophy and critical theory can look like and how it should be written in order to be published. A team of experienced scholars will work closely with a group of PhD candidates on their writing samples and discuss different aspects of the process of publishing on critical theory in contemporary globalized academia.

The task that the seminar sets for the participants is to reconstruct the main methods of critical analysis and the methods of its practice. Therefore, the reading of Adorno's texts will be linked to participants' own work on their way of writing a critical essay.

Learning outcomes

The outcomes are twofold. On the one hand, students will learn in detail the mature philosophy of T.W. Adorno with special stress put on his vision of dialectics and the very idea and practice of critical thinking. On the other hand, students will practice their skills in writing a philosophical essay in the critical tradition of Adorno and preparing it for publication.

After completing this course, the student:

Knowledge (L8H_K) - knows and understands:

- **Critical theory**, particularly Theodor W. Adorno's philosophy, dialectics, and critical essay writing. (*L8H_KS - Depth and Scope*)
- Major theoretical debates within the **Frankfurt School tradition**, situating Adorno's work within broader philosophical and socio-political contexts. (*L8H_KS - Depth and Scope, L8H_KX - Context*)
- **Advanced research methodologies** used in critical theory and philosophy, incorporating interdisciplinary perspectives where relevant. (*L8H_KX - Context*)
- **The impact of contemporary theoretical discussions** in critical theory, assessing their relevance to current socio-political and academic debates. (*L8H_KX - Context*)

Skills (L8H_S) - can:

- **Independently develop and articulate complex philosophical arguments**, demonstrating originality in engaging with Adorno's thought. (*L8H_SU - Using Knowledge*)

- **Write a well-structured, publishable academic essay** that adheres to the conventions of critical theory and philosophy, effectively applying theoretical concepts to concrete arguments. (*L8H_SU – Using Knowledge, L8H_SC – Communication*)
- **Communicate specialized ideas effectively** in written and verbal form, demonstrating the ability to engage in advanced academic discourse. (*L8H_SC – Communication*)
- **Organize and manage independent research**, demonstrating **self-directed learning and methodological rigor** in preparing a scholarly article for potential publication. (*L8H_SO – Organizing Work, L8H_SL – Learning*)

Social Competence (L8H_C) - is ready to:

- **Critically evaluate one's own work and that of peers**, offering constructive feedback and integrating revisions based on academic critique. (*L8H_CE – Evaluation*)
- **Uphold academic integrity and ethical research practices**, engaging responsibly in scholarly discussions within the global academic community. (*L8H_CR – Responsibility, L8H_CP – Professional Role*)
- **Develop professional academic skills**, including familiarity with peer-review processes and the ability to navigate academic publishing in philosophy and critical theory. (*L8H_CP – Professional Role, L8H_CR – Responsibility*)
- **Engage in interdisciplinary dialogue**, contributing original insights that bridge critical theory with broader intellectual and social concerns. (*L8H_CR – Responsibility, L8H_CP – Professional Role*)

Eligibility

This course is open to GSSR doctoral students with decent command over continental tradition of philosophy on MA level.

Course requirements

Successful completion of the course requires active class participation and a preparation of a draft article that potentially could be submitted for publication considerations to an academic publishing outlet, ideally, a peer-reviewed journal. The writing assignments are due ahead of the class period they are assigned for. Specific deadlines will be announced at the beginning of the course.

The revised draft of your paper is due electronically to the instructors by the deadlines specified in class and no later than June 30.

Grading

Your grade will be based: 25% on Class participation; and 75% on the Paper you submit by the end of the course.

The grading of the paper takes into account the overall structure of the paper, the consistency of the argument, the clarity of style and the overall relevance of the content in each section of the text. The structure of the text and the consistency of the argumentation is expected to be in place before the class on May 8. The greatest

weight will be given to assessing the suitability of the finished paper for the three “target” publishing outlets it has been designed for. Other aspects of the text will be weighted based on the type of the text you submit. The grading of the paper will be the joint responsibility of the lecturers.

Evaluation of Learning Outcomes

PQF Level 8 Descriptor	Evaluation Method in the Course
L8H_KS – Depth and Scope	Assessed through students’ engagement with Adorno’s philosophy and their ability to synthesize complex theoretical debates in written work and discussions.
L8H_KX – Context	Evaluated in students’ ability to apply critical theory methodologies in their own writing and contextualize Adorno’s work within broader philosophical and socio-political debates.
L8H_SU – Using Knowledge	Measured through the development of a publishable academic essay , where students must formulate original arguments and apply theoretical concepts effectively.
L8H_SC – Communication	Evaluated through written assignments, class participation, and discussions , where students must articulate complex ideas clearly and persuasively.
L8H_SO – Organizing Work	Assessed through the research and writing process , requiring students to independently manage their work and meet structured deadlines.
L8H_SL – Learning	Demonstrated in students’ self-directed improvements , incorporating feedback from instructors and peers to refine their writing.
L8H_CE – Evaluation	Assessed through peer review and instructor feedback , requiring students to critically evaluate both their own work and that of their colleagues.
L8H_CR – Responsibility	Measured by students’ adherence to academic integrity, ethical research practices , and their engagement with peer-review processes .
L8H_CP – Professional Role	Evaluated through students’ ability to prepare a paper suitable for publication , demonstrating readiness for participation in academic discourse and professional scholarship.

CLASSES & READINGS:

Hegel: Three Studies, trans. S. Weber Nicholzen (Cambridge, Massachusetts: MIT Press, 1993)

Critical Models: Interventions and Catchwords, trans. H. W. Pickford (New York: Columbia University Press, 1998)

The Jargon of Authenticity, trans. K. Tarnowski and F. Will (London: Routledge & Kegan Paul, 1973)

Metaphysics: Concept and Problems, trans. Edmund Jephcott (Stanford: Stanford University Press, 2000)

Negative Dialectics, trans. E. B. Ashton (New York: Seabury Press, 1973)

Susan Buck-Morss, *The Origin of Negative Dialectics: Theodor W. Adorno, Walter Benjamin, and the Frankfurt Institute* (New York: The Free Press, 1977)

Fredric Jameson, *Late Marxism: Adorno, Or, The Perspective of the Dialectic* (New York: Verso, 2007).

Stuart Jeffries, *Grand Hotel Abyss: The Lives of the Frankfurt School* (New York: Verso, 2016)

Peter E. Gordon, *Adorno and Existence* (Harvard: Harvard University Press, 2016)

Sebastian Truskolaski, *Adorno and the Ban on Images* (London: Bloomsbury Academic, 2020)

Peter E. Gordon, *A Precarious Happiness: Adorno and the Sources of Normativity* (Chicago: University of Chicago Press, 2023).

Empirical Research in the Social Sciences (ERSS): Design, Implementation, and Write-up

2024 - 2025

<https://socialinquiry.wordpress.com/>

Course Description

This course focuses on the logic of theory-driven and empirically-based social science research and the process underlying scientific production. We emphasize the practical steps that enable scholars to design their research project, formulate testable hypotheses, and select the data and analysis techniques most suitable for answering the project's research question(s). Equally important, the course teaches you how to read published academic studies to critically assess their merits and limitations, and how to write up research projects to meet the requirements and expectations of major English-language social science publication outlets, especially those of peer-reviewed journals like the *American Sociological Review*, *European Sociological Review*, and *Qualitative Sociology*, among others.

To this end, the course comprises **two independent**, albeit complimentary, components, which follow one another during the 2024-2025 academic year. Part I of the ERSS course, to take place in Autumn 2024, teaches students the practicalities of moving from research design to research implementation. Part II, offered in Spring 2025, focuses on writing social science publications and grant proposals. Successful completion of the course workloads for Part I and Part II yields a total of 6 ECTS points/credits (3 ECTS points/course component).

The entire course is conducted from an interdisciplinary perspective and imparts knowledge, skills and social competences at Level 8 of the Polish Qualifications Framework (https://kwalfikacje.gov.pl/images/downloads/materia%C5%82y_do_serwisu_ZSK/tabela_PRK/PRK_tab5.pdf). Below are the detailed descriptions for **ERSS Part I, *Research Design and Implementation in Social Sciences*** (30 hours, Semester I) and **ERSS Part II, *Writing in Social Sciences*** (30 Hours, Semester II), including timeline and requirements specific to each of the course's components.

ERSS Part I: Research Design and Implementation in Social Sciences

(30 hours/ 3 ECTS, Semester I)

Instructors: Irina Tomescu-Dubrow, Ilona Wysmulek, Joshua K. Dubrow

Emails: irina.tomescu@gssr.edu.pl, ilona.wysmulek@ifispan.edu.pl, jdubrow2000@gmail.com

Place: Room 232, Staszic Palace, 72 Nowy Świat, 00-330 Warsaw, Poland. Classes meet face-to-face unless the situation warrants otherwise.

Time: Tuesdays, 10:30-12:30

Office Hours: By appointment for office or online meetings.

Course Website: <https://socialinquiry.wordpress.com/>

Description of ERSS Part I

Part I of the course *Empirical Research in the Social Sciences, ERSS*, deals with the multiple, often simultaneous and reiterative, steps of developing and carrying out theory-informed, empirical projects. Good research requires a well-formulated and testable problem, alternative explanations, data that explicitly link concepts and hypotheses, and methods suitable to answer the posed research questions.

Through a combination of lecture and discussion, we cover the role of theory for developing research questions and hypotheses, and for interpreting results; we discuss how to pose research questions that pass the “So what?” test, and how research questions and theory inform the formulation of research hypotheses; we assess different types of data (e.g., primary and secondary, survey and non-survey data) and research methods in terms of their usefulness for answering given research question(s) and addressing specified hypotheses. Part I also provides an overview of the main methodological problems that different types of data and analyses carry.

Learning Objectives and Outcomes

With regard to Polish Qualifications Framework Level 8 (P8), students, through the successful completion of the course, will acquire the key knowledge, skills and social competences for developing both academic and non-academic research products that are empirically grounded and meaningful for the scientific community and/or for society in general (e.g., policy relevant). On the road to becoming an independent researcher, understanding how to critically assess published empirical studies with respect to the clarity and consistency of their research design, measurement adequacy, soundness of causal statements, and the degree of correspondence between research problem – research questions/hypotheses – data – methods – conclusions, are important aspects of these skills and competences.

At the end of ERSS Part I, you should be prepared to move from designing a study, whether article, dissertation proposal, or funding proposal, to implementing it. More specifically, you should know how to:

- Pose research questions relevant both to you and social science more broadly. Among others, these questions shall pass the “so what?” condition, and be methodologically feasible;
- Understand the importance of the link between theory and methods;
- Identify theory-informed arguments within and across social science disciplines, to generate empirically testable hypotheses, or research questions that can be answered based on empirical data;
- Assess the overall strengths and weaknesses of different types of data and data collection approaches;

- Identify possibilities of qualitative and/or quantitative data most suitable for addressing your research questions/hypotheses;
- Evaluate overall benefits and challenges of different social science research methods;
- Discuss possibilities and limitations of conclusions derived from different data and methods;
- Understand and follow the ethical requirements of social science research.

In addition to imparting these specialized knowledge and skills, ERSS Part I fosters scientific independence, critical thinking and communication skills. By the end of the semester, you should be able to present your research design and arguments in clear, logical fashion.

Learning outcomes mapped to the Polish Qualification Framework Level 8 Descriptors for Higher Education

Knowledge (L8H_K) - the student knows and understands:

- **Research design** in the social sciences, including theory-driven approaches, empirical data collection, and methodological rigor. (*L8H_KS - Depth and Scope*)
- **Key theoretical frameworks** in social science research, linking them to empirical data and methodological choices. (*L8H_KS - Depth and Scope, L8H_KX - Context*)
- **The strengths and limitations of different research methodologies**, assessing their applicability in diverse research contexts. (*L8H_KX - Context*)
- **Ethical principles in social science research**, considering issues such as informed consent, bias, and responsible data handling. (*L8H_KX - Context*)

Skills (L8H_S) - can:

- **Independently develop and refine research questions and hypotheses**, ensuring they meet the “so what?” standard and are methodologically feasible. (*L8H_SU - Using Knowledge*)
- **Critically assess and synthesize academic literature**, evaluating the strengths and weaknesses of published research in relation to methodological rigor and theoretical contributions. (*L8H_SU - Using Knowledge, L8H_SC - Communication*)
- **Effectively communicate research findings and arguments**, both in written and oral formats, including structured research proposals and presentations. (*L8H_SC - Communication*)
- **Organize and manage an independent research project**, from conceptualization to data collection and analysis. (*L8H_SO - Organizing Work, L8H_SL - Learning*)
- **Engage in practical fieldwork, collecting and analyzing empirical data using qualitative and/or quantitative methods**. (*L8H_SO - Organizing Work, L8H_SL - Learning*)

Social Competence (L8H_C) - is ready to:

- **Critically evaluate and provide constructive feedback on research designs**, engaging in academic discussions and peer review. (*L8H_CE - Evaluation*)

- **Uphold ethical standards in academic research**, demonstrating integrity and responsibility in data collection, analysis, and interpretation. (*L8H_CR – Responsibility, L8H_CP – Professional Role*)
- **Develop professional academic skills**, including familiarity with peer-review processes, academic publishing expectations, and interdisciplinary research collaboration. (*L8H_CP – Professional Role, L8H_CR – Responsibility*)
- **Contribute to the academic community**, demonstrating the ability to participate in collaborative research and interdisciplinary discourse. (*L8H_CP – Professional Role*)

Course Requirements

1. Classroom participation and attendance (15% of grade)

Everyone is expected to participate regularly and to come to class prepared to meaningfully discuss the readings. Punctual attendance is required. If you have a legitimate reason why you might be late on a regular basis, please notify us at the beginning of the course, or as soon as the condition appears. Excessive absences, tardiness, or leaving early will adversely affect your grade for classroom participation.

Class discussions centered on key issues of research design are an important element of this course. The discussion format mimics in miniature what professional sociologists do – actively engage in theoretical debates with colleagues. We expect discussion to be professional and polite – but engaged. Do not shy away from points. Push for your arguments. Do not accept two logically inconsistent points as “equally valid perspectives.” Seek to integrate alternative perspectives and understand the basic assumptions that drive different conclusions. We will push back on your arguments, and we trust you will do the same for each other. For this format to work, you must be active participants.

The presentation of the Outline of your research proposal (see Step 3 below) counts toward your grade for classroom participation.

2. Critical Reading Reactions (25% of grade)

To help focus class discussions and encourage you to think critically about social science research design and implementation, you will write six short reading reactions (ca. 300-500 words), based on either empirical articles or textbook chapters assigned in this course. We will circulate the schedule with due dates for the reading reactions in the first week of this course.

When reacting to an empirical article, please discuss how well the author(s) link (a) research question(s) and hypotheses to (b) the chosen empirical data, and (c) the selected methods of analyses. When reacting to a book chapter, please provide a summary of the chapter’s key points. At the end of the reading reactions to both empirical papers and book chapters, include questions that you have about the readings (e.g., what you may not have understood with regards to the overall research design and its implementation, including analyses), questions about the nature of social science, or a short critique of an article’s methodology. These reactions are not about how you ‘feel’ about the readings (whether you liked them or not), but should be analytical in nature.

In preparing your reading reactions, you are encouraged to discuss the readings with your colleagues, and look up unclear concepts and terms. We will use your reactions as part of class discussion. Please come prepared to discuss what you wrote.

3. Group Assignment - Field Research (20% of grade)

To experience how the process of research design and implementation can feel, you will engage in a group exercise where you will use observation as your data collection method. Since the method is the “servant” (Firebaugh 2008), together with members of your group you will first formulate a research question whose answer calls for analyzing data collected via field observation. Specific requirements of the Group Assignment, including for writing up the results of your exercise, will be handed out in class.

4. Research Design for an Empirical Article (40% of grade)

The final project for this course consists of writing the research design for an empirical article. You have the opportunity to further develop this article during ERSS Part II (Semester 2).

The research design for ERSS Part I will take the form of a research proposal (around 2,500 words, 12-point font, double-spaced). We will discuss the appropriate components of the proposal in class, and provide a detailed handout of the requirements. Each student must write up their own paper individually and turn in their own work.

Completing the Research Proposal involves three steps, each due at different time points during Semester I (see Time Outline in Syllabus):

Step 1: Prepare a 300-500 words **General Statement about your Research Proposal’s Topic** that should include (a) Knowledge gap and Research problem; (b) Research question(s), and whether answering these questions presupposes description, theory-testing, or both; if you plan causal research, hypotheses are encouraged, but not mandatory; (c) The argument as to why your research question passes the ‘so what’ condition; (d) What data you consider most appropriate for addressing the research question(s); (e) If you intend to collect data, what sampling technique you regard as most appropriate for your study.

The General Statement can take the form of a flowing narrative, or of bullet-points (with or without additional statements developing a given point).

Step 2: Prepare the **Outline of your Research Proposal** (about 800 words) that incorporates the instructor-provided feedback to your General statement (Step 1). The Outline should briefly discuss each of the following elements: (a) Knowledge gap and research problem; (b) Research question(s); (c) Main theoretical framework(s) that inform your research (enumeration, not detailed description of theory); (d) If your research involves causal analysis, provide the research hypotheses and briefly indicate how they link to the theoretical framework(s) you chose; (e) What data and methods you regard as necessary to examine the research questions/ hypotheses; (f) What limitations are these data and methods likely to have, given what you set out to investigate.

The Outline can take the form of a flowing narrative, or of bullet-points whose main ideas you briefly develop via accompanying phrases under each point.

Step 3: In-class presentation of the Research Proposal Outline. You are expected to present your Proposal Outline during one of the last two course sessions. We will share details about the format of the presentation in class. To facilitate discussion, you need to electronically share your Outline, and, if applicable, additional materials, with the class (instructors and colleagues) at least one day prior to your presentation.

Please prepare a 500-word response to the feedback to the Proposal Outline (Step 2) received from the course instructors, and submit it via email to us at least two days before your scheduled in-class presentation. React to the feedback we provided point-by-point, explaining your decisions. In particular, if you decide not to implement instructors' suggestions, please explain why so. You may use the time of the in-class discussion of your proposal (after your presentation) as the occasion to discuss feedback on your proposal that you received from your peers.

Write the full **Proposal of the Research Design** (around 2500 words) according to the requirements distributed in class. The proposal is due electronically on Monday, February 10, 2025.

Evaluation of Learning Outcomes

PQF Level 8 Descriptor	Evaluation Method in the Course
L8H_KS – Depth and Scope	Assessed through critical engagement with research design concepts, research methodology discussions, and written assignments.
L8H_KX – Context	Evaluated in students' ability to assess research approaches and ethical considerations in social science research.
L8H_SU – Using Knowledge	Measured through research proposal development, formulation of research questions, and literature critique.
L8H_SC – Communication	Evaluated via research proposal presentations, structured writing assignments, and class discussions.
L8H_SO – Organizing Work	Assessed through the structured research proposal process, field research assignment, and data analysis exercises.
L8H_SL – Learning	Demonstrated in students' ability to revise work based on peer and instructor feedback, and develop independent research designs.
L8H_CE – Evaluation	Assessed through peer review exercises, critical reading reactions, and in-class discussions.
L8H_CR – Responsibility	Evaluated through adherence to academic integrity in research design and critical assessments of ethical issues.
L8H_CP – Professional Role	Measured through students' ability to align their research with academic publishing standards and scholarly contributions.

Grading

Grades will be based: 15% on Class participation, 25% on Reading reactions; 20% on Field Methods Assignment; and 40% on the Research Proposal. Total possible points = 100 (corresponding to 100%).

Students receiving more than 90% of possible points receive at least a **5-**, more than 80%, at least a **4-**, more than 70% at least a **3-**, and more than 60% at least a **2**. The corresponding **ECTS grades** are:

A 94-100 5	B+ 87-89 4+	C+ 77-79 3+	D+ 65-69 2+	F 59-0 1
A- 90-93 5-	B 84-86 4	C 74-76 3	D 60-64 2	
	B- 80-83 4-	C- 70-73 3-		

Readings

Readings for ERSS Part I are available from the instructors, via a course-specific G-drive. Readings are shared for academic instruction only, and are not to be distributed further. Please consult the Timetable for reading materials assigned to each class period.

Resources:

Bryman, A., 2012. *Social Research Methods*. OUP Oxford.

Creswell, J. W. 2009. *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*, 3rd edition. Los Angeles: Sage.

Firebaugh, G. 2008. *Seven Rules for Social Research*, Princeton University Press.

Hargittai, E. (ed.) 2009. *Research Confidential: Solutions to Problems Most Social Scientists Pretend They Never Have*. University of Michigan Press.

Humphrey, C. and Lee, B. H. (eds.) 2004. *The Real-Life Guide to Accounting Research: A Behind-the-scenes View of Using Qualitative Research Methods*. Elsevier.

King, G. R., Keohane, O. and Verba, S. 1994. *Designing Social Inquiry*, Princeton University Press.

Minichiello, V., Aroni, R. and Hays, T. N. 2008. *In-depth Interviewing: Principles, Techniques, Analysis*, 3rd edition. Pearson/Prentice Hall.

Singleton, R. A. Jr. and Straits, B. C. 1999. *Approaches to Social Research*, 3rd edition. Oxford University Press, USA.

Cross-Cultural Survey Guidelines <https://ccsg.isr.umich.edu/chapters/>

Policies on Attendance, Late Materials, and Make-Up

Attendance is mandatory, and counts toward your Classroom participation and attendance grade. Please notify the instructors in advance if you are unable to attend a given class session.

As a rule, this course meets in person. Under exceptional circumstances, such as documented participation in a short-term study/research visit or as a presenter at a scientific conference, and after priorly discussing your situation with the instructors, it may be possible to attend up to three of the fifteen class sessions online.

During class, smart phones and other electronic devices with noise-capacity must be turned off. We will make exceptions to this rule if you explain why you need them turned on during class. Please inform us of this reason before class begins.

Please remember to be courteous and polite to one another during heated discussions. We will be with each other for several months and we all need a comfortable classroom environment to learn and discuss issues.

All assignments are to be turned in electronically, via email to the instructors by the specified deadlines. We will accept late materials at our discretion and *only if* notified 24 hours prior to the deadline. Except for documented reasons (e.g., doctor's note), late assignments will incur a 10% penalty per day. For emailed assignments: it is your responsibility to be sure that we received your work.

Empirical Research in the Social Sciences (ERSS): Design, Implementation, and Write-up

Spring 2025

ERSS Part II: Writing in the Social Sciences

(Semester II, 30 hours, 3 ECTS)

Instructors:	Joshua Dubrow and Ilona Wyszumulek
Place:	Room 232
Time:	Tuesdays, 10:30 – 12:30
Course Website:	socialinquiry.wordpress.com
Email:	jdubrow2000@gmail.com and ilona.wyszumulek@ifispan.edu.pl
Office Hours:	By appointment
Readings:	Available in the ERSS Google Drive Folder, link shared in class

Description of ERSS Part II

At the heart of academic social science are theory-informed empirical research articles and grant proposals, and constructive criticism on the drafts that your colleagues wrote. Part II of the ‘Empirical Research in the Social Sciences’ (ERSS) course instructs students in how to write English language empirical articles and grant proposals in the social sciences. By article, we mean that which is found in the top journals of sociology, e.g. generalist journals such as *American Sociological Review* (Impact Factor 9.1), *Social Forces* (IF 4.8), and *European Sociological Review* (IF 3.2), and specialty journals such as *Qualitative Sociology* (IF 2.3). These articles have ca. 8000-9000 words and tend to follow a similar structure: Title, abstract, introduction, theory, data and methods, results, conclusion, footnotes/endnotes, acknowledgements, and references. Other sections depend on the methods and content of the empirical analyses, such as “setting” (for qualitative articles), “hypotheses” and “analytical strategy” (for quantitative articles) and appendices. By grant proposals, we mean that which is peer-reviewed and submitted to a government research agency or foundation, e.g. the Preludium grant of the National Science Center (NCN), Poland, for early-career scholars. In addition, the course introduces basic principles on how to write policy papers and briefs.

As part of this specialized knowledge, ERSS Part II promotes critical thinking and communication skills. By the end of the semester, you should be able to present your written work to a scholarly audience in a clear and logical fashion.

Learning Objectives and Outcomes

With regard to Polish Qualifications Framework Level 8 (P8), students, through the successful completion of the course, will acquire knowledge, skills, and social competences. In general, they will know and understand the world’s achievements in writing practices in science (P8U_W) and the resulting implications of this for the practice related to general and selected specific issues of the social sciences, and rules for dissemination of scientific results in academic journals, including through open access (P8S_WG). They will perform critical analysis and evaluation of the results of scientific research and their contribution to knowledge analysis of the parts of an empirical research article (P8S_UW). Students will independently plan their own

development as well as inspire the development of others through writing a final paper based on their own research and learning how to constructively criticize the writing of their colleagues (P8U_U); they will assume professional and public challenges taking into consideration their ethical dimension with regard to the ethics of peer review, citations, and authorship (P8U_K). They will critically evaluate their contributions to the development of that field, i.e. elucidate the knowledge gap (P8S_KK). They will learn principles to uphold and develop the ethos of the research community, including, through several writing assignments, conducting the writing of research in an independent manner (P8S_KR). They will understand the ethics with regard to respecting the principle of the public ownership of academic research results, taking into account the idea of intellectual property rights (P8S_KR). They will understand principles of disseminating research results, including to the general public (P8S_UK) and to the social sphere (P8S_UW).

Specifically, ERSS Part II aims to provide students key skills for how to write for the top English language social science journals and research grant organizations. At the end of this course, students:

Knowledge (P8S_W) - will know and understand:

- P8S_WG – Advanced practices of writing theory-informed empirical research articles and grant proposals, including the structure, content, and methodological standards of top-tier social science journals.
- P8S_WK – The academic and practical contexts for research dissemination, including ethical considerations in publication, peer review, and public communication of research findings.

Skills (P8S_U) - can:

- P8S_UW – Apply advanced writing techniques to develop research articles and grant proposals that meet the requirements of professional academic standards.
- P8S_UK – Communicate complex research ideas effectively in written form, including peer reviews, research papers, and grant proposal documents.
- P8S_UO – Independently organize research and writing tasks, managing the iterative process of drafting, reviewing, and refining academic texts.
- P8S_UU – Critically evaluate and improve personal writing practices through peer feedback and self-assessment, demonstrating continuous learning and development.

Social Competence (P8S_K) - is ready to:

- P8S_KK – Evaluate the contributions of one's own research to the field, articulating the knowledge gap and justifying the significance of empirical research findings.
- P8S_KO – Adhere to ethical standards in academic writing, particularly in authorship, citation practices, and the responsible presentation of research results.
- P8S_KR – Take on professional roles in the academic community by engaging in peer review, contributing to research dissemination, and participating in grant writing activities.

Course Requirements

Class Participation (10%): Students are expected to have read the required reading due for that day.

Short writing assignments (25%): Students will write short texts to be submitted to the instructors. Details will be discussed in class and distributed in a separate document.

Peer review assignments (10%): Students will write two peer reviews, in which they are required to constructively critique assigned short writings of their in-class colleagues. Principles of providing constructive and polite writing feedback will be discussed in class.

Group Assignment: Preparing a Grant Proposal Plan (15%): To practice and gain skills in grant writing process and in developing fundable research ideas, students will engage in a group exercise. Students will get into groups of two to three people, and together, discuss and prepare a grant proposal plan (1 page), following the instructions distributed and discussed during class. Students prepare and submit one grant proposal plan per group. For each grant proposal plan, students must identify two grants they can apply to as a PhD student, with the name of the funding agency, webpage, and deadline.

Final paper (40%): At the end of the course, students will submit to the instructors a paper based on empirical research (one that they have written and revised throughout the course), of no more and no less than 3000 words, due June 17, 2025. Details on the content and structure of this assignment will be discussed in class and distributed in a separate document.

Evaluation of Learning Outcomes

Polish PQF/PRK 8 Descriptor	Evaluation Method in the Course
P8S_WG – Depth and Scope	Assessed through writing assignments that require students to synthesize theory and empirical research following the structure of top-tier academic journals.
P8S_WK – Context	Evaluated through class discussions and course readings on academic writing practices, research dissemination, and methodological rigor.
P8S_UW – Using Knowledge	Measured through short writing assignments (25%) and the final paper (40%), which require students to develop a theory-informed empirical research article.
P8S_UK – Communication	Assessed through peer review assignments (10%), where students provide structured written feedback, and class participation (10%), which evaluates oral communication skills.
P8S_UO – Organizing Work	Evaluated through the structured progression of writing assignments, requiring students to manage independent research and writing projects.
P8S_UU – Learning	Demonstrated through revisions and iterative feedback on writing tasks, ensuring continuous improvement in academic writing.
P8S_KK – Evaluation	Assessed through peer review exercises, where students critically evaluate the work of colleagues, mirroring the academic peer-review process.
P8S_KO – Responsibility	Measured through ethics discussions on citation practices, co-authorship, and intellectual property rights.

Polish PQF/PRK 8
Descriptor

Evaluation Method in the Course

P8S_KR -

Professional Role

Evaluated through the grant proposal group assignment (15%), which prepares students for research funding applications, and the final paper submission, aligning with real-world academic publishing standards.

Grading

Grades will be based: 10% on Class participation, 25% on Short writing assignments; 10% on Peer review assignments; 15% on the Group Assignment: Preparing a Grant Proposal; and 40% on the Final paper. Total possible points = 100 (corresponding to 100%).

Students receiving more than 90% of possible points receive at least a **5-**, more than 80%, at least a **4-**, more than 70% at least a **3-**, and more than 60% at least a **2**

Policies on Attendance, Late Materials, and Make-Up

Attendance is mandatory and counts toward your classroom participation grade. Please notify the instructors in advance if you are unable to attend a given class. As a rule, this course meets in person. Under exceptional circumstances, such as documented participation in a short-term study/research visit or as a presenter at a scientific conference, and after discussing your situation with the instructors at least a day prior to the class session, it may be possible to attend up to two of the fifteen class sessions online.

Learning Materials

Required readings

Schimmel, Joshua. 2012. *Writing Science: How to Write Papers That Get Cited and Proposals That Get Funded*. Oxford University Press.

Lebrun, J. L. 2011. *Scientific writing 2.0: a reader and writer's guide*. New Jersey: World Scientific

Wallwork, Adrian. 2016. *English for Writing Research Papers*. Cham: Springer International Publishing. <https://doi.org/10.1007/978-3-319-26094-5>.

Additional resources

The Academic Phrasebank, The University of Manchester,
<https://www.phrasebank.manchester.ac.uk/>

Becker, H. S., & Richards, P. (2007). *Writing for social scientists: How to start and finish your thesis, book, or article* (2nd ed). University of Chicago Press.

Glasman-Deal, Hilary (2010) *Science Research Writing For Non-Native Speakers of English*. Imperial College London: UK.

Miller et al. 2013. "How to Be a Peer Reviewer: A Guide for Recent and Soon-to-Be PhDs." *PS: Political Science and Politics* January: 120 – 123.

Przeworski, Adam and Frank Salomon. 1995. On the Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions. SSRC.

van Cott, Donna Lee. 2005. "A Graduate Student's Guide to Publishing Scholarly Journal Articles." *PS: Political Science and Politics* 38(4): 741-743.

Online academic writing courses for non-native speakers of English

"How to Write an Essay: An introduction to academic writing for English Language Learners, focusing on essay development, grammatical correctness, and self-editing"

<https://www.edx.org/course/how-to-write-an-essay>

"Academic English Online: A self-access resource for students in higher education"

<http://aeo.sllf.qmul.ac.uk/>

"Writing in the Sciences" Stanford University <https://online.stanford.edu/courses/som-y0010-writing-sciences>

YouTube videos on academic writing

"Scientific Writing: Beyond Tips and Tricks," by Judy Swan, Carnegie Mellon University

https://www.youtube.com/watch?v=jLPCdDp_LE0&t=354s

"Leadership Lab: The Craft of Writing Effectively," by Larry McEnerney, Director of the

University of Chicago's Writing Program <https://www.youtube.com/watch?v=vtIzMaLkCaM>

Course Lectures in *The Sociology Place* by Josh Dubrow

These are lecture notes in the form of blog posts in <https://thesociology.place/> written by Josh Dubrow. They are the basis of Josh's lectures. To access them, in the website you can copy and paste the title into the search box.

Topic - Thinking about writing: (i) What is an empirical research article in the social sciences? | (ii) How to think about academic writing in the social sciences | (iii) Writing habits and writing strategies

Topic - Basic knowledge about social science articles: (i) Knowledge gap and examples | (ii) Research questions with examples | (iii) Outline of the structure of research articles in the social sciences

Topic - How to write each part of the article: (i) How to write an abstract for a social science research article | (ii) Effective titles in social science research are short, truthful, and informative | (iii) How to write the introduction to a research article in the social sciences | (iv) How to write the theory section of a research article in the social sciences | (v) Data write-up: The who, what, when, where, and why | (vi) How to write the results section of a research

article in the social sciences | (vii) Writing the conclusion section of a research article in the social sciences | (viii) Writing the acknowledgements section of a research article

Topic - Principles of good writing: Arcs and flow: Good academic writing with examples

Topic - Ethics: Authorship and substantial contributions

Topic - Using AI assistants: (i) Artificial intelligence (AI) and the social scientist | (ii) How to use ChatGPT in social science research | (iii) Quantitative research in the social sciences and ChatGPT

Topic - Grant writing: (i) Some tips on finding research grants | (ii) Grant writing: what makes social science research ideas fundable? | (iii) 10 tips for writing research grant proposals

Topic - Peer review: (i) Writing peer review in the social sciences: constructive, honest, and respectful | (ii) How to write a peer review for an article in a social science journal

Course Outline

SECTION 1: Processes and Constructive Criticism

Class 1, February 18

A. Writing is personal and professional

Becker, H. S., & Richards, P. (2007 [1986]). "Learning to Write as a Professional." Chapter 5 in *Writing for social scientists*.

B. Science writing as storytelling

Schimmel (2012) Chapters 1, 2, 3

Class 2, February 25

A. Writing Strategies and Writing Habits

Smith, Chris. 2018. "Six academic writing habits that will boost productivity." *LSE Impact Blog*

B. How to Provide Constructive Criticism

Colin Monaghan. 2016. "Give your students better writing feedback. A practical guide for instructors."

Class 3, March 4

How to use AI assistants (e.g. ChatGPT, Google Gemini) to write a research paper

Ghassemi, Marzyeh, Abeba Birhane, Mushtaq Bilal, Siddharth Kankaria, Claire Malone, Ethan Mollick, and Francisco Tustumi. "[ChatGPT one year on: who is using it, how and why?](#)" *Nature* 624, no. 7990 (2023): 39-41.

Optional: Miao and Holmes. 2023. [Guidance for generative AI in education and research](#) -- Unesco

SECTION 2: Writing Specific Parts of the Article

Class 4, March 11

How to Write Titles and Abstracts

Lebrun (2011) Chapters 10 - 12

Class 5, March 18

Writing the Introduction

Review of knowledge gap statement and research questions; from literature review to critical literature review; Structure of introductions, with examples

Schimel (2012) Chapters 4, 5 and 6

DUE Writing Assignment 1: Literature review (500 words)

Class 6, March 25

Writing the Theory (and Hypothesis) section

Schimel (2012) Chapters 7 and 8

DUE Writing Assignment 2: Critical literature review (500 words)

Class 7, April 1

Improving your Data and Methods section

Zigerell, L. J. 2013. "Rookie Mistakes: Preemptive Comments on Graduate Student Empirical Research Manuscripts." *PS: Political Science and Politics* January: 142 – 146.

Roberts, C., Kumar, K. & Finn, G. Navigating the qualitative manuscript writing process: some tips for authors and reviewers. *BMC Med Educ* 20, 439 (2020).
<https://doi.org/10.1186/s12909-020-02370-4>

DUE Writing assignment 3: Knowledge gap statement (200 words)

Class 8, April 8

A. Authorship, Acknowledgments, and Citations

The Nature Portfolio. Chapters: Authorship; Reporting standards and availability of data, materials, code and protocols; Acknowledgements: <https://www.nature.com/nature-portfolio/editorial-policies>

Authorship and Substantial Contributions: <https://thesociology.place/authorship-and-substantial-contributions/>

B. What goes in Appendices and Footnotes

Unit 5 in Writing in the Sciences. Stanford Online course:
<https://online.stanford.edu/courses/som-y0010-writing-sciences>

DUE Writing Assignment 4: Introduction (500 words)

Class 9, April 15

A. How to Write the Results

Gopaldas, Ahir. "A front-to-back guide to writing a qualitative research article." *Qualitative Market Research: An International Journal* 19, no. 1 (2016): 115-121.

B. In-class peer review discussion

DUE - Peer Review 1: Introduction

Class 10, April 29

Tables and Figures for the Whole Article: Theory, Data, Methods, and Results

Lebrun (2011) Chapter 15

Swedberg, R. (2016). Can You Visualize Theory? On the Use of Visual Thinking in Theory Pictures, Theorizing Diagrams, and Visual Sketches. *Sociological Theory*, 34(3), 250–275.

DUE Writing Assignment 5: Data and Methods

Class 11, May 6

How to Write the Conclusion

Schimmel (2012) Chapters 9 and 18

B. In-class peer review discussion

DUE - Peer Review 2: Data and Methods

SECTION 3: Grant Proposals and Policy Papers

Class 12, May 13

How to approach grant writing: Applications and processes

A. Why to apply? The role of grants in academic research

B. Finding grant, fellowship, and scholarship opportunities

Read: National Science Centre, Poland - Preludium call for proposals

Class 13, May 20

Some main principles in formulation and writing of grant proposals

A. What makes a research idea fundable?

B. Examining the rules and procedures of NCN grants

Sohn, Emily. 2019. "Secrets to writing a winning grant: Experienced scientists reveal how to avoid application pitfalls to submit successful proposals" *Nature* (December)

Moffat, Anne Simon. 1994. "Grantsmanship: what makes proposals work?" *Science* 265 (September 23)

Class 14, May 27

A. How do reviewers approach funding proposals? Assessing research proposals and understanding the reviewers' perspective

B. In-class exercise on group project

Class 15, June 3

A. Policy writing. Guest Lecture: Dr. Edit Zgut, IFiS PAN

Young, Eoin, and Lisa Quinn. 2002. "Writing effective public policy papers." Open Society Institute, Budapest - Introduction and Chapter 5

B. Open Q&A about publishing and a discussion of the final paper assignment

Rich, Timothy S. "Publishing as a graduate student: A quick and (hopefully) painless guide to establishing yourself as a scholar." *PS: Political Science & Politics* 46, no. 2 (2013): 376-379

DUE: Group assignment: Grant proposal plan

FINAL PAPER due JUNE 17, 2025

Course Outline: ERSS Part I, 2024-2025	
1. Tuesday, October 8 10:30 – 12:30	Introduction to Research Design Creswell, John W. 2009. Ch. 1 “The Selection of a Research Design” <i>Hargittai</i> (Ed) Introduction (Ch1) by Hargittai “Doing Empirical Social Research” <u>Additional readings (optional):</u> Becker, Gary. 1993. “How I Learned What a Crock Was” <i>Journal of Contemporary Ethnography</i> 22: 28-35. <i>This article illustrates how research topics are generated</i> Singleton Royce A. Jr. and Bruce C. Straits, Ch 2 “Nature of Science”
2. Tuesday, October 15 10:30 – 12:30	Foundations of Research Design, Part I: Theory and Concepts Gerring, John. 1999. “What Makes a Concept Good? A Criterial Framework for Understanding Concept Formation in the Social Sciences.” <i>Polity</i> 31(3): 357-393.
3. Tuesday, October 22 10:30 – 12:30 READING REACTION 1	Foundations of Research Design, Part II: Knowledge Gaps and Contributions Watch “Leadership Lab: The Craft of Writing Effectively,” by Larry McEnerney, Director of the University of Chicago’s Writing Program: https://www.youtube.com/watch?v=vtIzMaLkCaM
4. Tuesday, October 29 10:30 – 12:30	Foundations of Research Design, Part III: Research Questions and Hypotheses Grix, Jonathan. “Introducing students to the generic terminology of social research.” <i>Politics</i> 22, no. 3 (2002): 175-186. <i>Optional.</i> Nicolaisen, Jeppe, and Tove Faber Frandsen. “Zero impact: A large-scale study of uncitedness.” <i>Scientometrics</i> 119, no. 2 (2019): 1227-1254.
5. Tuesday, November 5 10:30 – 12:30	Research design: What gets published in Top Journals In-class exercise in which we examine articles from the top journals in sociology. Marsh, David, Selen A Ercan, and Paul Furlong. 2017. (Ch 11.) A Skin Not a Sweater : Ontology and Epistemology in Political Science. In V. Lowndes, D. Marsh & G. Stoker (Eds), <i>Theory and methods in political science</i>. Palgrave Macmillan, UK

6. Tuesday, November 19 10:30 – 12:30 READING REACTION 2	Units of observation. Sampling types. Singleton Royce and Bruce C. Straits, Ch. 5 “Sampling” Gërxfhani, Klarita, Nevena Kulic, and Fabienne Liechti. 2023. Double Standards? Co-Authorship and Gender Bias in Early-Stage Academic Evaluations. <i>European Sociological Review</i>, 39 (2), 194–209.
7. Tuesday, November 26 10:30 – 12:30 READING REACTION 3 STEP 1	Case selection. Sampling bias. Vasileiou K., Barnett J., Thorpe S., and Young T. 2018. Characterising and Justifying Sample Size Sufficiency in Interview-Based Studies: Systematic Analysis of Qualitative Health Research over a 15-Year Period. <i>BMC Medical Research Methodology</i> 18 (1). Herring, C. 2019. Complaint-Oriented Policing: Regulating Homelessness in Public Space. <i>American Sociological Review</i>, 0003122419872671. Step 1, General Statement about Research Proposal, due
8. Tuesday, December 3 10:30 – 12:30 READING REACTION 4	Operationalizing Concepts: Reliability & Validity of Indicators Singleton and Straits. Chapter 4. “Measurement” Der Meer, T., & Reeskens, T. 2021. Welfare Chauvinism in the Face of Ethnic Diversity: A Vignette Experiment across Diverse and Homogenous Neighbourhoods on the Perceived Deservingness of Native and Foreign-Born Welfare Claimants. <i>European Sociological Review</i>, 37(1), 89–103.
9. Tuesday, December 10 10:30 – 12:30 READING REACTION 5	Survey Research: Question, questionnaire and survey types Singleton and Straits. Chapter 9. Survey Instrumentation. Krosnick, Jon, Stanley Pressner, 2010. Question and questionnaire design. <i>Handbook of survey research</i>, 263-314. Schneider, D.; Harknett, K. 2019. “Consequences of Routine Work-Schedule Instability for Worker Health and Well-Being”. <i>American Sociological Review</i>, 84(1), 82–114.
10. Tuesday, December 17 10:30 – 12:30	Discussion of Research Fieldwork Projects Singleton Royce A..Jr. and Bruce C. Straits, Ch. 10 “Fieldwork” Tian, X. 2018. Escaping the Interpersonal Power Game: Online Shopping in China. <i>Qualitative Sociology</i>, 41(4), 545–568.

11. Tuesday, January 7 10:30 – 12:30 STEP 2	Experiments in the Social Sciences Foschi, Martha. 2014. “Hypotheses, Operationalizations, and Manipulation Checks.” In Webster, Murray Jr. and Jane Sell (Eds.) <i>Laboratory Experiments in the Social Sciences</i> (Second Edition). Amsterdam: Elsevier/Academic Press. González, M. J., Cortina, C., & Rodríguez, J. 2019. The Role of Gender Stereotypes in Hiring: A Field Experiment. <i>European Sociological Review</i> , 35(2), 187-204. Step 2, Outline of Research Proposal due
12. Tuesday, January 14 10:30 – 12:30 FIELDWORK REPORT	Mixed Methods Creswell, John W. 2009. Ch. 10 “Mixed Methods Procedures” in <i>Research Design: Qualitative, Quantitative, and Mixed Method Approaches</i> , 3rd edition. Los Angeles: Sage. Baranowska-Rataj, A., Matysiak, A.; Mynarska, M. 2014. “Does Lone Motherhood Decrease Women’s Happiness? Evidence from Qualitative and Quantitative Research”. <i>Journal of Happiness Studies</i> , 15(6), 1457-1477. Fieldwork Report due
13. Tuesday, January 21 10:30-12:30 READING REACTION 6	Research ethics Salganik, Matthew J. 2018. Ch.6 Ethics. In <i>Bit by Bit: Social Research in the Digital Age</i> , pp. 281 – 331 Lewis, K., Kaufman, J., Gonzalez, M., Wimmer, A; Christakis, N. 2008. Tastes, ties, and time: A new social network dataset using Facebook.com. <i>Social Networks</i> , 30(4), 330-342.
14 & 15. Tuesday, January 28 10:30 – 12:00 12:30 – 14:00 RESPONSE TO REVIEWS	Student Presentations of Research Proposals

Research Proposal: Full proposal due on Monday, February 10, 2025

ERSS Part 1 Assignments Overview

Classes	Date	Topic	Assignment	Word count
4	October 21	Knowledge Gaps	Reading reaction 1 (due Oct 28)	300-500 words
6	November 19	Sampling	Reading reaction 2 (due Nov 18)	300-500 words

7	November 26	Case selection/bias	Reading reaction 3 (due Nov 25) and	300-500 words
			Step 1. Your research proposal	300-500 words
8	December 3	Reliability & Validity of Indicators	Reading reaction 4 (due Dec 2)	300-500 words
9	December 10	Surveys	Reading reaction 5	
11	January 7		Step 2. Your research proposal	about 800 words
12	January 14		Fieldwork report (one per group)	max. 2 pages
13	January 21	Ethics	Reading reaction 6 (due January 20 – sent to guest lecturer)	300-500 words
14	February 4	Presentations	Response to reviews	300-500 words
		Final paper	Due: February 10	2 500 words

Advanced Quantitative Methods: Linear and Generalized Linear Models

Instructor: Michal Kotnarowski, PhD (IFIS PAN and GSSR),
email: kotnarowski@ifispan.edu.pl

Academic year: 2024/25, second semester
4 ECTS

Planned course timetable:

Mondays 14.00-17.00 (with one or two breaks)

Office hours: Thursdays 14.00-16.00 (by prior appointment).

Teaching period: February 17, 2025 – June 2 2025.

Format of the course: onsite class, room 268.

General course description

The course will focus on applying intermediate and advanced statistical techniques in social sciences. The capability to apply these techniques is important for psychologists, sociologists and scholars in political science. In addition, the techniques discussed during the course are appropriate for experimental data (such as psychological experiments), survey data and administrative data. The critical skill of scholars in social sciences, regardless of substantive interests, should be familiarity with these techniques. Scholars, on the one hand, should be able to understand the work of other researchers who apply them, but on the other, they should be able to use them correctly in their research. The course assumes that participants have basic knowledge of descriptive statistics. Upon completing the course, participants will be equipped to apply various regression models at a level suitable for publication in academic journals. Additionally, they will acquire the statistical foundation necessary to advance to more complex analytical techniques. Compared to courses taught in previous years, this course has an extended component on the application of ANOVA models, which may be particularly important for PhD students in Psychology

Goals of the course

After completing the course, participants will be able to understand academic papers in which various regression models have been applied. Participants will

learn how to interpret the published results of regression models. They will also gain the ability to critically evaluate the use of regression analyses in the work of other researchers. Finally, the course participants will be able to conduct their regression analyses correctly on their own, at least at an intermediate level.

Prerequisite knowledge

Course participants should understand basic concepts of descriptive statistics such as mean, median, variance, standard deviation and conditional means. The practical parts of the course will be conducted in R. Therefore, participants should have a basic knowledge of R as a statistical programming language and the interface of RStudio.

Detailed course description

The course will be divided into three parts, each consisting of several topics. Below is a brief overview of both the parts and the topics covered.

I. Linear regression.

1. Introduction to Statistical Modeling (Topic 2 in the schedule). At the beginning of the course, we will review key concepts in statistical modelling, including probability, estimation, hypothesis testing, significance levels, and error types. This foundation is essential for understanding more advanced topics in regression and ANOVA.
2. One Sample T-Test and Estimating the Mean (Topic 3). Next, we will focus on estimating the mean of a single variable using the one-sample t-test. This section will introduce the concept of confidence intervals and cover the Central Limit Theorem, a foundational inferential statistics theorem.
3. Simple Linear Regression (Topic 4). We will explore the fundamentals of simple linear regression, including parameter estimation, hypothesis testing, and model assumptions. We will also discuss identifying and handling outliers that can distort the model parameters.
4. Multiple Regression (Topic 5). We will move to multiple regression models in this part of the course. In particular, we will examine how to interpret coefficients, assess model fit and diagnose multicollinearity.
5. Moderation and Mediation Effects (Topic 6). Next, regression models will be extended to cover moderation and mediation effects, vital for testing interactions and indirect effects in social science research.

II. ANOVA Models.

ANOVA (Topic 7). In this topic, Analysis of Variance (ANOVA) will be introduced. First, we will focus on comparing means across groups. Then, the session will cover discussions on effect size, model assumptions, and post-hoc tests to identify specific group differences.

Factorial ANOVA (Topic 8). We will move to factorial ANOVA, which allows for examining the main effects and interactions between multiple factors. The

interpretation of interaction effects will be emphasized, with applications in experimental designs.

ANCOVA (Analysis of Covariance) (Topic 9). This session will cover ANCOVA, a model combining categorical and numerical predictors. Students will learn how to adjust for covariates and interpret the main effects and covariates in this combined model.

Repeated Measures ANOVA (Topic 10). We will discuss repeated measures ANOVA, which is used for analyzing data where measurements are taken on the same subjects multiple times. This session will emphasize handling within-subject variability and testing hypotheses related to repeated observations.

III. Extensions of Linear Regression.

Linear Mixed-Effects Models (Topic 11). In this topic, we will introduce linear mixed-effects models, also known as multilevel models. These models account for hierarchical or nested data, where observations are organized at multiple levels. Students will learn how to model different types of units and handle within-group and between-group variability.

Generalized Linear Models (GLMs) (Topic 12). We will cover generalized linear models (GLMs), focusing on cases where the dependent variable is categorical. Logistic regression will be highlighted as the primary tool for modelling binary outcomes, and students will learn how to interpret odds ratios, predicted probabilities and model fit.

IV. Structural Equation Modeling (SEM).

Path Analysis (Topic 13). We will introduce path analysis, a precursor to structural equation modelling. Students will learn how to estimate and test path models and interpret the relationships between observed variables.

Latent Variable Models (Topic 14). Finally, we will explore latent variable models, focusing on how to model unobservable constructs and integrate them into path analysis. This section will introduce measurement models and their applications in social science research.

Learning outcomes

After successfully completing this course, students will have acquired learning outcomes corresponding to level 8 of the Polish Qualification Framework, as indicated in the below:

Knowledge (L8H_K) - the student knows and understands:

- Intermediate and advanced statistical modeling techniques, including linear regression, ANOVA, mixed-effects models, and generalized linear models. (*L8H_KS – Depth and Scope*)
- Different types of regression models in social science research, evaluating their strengths, limitations, and assumptions. (*L8H_KS – Depth and Scope, L8H_KX – Context*)

- The contextualization of different statistical approaches used in contemporary quantitative research across disciplines such as sociology, psychology, and political science. (*L8H_KX - Context*)
- How to interpret and evaluate published statistical analyses in academic papers, assessing their validity, reliability, and methodological rigor. (*L8H_KX - Context*)

Skills (L8H_S) - can:

- Independently design and conduct statistical analyses, selecting appropriate regression models for different types of data and research questions. (*L8H_SU - Using Knowledge*)
- Communicate quantitative findings clearly, presenting statistical results in written reports, academic papers, and visual data representations. (*L8H_SC - Communication*)
- Organize and execute empirical research projects, integrating statistical techniques into social science research. (*L8H_SO - Organizing Work*)
- Continuously improve statistical expertise, independently exploring advanced quantitative methods beyond the course content. (*L8H_SL - Learning*)

Social Competence (L8H_C) - is ready to:

- Critically evaluate one's own data analyses and those of others, identifying errors, biases, and methodological challenges. (*L8H_CE - Evaluation*)
- Adhere to ethical principles in statistical analysis, including responsible data interpretation and transparent reporting. (*L8H_CR - Responsibility*)
- Apply statistical knowledge professionally, developing skills relevant to academic research, policy analysis, and data-driven decision-making. (*L8H_CP - Professional Role*)

Course Requirements

1. **Class Attendance:** Regular attendance is required. Participation in class discussions and activities is essential to understanding the course content. If a student is unable to attend a class, they must inform the instructor in advance. Consistent attendance and active participation will contribute to the final grade. The course material is interconnected and follows a hierarchical structure, with later topics building on the knowledge from earlier sessions. Therefore, **being present in every class is crucial** to ensure continuous understanding and progress.
2. **Assigned Readings:** Before each class, students will be assigned specific readings crucial to the upcoming lecture and discussions. Students are expected to thoroughly read and understand the material before attending class. During class, students should be prepared to:
 - Discuss key concepts from the readings.
 - Summarize what they have learned.
 - Engage in a conversation about challenges, problems, or questions related to the assigned texts.

The class will take the form of a detailed discussion of specific textbook sections assigned for that day. Without mastering these sections, participation in the class will not be meaningful. Therefore, **it is necessary to do the assigned readings thoroughly before each meeting**. Approximately **50 pages of reading** will be assigned for each class.

3. Practical Assignments in R: Students will be given practical assignments to complete in R. These assignments are designed to reinforce the statistical techniques and concepts covered in the lectures. Completed assignments must be **submitted the day before the next class**. Timely submission of these tasks is crucial, as they will be reviewed and discussed during the following class.

Evaluation of Learning Outcomes in the Course

PQF Level 8

Descriptor

Evaluation Method in the Course

L8H_KS – Depth and Scope	Evaluated through written assignments and practical applications in R, where students demonstrate the ability to apply statistical models to research data.
L8H_KX – Context	Assessed via class discussions and interpretation exercises, where students critique published statistical analyses and apply quantitative methods to real-world research problems.
L8H_SU – Using Knowledge	Measured through hands-on data analysis assignments, requiring students to perform regression modeling and interpret their results.
L8H_SC – Communication	Evaluated through written reports on statistical findings, where students must clearly articulate the meaning and implications of their analyses.
L8H_SO – Organizing Work	Assessed via independent research projects, where students design, conduct, and report their own statistical analyses.
L8H_SL – Learning	Demonstrated through progress in applying increasingly complex statistical methods, as evidenced in assignments and final coursework.
L8H_CE – Evaluation	Evaluated through peer review and instructor feedback, requiring students to critically assess and improve their own data analyses.
L8H_CR – Responsibility	Measured through adherence to ethical research practices, including transparent reporting and proper handling of statistical data.
L8H_CP – Professional Role	Assessed by students' ability to apply statistical knowledge in professional and academic contexts, including preparing research for publication.

Grading Criteria

1. Class Attendance and Active Participation – 40% of the final grade. It includes regular attendance, engagement in class discussions, and demonstration that one has read the assigned chapters. What will be assessed is not so much whether the course participants understood the

readings but the effort they put into understanding them. Active participation in discussions on the readings will be key to this part of the evaluation.

2. Timely Submission of Practical Assignments in R – 60% of the final grade. After some classes, students will be given practical assignments. Completing and submitting these assignments on time is essential. These tasks are designed to apply the statistical techniques learned in class.

The table below provides a grading scheme:

A 94-100 5	B+ 87-89 4+	C+ 77-79 3+	D+ 65-69 2+	F 59-0 1
A- 90-93 5-	B 84-86 4	C 74-76 3	D 60-64 2	
	B- 80-83 4-	C- 70-73 3-		

Policies on Attendance, Late Materials, and Make-Up

Attendance is mandatory and counts toward participants' classroom participation and attendance grade. Course participants should notify the instructor in advance if they cannot attend a given class session.

As a rule, this course meets in person. Under exceptional circumstances, such as documented participation in a short-term study/research visit or as a presenter at a scientific conference, and after priorly discussing the case with the instructors, attending up to three of the fifteen class sessions online may be possible.

All assignments must be turned in electronically via the Google Classroom portal by the specified deadlines. The instructor will accept late materials at his discretion and *only if* notified 24 hours before the deadline. Except for documented reasons (e.g., doctor's note), late assignments will incur a 10% penalty per day.

Course Information Platform

Google Classroom will be the primary platform for communication and information exchange between the instructor and students. All course-related materials will be posted there, including readings, presentations, links to external resources, and any additional materials.

Google Classroom will also be used to assign homework. Students are required to submit their assignments via Google Classroom; the instructor will not accept homework submissions sent via email. It is important to regularly check the platform for updates and new materials to stay informed and prepared for the course.

Software Requirement: R and RStudio

Throughout the course, students will use R and RStudio, powerful and free tools for statistical computing and data analysis. Students are required to install R and RStudio on their computers before the course begins to ensure they are ready for the practical assignments.

- R can be downloaded from here: <https://cran.r-project.org/>
- RStudio can be downloaded from here: <https://posit.co/download/rstudio-desktop/>

Please ensure both programs are installed and functioning properly before the first class. Participants who encounter difficulties during installation should contact the instructor for support before the course starts.

Detailed schedule of the course

Date	Topic	Readings
February 17	1. Introductory session	For people new to R: RCtS Ch. 1
February 24	2. Statistical modelling	SDAM: Ch. 1-2, RCtS: Ch. 2
March 3	3. One sample t-test	SDAM: Ch. 3 RCtS: Ch. 3
March 10	4. Simple linear regression	SDAM: Ch. 4
March 17	5. Multiple regression	SDAM: Ch. 5 RCtS: Ch. 4
March 24	6. Moderation and mediation	SDAM: Ch. 6 RCtS: Ch. 5
March 31	7. Model of means - ANOVA	SDAM: Ch. 7 RCtS: Ch. 6
April 7	8. Factorial ANOVA,	SDAM: Ch. 8 RCtS: Ch. 7
April 14	9. Mixing categorical and metric predictors - ANOVA	SDAM: Ch. 9
April 28	10. Repeated measures ANOVA	SDAM: Ch. 10 RCtS: Ch. 8
May 5	11. Linear mixed-effects models	SDAM: Ch. 11 RCtS: Ch. 9
May 12	12. Generalized Linear Models.	SDAM: Ch. 12 RCtS: Ch. 10
May 19	13. Path Models – SEM 1	SDAM: Ch. 12 RCtS: Ch. 11.1-11.4
May 26	14. Latent variable models – SEM 2	SDAM: Ch. 13 RCtS: Ch. 11.5-11.7
June 2	Free week to catch up	

Resources: Handbooks

SDAM: Speekenbrink, Maarten. 2023. *Statistics: Data Analysis and Modelling*.
<https://mspeekenbrink.github.io/sdam-book/index.html>.

RCtS: Speekenbrink, Maarten. 2023. *An R Companion to Statistics: Data Analysis and Modelling*. <https://mspeekenbrink.github.io/sdam-r-companion/index.html>.

Recent Political History of Central and Eastern Europe

2024-2025

Tom Junes

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Office hours: by appointment

Number of class hours: 30 (15 sessions) 3 ECTS

Course description

The course covers the region of Central and Eastern Europe from the emergence of nation-states in the late 19th century to the present. It focuses on various historical processes that led the region from empire to nation-states to European integration while experiencing wars, economic crises, authoritarianism, ethnic cleansing and genocide, but also various attempts at modernisation and democratisation.

The course aims to enable critical reflection about the political trajectory of the countries in the region from today's perspective of European integration, the continuing significance of nationalism, the rise of populism, and the return of geopolitics and war.

Teaching method

The course is conceived as a seminar with a required active participation in the discussions. Following an introductory session, the course will be spread over two semesters and consists of 15 thematic sessions. Sessions require reading and preparation beforehand with short presentations of two selected texts (articles or book excerpts) per session and focused discussions based on the general reading and the main questions.

Students are expected to read the required texts for each session in order to prepare the discussion. Every session, a designated student will critically discuss the respective session's texts in a short presentation. Active participation in the seminar's session is obligatory and constitutes a crucial part of the final assessment and grade. Any possible absences should be communicated to the lecturer beforehand.

Learning outcomes

After successfully completing this course, the student will:

Knowledge (L8H_K)

- Demonstrate an advanced understanding of the political history of Central and Eastern Europe, including major historical transformations from empire to nation-states, the impact of wars, and post-communist transitions. *(L8H_KS - Depth and Scope)*
- Critically analyze and synthesize historical and political processes, assessing their significance in shaping contemporary political dynamics, including European integration, nationalism, populism, and geopolitical conflicts. *(L8H_KS - Depth and Scope, L8H_KX - Context)*
- Engage with diverse historiographical and political perspectives, integrating comparative and transnational approaches to Central and Eastern European political history. *(L8H_KX - Context)*
- Evaluate the implications of historical developments for contemporary governance, democracy, and international relations, linking historical knowledge to present-day political debates. *(L8H_KX - Context)*

Skills (L8H_S)

- Independently conduct historical and political analysis, applying appropriate theoretical frameworks to assess complex political developments. *(L8H_SU - Using Knowledge)*
- Communicate specialized historical and political arguments effectively, both in written form (term paper) and through active participation in seminar discussions. *(L8H_SC - Communication)*
- Critically engage with and evaluate primary and secondary sources, demonstrating methodological rigor in historical inquiry. *(L8H_SU - Using Knowledge, L8H_SO - Organizing Work)*
- Organize and manage self-directed research, culminating in the development of a structured and well-argued academic paper. *(L8H_SO - Organizing Work, L8H_SL - Learning)*

Social Competence (L8H_C)

- Critically assess diverse interpretations of historical events, engaging in debates and offering well-reasoned critiques of political history narratives. *(L8H_CE - Evaluation)*
- Demonstrate responsibility in academic research and discussions, upholding ethical standards in historical analysis and respecting different viewpoints. *(L8H_CR - Responsibility, L8H_CP - Professional Role)*
- Develop professional competencies in historical research, applying knowledge to contemporary policy discussions and academic discourse. *(L8H_CP - Professional Role)*
- Engage in interdisciplinary dialogue, connecting political history with broader intellectual and social concerns. *(L8H_CR - Responsibility, L8H_CP - Professional Role)*

Form of delivery: online

The course will be held online with sessions taking place on a bi-weekly basis. Questions and texts to guide the thematic sessions will be communicated beforehand. The texts for the selected readings below may be subject to change with additional reading (short essays or press articles) also possible for some sessions.

Evaluation of Learning outcomes

PQF Level 8 Descriptor	Evaluation Method
L8H_KS – Depth and Scope	Assessed through students' ability to synthesize complex historical transformations and political developments in Central and Eastern Europe.
L8H_KX – Context	Evaluated through seminar discussions and written work, requiring students to contextualize historical events within broader geopolitical and social frameworks.
L8H_SU – Using Knowledge	Measured through the term paper, where students must formulate original arguments and critically apply historical and political theory.
L8H_SC – Communication	Evaluated through active participation in seminar discussions and presentations, where students articulate complex ideas clearly.
L8H_SO – Organizing Work	Assessed in the research and writing process, requiring students to structure and manage independent academic inquiry.
L8H_SL – Learning	Demonstrated in students' self-directed engagement with readings and their ability to refine arguments based on feedback.
L8H_CE – Evaluation	Assessed through peer discussions and instructor feedback, requiring students to critically evaluate their own work and alternative historical perspectives.
L8H_CR – Responsibility	Measured through students' commitment to ethical research practices and responsible academic engagement.
L8H_CP – Professional Role	Evaluated through students' ability to produce a structured academic paper and engage in scholarly discussions on political history.

Grading:

The final grade will be based on an evaluation of active course participation (60%) and a term paper (40%) of approximately 5,000 words. Course participants will present an outline of their respective papers in order to receive collective feedback at one of the sessions during the year. Potential topics for the papers are to be discussed and agreed with the lecturer by the fourth session. The final papers are due by the final session of the seminar. Final grades will be provided on a scale from 1 to 6, with 1 being the lowest and six being the highest.

Reading list

Recommended literature for general reading:

Connelly, John. 2020. *From Peoples into Nations: A History of Eastern Europe*.

Session themes with selected readings:

1. Imagining Central and Eastern Europe

Berend, Ivan. 2005. 'What Is Central and Eastern Europe?' *European Journal of Social Theory* 8 (4): 401–16.

Excerpt from: Wolff, Larry. *Woodrow Wilson and the Reimagining of Eastern Europe*. Stanford: Stanford University Press, 2020.

2. National 'awakenings' and mass politics

Excerpt from: Porter-Szücs, Brian. *Poland in the Modern World: Beyond Martyrdom*. Wiley-Blackwell, 2014.

Excerpt from: Glenny, Misha. 2018. *The Balkans: Nationalism, War, and the Great Powers, 1804-2012*. London: Granta.

3. War and the end of empire

Excerpt from: Judson, Pieter. 2016. *The Habsburg Empire: A New History*. Cambridge: Harvard University Press.

Excerpt from: Gerwarth, Robert. 2019. *The Vanquished: Why the First World War Failed to End*. New York: Farrar, Straus and Giroux.

4. Challenges of nation-building

Excerpt from: Mazower, Mark. 2000. *Dark Continent: Europe's Twentieth Century*. New York: Vintage Books.

Kopeček, Michal. 2019. 'Czechoslovak Interwar Democracy and Its Critical Introspections'. *Journal of Modern European History* 17 (1): 7–15.

5. Between communism and fascism

Excerpt from: Pons, Silvio. *The Global Revolution: A History of International Communism, 1917-1991*. Oxford: Oxford University Press, 2014.

Levy, Carl. 1999. 'Fascism, National Socialism and Conservatives in Europe, 1914-1945: Issues for Comparativists'. *Contemporary European History* 8 (1): 97–126.

6. Total war and genocide

Sage, Steven F. 2017. 'The Holocaust in Bulgaria: Rescuing History from "Rescue"'. *Dapim: Studies on the Holocaust* 31 (2): 139–45.

Excerpt from: Gilda, Robert, and Ismee Tames, eds. 2020. *Fighters across Frontiers: Transnational Resistance in Europe, 1936-48*. Manchester: Manchester University Press.

7. Stalinism and a Europe divided

Excerpt from: Radchenko, Sergey. *To Run the World: The Kremlin's Cold War Bid*

for Global Power. Cambridge: Cambridge University Press, 2024.
Excerpt from: Rajak, Svetozar, Konstantina Botsiou, Eirini Karamouzi, and Euanthēs Chatzēvasileiou, eds. *The Balkans in the Cold War*. London: Palgrave Macmillan, 2017.

8. Varieties of ‘real socialism’

Excerpt from: Anderson, Sheldon. 2001. *A Cold War in the Soviet Bloc: Polish-East German Relations: 1945-1962*. Boulder: Westview Press.
Excerpt from: Verdery, Katherine. 1995. *National Ideology under Socialism: Identity and Cultural Politics in Ceaușescu’s Romania*. Berkeley: University of California Press.

9. Crises and reform

Excerpt from: Feinberg, Melissa. 2022. *Communism in Eastern Europe*. New York: Routledge.
Excerpt from: Smith, Stephen Anthony, ed. 2017. *The Oxford Handbook of the History of Communism*. Oxford: Oxford University Press.

10. Eastern Europe and the world

Excerpt from: Romano, Angela, and Federico Romero, eds. 2022. *European Socialist Regimes’ Fateful Engagement with the West: National Strategies in the Long 1970s*. London: Routledge.
Excerpt from: Mark, James, Bogdan Iacob, Tobias Rupprecht, and Ljubica Spaskovska. 2019. *1989: A Global History of Eastern Europe*. 1st ed. Cambridge University Press.

11. 1989 and the ‘return to Europe’

Betts, Paul. 2019. ‘1989 At Thirty: A Recast Legacy’. *Past & Present* 244 (1): 271–305.
Excerpt from: Kotkin, Stephen, and Jan Tomasz Gross. 2010. *Uncivil Society: 1989 and the Implosion of the Communist Establishment*. New York: Modern Library.

12. Democratisation and neoliberalism

Excerpt from: Ther, Philipp. 2016. *Europe since 1989: A History*. Princeton: Princeton University Press.
Excerpt from: Feffer, John. *Aftershock: A Journey into Eastern Europe’s Broken Dreams*. London: Zed, 2017.

13. Euro-Atlantic Integration

Excerpt from: Sarotte, Mary Elise. 2021. *Not One Inch: America, Russia, and the Making of Post-Cold War Stalemate*. New Haven: Yale University Press.
Excerpt from: Vachudova, Milada Anna. 2006. *Europe Undivided: Democracy, Leverage and Integration after Communism*. Oxford: Oxford University Press.

14. Civil societies and mass protests

Bernhard, Michael. 2020. 'What Do We Know about Civil Society and Regime Change Thirty Years after 1989?' *East European Politics* 36 (3): 341–62.
Excerpt from: Beissinger, Mark. 2002. *Nationalist Mobilization and the Collapse of the Soviet State*. Cambridge University Press.

15. Illiberalism and war

Cianetti, Licia, James Dawson, and Seán Hanley, eds. 2020. *Rethinking 'democratic Backsliding' in Central and Eastern Europe*. London: Routledge.
Excerpt from: Marples, David., ed. 2022. *The War in Ukraine's Donbas: Origins, Contexts, and the Future*. New York: Central European University Press.

5 CVs, Philosophy

PROF. AGATA BIELIK-ROBSON

Employement

Professor, Institute of Philosophy and Sociology, Polish Academy of Sciences

PUBLICATIONS in English (and other conference languages)

BOOKS

1. *Derrida's Marrano Passover. Exile, Betrayal, Survival, and the Metaphysics of Non-Identity*, London & New York: Bloomsbury, 2023.
2. *Another Finitude. Messianic Vitalism and Philosophy*, London & New York: Bloomsbury (Continuum), 2019.
3. *Jewish Cryptotheologies of Late Modernity. Philosophical Marranos*, London & New York: Routledge, 2014.
4. *The Saving Lie. Harold Bloom and Deconstruction*, Northwestern University Press, Chicago: Evanston, 2011.

BOOKS edited

1. *The Marrano Way: Between Betrayal and Innovation*, ed. Agata Bielik-Robson, Berlin: de Gruyter, 2021.
2. *Tsimtsum and Modernity. Lurianic Heritage in Modern Philosophy and Theology*, eds. Agata Bielik-Robson and Daniel Weiss, Berlin: Walter de Gruyter, 2020.
3. *Interrogating Modernity: Debates with Hans Blumenberg*, eds. Agata Bielik-Robson and Daniel Whistler, London: Palgrave Macmillan, 2020. *Judaism in Contemporary Thought: Traces and Influence*, eds. Agata Bielik-Robson and Adam Lipszyc, London: Routledge, 2014.
4. *The Marrano Phenomenon. Jewish 'Hidden Tradition' and Modernity*, a book reprint of the special issue of the journal *Religions*, MDPI Basel/ Switzerland, 2019.

ARTICLES and CHAPTERS

1. "Once a Gnostic, Always a Gnostic. The Persistence of Gnosticism in Hans Jonas's Post-War Thought," in *Hans Jonas. The Early Years*, eds. Daniel M. Herskowitz, Elad Lapidot and Christian Wiese (London: Routledge, 2025), 178-200.
2. "Humbled onto Death": Kenosis and Tsimtsum as the Two Models of Divine Self-Negation, *Philosophies* vol. 134, nr 9/ 2024: 1-16. <https://doi.org/10.3390/>
3. "Memory – a Pharmakon," *Teksty Drugie* (English Special Issue), nr 1/ 2023: 21-32. <https://doi.org/10.18318/td.2023.en.1.3>
4. "I Want to Judge! I Have to Judge!: Judgmentality and the Theopolitics of the Apocalypse," *Pólemos* vol. 18(2/ 2024): 293–315. <https://doi.org/10.1515/pol-2024-2019>
5. "Nehm ich dich auf, statt aller Ruhe Madness of Language in Paul Celan's Last Poems," in *Zäsuren / Caesurae: Paul Celan's Spätwerk / Paul Celan's Later Work*, eds. Chiara Caradonna and Vivian Liska, Wallstein Verlag 2024, 303-327.

6. "Nihil without Nihilism: A Linguistic Model of Theogony," in *Unfinished God: The Speculative Philosophical Theology of Ray L. Hart*, edited by Alina N. Feld and Sean J. McGrath, Edinburgh: Edinburgh University Press, 2024, 140-55.
7. "Theodicies of Violence: From Benjamin to Žižek," *Stasis* vol. 15 (1/2023), 16-43.
8. "To Refute God Himself: Talmud as Meta-Philosophy," in *Talmud AND Philosophy*, eds. Sergey Dolgopolski and James Adam Redfield, Bloomington: Indiana University Press, 2024: 21-50.
9. "From Kenosis to Kenoma. The Enigma of a Place in Derrida and Caputo," in Joeri Schrijvers and Martin Koci, eds, *The European Reception of John D. Caputo's Thought: Radicalizing Theology* (New York: Lexington Books, 2023), 113-30.
10. "Exodus into Ordinary Life: Eric Santner's Judaism as the Religion of Desublimation," *Angelaki*, 29:3 (2024), 45-59, DOI: 10.1080/0969725X.2024.2360327
11. "Reditus into Self-Inflicted Immaturity: Agamben's Perversions," *Journal for Cultural Research* nr 3/2024, DOI: 10.1080/14797585.2024.2373444
12. "The Sum of All Fears: the Figure of the Anti/Metaphysical Jew in Heidegger's Black Notebooks (and beyond)," *Journal of Jewish Thought & Philosophy* 32 (2024), 35–59, DOI: 10.1163/1477285X-12341354
13. "Nihilism as World Politics Benjamin's Theology of Entropy," in *Political Theology of Walter Benjamin*, eds. Paula Schwebel and Brendan Moran (London & New York: Bloomsbury, 2024), 93-116
14. "Between Betrayal and Innovation: Scholem on the Marrano Crisis of Tradition," in
15. *Modern Jewish Thought on Crisis*, eds. Gilad Sharvit and Gilad Shenhav (Berlin: de Gruyter, 2023), 153-184. DOI: 10.1515/9783111342887-010
16. "Will There Be Nothing Rather Than Something? Ernst Bloch's Overcoming of Gnosticism," in *Rethinking Ernst Bloch*, eds. henk de Ber and Cat Moir, Koninklijke Brill NV, Leiden, 2023, 38-70.
17. "Reditus into Self-Inflicted Immaturity: Agamben's Regressions" (in Russian), *Versus* vol.6, nr 2/2023 ISSN 2782-3660, eISSN 2782-3679, 75-113.
18. "God of Montaigne, Spinoza, and Derrida-The Marrano (Crypto)Theology of Survival," *Religions* 2023, 14/ 421, 1-19, <https://doi.org/10.3390/rel14030421>
19. "Apocalypse," in *The Palgrave Handbook of German Idealism and Poststructuralism*, eds. Daniel Whistler and Tilottama Rajan, Cham, Switzerland: Palgrave MacMillan, 2023, 361-382.
20. "Wiping Away the Tears of Esau: Adorno's Reconciliation with Nature," in *The Environmental Apocalypse: Interdisciplinary Reflections on the Climate Crisis*, ed. Jakub Kowalewski, London: Routledge, 2022, 282-303. DOI: 10.4324/9781003189190-18
21. "The New Humanities In Search of Boundaries," *Er(r)go: Theory, Literature, Culture*, nr 44 (1/2022), 199-215. DOI: 10.31261/errgo.13804
22. "Introduction. The Marrano Hypothesis: The Rise of the Modern Subject out of the Sources of (Hidden) Judaism," in *The Marrano Way. Between Betrayal and Innovation*, ed. Agata Bielik-Robson, Berlin: de Gruyter, 2022, 1-54.
23. "Derrida's Elsewhere: The Cryptic Life of the Marrano Self," in *The Marrano Way. Between Betrayal and Innovation*, ed. Agata Bielik-Robson, Berlin: de Gruyter, 2022, 231-61.
24. "Secret Followers of the Hidden God. Derrida's Marrano Iconoclasm," in *Bild und Idol Perspektiven aus Philosophie und jüdischem Denken*, ed. Beniamino Fortis, Bern: Peter Lang, 2022, 185-209.
25. "Let Us See How We Can Become Gods!' Theosis and Ana-Communalism in Gustav Landauer's Mystical Writings," in *Skepsis and Antipolitics. The Alternative of Gustav Landauer*, eds. Libera Pisano and Cedric Cohen-Skali, Leiden: Brill, 2022, 151-170.
26. "The Edges of the World: Diasporic Metaphysics of Bruno Schulz," *Eidos. A Journal for Philosophy of Culture* vol 6, no. 1 (2022), 49-64, DOI: 10.14394/eidos.jpc.2022.0005
27. "Democracy: Between the Divine and the Demonic," *POLITICAL THEOLOGY* 2022, VOL. 23, NO. 3, 266-274. DOI: 10.1080/1462317X.2022.2071800
28. "The Exodus into the Utterly-New': Between Hope and Despair," *Critical Research on Religion* 3/2022, 1–6. DOI: 10.1177/20503032221124557.
29. "The Harnessed Lightning, or the Politics of Apocalypse: Hegel, Rosenzweig, Derrida," *Praktyka Teoretyczna* 1(43)/2022, 63-90.

30. "Jacob Taubes, the Jewish Hegelian," in *Depeche Mode. Jacob Taubes between Politics, Philosophy, and Religion*, eds. Herbert Kopp-Oberstebrink and Hartmut von Sass, Leiden: Brill, 2022, 43-67.
31. "Psychoanalysis as Torat Hayim. In Praise of Separation," *European Judaism*, Vol 55, No. 1/ Spring 2022, London: Leo Baeck College, 55–70, doi: 10.3167/ej.2022.550105.
32. "Nehm ich dich auf, statt aller Ruhe. Madness of Language in Paul Celan's Last Poems," in *Zäsuren / Caesurae. PAUL CELANS SPÄTWERK / PAUL CELAN'S LATER WORK*, eds. Chiara Caradonna und Vivian Liska, Göttingen: Wallstein Verlag, 54-75.
33. "Amor Mundi: The Marrano Background of Hannah Arendt's Love for the World," in *Faith in the World. Post-Secular Readings of Hannah Arendt*, eds. Ludger Hagedorn and Rafael Zawisza, New York: Campus Verlag, 61-86.
34. "Machina ex Deo: Game Theology in Kabbalah and Derrida," DOI: <https://doi.org/10.1515/jbmp-2021-0001>, *Internationales Jahrbuch für Medienphilosophie*, vol. 7 (1/2021), 33-56.
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65. „Myśl postsekularna albo teologia pod stołem”, w *Arkadia. Pismo katastroficzne* nr 25-26/2009, ss. 34-40.
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71. „Czego szukał Franz Kafka?”, *Teksty Drugie* nr 4/2012, ss. 91-101.
72. „Inne nawrócenie. O specyficznym katolicyzmie Stanisława Brzozowskiego”, *Brzozowski. Przewodnik Krytyki Politycznej*, Wydawnictwo Krytyki Politycznej, Warszawa 2011, ss. 161-180.
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85. „Powrót mesjańskiej obietnicy, czyli postsekularyzm w sensie ścisłym”, posłowie do *Deus otiosus. Nowoczesność w perspektywie postsekularnej*, red. Agata Bielik-Robson i Maciej Adam Sosnowski, Warszawa: Wydawnictwo Krytyki Politycznej, 2013, ss. 338-350.
86. „Życie na marginesach. Bruno Schulz a kabała chasydzka”, w *Bruno od Księgi Blasku. Studia i eseje o twórczości Brunona Schulza*, red. Paweł Próchniak, Kraków: Austeria, 2013.
87. „Inne nawrócenie. Osobisty katolicyzm Stanisława Brzozowskiego”, w *Stanisław Brzozowski, Powroty*, red. Dariusz Trzeźniowski, Radom: Radomskie Monografie Filologiczne nr. 1-2/2013, ss. 200-227.
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4. „Mądrość po szkodzie: recenzja książki Zygmunta Bauman *Wieloznaczność nowoczesna, nowoczesność wieloznaczna*”, *Res Publica Nowa*, nr 7-8, 1995.
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8. „*Ars vitae*: o przełomie w myśli Michela Foucault”, *Przegląd filozoficzny*, nr 3, 1995.

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10. „Ponowoczesność moralna, ponowoczesność niemoralna; krytyczna recenzja z dwóch książek Zygmunta Baumana pt. *Wolność oraz Ciało i przemoc w kulturze ponowoczesnej*, *Res Publica Nowa*, nr 3, 1996.
11. „Europejczycy bez przekonania: Brytyjczycy wobec Unii Europejskiej“, *Res Publica Nowa*, nr 4, 1996.
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16. „Żegnaj filozofio - czyli narodziny człowieka psychologicznego“, *Res Publica Nowa*, nr 1-2, 1997.
17. „Nieukończona praca żaloby: motyw śmierci w kulturze nowoczesnej“, *Czas kultury*, nr 2, 1997.
18. „Wielka przygoda egzystencjalna: *Homo aestheticus* i jego doświadczenie nowoczesności“, *Res Publica Nowa*, nr 4, 1997.
19. „Dzieci czasu i losu: ponowoczesna debata wokół pojęcia natury ludzkiej“, *Res Publica Nowa*, nr 5, 1997.
20. „Ekstaza i melancholia: między Rolandem Barthesem a Michelelem de Montaigne“, *Res facta*, nr 5, 1997.
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23. „Życie w strumieniu: o filozofii reguł niepisanych“, *Res Publica Nowa*, nr 12, 1997.
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26. „Romantyczne dopełnienie: komentarz do „epifanii nowoczesnej“ Charlesa Taylora“, *Res Publica Nowa*, nr 7-8, 1998.
27. „Wędrowiec z Bolton: o biografii Normana Daviesa“, *Nowe Książki*, nr 9, 1998.
28. „Horror, horror: lęk jako tabu nowoczesności“, *Res Publica Nowa*, nr 11, 1998.
29. „Exodus, Ausgang, Transgresja: Oświecenie i figury Wyjścia“, *Res Publica Nowa*, nr 1-2, 1999.
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34. „Liberalna wulgata: wokół *Anatomii antyliberalizmu* Stephena Holmesa, *Res Publica Nowa*, nr 7-8, 1999.
35. „Złe wychowanie, czyli - czy ‘Res Publica Nowa’ troszczy się o rzecz publiczną?“, *Res Publica Nowa*, nr 10, 1999.
36. „Kultura, życie i salon“, *Czas Kultury* nr 3, 2000.
37. „Totalitaryzm w perspektywie teologicznej. Recenzja z najnowszej książki Alaina Besancona *Komunizm, nazizm i jedyność Zagłady*“, *Nowe Książki* nr 9, 2000.
38. „Marshall Berman, marksista romantyczny“, *Krytyka polityczna*, nr 4 (2003)
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43. „Więcej życia! O twórczości Saula Bellowa“, *Europa*, 27 marca 2005.
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4. Harold Bloom, „Do Freuda i dalej”, *Literatura na Świecie*, nr 9-10 (2003)

Professional Experience:

- Professor of Jewish Studies at the University of Nottingham, 2011-2024. Courses taught: “Modern Jewish Thought”; “Jewish Philosophy and Theology from Philo to Levinas”; “Philosophy for Theologians,” “Introduction to Judaism.”
- Lecturer at the Graduate School for Social Research at the Polish Academy of Sciences, Warsaw, since 2000. Teaching postgraduate seminars, e.g. “The Concept of the Subject in Contemporary Philosophy”, “The Traces of Judaism in Modern Thought”, “The Philosophical Rhetoric of Modernity,” “Post-Secular Thought: The Role of Religion in Late Modernity”. Both in English and Polish.
- Professor at the Center for American Studies, University of Warsaw, 2005-2010. Full teaching appointment, courses in American thought, e.g. “American Political Thought after 1945”, “American Psychoanalysis”, “Reading American Philosophers: from Emerson to Rorty”, “Introduction to Culture Theory”. All in English. Supervision of 10 MA theses in American culture and philosophy (all in English).
- Professor at the Polish Academy of Sciences, Institute of Philosophy and Sociology, Warsaw, May 2005. Research. Appointed as the chair of the research team “Studies in Post-Secular Thought” with a subsection devoted to “Jewish Studies” from 2012.
- Visiting Lecturer at Goldsmiths’ College, University of London, 1994-1998.
- Assistant to professor, then independent researcher: Polish Academy of Sciences, Institute of Philosophy and Sociology, Warsaw, 1989-1999.
- Lecturer of philosophy and mathematics in the Secondary School nr IX in Warsaw, 1989-1991.

Supervisor of 14 doctoral theses in the following fields: modern philosophy of religion, post-secular thought, and modern Jewish philosophy at the Graduate School of Social Research at the Institute of Philosophy and Sociology PAN. Main supervisor of 2 doctoral theses and co-supervisor of 5 doctoral theses at the University of Nottingham.

Doctoral Theses in GSSR, IFIS PAN

- i. Dr Maciej Sosnowski, „Pokochać dialektykę. Pojęcie filozofii spekulatywnej - z nieustannym odniesieniem do Sorena Kierkegaarda”
- ii. mgr Jakub Mikurda, „Słoweńska szkoła psychoanalizy: próba monografii”
- iii. mgr Paweł Mościcki, „Pojęcie przygodności w filozofii Giorgio Agambena”
- iv. mgr Maria Matuszkiewicz, „Filozofia czasu: Bergson, Benjamin, Freud”
- v. mgr Zofia Król, „Kategoria uwagi we współczesnej poezji i filozofii”
- vi. mgr Elżbieta Lubelska, „Odo Marquard, sceptyk współczesny”
- vii. mgr Jakub Majmurek, „Filozofia aktualności: Baudrillard, Foucault, Deleuze”
- viii. mgr Zeynep Talay (MA), „Robert Musil and the Experience of Modernity”
- ix. mgr Daria Lebedeva, „Cioran and Philosophy of Pessimism”
- x. mgr Maria Koleva, „Agamben and the Challenges of Bio-Ethics”
- xi. mgr Łukasz Malinowski, „Konstytucja Innego: fenomenologia, psychoanaliza, dialogika”

- xii. mgr Natalia Zimnowodzka, „The Notion of Return in the Writings of Franz Rosenzweig and Leo Strauss”
- xiii. mgr Christopher Cain Elliott (MA), „Philip Rieff and the Critique of Modernity”
- xiv. mgr Marta Olesik, “Kartezjusz w świetle baroku filozoficznego”

Doctoral Theses at the Department of Theology and Religious Studies, University of Nottingham

- i. Michael Miller, „The Idea of the Name in the Ancient and Modern Jewish Philosophy”
- ii. Rosslyn Brown, “The Artistic Practices Inspired by the Kabbalistic Notion of Creation”

Teaching Experience

1. Lecturer of philosophy and mathematics in the Secondary School nr IX in Warsaw, 1989-1991.
2. Associate Lecturer of philosophy and social sciences at the Centre for Philosophy in Goldsmiths' College, University of London, 1996-1998.
3. Seminar „Filozoficzne podstawy współczesnej etnografii” at the Institute of Ethnology and Cultural Anthropology, University of Warsaw, 1999- 2000.
4. Seminar, with Andrzej Leder, „*Fatum absconditum*. Filozoficzne pojęcia losu”, 1999-2000 (MISH, University of Warsaw)
5. Seminar, with Andrzej Leder, *Między filozofią a psychoanalizą*, IFIS PAN, 2000/2001; 2002/2003
6. Seminar, with Stanisław Czerniak, *Antropologia filozoficzna a filozofia społeczna*, SNS, IFIS PAN, 2000/2001
7. Regular lectures at the Institute of Ethnology and Cultural Anthropology, University of Warsaw, 1999-2003.
8. Graduate seminars at SNS/ GSSR, IFIS PAN, since 2001.
9. Lectures in philosophy, Civitas, Warsaw, 2001-2007.
10. Lectures in American Thought at the Center for American Studies, University of Warsaw, 2005-2010.
11. Seminar, with Adam Lipszyc, „Traces of Judaism in modern thought,” IFIS PAN, 2007-2010.
12. Lectures, seminars, and courses in Jewish Studies, University of Nottingham, 2011-2024.

Education:

1. Secondary School no. IX in Warsaw, specialized mathematics class. 1980-1984. Passed with distinction
2. Polish Academy of Sciences, Institute of Philosophy and Sociology, Habilitation in Philosophy, May 2005.
3. 28 June 1995: defence of Ph.D.thesis (“The Crisis of the Subject in Contemporary Philosophy”), awarded with the special award by the committee of Polish Academy of Sciences in December 1995.
4. Warsaw University. Department of Philosophy and Sociology. 1984-1989. M.A. (“The Concept of the Phenomenon in German Transcendental Philosophy”), passed with distinction.

Honors and Awards:

1. October 2009; Shortlisted for the Jan Długosz Award (the major Polish award in humanities) for *In the Wilderness. Cryptotheologies of Late Modernity*, Universitas: Cracow 2008
2. October 2005; Shortlisted for the Jan Długosz Award (the major Polish award in humanities) for *The Spirit of the Surface. Romantic Revision and Philosophy*, Universitas: Cracow 2004.

3. October 2005; Award for the best book in philosophical essay in 2004 in Poland given by „Literatura na Swiecie“ (the leading Polish magazine of philosophy and literary criticism): *The Spirit of the Surface. Romantic Revision and Philosophy*, Universitas: Cracow 2004.

Scholarships and Grants:

1. 3-months Senior Fellowship in Maimonides Centre of Advanced Studies, University of Hamburg, April-June 2024.
2. Tempelton Foundation grant, “Widening Horizons in Philosophical Theology,” 2022-2024 (62 000 GBP).
3. Annual Honorary Professorship named after Maria Janion, 2022, Gdańsk University (50 000 PLN).
4. NCN Opus grant, 2018-2022: “The Marrano Phenomenon: Jewish Hidden Tradition and Modernity” (600 000 PLN).
5. Grant from the Rothschild Foundation Europe for the organization of the conference *Traces of Judaism in Contemporary Thought*, which took place in Kraków, 4th-6th October 2010.
6. Five months Fulbright Senior Scholarship at the University of Chicago, February – June 2008.
7. Five months research at Yale University thanks to a grant from Kosciuszko Foundation, October 2004-February 2005.
8. Three months non-academic residency at Iowa University as a member of International Writing Program associated with the department of Creative Writing: August - November 2003.
9. One Year Scholarship in philosophy and social sciences from British Council (Joseph Conrad Scholarship). Goldsmiths’ College, University of London. Se 1996 - Se 19 97
10. Scholarship in social sciences from Grabowski Foundation and Foreign Office of University of London. Goldsmiths’ College, University of London. Se 1994 – April 1995
11. One Year Scholarship in philosophy from Batory Foundation. St.Hilda’s College, Oxford University. 1991-1992.

Languages:

1. Polish, excellent
2. English, excellent
3. German, excellent
4. French, good
5. Hebrew, good
6. Russian, adequate

Memberships and Affiliations:

1. Member of the Editorial Board for the journal *Political Theology* (USA), 2021-24.
2. Member of the American Jewish Association (based in USA, since 2010)
3. Member of the International Rosenzweig Society (*Internationale Rosenzweig Gesellschaft*, based in Kasel, Germany); since 2009. Since 2014 a member of the Executive Board of IRG.
4. Member of the International Walter Benjamin Society (since 2017)
5. Member of the International Erns Bloch Society (since 2014)
6. Society for European Philosophy (based in UK); since 1989
7. Polish Society for Phenomenology (based in Warsaw); since 2002

Conferences in Polish

1. Conference *Psychoanaliza: partner w dialogu?*, IFIS PAN; paper „Wolność: spełniona zależność. Psychoanalityczna interpretacja filozoficznej kategorii uwarunkowania“, Warszawa, 10.10.1996.
2. Conference *Filozofia i nieświadomość*, IFIS PAN i Wydział Filozofii UAM; paper „Nieświadomość jako projekcja kartezjanizmu“, Ciężen, 10.09.1999.
3. Conference „*Innego końca świata nie będzie...*“: *Eschatologie przełomu Tysiącleci*, Instytut Etnologii Uniwersytetu Jagiellońskiego; paper „Koniec i nieskończoność: lęk jako tabu nowoczesności“, Kraków, 15.10.1999.
4. Conference *Tradycja dla demokracji*; Warszawa IFIS PAN, 7-11.02. 2000; paper „Two Models of Freedom: Emancipation versus Articulation“
5. Conference *Wolność i władza*, Collegium Civitas/ *Civitas. Studia z filozofii polityki*, 3-4. 11. 2000; paper „Krytyka jako racja rządzenia“.
6. Conference *Lekcja Sierpnia. 'Solidarność' w oczach następnego pokolenia*, IFIS PAN/ Ministerstwo Kultury i Dziedzictwa Narodowego, 25. 11. 2000; paper „Solidarność uliczna: elementarz tożsamości“
7. Conference *Wolność a odpowiedzialność. Freiheit und Verantwortung*, Poznań 27-29. 11. 2000; paper „The Limits of Irony: Freedom and Responsibility in Culture“.
8. Conference *Blanchot, głos z oddali*, Warszawa, 16.04.2004; paper „*Faux pas*, albo błąd życia: Blanchot między Heideggerem a Freudem“.
9. Conference *Fenomen daru*, Poznań 20-22.04.2004, paper „Trujący prezent Jacquesa Derridy: od krytyki do fenomenologii daru“.
10. Conference *Narracja i tożsamość. Współczesne problemy antropologii literatury*, Janowice 26.04 – 1.05. 2004, paper „Słowo i trauma: czas, narracja, tożsamość“.
11. Ogólnopolski Zjazd Polonistyczny, Kraków 22-26.08. 2004, paper „Do dekonstrukcji i z powrotem: de Man, Derrida i Bloom”.
12. Conference *Lacan i Zizek: rewolucja pod spodem*, Poznań 5-7.03. 2005, paper „Ani Lacan, ani Zizek: wołanie o innego Freuda”.
13. Conference *W stronę nowej koine: miejsce hermeneutyki w dyskursie nauk humanistycznych*, Poznań 13-15.03. 2005, paper „Ciasno, duszno, ciemno: hermeneutyka po Heideggerze i Vattimo”.
14. Conference *Miłość i samotność: wokół myśli Sorena Kierkegaarda*, Warszawa 14.05.2005, paper „Nauczyć się lęku: Kierkegaard i Hegel”.
15. Conference *Czym jest filozofia kultury?*, paper „Histeria hermeneutyczna”, 5.06.2005, Uniwersytet Warszawski, Warszawa
16. Conference, *Wokół Derridy*, 15-17.06 2005, Uniwersytet Warszawski, Warszawa, paper „Derrida i aporia narcyzmu”.
17. Conference *Rewizja i rewizjoniści*, paper „Filozoficzne podstawy rewizji”, 28-30.06. 2005, Słupska Akademia Pedagogiczna, Słupsk.
18. Conference *Nowoczesność i doświadczenie*, paper „Ożywcze niepojednanie. Nowoczesność jako doświadczenie religijne“, UJ, Kraków 4-6.04.2006.
19. Conference *Freud i filozofia kultury*, paper „Niesamowite, fetysz, alegoria: Freud, Lacan i Benjamin o kondycji urzeczowienia“, Zakład Filozofii Kultury UW i Austrackie Forum Kultury, 4-6.05.2006.
20. Conference *Wokół Levinasa*, Warszawa 23-26.10.2006, paper „Levinas: mistyk nieureczywistniony“
21. Ogólnopolski Zjazd Filozoficzny, Warszawa 15.09.2008, paper „Lacana powrót do metafizyki“
22. Conference „French Theory“, Poznań 16-17.10.2008, paper „Uczniowie czarnoksiężnika. Alexandre Kojève i jego wpływ na teorię francuską“
23. *Lekcja Lacana. Klinika, społeczeństwo, filozofia*, Now Szkoła Lacanowska / Instytut Francuski, 17.01.2009, Warszawa. Paper „Lacan: filozofia, religia, gnoza“
24. *Trzeci wymiar psychoanalizy*, 10-11.05.2010, Uniwersytet Warszawski, Warszawa. Paper „Przestrzeń sublimacji: między anamnezą i emergencją“
25. *Granice słowa i obrazu w filozofii Lyotarda i Levinasa*, 15-16.05.2010, Uniwersytet Warszawski, Warszawa. Paper „Czy judaizm jest psychotyczny? Kilka słów w obronie Levinasa“.

26. *Autonomia i jej ograniczenia*, IBI Artes Liberales UW, 28-29.05.2010, Warszawa. Paper „Ostatni gest przeciw urzeczowieniu. Kynicka autonomia Petera Sloterdijka“
27. „Co nie niweczy. O twórczości Andrzeja Sosnowskiego”, Poznań, 11-12 października 2010, paper „A Poem Should Not Mean but Be. Oznaki życia w późnej poezji Andrzeja Sosnowskiego”
28. Conference *Fantazmaty i fetysze w literaturze polskiej XX i XXI-ego wieku*, Uniwersytet Warszawski, Warszawa, 23-25.11.2010, paper „Życie bez fantazmatu. O koncepcji odczarowania w psychoteologii Erica Santnera”
29. „Transgresja – nieobecność – ciało. Bataille – Blanchot – Bellmer”, Instytut Mikołowski 25-26.11.2010, paper „Transgresje w dół: o pojęciu descendencji w pismach Bataille’a”
30. Festiwal Filozofii, „Deleuze, Derrida, Foucault”, Olsztyn, 11-17.09.2010, paper „Derrida. Życie i śmierć w dekonstrukcji“
31. Conference *Stanisław Brzozowski: Powroty*, Instytut Filologiczno-Pedagogiczny Politechniki Radomskiej im. Kazimierza Pułaskiego, paper „Inne nawrócenie. Konwersja Stanisława Brzozowskiego w świetle analizy postsekularnej“, Radom 23-24.09.2011
32. Conference *Warszawa Miłosza*, IBL PAN, paper „Faust warszawski, albo nienawiść do miasta“, Warszawa 12-14.10.2011.
33. Invited lecture oraz warsztaty w Instytucie Antropologii Literatury w UJ, 24-5.10.2011. „Inne nawrócenie: Stanisława Brzozowskiego katolicyzm osobisty“.
34. Honorary participation in conference devoted to my book: *Na pustyni, Kryptoteologie późnej nowoczesności*, „Wokół myśli postsekularnej / Teologie „na pustyni““, Uniwersytet Papieski im. JPPII, Kraków 25-26.11.2011. Paper „Powrót mesjańskiej obietnicy. Nowoczesność w perspektywie postsekularnej“
35. Conference „Stanisław Brzozowski. W 100-lecie urodzin pisarza“, Uniwersytet Śląski, Katowice 23-25.11.2011, paper „Inne nawrócenie: Stanisława Brzozowskiego katolicyzm osobisty“.
36. Conference „Bruno od Księgi Blasku“, Uniwersytet Wrocławski 14-16.11.2012, paper: „Życie na marginesach. Bruno Schulz a kabała chasydzka“
37. *Transdyscyplinarna Szkoła Letnia*, Strzegom 5-7.07.2012, lecture: „Deus otiosus. Nowoczesność i pamięć o transcendencji“
38. Invited lecture for *Gdańsk wielu kultur. Dialog międzyreligijny, postsekularyzm i mistyka: „Mistyka żydowska“* (8.11.2012)
39. Invited lecture at Uniwersytet Gdański: „Powrót mesjańskiej obietnicy. O postsekularyzmie w węższym sensie“ (7.11.2012)
40. Conference *Mesjańskie imaginaria Europy (i nie tylko)*, 11-12.12.2014, Częstochowa. Keynote: „Zdeptać Węża! Europa Blake’a jako mesjański głos przeciw skończonym rewolucjom.“
41. Conference *Widma Derridy*, Warszawa: 11-12.01.2016, Instytut Filologii Polskiej UW. Paper: „Uśmiech widma bez ciała: kabalistyczna baśń z Derridą w tle“
42. Conference *Literatura a religia – wyzwania postsekularności*, Kazimierz nad Wisłą, 24-5.09.2015, Ośrodek Badań nad Myślą Religijną KUL. Lecture: „Literackie kryptoteologie nowoczesności, czyli o pierwszeństwie świata“
43. *Polska pamięć kulturowa vs. polskie kultury pamięci. Ciągłość i przemiany; diagnoza i rokowania*, Kraków: 29-30.09.2016, Instytut Filologii Polskiej UJ. Paper: „Pamięć jako farmakon“.
44. Invited lecture at Instytut Filologii Angielskiej KUL, *Kryptoteologie literatury*, 16.12.2016
45. Conference *Imiona anomii: literatura wobec doświadczenia stanu wyjątkowego*, Instytut Filologii Polskiej Uniwersytetu Warszawskiego, Warszawa, 11-12.12.2017, lecture: „Literatura przed Prawem. Benjamin i Derrida o włochatej łapie hagady”
46. Conference *Efekt Lutra*, Uniwersytet Śląski, Katowice: 27-28.11.2017, paper: „Od natury do historii: efekt Lutra u Hegla”
47. Invited lecture: Fundacja Vademecum, Gdynia, 1.09.2017, „Teologiczne korzenie nowoczesności”
48. Invited Lecture: Central European University, Budapest, Theological Faculty, „Religion of the Finite Life? Derrida and Messianicity”, 11.01.2017
49. Invited lecture: Fundacja im. Barbary Skargi, *Medytacja filozoficzne*, „Granice wspólnoty. O pożytkach i szkodliwości idei radykalnej *communitas*”
50. Invited lecture: Seminarium o postsekularyzmie, Uniwersytet im. Adama Mickiewicza, Poznań, 12.12.2017, „Postsekularyzm jako neohumanizm”

51. Lecture "Żyj i pozwól żyć: trudna lekcja liberalizmu" w ramach *Kazania na temat wolności*, 20.11.2018, Centrum Kultury Zamek, Poznań
52. Conference *Marani literatury polskiej*, 6-8.06.2019, IFIS PAN, Warszawa. Paper: „*Słowa Pańskie* Jakuba Franka jako powieść łotrzykowska”
53. Conference *Polityczność panteizmu*, IPP PAN, Warszawa, 23-24.11.2020, paper: „Czy będzie raczej nic niż coś? Ernst Bloch i aporie panteizmu”
54. Conference *Transfuzje Celana*, Austriackie Forum Kultury/ Wydział Polonistyki UW, 24.11.2020. Paper: „*Nehm ich dich auf, statt aller Ruhe*: szaleństwo języka w ostatnich wierszach Celana”
55. Conference *Fuga melancholii*, 23-16.11.2022, Krakowski Uniwersytet Pedagogiczny, Kraków, paper: „Między melancholią a ekstazą”
56. Conference *Szkoła Metafizyczna*, 25-27.07.2023, Sokołowsko – IFIS PAN. Lecture: „Widma Derridy”
57. Conference *Festiwal Filozofii*, 28.11.2023, Bydgoszcz, Fundacja Koherencje. Lecture główny: „Dylematy oświecenia, czyli co po Kancie w czasie marnym”

Conference Papers (International Conferences Only):

1. Seminar in Goldsmiths' College Centre for Philosophy, London 14th April 1998; a paper: "Psychoanalytic Construction of the Self".
2. Conference: First Annual Conference of SEP (Society for European Philosophy), University of Lancaster 15-17th Se 1998; paper: "The Subject as Locum Tenens: Some Remarks on Nietzsche's Perspectivism".
3. Polish-British Symposium *The Destruction of the Cogito*, Polish Academy of Sciences in Warsaw 21th-27th March 1999; paper: "Bad timing: The Self as a Work of Time".
4. Seminar *Geist und Seele*, University of Köln 23th Mai - 4th June 1999; paper: "Die beeinflusste Seele: Harold Bloom und seine Theorie der Subjektivierung".
5. Polish-German Symposium, Polish Academy of Sciences and University of Bremen, *Tradition for Democracy*; Warsaw IFIS PAN, 7-11 February 2000; paper: "Two Models of Freedom: Emancipation versus Articulation".
6. Polish-British Symposium *Rethinking Transcendental Philosophy*, Manchester Metropolitan University, Manchester, June 26-29 2000; paper: "The Future of a Fantasy: Transcendentalism versus the Romantic Tradition".
7. Conference: The Third Annual Conference of SEP (Society for European Philosophy), Middlesex University, London, 6-8 September, paper: "Freedom and Dependence: Habermas versus Winnicott".
8. Polish-British Symposium *Philosophy, Literature, Psychoanalysis*, Wrocław, July 1-5 2001; paper: "The Romantic Psychoanalysis against the Freudian Enlightenment".
9. The Fourth Annual Conference of SEP (Society for European Philosophy), Manchester Metropolitan University, 10-13 Se 2001, paper: "Limits of Irony. The Philosophical Rhetoric of Post-Romanticism".
10. Polish-British-American Symposium *Poststructuralism-Identities-Postmodern Ethics*, Wrocław, July 3-7 2002; paper: "Two Odysseys: A Meditation on the Lack of Hope".
11. The Second Conference of Helmuth Plessner Gesellschaft, *Plessner and Politics*, 24-26th March 2003, paper: "The Blessing of the Limits: Plessner's Notion of *Ego Absconditus*".
12. Lecture at the Essex University (UK): "Future of a Fantasy. On Romantic and Transcendental Conceptions of Subjectivity", 18th March 2003.
13. Lecture at the Freiburg University (Germany): "*Ego Absconditus*: Plessner and Foucault on the Nature of Human Subjectivity", 16th June 2003.
14. Conference at the Iowa University (USA), *The Promise of Empathy*, 16-18th Oct. 2003; paper: "The Vicissitudes of Empathy".
15. Conference *Theology and Philosophy*, paper: „Phenomenology at the Limits. The Notion of Trace in Levinas and Derrida", 1-3.09. 2005, University of Nottingham, Nottingham.

16. Lecture at the Centre for Philosophy and Theology, University of Nottingham, 17.03.2006: „The Word that Wounds: On Traumatic Aspects of the Jewish Revelation”.
17. Conference *Modernity: Crisis of Value and Judgment*, paper: „The Jewish Ulysses. Adorno and Joyce on the Critique of Modernity”, University of Bucarest, 2.06.2006.
18. Coorganization (with the Cracovian Press „Znak”) of the visit of John Maxwell Coetzee to Poland. Introduction to his reading at Collegium Civitas, Warsaw, 8.06.2006. The paper: „The Master from Capetown”.
19. Annual Conference of the *Centre for Theology and Philosophy*, paper. „Nihilism through the Looking Glass. Nietzsche, Rosenzweig, and Scholem on the Condition of Modern Disenchantment”, Grenada 15-17.Se 2006.
20. International Conference *Traces of Levinas*, paper „The Paradox of Radical Transcendence. Levinas and the Intrigue of Trace”, Warsaw 23-25. Oct. 2006.
21. International Conference *Abraham Joshua Heschel. Philosophy and Inter-Religious Dialogue: Between Poland and America*, Warszawa 25-27.06. 2007. Paper: „Heschel and The Sublime: The Uses of Divine Aesthetics”.
22. International Conference *Messianism Now*. Lancaster University 3-5.07.2007. Paper: “Tarrying with the Apocalypse: The Wary Messianism of Rosenzweig and Levinas”
23. Postgraduate Study Day ‘Forgiveness and Reconciliation’ at the School of Humanities, Department of Theology and Religious Studies at University of Nottingham, 6.11.2008, Paper: „Can we Forgive the World? The Right to Protest and the Imperative of Reconciliation in Giorgio Agamben’s *Remnants of Auschwitz*”
24. *The Lesson of Lacan. Clinique, Society, Philosophy*. 17.01.2009, Warsaw. A one-day international conference organized by “The Lacanian Forum”, Jacques Alain Miller and The French Institute in Warsaw. Paper: “Lacan: Philosophy, Religion, Gnosis”
25. The Third International Rosenzweig Congress, Paris 14-18.05.2009, Paper „Oedipus Meets Job. On Neighbourly Relations between Greeks and Jews in Franz Rosenzweig’s “Star of Redemption””
26. International Conference *Between Shem and Yaphet: On the Possibility of Jewish Philosophy*, Bologna 3-5.06.2009, Paper „Creatureliness versus Physis. Greek and Jewish Concept of Life and the Issue of Denaturalization”.
27. International Conference *Life After Deconstruction*, Kraków 4-6.06.2009, Paper: „Life and Death in Deconstruction. Derrida, de Man, Bloom”.
28. International Conference *Liotard and Levinas*, Warsaw 15-16.05.2010, organized by University of Paris VIII and University of Warsaw. Paper: “Is Judaism psychotic? Defending Levinas against Lyotard”
29. International conference *The Traces of Judaism in Contemporary Thought*, Krakow, 4-6 October 2010, Institute of Philosophy and Sociology PAN (organisation). Paper: “Between Therapy and Redemption. Towards a Messianic Psychoanalysis”
30. International conference *Civilization and Fear*, Ustroń, 23-24 Se 2010, organized by University of Silesia. Key-note paper: „*Homo anxius*. Modernity on Ist Way from Fear to Joy”
31. *Jewish Philosophy Day*, paper “The Promise of the Name: On Jewish Nominalism,” Faculty of Divinity, Cambridge 24.02.2011.
32. International Conference *What Is Life?*, org. by The Centre for Theology and Philosophy, University of Nottingham, Kraków 23-26.06.2011, paper “Taking Life our of Nature. Messianic Vitalism and the Issue of Denaturalisation”
33. International Annual Workshop of *Bamidbar. Journal for Jewish Thought and Philosophy*: “On Jewish Messianism,” series of lectures and an open discussion with Prof. Moshe Idel, Bologna 2-4.07.2011.
34. International Conference *Individuality in Modern Religious Thought*, Oxford Centre for Theology and Modern European Thought, paper “Individuation trough Sin. The Tension between the Tragic and the Messianic in Modern Jewish Thought,” Oxford, Trinity 26-27.09.2011.
35. International Conference *Les philosophies à l’épreuve de la guerre*, Universite de Sorbonne, 10-11.11.2011, paper “The Thanatic Strain: Alexandre Kojève and His French Pupils.”
36. *Regarding the Other in Modern Jewish Thought*, a CJCR Seminar, 27th June 2012. An invited lecture “Love Strong as Death. Love of the Neighbour in Arendt and Rosenzweig.”

37. *Forgetting. A Neglected Dimension of Human Existence*. Conference Organised jointly by The Ian Ramsey Centre and The Centre for Theology and Modern European Thought, 18-19 June 2012. Paper: "In Defense of Forgetting. Nietzsche, Winnicott, Lear."
38. BAJs Conference 2012, *The Jews and the Sciences*, UCL, London 27-19 June 2012. Paper: "Freud's Scientific Ethos. Psychoanalysis and the Religion of Reason."
39. Catholic Theological Association *Church, Culture and Credibility*, ANNUAL CONFERENCE 10th-13th SEPTEMBER 2012 – DURHAM. A key-note: "In Praise of Modernity: A Jewish Perspective"
40. CULTURE, POLITICS, ESCHATOLOGY: A SYMPOSIUM Lancaster University 21-22 September 2012. Paper: "Revelation as Revolution: Jacob Taubes on the God of Exodus."
41. International Conference „Bruno Schulz. Interdisciplinary Reassessments“, University of Chicago, Chicago 19-20.11.2012, paper: „Life on Margins. A Marginal Contribution to the Problem ‚Bruno Schulz and the Hassidic Kabbalah‘.“
42. International Conference „The Ties of Community. Literature, Religion, Comparative Studies“, Uniwersytet w Katowicach 15.11.2012, paper: „Return of the Messianic Promise. On Post-Secular Turn in a Narrower Perspective“
43. International Conference "*Klage und Klagelied*. On Lamentation in Jewish Thought," University of Atwerp, Antwerp 4-6.02.2013, paper: "The Unfallen Silence. On The Other Origin of Language"
44. International Conference "Critical Theory and Jewish Thought," University of Nottingham, Nottingham 28-30 May, 2013 (organised by myself, with the help of the journal *Bamidbar. Journal for Jewish Thought and Philosophy*). Paper: "Enlightenment as Exodus? On Adorno's and Horkheimer's *Dialectic of Enlightenment*."
45. International Conference *The Soul*, University of Oxford, Oxford 28.07-01.08. 2013, paper: "The Breath of Life. The Concept of the Soul in Rosenzweig and Jonas."
46. Ernst Bloch London Symposium, 12th December 2013, Saint Martins College, London. Paper: "Ontology of Hope. Ernst Bloch's Phantastical Materialism."
47. Invited Lecture in the Cambridge Divinity School Seminar Series on Jewish Philosophy, 8th of March 2014: "Tarrying with the Apocalypse: the Wary Messianis of Levinas and Rosenzweig."
48. Northern Theory School Symposium on Walter Benjamin: an invited lecture at the University of Leeds, 26th of February 2014; "Walter Benjamin: All Shades of Gnosis."
49. Northern Theory School Symposium "Political Theology and Modernity: The Legacy of Carl Schmitt", 9th of June 2014, University of Lancaster. Paper: "Beyond Sovereignty, or Promise against Power: from Schmitt to Derrida."
50. International Conference "Mystical Theology and Continental Philosophy: Historical and Contemporary Perspective," Liverpool Hope University, 11th – 14th July 2014. **Keynote**: "The God of Luria, Hegel, Schelling. The Divine Contraction and the Modern Metaphysics of Finitude."
51. British Association of Jewish Studies (BAJS) Annual Meeting, "Jews and Political Discourse", Dublin, Trinity College, 13th – 15th July 2014. Paper: "Benjamin's Messianic Marxism: *On the Concept of History* in Jewish Perspective."
52. International Conference, "Psychotherapy and Romantic Love," 12-14.09.2014, Warsaw. Paper: "Romantic Love as Thanatos in Disguise: De Rougemont and Arendt."
53. International Rosenzweig Society Biannual Meeting, "After the *Star of Redemption*: Franz Rosenzweig in Frankfurt. *Bildung* – Speech Thinking – Translation", Goethe University in Frankfurt, 24th – 26th October 2014. Paper: "Rosenzweig in Frankfurt: Overcoming of Gnosis, Part II."
54. Invited Lecture at the Oxford Seminar Series on Modern Theology, 18th October 2014, "Jewish Cryptotheologies of Late Modernity: Philosophical Marranos."
55. American Academy of Religion (AAR) Annual Meeting, 22nd - 25th November, San Diego. Paper: "*Pulling the Brake*. Benjamin's and Agamben's Anti-Progressive Messianism."
56. International Conference, *Heidegger et 'les juifs'*, organized by Bibliothèque Nationale de France, the 22nd -25th January 2015, Paris. Paper: "Love Strong as Death: Jews Against Heidegger."
57. Annual Telos – Paul Piccone Institute Conference, *Universal History, Philosophical History, and the Fate of Humanity*, 13th – 15th February 2015, New York, paper: "Marrano Universalism: Benjamin contra Hegel."

58. Invited Lecture at the Ian Ramsey Centre, University of Oxford, part of the *Humane Philosophy Project*, the 26th of February 2015: "Infinite in the Finite. Hegel and Rosenzweig on Life as 'Living Contradiction.'"
59. International Conference, *Judaism despite Christianity? The 1916 Correspondence between Eugen Rosenstock-Huussy and Franz Rosenzweig*, organized by the Centre for the Study of Jewish Thought in Modern Culture, University of Copenhagen, April 28-29, 2015. Paper: "Tarrying with the Apocalypse: Jewish Messianisms in Comparison (Benjamin, Levinas, Rosenzweig)"
60. International Conference, *Re-reading Derrida's 'Faith and Knowledge'*, June 1-2 2015, University of Nottingham. Paper: "The Kenomatic God. Beyond the Medicine of Salvation"
61. *Franz Rosenzweig Day: Interreligious Dialogue*, a seminar organized by me at the University of Nottingham, 8th of April 2015. Speakers: Robert Gibbs, Ephraim Meir, Hans-Christoph Askani
62. Invited Lecture: "Life on the Margins: Bruno Schulz and the Hasidic Kabbalah", Sydney Sussex College, University of Cambridge, the 9th of June 2015.
63. International Conference, *Humane Philosophy Project: Human Nature*, organized by the University of Oxford and the University of Warsaw, 23-26 September 2015. Paper: „The Human Difference: Beyond Nomotropism”
64. International Conference, *Kulturen und Sprachen der Erinnerung*, organized by the University of Warsaw, 25-26 September 2015. Paper: „To nie jest historia do opowiedzenia: postpamięć i jej ryzyka“ (*This story is not to be told. Postmemory and Its Risks*)
65. International Workshop, *Space and Violence in Philosophy and Literature*, 25-26 September 2015, Polish Academy of Sciences, Warsaw. Paper: „A Sea of One's Own: The Space of the Self in Virginia Woolf's *Voyage Out*"
66. Leszek Kołakowski Seminar, organized by Institut für den Wissenschaften des Menschen (Vienna) and the University of Warsaw, 19th November 2015. Paper: „I Am not Ashamed of Jesus. Kołakowski's Notes from Underground“
67. Biannual Congress of the International Benjamin Society, 14-16 December 2015, Tel Aviv University, Israel, paper: "Benjamin's Swamps: The Space of the Antinomian"
68. *Tsimtsum and Modernity: Lurianic Heritage in Modern Philosophy and Theology*, Cambridge: 31st May – 1st June 2016, Faculty of Divinity, University of Cambridge. Paper: "*Derrida Denudata. Tsimtsum and the Metaphysics of Non-Presence.*" As co-organizer with dr Daniel Weiss.
69. *Schelling's Afterlives*, Münster: 14-15 March 2016, Theologische Fakultät, Münster Universität. Paper: "*The Story Continues... Schelling and Rosenzweig on Narrative Philosophy*"
70. *German Idealism and the Future of Political Theology*, Berlin: 15-17 April 2016, Theologische Fakultät, Humboldt University of Berlin. Paper: "Gift, Sacrifice, Sovereignty: Derrida's Reading of Hegel and the Subversion of Political Theology"
71. *Metaphysics Day*, Nottingham: 7 May 2016, Theology & Religious Studies and Philosophy, University of Nottingham. Paper: "What Is / Could Be Metaphysics Today"
72. *5th Derrida Today Conference*, London: 7-10 June 2016, Goldsmiths College, University of London. Paper: "Religion of the Finite Life. Messianicity and the Right to Life in Derrida's Death Penalty Seminar"
73. *Atheism and Christianity: Moving Past Polemic*, Rome: 20-22 September 2016, Australia Catholic University (Filia in Rome). Paper: "Atheism and Negative Theology (On the Example of Nicholas of Cusa's *De deo abscondito*)"
74. *Second Annual Leszek Kołakowski Symposium Paradises Lost: Entzauberung, Utopia, and their Afterlives*, Vienna: 6-8 October 2016, Institut für die Wissenschaften des Menschen. Paper: "*I Want to Believe*": Kołakowski Between Myth and Metaphysical Horror"
75. *Messianic Politics and Sacred Violence. Critical Paradigms of the Present?* Sydney, 18 November 2016, University of New South Wales (Sydney, Australia), paper: "Tarrying with the Apocalypse: Jewish Messianism and Its Variants"
76. *Sacred Violence: Religion, Anthropology, Politics*, a Symposium, Sydney, 22 November 2016, University of New South Wales (Sydney, Australia), paper: "Beyond the Violence of the Unscathed. Derrida's Religion of the Finite Life"

77. Congress of the International Franz Rosenzweig Society, *The Conjunction AND in Franz Rosenzweig's Work*, 20-23rd February 2017, Sapienza University of Rome, Rome. **Keynote:** "Between Unity and Chaos. AND in Rosenzweig's Narrative Philosophy."
78. 18th Utopian Studies Society Conference, *Solidarity and Utopia*, Gdańsk 5-8.07.2017, **Keynote:** "The Messiah and The Great Architect: On the Difference between the Messianic and the Utopian"
79. *Schelling's Afterlives*, Oxford, Theological Faculty, Trinity College 8-9.04.2017, paper: "Response to Joel Rasmussen's Essay on the Presence of Schelling in Emerson"
80. *Lament and Revenge: On The Violence in Language*, Goethe Universität, Frankfurt, 28-9.04.2017, paper: "I Hurt, Therefore I Am: Descartes with Job"
81. *Law and Political Theology*, University of Kent, Canterbury, 11.05.2017, paper: "Derrida and the Right to Live: Towards the Biophilic Law"
82. *Agamben and Decadence*, University of Nottingham, Nottingham, 25.05.2017, paper: "Reditus into the Self-Inflicted Immaturity: Agamben's Regressions"
83. Biannual Conference of the International Walter Benjamin Society, *Walter Benjamin's Method*, University of Oxford, Oxford, 24-26.09.2017. Paper: "Liquid Theology: Benjamin's Unders"
84. International Conference *Jewish Friends. Contemporary Figures of the Jew*, Freie Universität Berlin, Berlin, 16-18.10.2017, paper: "Other, but not Hostile: The Dialectics of Allo-Semitism and Two Visions of Jewish Diaspora – The Case of Contemporary Poland. In Response to Oriol Poveda"
85. International Conference *Thirty Years After: Jacob Taubes between Politics, Philosophy, and Religion*, Collegium Helveticum, Zurich, 20-21.10.2017, paper: "Jacob Taubes, the Jewish Hegelian"
86. Central European University, Budapest, Theological Faculty, guest lecture: "Religion of the Finite Life? Derrida and Messianicity", 11.01.2017
87. University of Gloucester, Chichester, Department of Religious Studies, guest lecture: "Derrida and Messianism," 9.02.2017
88. University of Exeter, Exeter, Department of Religious Studies, lecture: "What is Post-Secularism?", 14.03.2017
89. Annual INEPT (International Network for Experimental Philosophy and Theology) Conference, 8th March 2018, University of Chichester, Paper: "The Void of God or Paradox of the Pious Atheism: from Scholem to Derrida"
90. *Modernity after Blumenberg: A Two-Day Workshop at the Institut d'Etudes Avancées*, Lyon, , 5th-6th April 2018, Paper: "*I Hurt, Therefore I Am: Descartes with Blumenberg (and Job)*"
91. International Conference: Antijudaism: History of a Philosophical and Political Question, UCD School of Philosophy, 27–28 April 2018, Dublin, Paper "The Sum of All Fears: The Figure of the Anti/Metaphysical Jew in Heidegger's Black Notebooks (and Beyond)"
92. Biannual "Derrida Today" Conference, Concordia University, 23-26 May 2018, Montreal, Paper: "Onto/theo/logical Marranos: The Secret of Survival," delivered at the panel organized by me, "'A Desire to Be a Marrano': Derrida's Taste for Secrets"
93. The 9th Congress of the European Association of Jewish Studies, 15-19 July 2018, Jagiellonian University in Cracow, Paper: "Scholem and the Paradox of the Pious Atheism"
94. The International Conference, *The Cryptotheological Legacy of Hannah Arendt*. Institut für die Wissenschaften vom Menschen (IWM), Wien 17-19 October 2018. Paper: "Being-towards-Birth or the Finitude of Origins: Arendt's Critique of Heidegger"
95. Annual Conference of the Scandinavian Association of Theology and Religious Studies, 8-9 November 2018, Stockholm, **Key-note:** "Grace as Forgiveness: Derrida's Paul, or the Deconstruction of the Original Sin"
96. The International Conference *The Future of Sacrifice: Sacrifice, Martyrdom, Self-Immolation*, 30th November, Ruskin Library and Research Centre, Lancaster University, Paper: "No More Sacrifices! or the Exodus from the Sacrificial Logic"
97. International Conference *Jewish Modernity in the Feminine : Jewish Women Writers and Thinkers in the 20th and 21st Centuries*, 5-6 December 2018, University of Antwerp, Paper: "*Amor Mundi*: The Marrano Background of Hannah Arendt's Love for the World"

98. **Keynote:** "Can Man Be Redeemed?" at the Bi-Annual International Conference: *Back to Redemption: Rosenzweig Star 1919-2019*, 16-17 February 2019, Hebrew University of Jerusalem.
99. "The Marrano God: Abstraction, Messianicity, and Retreat in Derrida's "Faith and Knowledge", Annual INEPT (International Network for Experimental Philosophy and Theology) Conference, 8th March 2019, Capri, Swedish Academy of Science.
100. "The Post-Secular Turn: Enlightenment, Tradition, Revolution," Conference *Secularisation, Secularism, Laicite*, 24-25 May 2019, Bilgi University, Istanbul
101. "The Revenge of the Life-World: Populism as the Rejection of Enlightenment," Conference *Politics in the Age of the Double-Bind Anti-Elitism and Anti-Populism*, 7th June 2019, Canterbury, University of Kent.
102. "The Turn to Theology," The Annual Conference of BISA (British International Studies Association) 13th June, London, BISA
103. "Always Affirm Survival: Derrida and the Marrano Theology of *Sur-Vie*," Conference *The Marrano Phenomenon. Jewish 'Hidden Tradition' and Modernity* (co-organised by me), 17-18 September, Warsaw, Polish Academy of Sciences.
104. "Mor(t)ality or The Absolute Commitment to Life," *The Symposium on Marc Crepon's "Murderous Consent"*, 25th October, Goldsmiths College, University of London.
105. "The Secret Followers of the Hidden God: The Radical Iconoclasm of Derrida's Marrano Theology," Conference *Bilderverbot/ Image Prohibition*, 5-6 November 2019, Selma Stern Zentrum für Jüdische Studien, Berlin.
106. "*Nehm ich dich auf, statt aller Ruhe*: Madness of Language in Paul Celan's Last Poems," Conference *Caesurae. Paul Celan's Later Work/ Zäsuren. Paul Celans Spätwerk*, 13-14 November 2019, Jerusalem, Hebrew University of Jerusalem.
107. "*Let us see how we can become Gods!* Theosis and Ana-Communalism in Gustav Landauer's Mystical Writings," Conference *The Skepsis and Anti-Politics of Gustav Landauer*, 25-26 November 2019, Haifa, University of Haifa.
108. "The Revolutionary Theodicy. Violence in Taubes, Badiou, and Žižek," Conference: *The Conspiracy of the Good: On Necessary Evil*, 16-17 December 2019, Hebrew University of Jerusalem, Jerusalem.
109. "The Art of Withdrawal: Tsimtsum in Heidegger, Derrida, and Wolfson." Symposium on Elliot Wolfson's *Heidegger and Kabbalah*, 5 March 2020, University of California, Santa Barbara.
110. "Benjamin and Levinas on Divine Violence," Conference: *Rereading Benjamin's "Critique of Violence"*, org. by Alexandra Richter, Sorbonne/ online, 9 April 2020.
111. "The Harnessed Lightning: Hegel, Rosenzweig, and Derrida on the Political Uses of Apocalypse," Annual Postgraduate Theology Workshop at the University of Copenhagen Department of Theology, University of Copenhagen, online, 11 December 2020.
112. "Adorno and the Transcendental Condition of Critique," *International Workshop on Peter Eli Gordon's 'Wandering into the Profane'*, University of Sussex, Brighton/ online, 24 April 2021.
113. "Machina ex Deo: Game Theory in Kabbalah and Derrida," Annual Conference of the Philosophy of Media, Gesellschaft für Medienphilosophie, Prague/ online, 23 June 2021.
114. "History and Time in Taubes' *Occidental Eschatology*," Society for European Philosophy, University of Middlesex, London/ online, 31 August 2021.
115. "The Theopolitics of the Apocalypse: Hegel, Rosenzweig, Derrida," International Conference: *Political Theology, Now, Why?* Katholische Akademie Berlin, Berlin/ in situ, 25 October 2021.
116. "Beyond Sovereignty: Robespierre versus Derrida," International Workshop on Arthur Bradley's "Unbearable Life," University of Vienna, Vienna/ online, 15 November 2021.
117. "Rereading Benjamin's *Politico-Theological Fragment*," International Annual Walter Benjamin Workshop, Sorbonne, Paris/ online, 14 May 2021.
118. "The Post-Secular Turn," *Symposium on Tradition and Critique*, University of Tel-Aviv, Tel-Aviv/ online, 16 November 2020.
119. Annual Meeting of Jewish Philosophy in UK, keynote: "Wiping Away the Tears of Esau: Adorno's Reconciliation with Nature," Cambridge University 9-10 May 2022.
120. *Political Theology Today*, online conference organised by "Political Theology" journal, 8 May 2022, "From Negation to Critique: Adorno on Transcendence"

121. The Biannual Conference for the NOMOS (The Society for the Philosophy of Law), 14 May 2022, University of Cracow. Keynote: "Umbrapolitics: Derrida on the Right to Stay (in) the Shadow"
122. "Gershom Scholem on Jews and Judaism in Crisis," *The Moment of Crisis and Jewish Thought*, University of Haifa, 1-2 June 2022.
123. "Heidegger, mon frere: Derrida and Schwarze Hefte," *Heidegger and Jewish Thought*, University of Antwerp, 5 July 2022.
124. "Derrida and Scholem. The Marrano Connection or The French Afterlife of the German-Jewish Legacy," *JEWISH THOUGHT BETWEEN GERMANY AND FRANCE: New Horizons for the Study of Contemporary European Jewish Thought*, 16-17 October 2022.
125. "Telling God to Shut Up. The Rabbinic Politics of Survival," *The Berlin Center for Intellectual Diaspora Workshop on Talmud and Contemporary Thought Politics of Not Speaking*, Institute of Jewish Studies, University of Antwerp, 22-23 October 2022.
126. **Organisation.** "The Paradox of Pious Atheism: The Paradigm of Tsimtsum and Jewish Modernity," *The Spiritual Investment in the World: Modern Theologies of Wordliness*, University of Nottingham, 30-31 May 2023.
127. "Kenosis and Tsimtsum in Comparative Perspective." *Comparative Metaphysics*, Windsor 27-28 March 2023.
128. "Exodus into Ordinary Life.Santner's Judaism as the Religion of Desublimation." *Eric Santer in Perspective*. University of Munich, 1-2 June 2023.
129. "Nihilism as World Politics: Benjamin's Theology of Entropy." The Bi-Annual Congress of Walter Benjamin International Society, Warsaw, IFIS PAN, 27-30 September 2023.
130. "The Other Within: The Marrano Difference and the Western Modernity." European Association of Jewish Studies Annual Congress. Frankfurt am Main, University of Frankfurt, 14-16 July 2023.
131. "At the Edges of the World: Bruno Schulz's Diasporic Metaphysics." American Association of Jewish Studies Annual Congress. San Francisco, 17-20 December 2023.
132. "Agnes Heller's Hillelism." *The End and Goal of Law*. Newman Institute, Uppsala, 20-22 April 2024.
133. "Martin Buber's Hasidaoism." *Jewish-German Intellectuals Facing China*, University of London, 3rd May 2024.
134. "Smashing the Idol of Death. Montaigne and Derrida against Martyrology." *Breaking the Idols*, Maimonides Centre of the Advanced Studies, University of Hamburg, 15-16 May 2024.
135. "Derrida's Umbrapolitics." *Derrida Today Conference*, University of Athens, 10-15 June 2024.
136. "On Advantages and Disadvantages of Diaspora for Jewish Life." *Between Sovereignty and Exile: Jewish Politics*. Katholische Akademie in Berlin, 23-26 June 2024.
137. "Jacob Frank, the Polish Marrano." *Experimenting with Tradition: The Marrano Phenomenon in Eastern Europe*. Warsaw, IFIS PAN, 6-8 November 2024 (**organisation**).
138. "Mediated Revelation: Rosenzweig between Hegel and Derrida." *International Rosenzweig Congress*, Katholische Akademie in Berlin, 19-22 November 2024.

DR HAB. JAGNA BRUDZIŃSKA

CURRENT ACADEMIC POSITION

Prof IFiS PAN, Head of the Department Philosophical Anthropology and Social Philosophy at the Institute of Philosophy and Sociology of the Polish Academy of Science

SCIENTIFIC ACHIEVEMENTS (PUBLICATIONS)

a) Books

- Brudzińska, J. 2022. *Antropologia del conflitto. Lezioni italiane*, Florence: Clinamen (Tecnica e Vita: 1).
- Brudzińska, J. 2019. *Bi-Valenz der Erfahrung. Assoziation, Imaginäres und Trieb in der Genesis der Subjektivität bei Husserl und Freud*. Cham: Springer (Phaenomenologica 229). Reviewed in
- Walton, R.J. Review of Jagna Brudzinska's *Bi-Valenz der Erfahrung: Assoziation, Imaginäres und Trieb in der Genesis der Subjektivität bei Husserl und Freud*. *Husserl Stud* 38, 385– 396 (2022); <https://doi.org/10.1007/s10743-022-09310-8>
- Dojan, T. Review of Jagna Brudzińska, *Bi-Valenz der Erfahrung: Assoziation, Imaginäres und Trieb in der Genesis der Subjektivität bei Husserl und Freud*, Dordrecht: Springer, 2019. *Phenom Cogn Sci* (2022). <https://doi.org/10.1007/s11097-022-09880-0>
- Brudzińska, J. (ed.) 2018. *Philosophical Anthropology at the Crossroads. Considerations on the occasion of Stanisław Czerniak's Jubilee*, D&U 4/2018.
- Brudzińska, J. & Lohmar, D. (ed.). 2017. *Der Mensch als soziales Wesen. Phänomenologische und Anthropologische Perspektiven*, Gestalt Theory: Special Issue, 39(2-3), DeGruyterOpen.
- Brudzińska, J. & Czerniak, S. (ed.). 2016. *Human Nature beyond Naturalism. Phenomenological, Anthropological and Psychoanalytical Perspectives*, ed. J. Brudzinska & S. Czerniak, D&U. Vol. XXVI. No. 3/2016.
- Brudzińska, J., & Lohmar, D. (ed.). 2012. *Founding Psychoanalysis Phenomenologically. Phenomenological Theories of Subjectivity and the Psychoanalytic Experience*. Dordrecht: Springer (Phaenomenologica 199).

b) Book-Chapters

- Brudzińska, J. & Breyer, T., (2025). „Resilienz und ihre Zusammenhänge mit Vulnerabilität und Krise aus analytischer und phänomenologischer Perspektive“. M. M. Fischer, T. Wabel, S. Lautenbacher S. & J. Wieder (eds). *Schmerz und Resilienz. Interdisziplinäre Diskurse zwischen geistes und naturwissenschaftlicher Perspektive: (Studien zur Resilienzforschung 1)*. Wiesbaden: Springer VS.
- Brudzińska, J. (2024). “In the Flow of Experience: Genetic Phenomenology, Psychoanalysis, and the Pursuit of a New Subjectivity Model”. K. Novotný. M. Staudigl, B. Weber (eds.). *Intertwinings. Exploring Intersubjectivity, Embodiment, and Alterity with James Mensch*. Cham: Springer (Phaenomenologica 242), pp. 165-182.
- Brudzińska, J. 2023. "Statische und genetische Methode", E. Alloa, T. Breyer & E. Caminada (eds.) *Handbuch Phänomenologie*. Tübingen: Mohr Siebeck, pp. 245-252.
- Brudzińska, J. 2022 „The Hidden Sociality of the Solitary Subject. Phenomenological and Psychoanalytical Reflections on Loneliness”. Michael M. Buchholz, Aleksandar Dimitrijevic (eds), *From the Abyss of Loneliness to the Bliss of Solitude*. Bicester: Phoenix Pub House, pp. 5-17.

- Brudzińska, J. 2022. "Transcendental Anthropology and Existential Phenomenology of Happiness." G. Heffernan, M. Cavallaro (eds.): *The Existential Husserl. A Collection of Critical Essays*, (Contributions to Phenomenology 120), Cham: Springer, pp. 31-44.
- Brudzińska, J. 2022. "Beyond the Image: Phenomenology of Emotive Consciousness." Thiemo Breyer, Marco Cavallaro, Rodrigo Y. Sandoval (eds.) *Wissenschaftliche Buchgesellschaft 2022 R. Sandoval (ed.) Phenomenology of Phantasy and Emotion*. Darmstadt: wbg Academic, pp. 13-26.
- Brudzińska, J. 2022. "La ricerca della felicità come forma della coscienza". In: F. Piazza & A. Pugliese (eds.), *Il prisma delle passioni*. Palermo: Unipa Press, pp. 133-145.
- Brudzińska, J. 2022. "The Unconscious and the Genesis of Consciousness. Psychoanalysis Meets Phenomenology." In P. Janik & C. Canullo (eds.). *Intentionalité comme idée. Phenomenon, between efficacy and analogy*. Kraków: Wydawnictwo Księgarnia Akademicka, pp. 133-148.
- Brudzińska, J. 2021 „The Genetic Turn. Husserl’s Path toward the Concreteness of Experience”, H. Jacobs (ed) *The Husserlian Mind*. New York: Routledge, pp. 129-139.
- Brudzińska, J. 2021. "Individuelle Erfahrungsperspektive und Phänomenologie der Intersubjektivität". Hans Werbik, Uwe Wolfradt, Andrea Lailach-Henrich & Lars Allolio Näcke (eds). *Das Verhältnis von Psychologie und Philosophie – historische Entwicklungen und aktuelle Perspektiven*. Würzburg: Königshausen & Neumann, pp. 179-199.
- Brudzińska, J. 2021. "Wiederholung und Individuation. Kierkegaard und Husserl zu Fragen der modernen Psychoanalyse". H. Weiß & E. Horn (eds), *Wiederholung und Wiederholungszwang. Neuere psychoanalytische Ansätze*. Frankfurt a.M.: Brandes & Apsel, pp. 199-219.
- Brudzińska, J. 2019. "L'expérience antéprédicative et les origines de la logique". J. Frages & D. Pradelle (eds) *Husserl. Phénoménologie et fondements des sciences*. Paris: Hermann Éditeurs, pp. 63-83.
- Brudzińska, J. 2018. „Phänomenologie als Anthropologie der Erfahrung und moderne Philosophie des Menschen“. R. Adolph/A. Gniazdowski / Z. Krasnodębski (eds). *Philosophische Anthropologie zwischen Soziologie und Geschichtsphilosophie*. Nordhausen: Traugott Bautz (Philosophische Anthropologie - Texte und Positionen 8), pp. 5-33.
- Brudzińska, J. 2018. „Husserls Psychologie in neuem Licht“. G. Benetka & H. Werbik *Die philosophischen und kulturellen Wurzeln der Psychologie. Traditionen in Europa, Indien und China*. Gießen: Psychosozial-Verlag, pp. 225-245.
- Brudzińska, J. 2017. „Erfahrung und Urteil“. S. Luft & M. Wehrle (eds) *Husserl-Handbuch. Leben – Werk – Wirkung*. Stuttgart: J.B. Metzler, pp. 104-113.
- Brudzińska, J. & Lohmar, D. 2017. „Einleitung der Herausgeber: Der Mensch als soziales Wesen. Phänomenologische und Anthropologische Perspektiven“. *Gestalt Theory*, DeGruyterOpen, 39(2-3), pp. 121-127.
- Brudzińska, J. 2016. „Angst und Individuation“, S. Micali & T. Fuchs. *Angst. Philosophische, psychopathologische und psychoanalytische Zugänge*. München: Alber 2016, pp. 135 - 155.
- Brudzińska, J. 2015. „Teilnehmende versus verstehende Erfahrung. Genetische Phänomenologie und die Psychoanalyse“. H. Lang/ P. Dybel/ G. Pagel, Gerda (eds.). *Hermeneutik und Psychoanalyse. Perspektiven und Kontroversen*, Würzburg: Königshausen & Neumann, pp. 13-32.
- Brudzińska, J. 2015. „Horyzontalna a wertykalna struktura interdyscyplinarności. Spojrzenie fenomenologiczne“. J. Kurczewska / M. Lejzerowicz (eds). *Głosy w sprawie interdyscyplinarności. Socjologowie, filozofowie i inni o pojęciach, podejściach i swych doświadczeniach*. Warszawa: IFIS PAN, pp. 251- 255.
- Brudzińska, J. 2013. „Von Husserl zu Merleau-Ponty. Gedanken über die Erfahrungsperspektive“. K. Novotný, P. Rodrigo, J. Slatman, S. Stoller (eds) *Corporeity and Affectivity. Dedicated to M. Merleau-Ponty*. Leiden: Brill, pp. 19 – 35.
- Brudzińska, J. 2012. „Depth phenomenology of the emotive dynamic and the psychoanalytic experience.“. D. Lohmar / J. Brudzińska, *Founding Psychoanalysis Phenomenologically. Phenomenological Theories of Subjectivity and the Psychoanalytic Experience*,. Dordrecht: Springer (Phaenomenologica 199), pp. 23–52.

- Brudzińska, J. & D. Lohmar. 2012 „Introduction“. D. Lohmar / J. Brudzińska, *Founding Psychoanalysis Phenomenologically. Phenomenological Theories of Subjectivity and the Psychoanalytic Experience*. Dordrecht: Springer (Phaenomenologica 199), pp. IX – XIX.
- Brudzińska, J. 2010. „Aisthesis“, H.R. Sepp / L. Embree (eds), *Handbook of Phenomenological Aesthetics*. Dordrecht: Springer, pp. 9- 15.
- Brudzińska, J. 2008 „Wprowadzenie“, in *Hans Georg Gadamer: Początek filozofii*. Transl.. J. Gajda Krynicka. Warszawa: IFiS PAN (Studia z Filozofii Systematycznej)
- Brudzińska, J. 2006. „Die phänomenologische Erfahrung und die Frage nach dem Unbewussten. Überlegungen im Anschluss an Husserl und Freud“. D. Lohmar & D. Fonfara (eds), *Interdisziplinäre Perspektiven der Phänomenologie. Neue Felder der Kooperation: Cognitive Science, Neurowissenschaften, Psychologie, Soziologie, Politikwissenschaft und Religionswissenschaft*. Dordrecht: Springer (Phaenomenologica 177), pp. 54-71.
- Brudzińska, J. 2001 „Popęd a aktywność poznawcza. Szkic z ujęć Kanta, Fichtego i Husserla.“ P. Dybel (ed). *Duch i dusza*. Warszawa: IFiS PAN, pp. 49 - 56.
- Brudzińska, J. 2000. „Das Subjekt des Leidens oder: das Subjekt durch Erleiden. Bemerkungen zur Ichgenese bei Husserl und Freud.“ P. Dybel / J. Brudzińska (eds), *Schuld, Leid, Gewissen, Melancholie*. Ed, Warszawa: IFiS PAN, pp. 187 – 196.
- Brudzińska, J. (2000). „Metoda fenomenologiczna.“ Z. Rosińska (ed), Blaustein. *Koncepcja odbioru mediów* Warszawa: Prószyński i S-ka (s. Filozofia Polska XX wieku), pp. 174 – 181.
- Brudzińska, J. 1999. „Podmiot cierpienia czy podmiot poprzez cierpienie. Uwagi na temat genezy Ja w fenomenologii Edmunda Husserla i psychoanalizie Zygmunta Freuda“. P. Dybel (ed) *Sumienie, wino, melancholia. Materiały polsko-niemieckiego seminarium. Warszawa, październik 1997*. Warszawa: IFiS PAN , pp. 184 – 194.

c) Articles in peer-review Journals

- Brudzińska, J. 2023. “Drive and Knowledge. On Some Aporias of Transcendental Idealism and Phenomenology”. *Discipline filosofiche*, Anno XXXIII/2, pp. 9-22.
- Brudzińska, J. 2022. “Bodily expression and transbodily intentionality. On the sources of personal life.” *Studia Phaenomenologica* XXII (2022), pp. 105-124.
- Brudzińska, J. 2021. “Three Notions of Unconscious. Observations at the Crossing Point of Phenomenology and Psychoanalysis”, *Paradigmi. Rivista di critica filosofica*, XXXIX, 3, 2021, pp. 481-494.
- Brudzińska, J. 2020. “The Polarity Paradigm. Phenomenological and Psychoanalytical Insights of the Subject”, *B@belonline. Rivista online di Filosofia - Nuova Serie*, 6/2020, pp. 67-87.
- Brudzińska, J. 2019. „Imitation and Individuation. The Creative Power of Phantasy“, *Social Imaginaries*, Special Issue 2019 „On creative imagination“, No. 10, pp. 81-95.
- Brudzińska, J. 2018. „Lebenswelt und Intentionalität der Urteilsbildung. Zur Revision eines phänomenologischen Grundkonzeptes“, in *Idee der Lebenswelt bei E. Husserl*“, ed. K. Novotny, *Interpretationes. Studia Philosophica Europeana* 2018/1, pp. 169-180.
- Brudzińska, J. 2018 „Fenomenologia jako teoria doświadczenia, a wyzwania współczesnej humanistyki. Nowe perspektywy w badaniach nad człowiekiem“, *Filozofia i nauka. Studia filozoficzne i interdyscyplinarne (FN)*, 3/2018, pp. 85-95.
- Brudzińska, J. 2018. “Lived Body and Intentional Embodiment. New Perspectives on Phenomenological Anthropology”, *D&U* 4/2018, pp. 245-259.
- Brudzińska, J. 2018. “Philosophical Anthropology at the Crossroads.”, *D&U* 4/2018.
- Brudzińska, J. 2016. “Human Nature in Conflict. Reflections from a phenomenological and psychoanalytical perspectives”, *D&U Vol. XXVI No. 3/2016*, pp. 41 – 58.

- Brudzińska, J. 2016, „Typ jako dynamiczna struktura doświadczenia z perspektywy fenomenologicznej“ *Filozofia i Nauka. Studia filozoficzne i interdyscyplinarne*, (FN) Vol. 4/2016, pp. 335-347.
- Brudzińska, J. 2015. „Type as Experiential Structure from a Phenomenological point of view”, S. Czerniak/ S. Bonacchi (eds): *Gestalt as a Structure Principle: Mind, Language, and Social Philosophy*, D&U, Warsaw, No.66 4/2015, pp. 101 – 115.
- Brudzińska, J. 2014. „Becoming a Person in the Life-World”. *Paradigmi. Rivista di Critica Filosofica*. Paradigmi: Roma (3) 2014, pp. 91 – 110.
- Brudzińska, J. 2014. „Mitvollzug und Fremdverstehen. Zur Phänomenologie und Psychoanalyse der teilnehmenden Erfahrung”, in *Phänomenologische Forschungen* 2013, Thema: Soziale Erfahrung, PhäFo 2014, pp. 45 – 76.
- Brudzińska, J. 2012, „Affekt und Phantasie im Aufbau personaler Realitäten“. *Affectivity and its Vicissitudes in Contemporary Humanities and Social Sciences*, *Archive of the History of Philosophy and Social Thought*, Vol. 57/2012 Supplement, Warszawa, pp. 195 – 215.
- Brudzińska, J. 2009. „O fenomenologii doświadczającej i polach doświadczenia“. *Przegląd Filozoficzny. Nowa Seria*, Warsaw 2009 Nr. 4 (72), pp. 319-336.
- Brudzińska, J. 2008. „Fenomenologia imaginacji a psychoanalityczne wymiary nieświadomości“. *Fenomenologia*, 2008 (6), Warsaw, pp. 93 – 113.
- Brudzińska, J. 2003. „Husserlowska fenomenologia pasywnej syntezy a nieświadoma dynamika popędowa według Freuda“. *Fenomenologia* (1) Poznań, pp. 92 – 109.
- Brudzińska, J. 1999, „Biegunowość w psychologii rozumiejącej Jaspersa i psychoanalizie Freuda“. *Świat psychoanalizy*, No 1/99 (9). Białystok 1999.
- Brudzińska, J. 1998. „Psychologia fenomenologiczna Edyty Stein w świetle dziejów nowożytnej myśli psychologicznej.“ *Studia Philosophiae Christianae*: Warszawa 34:1, pp. 69 - 86.

d) Translations

- Brudzińska, J. 2009. Husserl, Edmund: „Z wykładów na temat: Zasadnicze problemy fenomenologii.” [Aus den Vorlesungen: Grundprobleme der Phänomenologie.] „*Przegląd Filozoficzny. Nowa Seria*” Warszawa Nr. 4 (72), pp. 17 – 36.
- Brudzińska, J. 1999. Drüe, Hermann: „Od przypuszczeń na temat melancholii, do nauki o depresji”. In: *Sumienie, Wina, Melancholia*. P. Dybel (ed), Warszawa: IFiS PAN, pp. 123 – 149. Brudzińska, J. 1999. Drüe, Hermann: „Sumienie w psychoanalizie Freuda”. *Sumienie, Wina, Melancholia*. Hg. P. Dybel, Warszawa 1999, pp. 48 – 61.
- Brudzińska, J. 1998. Baßler, Wolfgang: „Marzenie senne jako zjawisko psychologii ogólnej”. *Świat psychoanalizy*, Białystok 1998, No. 2/98 (8), pp. 19 - 29.
- Brudzińska, J. 1997. Drüe, Hermann: „Sumienie w kulturze zachodniej”. *Psychoterapia i Kultura*, Warszawa, pp. 139 - 154.
- Brudzińska, J. 1996. Drüe, Hermann: „Fenomenologia i psychoanaliza.” *Philosophiae Christianae*, Warszawa.

COMPETENCE IN SCIENTIFIC GUIDANCE AS MANIFESTED VIA:

(I) SUPERVISING STUDENTS, INCLUDING FROM OUTSIDE GSSR

Supervising-Portfolio

Supervising PhD students at the GSSR IFiS PAN

- Mitchell Atkinson III “Alternity and the Flint Water Crisis” (2022, IFiS PAN award, 1. supervisor)

- Vhola Braun „Social experience in the Lifeworld“ (in process)

Supervising PhD students in international co-tutelle procedures

Co-tutelle GSSR IFiS PAN – University of Cologne (Germany)

- Thomas Dojan “Psychosexual Embodiment” (in process, 1. supervisor) ▪ Ying-Chien Yang „Die Passivität in der Aktivität bei Edmund Husserl. Eine phänomenologische Untersuchung ihrer Leistungen in der Genesis der Subjektivität und in der transzendentalen Logik“ (2022, 1. supervisor)

Co-Tutelle IFiS PAN – University of Florence (Italy)

- Andrea Lanza „Passive Syntheses and Cognitive Penetration. The Husserlian Motivational Legacy as Applied to the Relationship between Perception and Cognition” (2022, 1. supervisor)

Co-Tutelle University of Cologne (Germany) – KULeuven (Belgium)

- Julian Lünser „Die Genesis der Horizonte bei Husserl“ ((in process, 1. supervisor) **PhD**

Supervisor / Co-tutelle University of Cologne – University of Buenos Aires

- Santiago Souriges “„Phänomenologische Review der Struktur der Übertragung und des Todestriebes“ (in process, 2. supervisor)

Supervising PhD students at the University of Cologne (Germany)

- Zixuan Liu “Husserls Erweiterung des Willensbegriffs und ihre Bedeutung für die Handlungstheorie“ (2025, 1. supervisor)
- Sergio Gatica „Anfang und Methode. Zur Verwandlung der Ersten Philosophie in eine Grundlagenwissenschaft bei Husserl“ (2020, 3. supervisor)
- Honghe Wang „Die Grenzen der Einfühlung im Wahrnehmungsbewusstsein. Strukturelle und genetische Analysen nach Husserl“ (2017, 2. supervisor)
- Gabriele Baratelli „Form and Symbol. The Critique of Modern Logic in the Light of Husserl's Phenomenology" (2023, 2. supervisor)
- Phillipp Battermann “Transgenerational trauma and the aesthetics of historical events. A phenomenological assessment of history that became nature” (in process, 1. supervisor) ▪ Mari Van Stockum “Being someone else: towards a phenomenology of unconscious identification” (in process, 1. supervisor)
- Klaus Sellge “Eine Theorie des transkulturellen Subjekts. Und eine Praxis“ (in process. 2. supervisor)

PhD Reviewer international

- 2021 Robert Stephan (University of Vienna) „Mutative Erfahrung in der psychotherapeutischen Beziehung. Versuch eines phänomenologisch-psychodynamischen Zugangs unter Berücksichtigung der Philosophie des Geistes und der Kognition (2021)
- Emanuela Carta (Università di Roma Tre): „Wesen, Eidos, and Normativity in Husserl's Phenomenology' (2017)

International supervising of BA, MA, State exam, Master of Education exam MA

Supervising, University of Cologne:

- 2024 MA Naomi Bodner „Wie lässt sich die Kritische Theorie der Frankfurter Schule durch die Perspektiven des New Materialism erweitern, um einen produktiven Umgang mit aktuellen ökologischen und gesellschaftlichen Krisen zu ermöglichen?“
- 2023 MA Christoph Muus „Fremdwahrnehmung und Identität. Eine phänomenologisch – genetische Analyse zur Frage, inwieweit die Fremdwahrnehmung konstitutiv für die eigene erlebte Identität ist.“
- 2023 MA Julian Meergans „Edmund Husserls apodiktische Erkenntniskritik am Beispiel der Wiedererinnerung“
- 2020 Jennifer Gladbach „Der Mechanismus der Identifizierung und die Beziehung zum Anderen bei Max Scheler und Sigmund Freud“
- 2019 MA Tobias Hemme „Gefühle, und Werte in der Bewusstseinsleistung der typisierenden Apperzeption bei Edmund Husserl und ihre bildungsphilosophische Bedeutung“ ▪ 2017 MA Regina Schreiber „Die transzendente Reduktion bei Edmund Husserl. Sinn und Entwicklung einer phänomenologischen Grundmethode“
- 2017 MA Yannick Gaasch „Der Zugang zum Anderen bei Edmund Husserl und Alfred Schütz“

MA Supervising, Charls Univerity of Praque, Master Mundus Program:

- 2023 MA Julian Lünser „Horizont und Alterität“
- 2023 MA Camila Claveria Ramirez „Das Kritische in Husserls Phänomenologie“ BA

and State examinations Supervising, University of Cologne:

- 2024 BA Lars Swientek „Ich, Wir und Welt. Zur Phänomenologie von Fremderfahrung und Selbstwerdung“
- 2022 BA Franziska Neef „Depersonalisationserleben im Lichte von Husserls Phänomenologie der Person“
- 2019 BA Desiree Kemper „Das Phänomen der Freiheit bei Helmuth Plessner“ ▪ 2019 State exam: Patrick Smith „Vom Ursprung und Sinn des Widerspruches zwischen dem natürlichen Rechtsempfinden und den institutionalisierten Gesetzen in Adam Smiths Gerechtigkeitstheorie“
- 2019 BA Thomas Dojan „Die verlorene Zeit. Eine Untersuchung der Psychoanalyse des Zeiterlebens“
- 2018 BA Annemarie Kusi „Der Strukturzusammenhang des Seelenlebens in anthropologischer Hinsicht. Zur Wilhelm Diltheys Ideen über eine beschreibende und zergliedernde Psychologie ▪ 2017 BA Nina Sabo „Stellenwert von Macht und Gewohnheit in der philosophischen Anthropologie Helmuth Plessners. Eine Untersuchung am Beispiel von sozialen Praktiken der Diskriminierung“
- 2017 BA Philipp Battermann „Helmuth Plessners politische Anthropologie im Dialog mit dem Orientalismus Edward Saids“
- 2015 BA Johannes Zorn „Adam Smith und die moderne Empathie-Forschung“

(II) TEACHING EXPERIENCE

- 2020-2021 Visiting Professor for Moral Philosophy, Università degli Studi di Torino, Dipartimento di Filosofia e Science Dell'Educazione /DFE Eccellenza, Italy ▪ 2018 Visiting Professor for Philosophy, Dipartimento di Scienze Umanistiche, Università degli Studi di Palermo, (Erasmus+), Italy

- Since 2018 Lecturer in Philosophy at the Graduate School for Social Research (GSSR), Institute of Philosophy and Sociology of the Polish Academy of Science (IFIS PAN), Warsaw, Poland
- 2013-2015 Lecturer in Philosophy at the Department of Philosophy, University of Wuppertal, Germany
- Since 2005 Lecturer at the Department of Philosophy, University of Cologne, Germany
- 1999-2000 Lecturer in Psychology at the Department of Education, Institute of Psychology, University of Cologne, Germany

Teaching portfolio

GSSR IFIS PAN Warsaw, Poland

- 2024 - 4th International Research Summer School in Genetic Phenomenology: *Lifeworld - between Evidence and Delusion. Husserliana vol. 39 on Lifeworld*. August, 5th-9th 2024.
- 2022 - 3rd International Research Summer School in Genetic Phenomenology, *Experience and Life - Edmund Husserl's Experience and Judgement in the Light of Phenomenology and Psychoanalysis*, August, 14th-21th 2022
- 2020 - Master Class in Phenomenology - *Key Concepts of Phenomenology for Human and Social Sciences*, Lectures remote
- 2019 2nd International Research Summer School in Genetic Phenomenology: *The Limit Problems of Phenomenology: Unconsciousness and Instinct, Metaphysics, late Ethics*, , September, 2nd-6th . September 2019
- 2018 - 1st International Research Summer School in Genetic Phenomenology *Edmund Husserl's C-Manuscripts. An Open Project*, September, 24th-28th 2018
- 2018 - *Essentials of Phenomenology for Human and Social Sciences*, lectures

University of Cologne, Department of Philosophy, Germany

- 2024/25 winter semester, Anthropologie der Psychoanalyse, seminar
- 2024 summer semester, Phänomenologie der Lebenswelt, seminar
- 2023/24 winter semester, Phänomenologie des Narzissmus, seminar
- 2023 summer semester, Probleme der genetischen Phänomenologie, colloquium
- 2023 summer semester, Philosophische Anthropologie, lecture
- 2023 summer semester, Phänomenologische Werkstatt, kolokwium
- 2022/23 winter semester, Phänomenologische Psychologie, seminar
- 2022 summer semester, Philosophie der Psychoanalyse, seminar
- 2021/22 winter semester, Genealogie der Logik, seminar, remote
- 2021 summer semester, Phänomenologie der Urteilsbildung, seminar
- 2020/21 winter semester, Anthropologie des Fremden, seminar
- 2020 summer semester, Intersubjektive Erfahrung, seminar, remote
- 2019/20 winter semester, Praktische Intentionalität II, seminar,
- 2019 summer semester, Anthropologie des Unbewussten, seminar,
- 2018/19 winter semester, Praktische Intentionalität I, seminar,
- 2018 summer semester, Descartes' Affektenlehre, seminar,
- 2018 summer semester, Ausgewählte Themen der genetischen Phänomenologie, advanced seminar,
- 2017/18 winter semester, Ausgewählte Themen der genetischen Phänomenologie, advanced seminar,
- 2017/18 winter semester, Gottfried Wilhelm Leibniz: Neue Abhandlungen über den menschlichen Verstand, seminar,
- 2017 summer semester, Einführung in die Phänomenologie der Erfahrung, seminar,
- 2016/17 winter semester, Wilhelm Dilthey: Erkenntnistheorie der Lebensphilosophie, seminar,
- 2016 summer semester, Philosophie als strenge Wissenschaft, seminar,

2015/16 winter semester, Helmuth Plessner: „Macht und menschliche Natur“, seminar, 2015 summer semester, Philosophie des Unbewussten, seminar, 2014/15 winter semester, Einführung in die Phänomenologie der Person, seminar, 2014 summer semester, Moral bei David Hume, seminar, 2013/14 winter semester, Theorie des Organischen bei Helmuth Plessner, (seminar, 2013 summer semester, Theorie der moralischen Gefühle bei Adam Smith, seminar, 2012/13 winter semester, Phänomenologie der Wahrnehmung II (M. Merleau-Ponty), seminar, 2012 summer semester, Klassische Positionen der Ethik: Spinoza, seminar, 2011/12 winter semester, Phänomenologie der Wahrnehmung, seminar, 2011 summer semester, Grundlagen der phänomenologischen Ethik, seminar, 2010/11 winter semester, Einführung in die phänomenologische Zeitlehre, seminar, 2010 summer semester, Grundlagen der phänomenologischen Hermeneutik, seminar, 2009/10 winter semester, Das Ich in Phänomenologie und Neurowissenschaften, seminar, 2009 summer semester, Philosophie und Psychologie im 20. Jh., seminar, 2008/09 winter semester, Phänomenologie der Lebenswelt, seminar, 2008 summer semester, Phänomenologie der Emotion (Husserl, Scheler, Lévinas, Heidegger), seminar, 2007/08 winter semester, Intentionalität als Struktur des Bewusstseins, seminar, 2007 summer semester, Phänomenologische Erfahrungstheorie und die Grundlagen der intersubjektiven Praxis, seminar, 2006/07 winter semester, Phänomenologische Theorie der Leiblichkeit und der leiblichen Erfahrung (Husserl, Scheler, Merleau-Ponty, Straus, Fuchs), seminar, 2006 summer semester, Die phänomenologische Methode - zwischen Psychologie und Erkenntnistheorie), seminar, 2005 summer semester, Grundlagen der Phänomenologie Edmund Husserls, seminar, **University of Turin**

2020/21 winter semester, Antropologia del conflitto, lectures 36h

University of Wuppertal, Germany

2015 summer semester, Phänomenologie des Unbewussten, seminar, 2014/15 winter semester, Einführung in die phänomenologische Ethik, seminar, 2014 summer semester, Moral bei David Hume, seminar, 2013/14 winter semester, Theorie der ethischen Gefühle bei Adam Smith, seminar,

University of Cologne, Department of Education, Germany

2000 summer semester, Anthropologische Aspekte der Phänomenologie und der Psychoanalyse, seminar, 1999/2000 winter semester, Die Entstehung des Selbstbewusstseins aus der Sicht der Phänomenologie und der Psychoanalyse II, seminar, 1999 summer semester, Entstehung des Selbstbewusstseins aus der Sicht der Phänomenologie und der Psychoanalyse I, seminar,

RELEVANT PROFESSIONAL ACHIEVEMENTS

2022 *venia legendi* for Philosophy, Department of Philosophy, University of Cologne 2015 Habilitation in Philosophy, Institute of Philosophy and Sociology, Polish Academy of Science, Warsaw 2013 Diploma in Psychology (Dipl.-Psych.), University of Cologne

PROFESSIONAL ACTIVITIES

(i) Grant acquisition

2024 5th International Research Summer School in Genetic Phenomenology. *Person – Body - Science*, Warsaw, August 2025 – Polish Academy of Science / Office for International Cooperation

2024 4th International Research Summer School in Genetic Phenomenology: *Lifeworld - between Evidence and Delusion. Husserliana vol. 39 on Lifeworld*, Warsaw, August 2024 – Polish Academy of Science/ Office for International Cooperation

2023 Relation in Phenomenology – Phenomenology in Relation. Intra - and Interdisciplinary Perspectives. XXII conference of the Polish Phenomenological Association, December 2023, Warsaw – Institute of Philosophy and Sociology of the Polish Academy of Science (conference mini grant)

2022 *Fenomenologia niepewności*. XXI conference of the Polish Phenomenological Association, December, 2-3, 2022, Warsaw – Institute of Philosophy and Sociology of the Polish Academy of Science (conference mini grant)

2022 3rd International Research Summer School in Genetic Phenomenology: *Experience and Life Edmund Husserl's Experience and Judgement in the Light of Phenomenology and Psychoanalysis*, Warsaw, August 2022 - Polish Academy of Science/ Office for International Cooperation

2021 *Real/Unreal. Towards a Phenomenology of Virtuality*. XX conference of the Polish Phenomenological Association, December 2021, Warsaw – Institute of Philosophy and Sociology of the Polish Academy of Science (conference mini grant)

2020 *Towards a Depth Phenomenology of embodied Individuation*; PRELUDIUM BIS 1, National Science Centre, Poland, UMO-2019/35/O/HS1/04218

2020 2nd International Research Summer School in Genetic Phenomenology: *The limit problems of Phenomenology: Unconsciousness and Instinct, Metaphysics, late Ethics - Edmund Husserl's Experience and Judgment in the Light of Psychoanalysis*, Warsaw, September 2020 – Polish Academy of Science and PELION S.A. (Pelion Health Group)

2018 *Genetic Phenomenology of Personal Experience. The Interdisciplinary Potential of Edmund Husserl's Transcendental Philosophy*. OPUS 15, UMO-2018/29/B/HS1/02953, National Science Centre, Poland

2015 *Fühlen, Denken Erkennen. Erfahrungsphänomenologie im Spannungsfeld zwischen Mensch und Tier*; Fritz Thyssen Stiftung (conference grant)

(ii) Grant-funded project management

2024 5th International Research Summer School in Genetic Phenomenology. *Person – Body - Science*, IFiS PAN, Warsaw, August 2025 (PI)

2024 4th International Research Summer School in Genetic Phenomenology: *Lifeworld - between Evidence and Delusion. Husserliana vol. 39 on Lifeworld*, IFiS PAN, Warsaw, August, 5-9, 2024 (PI)

2023 Relation in Phenomenology – Phenomenology in Relation. Intra - and Interdisciplinary Perspectives. XXII conference of the Polish Phenomenological Association, December, 1-2, 2023, IFiS PAN, Warsaw (PI)

2022 3rd International Research Summer School in Genetic Phenomenology: *Experience and Life Edmund Husserl's Experience and Judgement in the Light of Phenomenology and Psychoanalysis*, IFiS PAN, Warsaw, August, 14-21, 2022 (PI)

2022 *Fenomenologia niepewności*. XXI conference of the Polish Phenomenological Association, December, 1-2, 2022, IFiS PAN, Warsaw (PI)

2021 *Real/Unreal. Towards a Phenomenology of Virtuality*. XX conference of the Polish Phenomenological Association, December, 17-18, 2021, IFIS PAN, Warsaw (PI) 2020 *Towards a Depth Phenomenology of embodied Individuation*; PRELUDIUM BIS 1, National Science Centre, Poland, UMO-2019/35/O/HS1/04218 (2020-2024), IFIS PAN Warsaw (PI) 2020 *Historisch-systematische Einleitung zur kritischen Edition des letzten Buches Edmund Husserls „Erfahrung und Urteil. Studien zur Genealogie der Logik“ in der Reihe Edmund Husserl Gesammelte Werke – Husserliana*; Fritz Thyssen Stiftung (PM)

2020 2nd International Research Summer School in Genetic Phenomenology: *The limit problems of Phenomenology: Unconsciousness and Instinct, Metaphysics, late Ethics - Edmund Husserl's Experience and Judgment in the Light of Psychoanalysis*, IFIS PAN, Warsaw, September 2020 (PI)

2018 *Genetic Phenomenology of Personal Experience. The Interdisciplinary Potential of Edmund Husserl's Transcendental Philosophy*. OPUS 15, UMO-2018/29/B/HS1/02953, National Science Centre, Poland (PI)

2015-18 *Kritische Edition des letzten Buches Edmund Husserls Erfahrung und Urteil innerhalb der Gesamtausgabe Husserliana Edmund Husserl Gesammelte Werke*; German Research Foundation (DFG) (PM)

2015 *Fühlen, Denken Erkennen. Erfahrungsphänomenologie im Spannungsfeld zwischen Mensch und Tier*; Fritz Thyssen Stiftung, Germany (PI)

(iii) Research dissemination

conference organizing

2024 *Eros Past and Present. Love and Desire in Traditional and Contemporary Thought*. Department of Philosophical Anthropology and Social Philosophy, IFIS PAN, December, 18-19, 2024 Warsaw, Poland

2024 4th International Research Summer School in Genetic Phenomenology: *Lifeworld - between Evidence and Delusion. Husserliana vol. 39 on Lifeworld*, IFiS PAN, Warsaw, 5-9. August 2024

2023 *Relation in Phenomenology – Phenomenology in Relation. Intra - and Interdisciplinary Perspectives*. XXII conference of the Polish Phenomenological Association, December, 1-2, 2023, Warsaw – Institute of Philosophy and Sociology of the Polish Academy of Science

2022 3rd International Research Summer School in Genetic Phenomenology *Experience and Life. Edmund Husserl's Experience and Judgement in the Light of Phenomenology and Psychoanalysis*, August, 14th-21th 2022 – GSSR/IFiS PAN, Warsaw

2021 *Real/Unreal. Towards a Phenomenology of Virtuality*, The 20th Conference of the Polish Phenomenological Association, IFiS PAN, Warsaw, 17-18.12.2021 (hybrid mode) 2021 *Resilienz – Resonanz – Response: Phänomenologische und interdisziplinäre Perspektiven auf existenzielle Erfahrungen von Krise und Vulnerabilität*. International conference, University of Cologne, (co organized with Thiemo Breyer), 24.–26.06.2021, Cologne, Germany (online) 2020 *Workshop Phänomenologie* – online; 29. 05. 2020, (with Dieter Lohmar) Husserl-Archive, University of Cologne, Germany

2019 2nd International Research Summer School in Genetic Phenomenology: *Limit Problems of Phenomenology: The Unconscious, Instincts, Metaphysics, and Ethics*, IFiS PAN, Warsaw, 2.-6. September 2019

2019 21th International Scientific Convention of the International Society Gestalt Theory and its Applications: *Motion. Spaces of Human Experience. Wirkungsräume von Erfahrung*, IFiS PAN, Warsaw, 13.-15. June 2019

2019 *Workshop Phänomenologie*. Husserl-Archive, University of Cologne, 12. April 2019 2018 1st International Research Summer School in Genetic Phenomenology: *Edmund Husserl's C-Manuscripts. An Open Project*, IFIS PAN, Warsaw, 24-28. Sept. 2018

2018 Internationaler Workshop *Husserl und das Denken der Existenz*, Husserl-Archive, University of Cologne, 17. April 2018

2018 International conference *Husserl-Arbeitstage*, Köln, Husserl-Archive, University of Cologne 18.-19. Okt. 2018 (with Dieter Lohmar and Thiemo Breyer)

2017 Cologne-Leuven Summer-School in Phenomenology *Phenomenology and its Methods*, University of Cologne, 31.7. – 4.8. 2017 (with Dieter Lohmar)

2015 II. International conference *Menschliche Natur jenseits der Naturalisierung. Zur Phänomenologie, Anthropologie und Psychoanalyse der humanen Welt*, Warschau, IFIS PAN, Department of Philosophical Anthropology and Social Philosophy 8.-9. Okt. 2015

2015 International conference *Fühlen, Denken, Erkennen. Erfahrungsphänomenologie im Spannungsfeld zwischen Mensch und Tier*, 16.-17. Okt. 2015 (with Alice Pugliese)

2013 International conference *Soziale Erfahrung - Internationale Tagung der deutschen Gesellschaft für Phänomenologische Forschung*, University of Cologne (with Dieter Lohmar und Dirk Fonfara) 2012 International conference *Husserl-Arbeitstage: Natur und Geist aus der Sicht der Phänomenologie*, University of Cologne (with Dieter Lohmar und Dirk Fonfara)

2011 I. International conference „*Phänomenologie des Menschen und die Grundlagen einer modernen Sozialtheorie*“, Institut für Philosophie und Soziologie der Polnischen Akademie der Wissenschaften, Department of Philosophical Anthropology and Social Philosophy, Warsaw

2007 - 2020 Co-organising of the series of *Phenomenological Workshops* at the Husserl-Archive of the University of Cologne (2xyear)

conference presentations

Keynote/invited speaker

2024 *Ich kann nicht. Von Erfahrung im Horizont der Unmöglichkeit*. Internationale conference “Negative Affectivity And Practical Possibilities”, University of Graz, Austria, 17.11.2024

2024 *Introductory lecture: Living the Lifeworld*. 4th International Research Summer School in Genetic Phenomenology Lifeworld - between Evidence and Delusion Husserliana vol. 39 on Lifeworld. IFiS PAN, Warsaw, 5.8.2024

2023 *Phänomenologie und Psychoanalyse – warum wir einen neuen Begriff der Erfahrung brauchen?* Cologne Lectures in New Medical Humanities, ceres - das Cologne Center for Ethics, Rights, Economics, and Social Sciences of Health, University of Cologne, 15.11.2023

2023 *Antropologia del Conflitto*. Università degli Studi di Napoli Federico II / Istituto Italiano di Studi Germanici, Neapel, 09.11.2023

2022 *Subjectivity as a Developmental Process. On the Paradigm Shift in the Human Sciences. - Phenomenology and the Sciences*. 7th Annual Conference of the Central and East European Society for Phenomenology, SETTEMBRE 13 - 15, 2022, PADOVA, ITALY

2022 The Origins of Genetic Phenomenology and the Challenge of Practical Consciousness. - STUDIEN-WORKSHOP, KU LEUVEN, 28-29. JUNI 2022

2021 *Mirroring und Mitvollzug. Phänomenologische und psychoanalytische Perspektiven*. Int. workshop Resonanz – Response – Resilienz. Phänomenologische und interdisziplinäre Perspektiven auf existenzielle Erfahrungen von Krise und Vulnerabilität. 25. 06. 2021. University of Cologne, online

2020 *Die Entstehung des Selbst. Zur Phänomenologie des Unbewussten und Psychoanalyse der Individuation* - XII Congreso Internacional de Investigación y Práctica Profesional en Psicología “Los Psicólogos en la Época de la Catástrofe Pandémica - UBA Psicología Buenos Aires 25.11.2020

2020 *Vom Schüler zum Freund Roman Ingarden und Edmund Husserl oder die Phänomenologie in einer schwierigen Zeit* - Der Streit um die Existenz der Welt. German-Polish Philosophical Conference on the occasion of the Roman Ingarden Year 2020. Polish Institute in Düsseldorf, Heinrich-Heine University Düsseldorf, 26.10.2020

2019 *Fenomenologia genetyczna i jej znaczenie dla współczesnych nauk o człowieku*, XIX conference of the Polish Phenomenological Association „Fenomenologia Dziś” IFiS PAN, Warsaw, 13.12.2019.

2019 *Why we still need a transcendental reflection today?* The Polish-Nordic Workshop on Phenomenology. Historical and Systematic Approaches, Warsaw, 27. 7. 2019 2019 *Das Fremde in*

uns oder warum wir einen neuen Begriff der Erfahrung brauchen. Psychoanalyticum. Julius-Maximilians-University Würzburg, 5. Juli 2019

2019 *Phänomenologie und Psychoanalyse. Wege zum Subjekt.* Sigmund-Freud-Privatuniversität Wien, 10. 05. 2019

2019 *Das Unbewusste und sein Trieb. Ein Beitrag zur transzendentalen Anthropologie Edmund Husserls.* „Husserls Grenzprobleme der Phänomenologie – Limesfälle des Leibes. Husserl: Problemi di confine della fenomenologia – Casi limite del corpo proprio“, international conference Università di Roma Tre, Rom 21.02. 2019

2018 *Existenz, Zeit, Glück. Betrachtungen zur Teleologie des personalen Lebens.* Internationale Workshop „Husserl und das Denken der Existenz“. Husserl-Archive of the University of Cologne, 17. April 2018

2018 *Vorprädikative Erfahrung und die Ursprünge der Logik.* Colloque international : Husserl. La phénoménologie et le fondement des sciences. Colloque international coordonné par Julien Farges (CNRS / UMR 8547 : Archives Husserl) et Dominique Pradelle (Sorbonne Université / Archives Husserl). Paris, 21-23.03.2018

2017 *Der imaginäre Körper. Perspektiven der Phänomenologischen Anthropologie.* „Anthropologisches Denken im Wandel: Die Frage nach dem Menschen als Herausforderung einer interdisziplinären Wissenschaft?“ interdisciplinary workshop. a.r.t.e.s. Graduate School for the Humanities & Competence Area IV, University of Cologne. 30. 11. - 01. 12. 2017

2017 *Aus dem Konflikt schöpfen. Zur Phänomenologie und Psychoanalyse der personalen Erfahrung.* „Grenzüberschreitungen. Angst – Solidarität“ agba Arbeitsgemeinschaft Beziehungsanalyse e.V. 19. Scientific conference, Augsburg, 2. – 5. November 2017

2017 *Zur Entstehung und Bedeutung von Edmund Husserls Erfahrung und Urteil.* „Exploring Ludwig Landgrebe's Contributions to Phenomenology“. Université Catholique de Louvain – Institut supérieur de philosophie. Louvain la Neuve 28.9.2017

2017 *Lebenswelt und Intentionalität der Urteilsbildung. Zur Revision eines phänomenologischen Grundkonzeptes.* „Edmund Husserls Idee der Lebenswelt“. AKC Prague, 12.-13. 04.2017 2017 *Vom deskriptiven zum relationalen Unbewussten. Grunddimensionen psychoanalytischer Erfahrung und des sozialen Ursprungs menschlicher Individuation.* International Conference: „Issues in Contemporary Phenomenology“. University of Warsaw, Polish Academy of Sciences, Polish Phenomenological Association. Warsaw 23.-26.03.2017

2017 *Fenomenologia jako teoria doświadczenia, a wyzwania współczesnej humanistyki - nowe perspektywy w badaniach nad człowiekiem.* „Nauka Jako Problem Filozoficzny i Metafilozoficzny“. Polish Academy of Sciences, Warschau 23 Februar 2017

2016 *Phenomenology. Its Relevance for the Humanities Today and Tomorrow.* Graduate School for Social Research, IFIS PAN, Warsaw 16. November 16, 2016

2016 *Beyond you and me. Unconscious dynamics of individuation.* International Conference „Modes of the Unconscious“. University of Heidelberg, October 13-14, 2016.

2016 *Edmund Husserls Psychologie in neuem Licht.* Conference on „Traditionelle Psychologie in Europa, Indien und China“. Sigmund Freud Privatuniversität Wien, 28-30. 09. 2016 2016 *Körperphantasie und Transleibliche Intentionalität.* „Körpertechniken – Imaginationstechniken“.

Lecture series at a.r.t.e.s. Graduate School, University of Cologne, 29. 06. 2016 2016 *Corporeal Phantasy and Transbodily Intentionality.* International Conference „Productive Imagination: Its History, Meaning, and Significance“. Department of Philosophy. New Asia College and Faculty of Arts. The Chinese University of Hong Kong. May 24-26, 2016 2015 *Phänomenologie der sozialen Welt im Wandel.* Universalismus – Eurozentrismus – Relativismus. Interdisziplinärer Workshop. a.r.t.e.s. University of Cologne, 13. 10. 2015

2015 *Körperphantasie und Individuation / Internationale Konferenz: Fühlen, Denken, Erkennen. Erfahrungsphänomenologie im Spannungsfeld zwischen Mensch und Tier,* University of Cologne, 16. – 17. 10. 2015

2015 *Konflikt und Selbstwerdung. Phänomenologisch-psychoanalytische Betrachtung / II.* Internationale conference: Menschliche Natur jenseits der Naturalisierung. Zur Phänomenologie, Anthropologie und Psychoanalyse der Humanen Welt. Warsaw, IFIS PAN, 8. – 9. 10. 2015

- 2015 *The Corporeal Fantasy and the Constitution of the Self*. „Imagination, Intersubjectivity, and Perspective-Taking“, Villa Vigoni, Lovenjo di Menaggio, 27-31.07.2015
- 2015 *Phantasie als Erkenntnisbewusstsein*: Cologne-Leuven Summer School 2015, Fantasy and Imagination in Husserl's Phenomenology, University of Cologne, 20 – 24.7.2015
- 2015 *Körperphantasie und die Zweite-Person-Perspektive*, Cologne-Leuven Summer School 2015, Fantasy and Imagination in Husserl's Phenomenology, University of Cologne, 20 – 24.7.2015
- 2015 *Körperphantasie und Individuation. Betrachtungen jenseits des Leib-Seele-Dualismus*. „Body, Mind, Expression“. 19th Scientific Convention of the Society for Gestalt Theory and its Applications (GTA), in cooperation with: Dipartimento di Antichistica, Lingue, Educazione, Filosofia (A.L.E.F.) of the University of Parma, Dipartimento di Neuroscienze of the University of Parma, Dipartimento di Scienze della Vita of the University of Trieste, Parma, 21 – 23.5.2015
- 2014 *“The passionate reason: subjective and intersubjective dynamics in the resolution of conflicts”*; BUILDING CONSENSUS. RHETORIC BETWEEN DEMOCRACY AND CONFLICT, University of Palermo, 15-18th April 2015
- 2014 *Co-performative dynamics of individuation*, Conference: Infancy and the self/other differentiation. Perspectives from phenomenology and psychoanalysis, Center of Subjectivity Research, Copenhagen, 30.-31.10.14
- 2014 *Teilnehmende versus verstehene Erfahrung. Genetische Phänomenologie und die Psychoanalyse*, International Conference: Hermeneutik und Psychoanalyse. Perspektiven und Kontroversen, Stuttgart, 23-25. 10. 2014
- 2014 *Der Typus als Gestaltungsprinzip der Erfahrung*, Warszawa, International Conference Gestalt as Structure Principle: Mind, Language and Art, 16. – 18.10.2014
- 2014 *Teilnehmende Erfahrung und die Zweite-Person-Perspektive in der Forschung. Zur Leistungsfähigkeit der genetisch-phänomenologischen Erkenntnisethode*, Münster: Geschichte – Gesellschaft – Geltung: XXIII. Congress of the German Society for Philosophy 2014, Section: Phenomenology, 3.10.2014
- 2014 *Intersubjektivität und sympathetische Partizipation. Zur Phänomenologie der ersten kommunikativen Strukturen*, Prague, 14.4.2014
- 2013 *Das emotive Leben des Subjektes und die Frage nach der Störung. Phänomenologisch-psychoanalytische Betrachtung*, University of Heidelberg, Klinik für Allgemeine Psychiatrie, Sektion „Phänomenologische Psychopathologie und Psychotherapie“, Karl-Jaspers-Professur für Philosophie und Psychiatrie, Forschungskolloquium „Philosophie, Psychiatrie, Psychosomatik“
- 2013 *Zur genetisch-phänomenologischen Erfahrungsanalyse und Psychoanalyse der teilnehmenden Erfahrung*, Percezione, Logica, Mente, Significato Convegno husserliano a Roma Tre, 2-3.10.2013, Rom
- 2013 *Zur Anthropologie und Phänomenologie der Glücksintentionalität. Eine interdisziplinäre Betrachtung*, University Potsdam and Helmuth-Plessner-Society: *Das Glück des Glücks. Philosophische Anthropologie des guten Lebens*. Potsdam 27.-29.6.2013
- 2013 *Der Leib als Erfahrungszusammenhang aus genetisch-phänomenologischer Sicht I/II*, International Workshop „Sinnlichkeit und Subjektivität bei Edmund Husserl“, Charles University of Prague
- 2012 *Lebenswelt und menschliche Natur im Zugriff der Wissenschaften*, Workshop Phänomenologie, Husserl-Archive, University of Cologne, 13.10.2012
- 2012 *Lebenswelt und menschliche Natur im Zugriff der Wissenschaften. Eine phänomenologische Reflexion*. Conference: O filozofii Edmunda Husserla – free Discussion on Husserl, Czech Academy of Sciences, Prague, 4.10.2012
- 2012 *Lebenswelt und menschliche Natur im Zugriff der Wissenschaften. Eine intentionalgenetische Analyse*. Scientific Colloquium: LEBENSWELT – TECHNIK – WISSENSCHAFT, University of Siegen: Forschungskolleg „Zukunft menschlich gestalten“ University Duisburg-Essen, 19.10.2012
- 2012 *Phänomenologie als Anthropologie der Erfahrung und moderne Philosophie des Menschen*, Conference of the Helmuth-Plessner-Society, PHILOSOPHISCHE ANTHROPOLOGIE ZWISCHEN SOZIOLOGIE UND GESCHICHTSPHILOSOPHIE, Warschau, 9.6.2012.
- 2011 *Being a person in the life-world*, Cologne-Leuven Summer School in Phenomenology, University of Cologne, 18. 7.2011

- 2011 *Subjectivity as a field of experience – naturalistic and personalistic attitude*, Cologne-Leuven Summer School in Phenomenology, University of Cologne, 22.7.2011
- 2011 *Zur Phänomenologie von Bindung und Individuation*, International Workshops „Phänomenologie des Menschen und die Grundlagen einer modernen Sozialtheorie“, IFiS PAN, Warsaw, 4.6. 2011
- 2011 *Erfahrungsgeschichte als gelebte Perspektive und die Frage nach einer gemeinsamen Welt*. International Colloquium „Leiblichkeit und Sozialität im Kontext der philosophischen Anthropologie.“ Czech Academy of Science and the Goethe-Institute, Prague, 16. Mai
- 2011 *Die Erfahrung der konkreten Subjektivität beim späten Husserl und die sympathetische Genese*. International Workshops „Phänomenologie des späten Husserls“, Charles University of Prague
- 2011 *Erfahrungsgeschichte als gelebte Perspektive*, 16. Workshops Phänomenologie, Husserl-Archive, University of Cologne
- 2011 *Erfahrungsgeschichte als gelebte Perspektive. Eine phänomenologische Überlegung*, International Conference „Perspektivität. Die Struktur unserer Erkenntnisvermögen und deren Folgen“. Technical University of Berlin, 17. 2. 2011
- 2010 *Psychology*. Cologne-Leuven Summer School in Phenomenology - Genetic Phenomenology, University of Cologne, 26. 07.2010
- 2010 *Lifeworld*. Cologne-Leuven Summer School in Phenomenology - Genetic Phenomenology, University of Cologne, 30.07.2010
- 2010 *Dilthey, Husserl und das psychologische Verstehen*. International Conference „Hermeneutik without Gadamer“, University of Cologne
- 2009 *O fenomenologii instynktów i polach doświadczenia*, conference on the occasion of the 150th anniversary of Edmund Husserl, University of Warsaw, 26.5.2009
- 2008 *Affektivität, Phantasie, Leib. Von Husserl zu Merleau Ponty*. Internationale conference “Merleau Ponty: Corporeity and affectivity”, Prague, 28.9.-2.10. 2008.
- 2008 *Eidetic Phenomenology*. Cologne-Leuven Summer School in Phenomenology, Essencials of Phenomenology, University of Cologne, 13.5.2008
- 2008 *Emotion und Phantasma. Zur Phänomenologie einer gemeinsamen Welt*. Philosophical Colloquiums University of Paderborn
- 2007 *Fantazmat i emocja w koncepcji konstytucji wspólnego świata u E. Husserla*. Conference „Der Geist als Weltmodel“, Kardinal Stefan Wyszyński University, Warschau
- 2007 *Wirkungsphänomenologie des Emotiven*. International Conference “Phänomenologie und Psychoanalyse.” University of Cologne
- 2005 *Funktion, Struktur und Wirkungszusammenhänge des Bildlichen. Zur Wirkungsphänomenologie des Phantasmatisch-Imaginären*. 11. International Congress der German Association of Semiotik, Europa-University Viadrina, Frankfurt /Oder.
- 2005 *Phantasie, Mitleid und die emotive Unselbstständigkeit des Menschen. Überlegungen zur erfahrungstheoretischen Bedingungen des Politischen im Anschluss an Husserl, Hume und Freud*. International Workshop: “Phänomenologie und Anthropologie des Politischen”. IFiS PAN, Warsaw
- 2004 *Ereignis und Anschauung. Die transzendente Subjektivität als dynamisches Erfahrungsfeld und ihr „Unbewusstes“*. Third Central- and Eastern European O.P.O. Conference “Phenomenology Subjectivity, Intentionality, Evil.” In Memory of Józef Tischner. Warsaw: 27. 11. 2004
- 2004 *Inne życie podmiotowości. Fenomenologia doświadczenia a nieświadomość w psychoanalizie Freuda*. Workshop der working group Phenomenology and Psychoanalysis; IFiS PAN Warsaw 2004
- 2004 *Das andere Leben der Subjektivität. Eine phänomenologische Deutung der Freudschen Thesen zum Unbewussten*. Philosophical Colloquium, University of Cologne
- 2003 *Edmund Husserl a doświadczenie marzenia sennego – kilka uwag na temat fenomenologii widzialnego inaczej*. III. Conference of the Polish Phenomenological Association, Warsaw 2002
- 2002 *Husserlowska fenomenologia pasywnej syntezy a dynamika popędowa wg Freuda*. II. Conference of the Polish Phenomenological Association, Warsaw
- 2001 *Der Trieb in der Sinnkonstitution - Phänomenologie und Psychoanalyse im Dialog*. VI. International Workshop, Centre for Phenomenological Research, Prague

(iv) Service to the discipline

Expert for international funding institution

Alexander von Humboldt Stiftung | National Science Centre Poland | a.r.t.e.s. Graduate School for the Humanities | Università degli Studi Roma Tre | Dipartimento di Filosofia, Comunicazione, Spettacolo und Università degli Studi di Roma "Tor Vergata" | Research Foundation - Flanders (Fonds Wetenschappelijk Onderzoek – Vlaanderen), FWO | Research Council KU Leuven | Österreichische Wissenschaftsfonds FWF | FCT Portugal: Fundação para a Ciência e a Tecnologia

Reviewer for international journals and publishers

The Journal of the British Society for Phenomenology |
Phänomenologische Forschungen | Phenomenology and Cognitive Science | Springer Nature
(Phaenomenologica) | Horizon. Studien für Phänomenologie | Dialogue & Universalism | Archive of the
History of
Philosophy and Social Thought | Metodo. International Studies in Phenomenology and Philosophy |
Studia Phaenomenologica | Human Studies. A Journal for Philosophy and the Social Sciences
| Paradigmi. Rivista di critica filosofica | Studia Philosophiae Christianae | Itinerari
Filosofici, Mimesis Edizioni, Milano | The Yearbook on History and Interpretation of
Phenomenology

ANDRZEJ LEDER

Institute of Philosophy and Sociology
Polish Academy of Sciences
Nowy Świat 72
Warsaw, Poland
andrzej.leder@ifispan.edu.pl

Employment:

Present position: Full Professor, faculty member, Institute of Philosophy and Sociology, Polish Academy of Sciences, Full Professor in the Graduate School for Social Research, Warsaw, Poland.

2008 – 2024 Associate Professor, Institute of Philosophy and Sociology, Polish Academy of Sciences, Associate Professor in the Graduate School for Social Research, Warsaw, Poland.

1996 - 2008 Assistant Professor, Institute of Philosophy and Sociology, Polish Academy of Sciences.

Additional professional experience

2022 Invited Lecturer at the SUNY (State University of New York).

2021 Visiting Professor in Literature Faculty of Sorbonne University, Paris. 2018 Invited Lecturer at the Marcel Mauss Institute of CNRS and EHESS in Paris (Logics and Trauma).

2016 Invited Lecturer at the Princeton University and Yale University (The Forgotten Revolution in Central Europe and its Consequences for Today's Politics. The Case of Poland.)

2012 started the cooperation with the Emmanuel Levinas Institute from Paris. He is the member of the Council of the Institute.

2010 was invited as a member of the Husserl Circle.

1999 begun a permanent cooperation with fellows from the French CNRS especially in the University Paris Descartes and Lille University, which resulted with common publications.

1992 started to practice as a trained psychoanalytical psychotherapist

Main Publications:

in German, book: *Polen im Wachtraum. Die Revolution 1939–1956 und ihre Folgen*, in Fibre-Verlag, transl. Sandra Ewers.

In English, book: 'The Changing Guise of Myths.' Frankfurt am Main 2013, transl. Richard Reisner.

In Polish, books

Ekonomia to stan umysłu. Ćwiczenie z Lacanowskiej semantyki języków gospodarczych. [Economics is a State of Mind. An Exercise in Lacanian Semantics of Economic Languages.] "Krytyka Polityczna 2023. Nomination for the Marcin Król Award."

‘Był kiedyś postmodernizm. 6 esejów o końcu stulecia. (*There was Postmodernism. 6 Essays for the End of the Century*), 2018.

‘Rysa na Tafl. Teoria w polu psychoanalitycznym.’ (*The Scratch on the Surface. Theory in the Psychoanalytical Field*), 2016.

Nominated in 2017 to the Tadeusz Kotarbiński Award.

‘Prześniona Rewolucja. Ćwiczenie z logiki historycznej’ (*Sleepwalking the Revolution. An Exercise in Historical Logics*), 2014.

Nominated in 2015 to three most important awards in Polish humanities: Jan Długosz Award, Jerzy Giedroyc Award and Kazimierz Moczarski Award and to the prestigious Literary Award Nike 2015.

Some reviews of the book *Sleepwalking the Revolution. An Exercise in Historical Logics*.

<https://histmag.org/Andrzej-Leder-Prze%C5%9Bniona-rewolucja-recenzja-9462>

<http://culture.pl/pl/dzielo/andrzej-leder-przesniona-rewolucja-cwiczenia-z-logiki-historycznej>

https://pressje.pl/media/pressje_shop/article/Pressje_38_A._Leder_Przesniona_rewolucja_B._Skrzypulec.pdf

<http://www.praktykateoretyczna.pl/michal-pospiszyl-przesniona-walka-klas-leder-marks-i-mieszczanska-rewolucja/>

http://monde-diplomatique.pl/LMD100/index.php?id=1_5

“Nauka Freuda w epoce *Sein und Zeit*” (The Teaching of Freud in the Time of *Sein und Zeit*) (2007), two collections of philosophical essays: “Przemiana Mitów, albo życie w Epoce Schyłku” (The Changing Guise of Myths or Living in The Time of Decline)

“Wojna o obrazy”, (The Icon’s War’), awarded with a literary price in 2004

“Nieświadomość jako pustka”, *Unconsciousness seen as the Void* in 2001.

published also papers in Polish, English, French and German philosophical reviews and books, i.e.:

The Unwritten Epic. Remarks on a Forgotten Liberation, in: *Teksty 2, Special Issue English Edition vol. 1 (15) : Polish Memory*, 1/2023, <https://tekstydrugie.pl/en/special-issues-in-english/>, *Is Money a Linguistic Form? Integrating Simmel’s Construction of Monetary Value into the Framework of the Philosophy of Language*, in: *Polish Sociological Review*, 4(204)2018 <http://polish-sociological-review.eu/index.php/psr-42042018/>

Etre fier de son courage éthique ou « se relever d’une mise à genoux » ? (To be Proud of the Ethical Courage or ‘Get up from your Knees’ ?), *Esprit*, France, March 2019, *La révolution des somnambules*, in: *RECEO Revue d’Etudes Comparatives Est-Ouest*, Paris 2016, <https://receo.revues.org/2924>, *Marzec 1968 przez pryzmat rewolucji 1905 roku (March 1968 in the Perspective of the 1905 Revolution)*, in: *1968/PRL/Teatr*, ed. Agata Adamiecka Sitek, Marcin Kościelniak, Grzegorz Niziołek, in *Instytut Teatralny im. Zbigniewa Raszewskiego Editions*, (Warsaw 2016), *Uwagi o sile retoryki i radykalnych skutkach jej stosowania (W Historii)*. (*Remarks on Rhetoric and on the Radical Effects of its Application. (In History)*), in: *Przemiany kulturowe we współczesnej Polsce. Ramy, właściwości, epizody*, ed: Joanna Kurczewska, Marta Karkowska, IFiS PAN Editions, (Warsaw 2016), *The power of symbols, vulnerability of trust, and securitisation. Psychoanalytic Essays on Power and Vulnerability*, (London 2014), *Psychoanalysis of a cityscape...*, in: *Psychoanalytic Reflections on a Changing World*, ed. Halina Brunning, (London 2012), *Edmund Husserl and Jacques Lacan : an Ethical Difference in Epistemology ?* in : *Founding Psychoanalysis Phenomenologically*, ed. Dieter Lohmar, Jagna Brudzińska, *Phaenomenologica* 199, (2012), *La haine comme force formatrice dans le champ symbolique*, in: *Les sentiments et le politique*. (publications des colloques de Cerisy) ed. Pierre Ansart i Claudine Haroche, L’Harmattan, Paris 2007,

Violence et rationalité, in : Quaderni – la revue de la communication, No 49, Hiver 2002/2003, Paris, France, *Introduction a une analyse des transformations de l'intuition du temps dans la culture contemporaine*, in : *Malaise dans la temporalité*, ed. : Paul Zawadzki, Publications de la Sorbonne 2002, Paris, France, *The Phenomenological Theory of the Unconscious: A Change of Paradigm*, in: *Philosophical Writings*, No. 10, Spring 1999, Durham, UK.

Information on the supervision of students applying for the award of a master's degree:

1. Master's thesis by Mr. Szymon Korc, entitled Unconsciousness in Sociology, defended at the Institute of Sociology, University of Warsaw, 07/01/2003.
2. Master's thesis by Mrs. Malina Baranowska, entitled Freedom, or a Matter of Education in Freedom, defended at SWPS on 01/12/2003.
3. Master's thesis by Mr. Michał Modliński, entitled In Search of Peace – Going Beyond Rationality, defended at SWPS University, Warsaw on 22/03/2004,
4. Master's thesis by Mr. Marcin Zielonka, entitled Rap as Secondary Orality, defended at SWPS on 14/11/2005.
5. Master's thesis by Mr. Jakub Iwański entitled A Short Dissertation on Dragons, which discusses the purpose of their presence and where their diversity comes from, defended at SWPS on 15/03/2005.

Information on providing care for persons applying for a doctoral degree,

1. Dissertation by M.A. Magdalena Szalewicz entitled Spectacular Thinking. On what is visible in reflection and its connections with the expressible based on the analyses of Michel Foucault and Sigmund Freud, defended at IFiS PAN in 2016.
2. Thesis by Ewa Szumilewicz, MA On the paradox of cognition. Poststructural landscape, defended at IFiS PAN in 2019.
3. Thesis by Marta Dziewańska, MA, Plasticity, assembly and history in motion, defended at IFiS PAN in 2022, unfortunately, due to the detection of numerous fragments copied from other works, mainly from the area of art history, the Scientific Council of IFiS PAN has annulled its decision to award the title of doctor to the author of the work.
4. Thesis by Alicja Bachulska, MA, Cultural Trauma Representations in Public and Private Museums in China: Between Propaganda, Commodification, and Alternative Visions of the Past, defended at IFiS PAN in 2023.
5. Thesis by Barbara Barysz, MA, Analysis of models of subjectivity contained in identity projects formulated in the discourse of the quarterly "Kronos", defended in IFiS PAN in 2024.
6. Thesis by Michał Stemerowicz, MA, Technique, World, Resource, defended in 2024.

Information on serving as a reviewer in doctoral proceedings or proceedings:

1. Review of the doctoral dissertation by Maciej Sosnowski, MA, To Love Dialectics. The Concept of Love in Speculative Philosophy - with Constant Reference to Søren Kierkegaard 2009 IFiS PAN
2. Review of the doctoral dissertation of Michał Piekarski, MA The Evolution of Wittgenstein's Conception of the Relationship between Language and the World. 2010 UKSW
3. Review of the doctoral dissertation of Magdalena Brykczyńska, MA A Completely Different Practice. The Phenomenology of Writing by Antonio di Benedetto. (2012 UW)
4. Review of the doctoral dissertation of Michał Rauszer, MA: Between Exclusion and Universality. The Cultural History of Rebellion in

the 20th Century. (2014 USWPS) 5. Review of the doctoral dissertation of Krzysztof Świrek, MA Theories of Ideology at the Intersection of Psychoanalysis and Marxism. (2016 UW)

6. Review of the doctoral dissertation of Natalia Mętrak-Rudy, MA: Think and Love. A Happy Marital Relationship in Guidebooks from the Second Half of the 20th Century. (2017 UW)

7. Review of the doctoral dissertation of Kamil Moroz, MA: Intentionality and Trauma. Discovering Subjectivity with Husserl and Freud. Intentionality and trauma. The subject matter of Husserl and Freud. (2018 UJ)

8. Review of the doctoral dissertation of MA Jan Borowicz: Holocaust Perversions. The Position of the Polish Witness. (2018 UW)

9. Assessment of the doctoral dissertation of MA Jakub Krzeski Philosophical approach to the metrological conflict in the area of science evaluation. (2021 UAM).

10. Review of the doctoral dissertation of MA Grzegorz Michalik: From the subject of sense to the subject of drive – the problem of subjectivity in the teaching of Jacques Lacan. (2022 UMCS)

Information on performing the function of a reviewer in habilitation procedures or habilitation proceedings:

1. Assessment and habilitation dissertation of Dr. Ewa Borowska: The problem of metaphysics. Evolution of European metaphysics in the interpretation of late Heidegger, (2010 UW)

2. Review of the scientific achievements and habilitation dissertation of Dr. Jarosław Fazan: From metaphor to delusion. An attempt at Tadeusz Peiper's pathography, (2012 UJ) 3. Review of the achievements and habilitation dissertation of Dr. Michał Herer Philosophy of current events. (2013 UW)

4. Review of the achievements and habilitation dissertation of Dr. Tomasz Kitliński: Dream? Democracy! A Philosophy of Horror, Hope & Hospitality In Art & Action, (2015 UMCS) 5. Review of the achievements and habilitation thesis of Dr. Piotr Kulas: Intelligentsia denied. Ethos and identity of young intelligentsia elites. (2018 UW)

6. Review of the scientific achievement (collection of articles) and other achievements of Dr. Marcin Moskalewicz (2018, UM in Poznań).

7. Report on the dossier of habilitation of Kinga SIATKOWSKA-CALLEBAT: Transgression of the romantic paradigm in the Polish culture after 1989. (2023 University of Paris IV Sorbonne)

8. Review of the achievements and habilitation thesis of Dr. Iwona Krupecka: Descartes and Cannibals. From the history of one idea. (2023 UŁ)

Information on serving as a member or secretary of the habilitation committee:

In March 2013, I served as secretary of the habilitation committee of Dr. Adam Lipszyc, the title obtained on the basis of his achievements and the work: Justice on the end of the tongue. Reading Walter Benjamin.

Education and degrees granted:

2024 obtained the title of full professor.

2007 defended his habilitation and started to work as associate professor in the Institute of Philosophy and Sociology of the Polish Academy of Sciences in Warsaw. 1996 started to work in the Institute of Philosophy and Sociology of the Polish Academy of Sciences in Warsaw.

1994 defended his doctoral thesis "Unconscious and the Intentional Consciousness. In the Field of the Thought of Freud and Husserl".

1986 – 1990 has studied Philosophy in the Warsaw University and in he started his post graduate studies in the Institute of Philosophy and Sociology of the Polish Academy of Sciences.

1985 graduated from Medical Academy in Warsaw.

Information on participation in the work of research teams implementing projects financed through domestic or foreign competitions:

1. The category of trauma and theoretical transformations of European thought in the 20th century, project manager, National Science Centre DEC-2011/01/B/HS2/05113, 2011- 2016, (completed)
2. Problems of Contemporary Phenomenology, participant, prof. Jacek Migasiński (project manager), NPRH 11H12 0133 81, 2012 – 2017 (completed)
3. The Warsaw School of Historians of Ideas and its significance in Polish humanities, participant, prof. Andrzej Gniazdowski, NPRH 0082/FNiTP/H11/80/2011, 2011 – 2019 (completed)
4. Research project: Sciences et Psychanalyse, participant, financing: Émergents 2008- 2009, from 01 January 2009 to 30 November 2009, project manager: dr Pierre Cassou-Nogues, 5. Cooperation program with the European Institute Emmanuel Levinas in Paris and the French Culture Center of the University of Warsaw, which resulted in a series of seminars on the philosophy of Emmanuel Levinas in 2013, led by experts from France and Poland. Financing: all three institutions (completed).
6. The Desire for Immediacy and the Crisis of Cultural Forms of Mediatization/ The Désir de l'immédiat – la crise des médiations. Project carried out and financed in cooperation with the GSRL-CNRS laboratory, UMR 8582 in Paris, the PAN Scientific Station in Paris and the Philosophy of Culture Team IFiS PAN, principal (together with prof. Paul Zawadzki from GSRL CNRS), 2019-2022, (completed).
7. Ideas of Emancipation in the Borderlands of East-Central Europe, project manager with dr Joseph Grim Feinberg, INSTITUTE OF PHILOSOPHY AND SOCIOLOGY OF THE POLISH ACADEMY OF SCIENCES and INSTITUTE OF PHILOSOPHY. CZECH ACADEMY OF SCIENCES, 2024- 2026.

Important presentations at conferences:

1. Edmund Husserl and Jacques Lacan: an ethical difference in epistemology? (plenary lecture) Phänomenologie und Psychoanalyse, Husserl-Archiv der Universität zu Köln, Cologne, 2007
2. The problem of legitimisation. The position of Emanuel Levinas and Abraham J. Heschel, Abraham Joshua Heschel. Philosophy and inter-religious dialogue: between Poland and America, IF UW, Warsaw, 2007
3. Can philosophy of culture exist as an a priori science? Culture and method, IF UW, Warsaw, 2007
4. Imaginaire and symbolique. Do Lacanian categories allow us to understand the social imagination? Light-shadows of imagination, Faculty of Pedagogy and Arts UAM, Kalisz, 2007
5. Hatred as a factor shaping the symbolic sphere, (plenary lecture), Philosophical, social and cultural aspects of violence, IF UMCS, Lublin, 2007
6. Presentation du volume „Emmanuel Levinas. Philosophie. Théologie. Politique. Réceptions d'Emmanuel Levinas, Association "Un Siècle avec Levinas", Paris, May 14, 2008
7. Psychoanalysis of urban space. Warsaw, Psychoanalysis, Culture, Interpretation, Faculty of Polish Studies, University of Warsaw, CSW Zamek Ujazdowski, Warsaw, May 4-6, 2008
8. In what space do Husserl's "Lectures on the Inner Consciousness of Time" take place? Consciousness and the Object, Faculty of Christian Philosophy UKSW, Warsaw, 5. 12. 2008
9. The Place of Psychoanalysis in Contemporary Culture, VIII Philosophical Congress, Institute of Philosophy UW, Warsaw 18. 09. 2008
10. Freud, Jacobson, Lacan – a discussion between linguistics, philosophy and psychoanalysis, Journée Philosophie et Psychanalyse, University of Lille, CNRS Lille, 19- 20.06.2009

11. Trust, naivety, hopelessness and realism in Husserl's phenomenology and Lacanian psychoanalysis, (plenary lecture), Husserl Circle Conference 2009, Husserl Circle, University Paris 1, CNRS, Scientific Station of the Polish Academy of Sciences in Paris, Paris 22-25.06.2009
12. Guilt Without Law. The Structure of the New Illusion, Lacan's Lessons. Clinic, Society, Philosophy, New Lacanian School, French Institute in Warsaw, Warsaw, 17.01.2009
13. The 'Paternal' Problem in the Light of Psychoanalytical Theory, Constructing National Identity, Institute of Polish Culture, University of Warsaw, Warsaw, 20.03.2009
14. Lacan's Concept of the Relationship between Thought and Language, Language and Thinking, UKSW, Warsaw, 4.12.2009
15. Husserl's Spatialization of Time as a Model of Spatial Form of Theory, 150th Anniversary of Edmund Husserl's Birth, Przegląd Filozoficzny, University of Warsaw, IFiS PAN, Warsaw, 15-16.05.2009
16. Montaigne's Notion of Friendship, Cartesian Subject and Some Remarks of Lacan, Friendship, IFiS PAN, Wars
17. How does Levinas's word become an image? (plenary lecture), The Limits of Word and Image in the Philosophy of Lyotard and Levinas, IF UW, PTFn, Centre for Contemporary Art, Société Internationale de Recherche Emmanuel Levinas, Warsaw, 15-16. 05. 2010
18. Freud, Jakobson, Lacan – a contribution to the question of iconoclasm, Traces of Judaism in Contemporary Thought, IFiS PAN, Jewish Community Center, Kraków, 4-6. 10. 201
19. Qui est inquiet? The question of the sujet of l'inquiétude, L'Inquiétude. Rencontres d'anthropologie de la démocratie, Center de Recherche Sens, Ethique et Société (CNRS Université Paris 5 – UMR 8137), Paris, 29/04/2011
20. Is Hatred a Major Factor Determining the Contemporary Social Imaginary? Phaenomenologie des Menschen and die Grundlagen einer Modernen Sozialtheorie, Husserl Archiv der Universität zu Köln, IFiS PAN, Warsaw, 3-4.06.2011
21. Position of the subject and the subject field, Discourse of the subject, subject of discourse, Academia Pomeraniensis, Sopot, 29-30.09.2011
22. Logic of meaning, logic of trauma, Deleuze's logic, Orgy of Thought, Workshop of French Philosophy, University of Warsaw, PWN Scientific Publishing House, Warsaw 9.11.2011
23. Wittgenstein as a symptom, Language and play – the brothers Paul and Ludwig Wittgenstein, Workshop of German Philosophy, University of Warsaw, Austrian Cultural Forum, Warsaw, 23.11.2011
24. Levinas anthropologue, The democratic man, CERSES/CNRS, Université Paris V, IFiS PAN Siedlce University of Natural Sciences and Humanities, Siedlce, 8-9. 03.2012
25. L'Universalite: tiers or mediation in the language. Levinas and politics, Morals and postmodern politics, IF UW, OCF UW, University of Białystok, Warsaw, 18-19.05.2012
26. The figure of the father in the subjective field of Western and post-communist Europe, The politics of psychoanalysis – Freud, Lacan, Žižek Faculty of Philology, University of Silesia, Katowice, 9-11.05.2012
27. What to think about today? Thinking Today, Barbara Skarga Foundation for Thinking, Institute of Philosophy, University of Warsaw, Warsaw, 5.05.2012
28. The Space of the City in the Space of Thinking. Warsaw through Miłosz, Miłosz's Warsaw, IBL PAN, Warsaw, 13.10.2012
29. Levinas et le sujet politique, XII Conference of the Polish Phenomenological Society RETURNS OF THE SUBJECT, PTFn, IFiS PAN, CAV, Warsaw, 30.11-1.12.2012
30. How to Read Freud? Ricoeur or Derrida - Meaning and Nonsense. The Limits of Interpretation in Hermeneutics and Psychoanalysis, Deutsche Forschungsgemeinschaft, IFiS PAN, Center for the Study of the History of Ideas, University of Warsaw, Kraków, 10- 13/10/2013
31. Beyond Marxism. The Case of Poland and France, Warsaw School of the History of Ideas Identity – Tradition – Presence, Institute of Philosophy, University of Warsaw, Institute of Philosophy and Sociology, Polish Academy of Sciences, Archive of the Warsaw School of Historians of Ideas, Warsaw, 10.05.2013
32. Self-knowledge in the Network of Signifiers, Aporias of Self-knowledge, Institute of Philosophy and Sociology, Polish Academy of Sciences, Kazimierz Dolny, 25-27.09.2013
33. Berlin - the Childhood of the 20th Century, Literature and the "Factures" of the 20th Century History,

- Faculty of Polish Studies, University of Warsaw, Warsaw, 16.04.2013
34. The Language, the Autre and the Subjectivity of the Autrement qu'être... of Levinas, Levinas and the Subjectivity, Faculty of Human Sciences of the University of Charles de Prague, Prague (Czech Republic), 28-30.04.2014
35. Trust, Criticism, Financing..., Academic Culture Congress, Jagiellonian University, Kraków, 20-21.03.2014
36. Kant's Category of the Sublime and Trauma. Frank Ankersmitt's Hypothesis, The Relevance of Kant's Aesthetics, IF University of Warsaw, Warsaw, 31.05.2014
37. Apriority of Philosophy of Culture, Normativity in Culture, Rules – Arguments – Practices, Philosophy of Culture Research Team IFiS PAN, Warsaw Scientific Society, Warsaw, 7-8.11.2014
38. March 1968 through the Prism of the 1905 Revolution, 1968/PRL/Theater, Department of Theatre and Drama, Jagiellonian University, Theatre Institute. Z. Raszewski, Warsaw, November 17-18, 2014
39. Du prêtre et du bouffon, Le rire et la religion, L'Ecole des Hautes Etudes en Sciences Sociales (EHESS), Paris (France), 3-4/02/2015
40. The Interpretation of Polish History Using Psychoanalytical Constructs in Times of Crisis, The 13th Israeli-Polish Mental Health Association Meeting, Tel-Aviv (Israel), May 28-30, 2015
41. The Kantian Imperative of Empathy, Interpret Europe, European Association for Heritage Interpretation, Kraków, 6-7/06/2015
42. Deux solipsismes, Ve UEE de l'OFFRES, Faculty of Philosophy and Sociology, University of Warsaw, OFFRES, Warsaw, 6-12.09.2015
43. Social Imaginaries and the Imperative of Empathy, Visual Anthropology and European Cultural Heritage, Institute of Ethnology and Cultural Anthropology, University of Warsaw, Warsaw, 21-23.09.2015
44. Unconscious design of the city space, Fair Design 2015 International Conference on Design Theory and Criticism: Design Facing the Challenges of Modernity: Activity, Academy of Fine Arts, Warsaw, 24-25.09.2015
45. Imaginarium, historical fact, fantasy, V TSL Lubliniec: Being (with) oneself not at home. Migration Memory, Community, Identity, Jagiellonian University, University of Silesia, Lubliniec, 6-10.07.2015
46. Unwritten epic, ISP PAN, IKP UW Warsaw, 12-13.06.2015
47. Philosophy of Culture as an a priori theory, 10th Polish Philosophical Congress, Adam Mickiewicz University, Poznań, 15-19.09.2015
48. Psychoanalysis of urban space, Humanist reflection in spatial planning, IBL PAN, Fryderyk Chopin National Institute, Warsaw, 19-20.11.2015
49. Overslept revolution. Some Methodological Remarks, Seminar of the Sociology and Anthropology of Culture Team IFiS PAN, Warsaw, 23.02.2015
50. Sleepwalking the Revolution, The Contemporary Interpretation of Historical Legacies in East Central Europe POLIN Museum of the History of Polish Jews Warsaw, Warsaw, 20-21 May 2016
51. Guilt, Shame, Dignity in the End of the XX century, Cultural Literacy of Migration: Affects, Memory, Concepts, Institute of Literary Research of the Polish Academy of Sciences (IBL PAN), Warsaw, 18-19 May 2016
52. The Formation of the Hegemonic Formation. Poland in the Period After 1956, Polish Memory. Continuity and Transformations; diagnosis and prognosis, WP UJ Kraków, 30 September - 1 October 2016
53. Pride, shame and emancipation, Poland 1989-2015 and what next? IFiS PAN, Warsaw, 20 October 2016
54. Aggression, history, democracy. Democratic change and the disclosure of destructive desires, Nature and Culture - psychotherapy towards the phenomenon of aggression in the contemporary world, PTP, PTPs, Warsaw, 21-23 October 2016
55. Can we talk about an ethical turn in the philosophy of the 20th century? Ethics and Thinking, Fundacja im. Barbara Skargi, Warsaw, December 3, 2016
56. Sleepwalking Through the Revolution, Unknown Konows of Polish Colonialism, Savvy Contemporary, The Laboratory of Form Ideas, Berlin (Germany), 28/04/2017
57. La révolution

des somnambules, L'histoire : L'europe centrale, ses nostalgies historiques et l'avenir de L'Europe, CEFRESS (Centre Francais de Recherche en Sciences Sociales, USR 3138 CNRS), Prague (Czech Republic), 13/11. 2017

58. Eichmann as a Symptom, Traumatic Modernities, Faculty of Polish Studies, Jagiellonian University, Warsaw, Cracow, April 19-21, 2017

59. The Revolutionary Subject in the Activity/Passivity Dimension, The Russian Revolution and the History of Ideas, IFiS PAN, Archive of the Warsaw School of Historians of Ideas, Warsaw, November 8-10, 2017

60. Unwritten Epopee, Peasantism and Its Legacy in Polish Culture, IBL PAN, Warsaw, April 10-11, 2017

61. Trauma in the Social Dimension, The Problems of Loss in Family and Couple Therapy, Collegium Medicum UJ, Cracow, June 24, 2017

62. Is Money a Linguistic Sign, Around Georg Simmel's Philosophy of Money, IFiS PAN, ECS, Gdańsk, July 4 2017

63. Humanities as a Choice Between Memory and Hope, Humanities with a View of the University. The Responsibility of the Humanist, Faculty of Polish Philology, Adam Mickiewicz University, Poznań, October 26, 2017

64. Literature and Philosophy. Paths of Thinking about the State of Exception, Names of Anomie. Literature and the Experience of the State of Exception, Faculty of Polish Philology, University of Warsaw, Warsaw, December 11-12, 2017

65. Psychoanalysis as a Critical Theory of History. The Case of Poland, (plenary lecture), Psychoanalysis in the Shadow of War and Holocaust. Poles – Jews – Germans, International Psychoanalytic University, Berlin, Berlin (Germany), 2018

66. The 'Perverted Father' Figure in Eastern Europe, Perverse Decolonisation. Final Research Meeting, Academy of Art and Design, Koeln, Cologne (Germany), 2018 67. The expression of the traumatism of the semiotics and pragmatism of expression, Laboratory of Linguistique Anthropologique et Sociolinguistique (LIAS-CNRS-EHESS), Research Team of the Philosophy of Culture IFiS PAN, Warsaw, 2018

68. Contemporary Polish Social Imaginary, Perverse Decolonisation, Academy of Art and Design, Koeln, Centre for Contemporary Art Ujazdowski Castle, Warsaw, 2018 69. When the world falls apart, a dog can also be the Other. A lecture perhaps a bit more Lacanian, Meeting with the Other. Emmanuel Lévinas and French Thought in the Face of Contemporary Problems, Centre for French Culture and Francophone Studies, University of Warsaw, Emmanuel Lévinas European Institute AIU, Warsaw, 2018

70. The European Philosophy in the XXth Century as a Regressive Process, Philosophy and the Idea of Europe / Filozofia a Idea Europy IFiS PAN, ECS Gdańsk, Gdańsk, 2018 71. Social Imaginaries and Continental Politics, Pivotal Ideas of the Last 30 Years: Democracy, Society and Markets at the Turn of the Century, GSSR, IFiS PAN, Warsaw, 2018 72. Money as Linguistic Form, Max Planck Partner Group, IFiS PAN, Warsaw, 2018 73. A Short History of Extinguishing Hope with an Excursion Towards the "Memory Turn", Etyka, Dyskurs, Ideologia, SGH in Warsaw, Warsaw, 2018

74. Non-human subjects of metaphysical stories, Narration: metaphysics and ethics. Thinking today VII, Barbara Skarga Foundation, IF UW, Warsaw, 2018

75. Heidegger – the question of responsibility, Heidegger in Poland, UP Krakow, UW, IFiS PAN, Jabłonna, 2018

76. The dévalorisation of the lab à la fin du XX siècle, Les Peuples versus le Capitalisme: Les Sociaux en Europe sur l'exemple de la Pologne et de la France, PAN (Paris Station), UAM (Poznań), Univ. Haute-Alsace (Mulhouse), Paris (France), October 2019

77. Sleepwalking the Revolution. Poland 1939-1956, Difficult Legacies & New Hegemonies in Eastern Europe, Universitaet Bremen, Bremen, (Germany), 6.11.2019 78. Fascism and the Symbolic Capital, Studies on Fascism, IFiS PAN, IF UW, Warsaw, 2019 79. A Short History of Extinguishing Hope with an Excursion Towards the "Memory Turn", XI Polish Philosophical Congress, KUL, Lublin, 9-14. 09. 2019

80. Is the End of the Principle of Hope? The Return of the Repressed? Psychoanalysis and the legacy of totalitarianism in the 21st century, (plenary lecture) PTPsychoanalityczne, IFiS PAN, Warsaw, 2019

81. XXth Century European Philosophy as Regressive Process, The Return of Hegel History, Universality and Dimensions of Weakness, IFiS PAN/Goethe Institut, Warsaw (Poland), 2020

82. Recognition and Desire: Two Lacanian Models of the Strive for Recognition – Two Types of Political Behavior, Class(less) Society and Recognition Gap? Interdisciplinary Approach, Artes Liberales UW, Warsaw (Poland), 2021

83. Questions about Denial, The desire for immediacy versus the crisis of cultural forms of mediation, IFiS PAN/Stacja PAN Paris/CNRS GSRL UMR 8582, Paris (France), 2021 84. Ou est disparu l'aspect social? (table ronde), The 13th of December 1981: the state of Polishness 40 ans après, Faculty of Letters, Sorbonne Université, Eur'Orbem, Paris (France), 2021

85. Self-censorship. A few remarks on the issue of invisibility, Self-censorship and censorship. New approaches, Department of Theatre and Drama, Faculty of Polish Studies, Jagiellonian University and the editorial team of "Didaskalia. Gazeta Teatralna", Kraków, 21- 23. 10/2021

86. Subject as a space and as a position, Space in Psychoanalysis, Psychoanalysis in Space, IFiS PAN, Center for Psychoanalytic Thought at the Institute of Philosophy of the Polish Academy of Sciences, Warsaw (Poland), 12-13. 03. 2022

87. La communauté et l'individualisme: le changement entre 1980-1989, IV Assises Franco-Polonaises Du Droit La Communauté De Travail, UAM Poznań, l'Université Paris 1, Panhéon-Sorbonne, l'Université de Lorraine, Paris (France), 7-8. 04. 2022

88. Transformation of trust into capital, The desire for immediacy versus the crisis of cultural forms of mediation IV, IFiS PAN/Stacja PAN Paris/CNRS GSRL UMR 8582, Paris (France), 20-21. 09. 2022

89. Psychoanalytical and social. Notes on the margins of Didier Eribon's book, Psychoanalysis and social theory Center of Psychoanalytic Thought, IFiS PAN, Warsaw, 15.02.2022

In addition, in the years 2002-2023 I carried out various teaching programs on philosophy, philosophy of culture and philosophy of politics: Master's seminar in Philosophy of Culture (6 people) at SWPS, in the years 2002-2005, culminating in the defense of 5 master's theses; a lecture with elements of a conversation class for the Faculty of Psychology of Intercultural Relations at SWPS "Philosophical assumptions of great cultural circles", in the years 2002-2003, a lecture with elements of a conversation class for the Department of Philosophy of Collegium Civitas, "Transformations of contemporary culture. Psychoanalytical View", years 2006/2007 and 2007/2008, since 2008 seminar at the Erasmus Department of the University of Warsaw on the thought of Jacques Lacan, since 2010 doctoral seminar at SNS IFiS PAN Logic and Trauma, since 2010 lectures at the Postgraduate Studies in Philosophy of Politics at Collegium Civitas. I have participated in Science Festival Events many times, I have participated in debates in cultural institutions (New, Dramatic and Powszechny Theatres in Warsaw, Słowacki Theatre in Krakow, Shakespeare Theatre in Gdańsk, New Theatre in Poznań, Zachęta Gallery, Museum of Modern Art, Malta Festival), I have given lectures for the University of the Third Age and similar institutions.

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Current Academic Position

Associate Professor at the Institute of Philosophy and Sociology

Scientific Achievements (Publications)

- **Books**

- Miłkowski, M. (2013). *Explaining the Computational Mind*. MIT Press.
- Miłkowski, M. (2012). *The Polish Language in the Digital Age*. Język polski w erze cyfrowej (G. Rehms & H. Uszkoreit, Eds.). Springer Berlin Heidelberg. <http://www.meta-net.eu/whitepapers/volumes/polish>
- Miłkowski, M. (2008). *Słownik telekomunikacji i informatyki angielsko-polski, polsko-angielski. [English-Polish, Polish-English] Dictionary of Telecommunications and Computer Science*. Wydawnictwo C. H. Beck.

- **Refereed Papers**

- Bielecka, K., & Miłkowski, M. (2024). Representationalism and rationality: why mental representation is real. *Synthese*, 203(5), 161. <https://doi.org/10.1007/s11229-024-04540-z>
- Miłkowski, M. (2024). A Delicate Balancing Act: Integrative Pluralism and the Pursuit of Unified Theories. *Foundations of Science*, 1–20. <https://doi.org/10.1007/s10699-024-09958-9>
- Dodig-Crnkovic, G., & Miłkowski, M. (2023). Discussion on the Relationship between Computation, Information, Cognition, and Their Embodiment. *Entropy*, 25(2), 310. <https://doi.org/10.3390/e25020310>
- Miłkowski, M. (2023). Cognitive Metascience: A New Approach to the Study of Theories. *Przegląd Psychologiczny*, 66(1), 185–207. <https://doi.org/10.31648/przegldpsychologiczny.9682>
- Miłkowski, M. (2023). Correspondence Theory of Semantic Information. *The British Journal for the Philosophy of Science*, 74(2), 485–510. <https://doi.org/10.1086/714804>
- Miłkowski, M. (2023). Metanauka poznawcza: nowe podejście do badania teorii. *Przegląd Psychologiczny*, 66(1), 69–92. <https://doi.org/10.31648/przegldpsychologiczny.9459>
- Hensel, W. M., Miłkowski, M., & Nowakowski, P. (2022). Without more theory, psychology will be a headless rider. *Behavioral and Brain Sciences*, 45, e20. <https://doi.org/10.1017/S0140525X21000212>

- Miłkowski, M. (2022). Cognitive Artifacts and Their Virtues in Scientific Practice. *Studies in Logic, Grammar and Rhetoric*, 67(3), 219–246. <https://doi.org/10.2478/slgr-2022-0012>
- Miłkowski, M. (2022). Turing's Conceptual Engineering. *Philosophies*, 7(3), 69. <https://doi.org/10.3390/philosophies7030069>
- Miłkowski, M., & Litwin, P. (2022). Testable or bust: theoretical lessons for predictive processing. *Synthese*, 200(6), 462. <https://doi.org/10.1007/s11229-022-03891-9>
- Miłkowski, M., & Wachowski, W. M. (2022). Hutchins w obronie interdyscyplinarnych badań nad poznaniem. *Zagadnienia Filozoficzne w Nauce*, 72, 127–165. <https://zfn.edu.pl/index.php/zfn/article/view/593>
- Rorot, W., Korbak, T., Litwin, P., & Miłkowski, M. (2022). Enough blanket metaphysics, time for data-driven heuristics. *Behavioral and Brain Sciences*, 45, e206. <https://doi.org/10.1017/S0140525X22000280>
- Fresco, N., & Miłkowski, M. (2021). Mechanistic Computational Individuation without Biting the Bullet. *The British Journal for the Philosophy of Science*, 72(2), 431–438. <https://doi.org/10.1093/bjps/axz005>
- Miłkowski, M., & Nowakowski, P. (2021). Representational unification in cognitive science: Is embodied cognition a unifying perspective? *Synthese*, 199(1), 67–88. <https://doi.org/10.1007/s11229-019-02445-w>
- Litwin, P., & Miłkowski, M. (2020). Prospection does not imply predictive processing. *Behavioral and Brain Sciences*, 43, e137. <https://doi.org/10.1017/S0140525X19002991>
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- Miłkowski, M. (2019). Fallible Heuristics and Evaluation of Research Traditions. The Case of Embodied Cognition. *Ruch Filozoficzny*, 75(2), 223–236. <https://doi.org/10.12775/RF.2019.031>
- Miłkowski, M. (2019). Social intelligence: How to integrate research? A mechanistic perspective. *AI & SOCIETY*, 34(4), 735–744. <https://doi.org/10.1007/s00146-017-0787-3>
- Miłkowski, M. (2018). From Computer Metaphor to Computational Modeling: The Evolution of Computationalism. *Minds and Machines*, 28(3), 515–541. <https://doi.org/10.1007/s11023-018-9468-3>
- Miłkowski, M. (2018). Morphological Computation: Nothing but Physical Computation. *Entropy*, 20(12), 942. <https://doi.org/10.3390/e20120942>
- Miłkowski, M. (2018). Objections to Computationalism: A Survey. *Roczniki Filozoficzne*, 66(3), 57–75. <http://dx.doi.org/10.18290/rf.2018.66.3-3>
- Miłkowski, M., Clowes, R. W., Rucińska, Z., Przeglasińska, A., Zawidzki, T., Gies, A., Krueger, J., McGann, M., Afeltowicz, Ł., Wachowski, W. M., Stjernberg, F., Loughlin, V., & Hohol, M. (2018). From Wide Cognition to Mechanisms: A Silent Revolution. *Frontiers in Psychology*, 9, 2393. <https://doi.org/10.3389/fpsyg.2018.02393>
- Miłkowski, M., Hensel, W. M., & Hohol, M. (2018). Replicability or reproducibility? On the replication crisis in computational neuroscience and sharing only relevant detail. *Journal of Computational Neuroscience*, 45(3), 163–172. <https://doi.org/10.1007/s10827-018-0702-z>
- Gładziejewski, P., & Miłkowski, M. (2017). Structural representations: causally relevant and different from detectors. *Biology & Philosophy*, 32(3), 337–355. <https://doi.org/10.1007/s10539-017-9562-6>
- Miłkowski, M. (2017). Is Empiricism Empirically False? Lessons from Early Nervous Systems. *Biosemiotics*, 10(2), 229–245. <https://doi.org/10.1007/s12304-017-9294-7>
- Miłkowski, M. (2017). Powszechniki kontratakują. Uwagi o tezie wielorakiej realizacji życia Krzysztofa Chodasewicza. *Studia Philosophica Wratislaviensia*, 12(4), 81–95.
- Miłkowski, M. (2017). Situatedness and Embodiment of Computational Systems. *Entropy*, 19(4), 162. <https://doi.org/10.3390/e19040162>

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- Miłkowski, M. (2024). Comparing Prediction and Explanation in Computational Models: Theoretical Neuroscience versus Language Technology. In P. Illari & F. Russo (Eds.), *The Routledge Handbook of Causality and Causal Methods* (pp. 444–453). Routledge.
- Miłkowski, M., & Hvorecký, J. (2024). Theoretical Virtues of Cognitive Extension. In P. Alexandre e Castro (Ed.), *Challenges of the Technological Mind: Between Philosophy and Technology* (pp. 103–119). Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-55333-2_7
- Rorot, W., & Miłkowski, M. (2024). Empirical Evidence in Conceptual Engineering: The Defense of “Predictive Understanding.” In P. Stalmaszczyk (Ed.), *Conceptual Engineering. Methodological and Metaphilosophical Issues* (pp. 255–280). Brill Mentis. https://doi.org/10.30965/9783969753026_013
- Bielecka, K., & Miłkowski, M. (2020). Error Detection and Representational Mechanisms. In J. Smortchkova, K. Dołęga, & T. Schlicht (Eds.), *What are Mental Representations?* (pp. 287–313). Oxford University Press.
- Miłkowski, M. (2019). Embodied cognition. In *The Routledge Handbook of the Computational Mind* (pp. 323–338). Routledge. <https://doi.org/10.4324/9781315643670-25>
- Bielecka, K., & Miłkowski, M. (2018). Marksola a rzeczywistość. In S. Gromadzki & M. Miłkowski (Eds.), *Leszek Kołakowski a filozofia* (pp. 75–95). Wydawnictwo IFiS PAN.
- Miłkowski, M. (2018). Autopoiesis nie wywołała rewolucji. In G. Króliczak, K. Łastowski, Ł. Przybylski, P. Przybysz, & M. Urbański (Eds.), *Filozof w krainie umysłów. Profesorowi Andrzejowi Klawiterowi w darze* (pp. 217–227). Wydawnictwo Naukowe Wydziału Nauk Społecznych UAM.
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• Invited Papers

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- Miłkowski, M. (2013). Reverse Engineering in Cognitive Science. In M. Miłkowski & K. Talmont-Kamiński (Eds.), *Regarding the Mind, Naturally: Naturalist Approaches to the Sciences of the Mental* (pp. 12–29). Cambridge Scholars Publishing.
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- Miłkowski, M., & Hohol, M. (2021). Synthese: Explanations in cognitive science: unification versus pluralism (Vol. 1). <https://link.springer.com/journal/11229/volumes-and-issues/199-1/supplement>
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- **Conference Proceedings**

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- Miłkowski, M. (2014). Is the mind a Turing Machine? How could we tell? In A. Olszewski, B. Brożek, & P. Urbańczyk (Eds.), *Church's Thesis. Logic, Mind, and Nature* (pp. 305–333). Copernicus Center Press.
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• Datasets

- Miłkowski, M., Jasieński, K., & Depta, R. (2023). MDPI Open Peer Review Corpus 2. RepOD. <https://doi.org/10.18150/SHKP7B>
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Competence in Scientific Guidance

(i) Supervising Students

- **Ph.D. Advisor (completed)**
 - (co-advisor with Tobias Schlicht) Alfredo Vernazzani, *The problem of psychoneutral isomorphism between conscious visual perceptions and its underlying neural correlates*, summa cum laude, Ruhr-Universität Bochum, 2018
 - Witold Wachowski (supporting supervisor: Marek Pokropski), *Interakcje w rozproszonych systemach poznawczych a indywidualizm metodologiczny*, University of Warsaw, 2020
- **Current Ph.D. Students**
 - Anna Jędraszekiewicz, University of Warsaw (co-advisor with Bogdan Zawadzki and Adam Linson, Open University)
 - Jakub R. Matyja, Graduate School for Social Research, Warsaw
 - Wojciech Mamak, Graduate School for Social Research, Warsaw
 - Szymon Miłkoś, Graduate School for Social Research, Warsaw
 - Wiktor Lachowski, Graduate School for Social Research, Warsaw
 - Daniel Piecka, Graduate School for Social Research, Warsaw
 - Marcin Rabiza, Graduate School for Social Research, Warsaw
 - Wiktor Rorot, University of Warsaw (co-advisor with Joanna Rączaszek-Leonardi)
 - Natalia Zakrzewska, Graduate School for Social Research, Warsaw
- **Note:** The above list includes students from outside the Graduate School for Social Research (GSSR) and indicates a co-supervisory arrangement with a faculty member from abroad (Tobias Schlicht, Ruhr-Universität Bochum; Adam Linson, Open University).

(ii) Teaching Experience

- **Courses Taught**
 - Logic, Warsaw International Studies in Psychology, obligatory seminar, University of Warsaw (2008-)
 - Chalmers and His Critics, (Philosophy of Being, Cognition, and Value at University of Warsaw), seminar, 2010
 - Explaining the Computational Mind, (Philosophy of Being, Cognition, and Value at University of Warsaw), lecture, 2011
 - Wstęp do kognitywistyki, Kognitywistyka, obligatory lecture, University of Warsaw (2013-)
 - Filozofia umysłu I, Kognitywistyka, obligatory lecture, University of Warsaw (2014-)
 - Filozofia umysłu II, Kognitywistyka, elective lecture, University of Warsaw (2015-)
 - Czy umysł jest komputerem?, Copernicus College, online course
 - Advanced Topics in Cognitive Science (co-taught with Maciej Haman), University of Warsaw (2019-)

Relevant Professional Achievements

- **Habilitation:**
 - 2013: Habilitation in philosophy, dissertation *Explaining the Computational Mind*, Cambridge, Mass., MIT Press 2013. Reviewers: Prof. Urszula Żegleń, Prof. Tadeusz Szubka, Prof. Witold Marciszewski, Prof. Jacek Paśniczek.

- **Ph.D. Degree:**
 - 2005: Ph. D. in philosophy, dissertation "Daniel Dennett's naturalized philosophy of mind", Warsaw University (supervisor: prof. Jacek Hołowka, reviewers: dr hab. Witold Strawiński, dr hab. Robert Piłat)
- **Education:**
 - 2000-2004: Postgraduate student in the Institute of Philosophy, Warsaw University
 - 2000: M.A. in Philosophy (summa cum laude)
 - 1999-2000: Erasmus-Scholarship in Freie-Universität, Berlin, Germany (philosophy)
 - 1995-2000: Warsaw University. Collegium of the Interdepartmental Individual Studies in the Humanities (Collegium MISH): philosophy, sociology, culture anthropology, and literary theory
- **Awards and Recognitions:**
 - 2017: W. Bednarowski Trust Fellowship; research stay at the University of Stirling (2 weeks) and the University of Edinburgh (4 weeks)
 - 2016: Herbert A. Simon Award for Outstanding Research in Computing in Philosophy, International Association for Computing and Philosophy
 - 2014: National Science Center Award in Humanities and Social Science for the outstanding young researcher, for *Explaining the Computational Mind*
 - 2014: Tadeusz Kotarbiński Award for the best book in philosophy, for *Explaining the Computational Mind*
 - 2011-14: Three-year scholarship for excellent young scholars, Polish Ministry of Science and Higher Education
 - 2008: Gold Award in Sun Microsystems OpenOffice.org Community Innovation Program (team work on LanguageTool with Daniel Naber, Germany)
 - 2005: "Zostańcie z nami" award for young scholars from the biggest Polish opinion weekly "Polityka"
 - 2003: The Foundation for Polish Science Scholarship for young scientists (extension)
 - 2002: The Foundation for Polish Science Scholarship for young scientists

Professional Activities

(i) Grant Acquisition

- 2023/49/N/HS1/02461, National Science Center PRELUDIUM 22 grant for Marcin Rabiza, scientific supervisor (3 years, 201074 PLN)
- 2022/45/N/HS1/02434, National Science Center PRELUDIUM 21 grant for Wiktor Rorot, scientific supervisor (3 years, 176936 PLN)
- 2020/39/O/HS1/02239, National Science Center PRELUDIUM BIS 2 grant, Principal Investigator (to supervise a PhD student, Daniel Piecka; 4 years, 434680 PLN)
- 2016/20/S/HS1/00090, Warsaw, National Science Center FUGA 5 grant for Błażej Skrzypulec, scientific supervisor (3 years, around 440 thousand PLN)
- DI2015 010945, Warsaw, Ministry of Science and Higher Education Diamond Grant for Tomasz Korbak, scientific supervisor (4 years, around 170 thousand PLN)
- 2014/14/E/HS1/00803, Warsaw, Cognitive Science in Search of Unity, National Science Center grant, Principal investigator (5 years, around 1.5 million PLN)
- 2014/15/N/HS1/03994, Warsaw, National Science Center PRELUDIUM grant for Witold Wachowski, scientific supervisor (3 years, around 90 thousand PLN)
- 2014/12/S/HS1/00343, Warsaw, National Science Center FUGA 3 grant for Dr. Paweł Gładziejewski, scientific supervisor (3 years, around 415 thousand PLN)
- 2011/03/B/HS1/04563, Warsaw, Theory of representational mechanisms, National Science Center grant, Principal investigator (2 years, 60 thousand PLN)
- DI2011008441, Warsaw, Ministry of Science and Higher Education Diamond Grant for Leon Ciechanowski, scientific supervisor (2 years, extended)

- 1380/B/H03/2010/39, Warsaw, „Wyjaśnianie obliczeniowe w kognitywistyce. Jego natura, zakres i ograniczenia” (Computational Explanation in Cognitive Science. Its Nature, Scope, and Limits), Polish Ministry of Science habilitation grant, Principal investigator
- 0269/H03/2010/70 (Iuventus Plus), Warsaw, „Explanation in Cognitive Science. Models and Simulations”, Polish Ministry of Science grant, Principal investigator
- CESAR (CEntral and South-east europeAn Resources), grant no. 271022, 7th Framework Programme, Warsaw – Instytut Podstaw Informatyki PAN, development of morphosyntactic dictionary Morfologik, Project member
- 609/DWB/P/2008, Warsaw, „Analityczna metafizyka umysłu” – a philosophy of mind reader, financed by the Polish Ministry of Science (co-editor, with Robert Poczobut)

(ii) *Grant-Funded Project Management*

- Principal investigator for multiple grants listed above, demonstrating significant experience in managing research projects.

(iii) *Research Dissemination*

- **Conference Organizing:**
 - Kazimierz Naturalist Workshop, 2006-2016 (ten annual meetings), Kazimierz Dolny, Poland
 - ESPP 2025, Warsaw, September 2025 (main organizer)
 - IACAP 2018, Warsaw, June 2018 (main organizer)
 - Program Committee Membership for various international conferences (see below).

- **Conference Presentations:**

1. Invited plenary lectures

- *Content-Sensitive Mechanisms: A Systematic Overview*, 17 May 2024, MeReX kick-off workshop, Technical University of Berlin
- *Peer Review of Code*, 20th November 2023, HaPoC 7, Technical University of Warsaw.
- *Putting it all together. A plea for theorizing in cognitive (neuro)science*, 13th December 2021. AISC 2021, 7th Conference of the Italian Association for Cognitive Science, Noto, Italy.
- *Networking the Mind*, Warsaw Goes International, 5 July 2021, Faculty of Psychology, University of Warsaw
- *Cognitive Architectures and the Unity of Cognitive Science*, Virtual International Symposium on Cognitive Architecture (VISCA 2021), 11 June 2021, Soar Research Group, University of Michigan
- *Cognition is (mostly) representational. So what?*, Meta4E, Mental Representations in a Mechanical World. The State of the Debate in Philosophy of Mind and Philosophy of Science, Ruhr-Universität Bochum, 28-29 November 2019
- *The Search for Theory and Mechanisms in Psychiatry*, INNP 2019: Experts in Mental Health, 22-24 October 2019
- *Cognitive Science: unified by computation and representation*, XV Zlot Filozoficzny / Philosophers' Rally, Uniwersytet Jagielloński, 28-30 June 2019
- *Mechanicyzm a unifikacja teoretyczna*, III Konferencja Filozofii Nauki i Metod Formalnych w Filozofii (KFNiMFF), Warsaw University of Technology, 13th December 2018
- *Replicability or reproducibility? On the replication crisis in computational neuroscience and sharing only relevant detail*, Aspects of Neuroscience, University of Warsaw, 24th November 2018

- *Informatyka a kognitywistyka: wzajemne inspiracje*, Filozofia i informatyka IV, Politechnika Warszawska i Wojskowa Akademia Techniczna, Warszawa, 23rd November 2018
- *Making Explanations Systematic: Levels of Organization in Cognitive (Neuro)science*, The Mechanistic Approach in Biology and Cognition, Center for Philosophy of Sciences of the University of Lisbon (CFCUL) / NOVA Institute of Philosophy (IFILNOVA), 20th November 2018
- *Identity of Computational Mechanisms*, Varieties of Identity, University of Granada, 15th November 2018
- *Architektury poznawcze a jedność umysłu*, Zderzenia Poznawcze, University of Warsaw, 19th May 2018
- *Jak udowodnić, że myślimy obrazami, a nie w języku myśli?*, I Białostockie Forum Kognitywistyczne, 15th March 2018, Białystok, Poland
- *Is Enactivism a Progressive Research Programme?*, Computation and Representation in Cognitive Science: Enactivism, Ecological Psychology, and Cybernetics, July, 2017, Sussex, UK
- *Cognitive Architectures and the Unity of Mind*, Mind Network, March, 3rd, 2017, Glasgow, Scotland
- *Strategie unifikacji w kognitywistyce*, XI Zjazd Polskiego Towarzystwa Kognitywistycznego. Integracja Badań w Kognitywistyce, September, 22nd to 24th, 2016, Białystok, Poland
- *Integrating computational models of the mind*, IACAP 2016, June 14-17, 2016, University of Ferrara, Italy
- *Czym jest kognitywistyka*, Kognitywistyka na uniwersytecie i na rynku pracy, Uniwersytet Śląski, Katowice, May 17, 2016
- *Wyjaśnianie obliczeniowe*, Kognitywistyka na uniwersytecie i na rynku pracy, Uniwersytet Śląski, Katowice, May 17, 2016
- *'To a man with a hammer, everything looks like a nail.'* Unification by transposition in cognitive science, 3rd International Symposium on Brain and Cognitive Science, May 8th, Yeditepe University, Istanbul, Turkey
- *Multiple realization: from Wunderwaffe to Epiphenomenalism*, Contemporary Perspectives on Reductionism, 5th Ernst Mach Workshop, Institute of Philosophy of the Czech Academy of Sciences, Prague, June 30-July 1, 2016
- Symposium Keynote Lecture: *Situatedness and models of mechanisms*, Situating Cognition: Affect, Agency, and Extension, October 15-18, 2015, Warsaw
- *Jak tłumaczyć filozofów?*, *Tłumacz a komputer*, Wyższa Szkoła Filologiczna we Wrocławiu, October 25, 2014
- *Obliczeniowe modele reprezentacji halucynacyjnych i psychotycznych*, X Zjazd Polskiego Towarzystwa Kognitywistycznego. Poznanie, komunikacja i działanie. Mechanizmy integrujące i separujące, Szczecin, Wydział Humanistyczny Uniwersytetu Szczecińskiego, September 27, 2014
- *Eksplanacyjna wartość dużych symulacji mózgu: perspektywa mechanicystyczna*, Mózg-Mysł-Maszyna, „Algorytmy i heurystyka w badaniach nad umysłem”, Lublin, UMCS, May 17, 2014
- *How to build brains? From artificial intelligence to computational neuroscience*, Warsaw Goes International, Faculty of Psychology, University of Warsaw, May 20, 2014
- *Naturalism vs. Conceptual Analysis*, Zlot Filozoficzny 2010, Ośrodek Badań Filozoficznych/Koło Naukowe Filozofów UŁ, May 7, 2010
- *Nauki reinżynieryjne*, Drugie Łódzkie Warsztaty Filozoficzne. Język i technologia. Wątki lemowskie w filozofii nauki i kultury, Łódź, UŁ/KNF, April 25-27, 2008

2. International conference presentations

1. Miłkowski, M. (2023, 13.07). *Can the semantic account of computation be trivialized?* Indeterminacy of Computation, The Hebrew University of Jerusalem, Izrael, Jerozolima.
2. Miłkowski, M. (2023, 29.10). *How Theories Impact Replication*. 12th Peripatetic Conference on Cognitive Systems, Wydział Psychologii UW, Polska, Zakopane.

3. Miłkowski, M. (2023, 24.05). *Identity of Computational Mechanisms*. Ernst Mach Workshop XI 2023: Causation – Structure, Models and Realism, Institute of Philosophy, Czech Academy of Sciences, Czechy, Praga.
4. Miłkowski, M. (2023, June 28). *The Significance of Theories in Neuroscience: Exploring Their Role in Reproducibility and Discovery*. Nencki School of Ideas in Neuroscience, Instytut Biologii Doświadczalnej im. M. Nenckiego PAN, Poland, Warszawa.
5. Miłkowski, M. (2023, September 18). *Do Problems with Theory Exacerbate Replication Crisis*. The Significance of Logical Models for Contemporary Science Workshop, IFiS PAN / IF BAN, Polska, Warszawa.
6. Miłkowski, M. (2023, October 18). *Peer Review of Code (in Scientific Research)*. HaPoC-7: 7th International Conference on the History and Philosophy of Computing, Politechnika Warszawska, Polska, Warszawa.
7. Miłkowski, M. (2022, July 8). *From theoretical neuroscience to theories in neuroscience*. Nencki School of Ideas in Neuroscience, Instytut Biologii Doświadczalnej im. M. Nenckiego PAN, Poland, Warszawa.
8. Hvorecky, Juraj, & Miłkowski, M. (2022, August 29). *Theoretical Virtues of Cognitive Extension*. Mind and Technology Congress, Uniwersytet Coimbr, Portugal, Coimbra.
9. Miłkowski, M. (2022, September 9). *Correspondence Theory of Semantic Information and Representational Mechanisms*. Representation in Cognitive Science, Uniwersytet Barcelony, Spain, Barcelona.
10. Hensel, W., & Miłkowski, M. (2022, October 22). *What Makes Hypotheses Accurate? An Empirical Study*. Hypothesis in science. On the 550th anniversary of the birth of Nicolaus Copernicus, Uniwersytet im. Mikołaja Kopernika, Poland, Toruń.
11. Miłkowski, M. (2022, October 29). *Does Mechanistic Evidence Confirm Functional Explanations?* Neurocognitive Foundations of Mind 2022, Uniwersytet Turynu, Włochy, Turyn (online).
12. Miłkowski, M. (2021, June 11). *Cognitive Architectures and the Unity of Cognitive Science*. Virtual International Symposium on Cognitive Architecture (VISCA 2021), Soar Research Group, University of Michigan, USA, online.
13. Miłkowski, M. (2021, July 6). *Networking the Mind*. Warsaw Goes International, Wydział Psychologii UW (WISP, Poland, Warszawa).
14. Miłkowski, M. (2021, December 13). *Putting it all together. A plea for theorizing in cognitive (neuro)science* [Keynote Address]. AISC 2021, 7th Conference of the Italian Association for Cognitive Science, Noto, Italy.
15. Miłkowski, M. (2020, October 3). *Why Think that the Brain is not a Computer*. Learning Salon, World Wide Neuro, USA, online.
16. Miłkowski, M. (2020, November 9). *Cognitive Science: shallowly unified by computation and representation* [Invited Commentary]. What happened to Cognitive Science?, Associazione Italiana di Scienze Cognitive, Italy, Turyn.
17. Miłkowski, M. (2019, February 3). *How to Err Wisely*. A Night of Philosophy & Ideas, Brooklyn Public Library, Dział kultury Ambasady Francji, USA, New York.
18. Miłkowski, M. (2019, April 5). *Invited Commentary on: Similarity-Based Cognition: Radical Enactivism meets Cognitive Neuroscience*. Neural Mechanisms Online, Università Degli Studi di Torino, Italy, Turyn.
19. Miłkowski, M. (2019, May 24). *Wide Cognition, Mechanisms, and Distributed Language*. Between computation and coordination: Distributed perspectives on language, cognition and text-based artefacts, Ośrodek Badań Filozoficznych, Poland, Warszawa.
20. Miłkowski, M. (2019, June 30). *Cognitive Science: unified by computation and representation* [Keynote Address]. Philosophers' Rally, Ośrodek Badań Filozoficznych, Poland, Kraków.
21. Miłkowski, M. (2019, October 24). *The Search for Theory and Mechanisms in Psychiatry* [Keynote Address]. INNP 2019: Experts in Mental Health, International Network for Philosophy and Psychiatry, Poland, Warszawa.
22. Miłkowski, M. (2019, November 29). *Cognition is (mostly) representational. So what?* Mental Representations in a Mechanical World. The State of the Debate in Philosophy of Mind and Philosophy of Science, Ruhr-Universität Bochum, Germany, Bochum.

23. Miłkowski, M. (2018, May 8). *Troubles with the usability constraint on concrete computation*. FOUNDATIONS OF CYBER-PHYSICAL COMPUTATION. MORPHOLOGICAL AND EMBODIED COMPUTING. SYMPOSIUM ON THEORY AND APPLICATIONS, Chalmers University of Technology / University of Gothenburg, Sweden, Gotheburg.
24. Miłkowski, M., & Nowakowski, P. (2018, May 15). *How do Paradigms in Cognitive Science Explain*. "Consciousness & Cognition", Uniwersytet w Bochum, Germany, Bochum.
25. Miłkowski, M., & Nowakowski, P. (2018, May 23). *How do 'paradigms' in cognitive science explain? Lessons from the mechanistic perspective*. Philosophisches Kolloquium, Uniwersytet im. Ottona von Guericke, Germany, Magdeburg.
26. Miłkowski, M., Hohol, M., & Hensel, W. (2018, June 22). *Replicability of Computational Models: Achilles Heel of Neuroscience*. IACAP 2018, IACAP / IFiS PAN, Poland, Warszawa.
27. Miłkowski, M. (2018, August 29). *Correspondence Theory of Semantic Information*. Философия, логика, култура, Българска академия на науките, Bulgaria, Kiten.
28. Miłkowski, M., Hohol, M., & Hensel, W. (2018, September 20). *Replikować czy reprodukować? Kryzys replikacyjny w modelowaniu obliczeniowym w (neuro)kognitywistyce*. XII Zjazd PTK Nowe Trendy w Kognitywistyce / New Trends in Cognitive Science, Polskie Towarzystwo Kognitywistyczne, Poland, Kraków.
29. Miłkowski, M. (2018, November 16). *Identity of Computational Mechanisms*. Varieties of Identity, Uniwersytet Granady, Spain, Granada.
30. Miłkowski, M. (2018, November 20). *Making Explanations Systematic: Levels of Organization in Cognitive (Neuro)science*. The Mechanistic Approach in Biology and Cognition, Center for Philosophy of Sciences of the University of Lisbon (CFCUL) / NOVA Institute of Philosophy (IFILNOVA), Portugal, Lisbon.
31. Miłkowski, M. (2018, November 25). *Replicability or reproducibility? On the replication crisis in computational neuroscience and sharing only relevant detail*. Aspects of Neuroscience, Neurobiology Scientific Student Association at the University of Warsaw, Poland, Warszawa.
32. Miłkowski, M. (2017). *Cognitive Architectures and the Unity of Mind*. Mind Network meeting, Mind Network, United Kingdom Glasgow.
33. Miłkowski, M. (2017). *Grand Theories of Cognition*. Contemporary Philosophy – problems, trends and perspectives, Institute for the Study of Societies and Knowledge – Bulgarian Academy of Sciences, Bulgaria, Varna.
34. Miłkowski, M. (2017). *How to see whether a research program is degenerated?* Polish-Romanian Workshop on Scientific modeling and explanation. Philosophical & scientific perspectives from cognitive science and beyond, Institute of Anthropology Francisc I Rainer, Romanian Academy Faculty of Philosophy, University of Bucharest, Romania, Bucharest.
35. Miłkowski, M. (2017). *Is Enactivism a Progressive Research Programme?* Computation & Representation in Cognitive Science: Enactivism, Ecological Psychology & Cybernetics, University of Sussex, United Kingdom, Brighton.
36. Miłkowski, M. (2017). *Is morphological computation a special type of computation?* Computational Psychology, University of Edinburgh, United Kingdom, Edinburgh.
37. Miłkowski, M. (2017). *Is Morphological Computation Special?* IS4SI Summit „Digitalisation For a Sustainable Society. Embodied, Embedded, Networked, Empowered through Information, Computation & Cognition!”, ISI4SI, Sweden, Gotheburg.
38. Miłkowski, M. (2017). *Objections to Computationalism* [Poster]. Cognitive Science Society Annual Conference „Computational Foundations of Cognition”, Cognitive Science Society, United Kingdom, London.
39. Miłkowski, M. (2017). *On Theoretical Integratation vs. Theoretical Unification*. EPSA17, European Society for the Philosophy of Science, United Kingdom Exeter.
40. Miłkowski, M. (2017). *The Relevance of Wide Cognition to Social Intelligence*. Trends in Interdisciplinary Studies. Understanding Social Cognition, Ośrodek Badań Filozoficznych, KUL, UMCS, Poland, Lublin.
41. Miłkowski, M. (2016). *Do we need supervenience to talk of computation?* [Invited Commentary]. Minds Online Conference, Florida State University, University of Houston,

- online, <http://mindsonline.philosophyofbrains.com/2016/2016-2/miscomputing-individualistically-its-the-only-way-to-do-it/#comments>.
42. Miłkowski, M. (2016). *Is empiricism empirically false? Lessons from early nervous systems*. 15th Gatherings in Biosemiotics, Uniwersytet Karola w Pradze; International Society for Biosemiotic Studies (ISBS), Czech Republic, Prague.
 43. Miłkowski, M. (2016). *Modeling empty representations*. Colloquium Consciousness and Cognition, Uniwersytet w Bochum, Germany, Bochum.
 44. Miłkowski, M. (2016). *Morphological Computation*. Cognitive Systems Modeling. 5th Peripatetic Conference, Wydział Psychologii UW, Poland, Kiry k. Zakopanego.
 45. Miłkowski, M. (2016). *Multiple realization: from Wunderwaffe to epiphenomenalism*. Ernst Mach Workshop: Contemporary Perspectives on Reductionism, Instytut Filozofii Czeskiej Akademii Nauk, Czech Republic, Prague.
 46. Miłkowski, M. (2016). *"To a man with a hammer, everything looks like a nail." Unification by transposition in cognitive science*. 3rd International Symposium on Brain and Cognitive Science, Yeditepe University, Turkey, Stambuł.
 47. Miłkowski, M. (2016). *Unification, confirmation, and coherence*. Logical Models, Instytut Badań nad Społeczeństwem i Wiedzą, Bułgarska Akademia Nauk, Bulgaria, Sofia.
 48. Miłkowski, M. (2015). *Brain on Art Meets Honest Signals*. Putting Art and Music in Nature: Kazimierz Naturalist Workshop 2015, IFiS PAN, Ośrodek Badań Filozoficznych, Poland, Kazimierz Dolny.
 49. Miłkowski, M. (2015). *Dimensions of Contents:simplicity and abstract notions*. Centre for Human Interactivity Annual Symposium 2015, Centre for Human Interactivity, Denmark, Odense.
 50. Miłkowski, M. (2015). *Does System-Detectable Error Imply Methodological Solipsism?* Interactivism Summer Institute 2015, Interactivism Summer Institute / Lehigh University, Turkey, Ankara.
 51. Miłkowski, M. (2015). *Integrating and unifying cognitive science using mechanisms*. CMLPS 2015, Division of Logic, Methodology and Philosophy of Science, Finland, Helsinki.
 52. Miłkowski, M. (2015). *Mechanism and multi-model idealization*. UNIVERSITY – PHILOSOPHY AS THE FOUNDATION OF KNOWLEDGE, ACTION AND ETHOS, Uniwersytet Łódzki, Poland, Łódź.
 53. Miłkowski, M. (2015). *Situadness and Models of Mechanisms*. Situating Cognition: Agency, Affect, and Extension, Ośrodek Badań Filozoficznych, UW, SNS, Poland, Warszawa.
 54. Miłkowski, M. (2015). *The False Dichotomy between Causal Realization and Semantic Computation*. EPSA 2015, European Philosophy of Science Association, Germany, Dusseldorf.
 55. Miłkowski, M. (2014). *A Mechanistic Account of Computational Explanation in Cognitive Science and Computational Neuroscience*. Conference of the International Association for Computing and Philosophy (IACAP 14), IACAP, Greece, Saloniki.
 56. Miłkowski, M. (2014). *Action-oriented representational mechanisms and abstractions*. Cognition and Action: the Jagiellonian-Rutgers Conference in Cognitive Science, Uniwersytet Jagielloński, Rutgers University, Poland, Kraków.
 57. Miłkowski, M. (2014). *Explaining Hallucinations Computationally. A Mechanistic Perspective*. Explaining the Mind. Perspectives on Explanation in Cognitive Science, Copernicus Center for Interdisciplinary Studies, Poland, Kraków.
 58. Miłkowski, M. (2014). *How to build brains? From artificial intelligence to computational neuroscience*. Warsaw Goes International, Wydział Psychologii, Uniwersytet Warszawski, Poland, Warszawa.
 59. Miłkowski, M. (2013). *A Mechanistic Account of Computational Explanation in Cognitive Science* [Poster]. Cognitive Science 2013, Cognitive Science Society, Germany, Berlin.
 60. Miłkowski, M. (2013). *Abstract Representations as Material Symbols*. Trends in Interdisciplinary Studies. Thinking with Hands, Eyes, and Things, Ośrodek Badań Filozoficznych, Villanova University, Poland, Toruń.
 61. Miłkowski, M. (2013). *Abstract Representations in Predictive Brains*. Logical models, Bułgarska Akademia Nauk, Bulgaria, Sofia.

62. Miłkowski, M. (2013). *Abstract Representations in Predictive Brains*. Perceptions and Concepts, Uniwersytet Łotewski, Latvia, Riga.
63. Miłkowski, M. (2013). *Anticipatory representational mechanisms in animals*. 13 Gatherings in Biosemiotics, International Society for Biosemiotic Studies, Italy, Castiglione della Pescaia.
64. Miłkowski, M. (2013). *Boundaries of systems vs. boundaries of mechanisms*. GWP 13, Gesellschaft für Wissenschaftsphilosophie, Germany, Hannover.
65. Miłkowski, M. (2013). *Computation and Multiple Realizability*. Philosophy and Theory of Artificial Intelligence 2013, University of Oxford, United Kingdom, Oxford.
66. Miłkowski, M. (2013). *Explanatory Focus and Target of a Mechanistic Model*. EPSA 13, European Society for the Philosophy of Science, Finland, Helsinki.
67. Miłkowski, M. (2013). *Too radical or not radical enough? REC and the Hard Problem of Content*. How Radical is Enactivism?, Ośrodek Badań Filozoficznych, Poland, Toruń.
68. Miłkowski, M. (2012). *Boundaries of cognitive systems: are they measurable?* CogSys 2012. 5th International Conference on Cognitive Systems, Technische Universität Wien, Austria, Vienna.
69. Miłkowski, M. (2012). *Functional account of computational explanation*. Turing in Context II, Royal Flemish Academy for the Sciences and Art, Belgium, Brussels.
70. Miłkowski, M. (2012). *Limits of computational explanation*. Logical models, Bułgarska Akademia Nauk, Bulgaria, Sofia.
71. Miłkowski, M. (2012). *Robotic models of cognition from the mechanistic perspective*. Models and Mechanisms: Special Focus on Cognitive Science, Tilburg Center for Logic and Philosophy of Science, Netherlands, Tilburg.
72. Miłkowski, M. (2011). *Boundaries of cognitive systems: are they measurable?* [Poster]. Embodiment - Fad or Future?, EuCogII. 2nd European Network for the Advancement of Artificial Cognitive Systems, Interaction and Robotics, Greece, Saloniki.
73. Miłkowski, M. (2011). *Computational Mechanisms and Models of Computation*. XIV Kongres Logiki, Metodologii i Filozofii Nauki, Division of Logic, Methodology and Philosophy of Science of the International Union of History and Philosophy of Science, France, Nancy.
74. Miłkowski, M. (2011). *How could we tell that the mind is a Turing machine?* Church's Thesis: Logic, Mind, Nature, Studia Logica / Uniwersytet Papieski Jana Pawła II w Krakowie, Poland, Kraków.
75. Miłkowski, M. (2011). *Limits of Computational Explanation of Cognition*. Philosophy & Theory of Artificial Intelligence, Anatolia College/ACT, Greece, Saloniki.
76. Miłkowski, M. (2011). *The role of representation in computational explanations*. Varieties of Representation: KNEW 2011, Ośrodek Badań Filozoficznych, Uniwersytet Marii Curie-Skłodowskiej, Poland, Kazimierz Dolny.
77. Miłkowski, M. (2011). *Translation Quality Checking in LanguageTool*. PALC 2011, Uniwersytet Łódzki, Poland, Łódź.
78. Miłkowski, M. (2010). *Explanatory value of computer simulations in cognitive science*. ESPP 2010, European Society for Philosophy and Psychology, Germany, Bochum, Essen.
79. Miłkowski, M. (2010). *Naturalism vs conceptual analysis*. Złot Filozoficzny 2010, KNF/Łódź, Uniwersytet Łódzki, Ośrodek Badań Filozoficznych, Poland, Łódź.
80. Miłkowski, M. (2010). *On Social Nature of Linguistic Prescriptions*. Language as Social Coordination in Evolutionary Perspective, Uniwersytet Warszawski, Poland, Warszawa.
81. Miłkowski, M. (2009). *Automating rule generation for grammar checkers*. PALC 2009, Uniwersytet Łódzki, Poland, Łódź.
82. Miłkowski, M. (2009). *Cognitive science as reverse engineering*. Kazimierz Naturalism Workshop 2009, UMCS, Ośrodek Badań Filozoficznych, Poland, Kazimierz Dolny.
83. Miłkowski, M. (2009). *Computation: metaphor or mechanism?* Reductionism, Explanation & Metaphors in the philosophy of mind, Gesellschaft für Analytische Philosophie, Germany, Bremen.
84. Miłkowski, M. (2009). *Computationalism: Still Cool After All These Years*. ASSC XIII, Association for the Scientific Study of Consciousness, Germany, Berlin.

85. Miłkowski, M. (2009). *On use in face of no evidence* [Poster]. Philosophy of Science in Use, European Science Foundation, Sweden, Linköping.
86. Miłkowski, M., & Lipski, J. (2009). *Using SRX for sentence segmentation in LanguageTool*. LTC 2009, Uniwersytet im. A. Mickiewicza, Poland, Poznań.
87. Miłkowski, M. (2008). *Defining Ontological Naturalism*. 31st International Wittgenstein Symposium, Austrian Ludwig Wittgenstein Society, Austria, Kirchberg am Wiesel.
88. Miłkowski, M. (2008). *Explicating Ontological Naturalism*. Kazimierz Naturalism Workshop 08, Polska, Kazimierz Dolny.
89. Miłkowski, M. (2008). *What kind of cognitive process is argumentation*. Argumentation as a Cognitive Process, UMK / Polskie Towarzystwo Kognitywistyczne, Poland, Toruń.
90. Miłkowski, M. (2008). *When physical systems realize computation?* 6th European Congress of Analytic Philosophy, European Society of Analytic Philosophy / Uniwersytet Jagielloński, Poland, Kraków.
91. Miłkowski, M. (2007, January 9). *Naturalised Epistemology and Artificial Cognitive Systems*. Kazimierz Naturalised Epistemology Workshop KNEW 2007, UMCS i Ośrodek Badań Filozoficznych, sieć euCognition.org, Kazimierz Dolny.
92. Miłkowski, M. (2007, April 22). *Zautomatyzowane tworzenie korpusów błędów dla języka polskiego*. Practical Applications in Language and Computers PALC 2007, Uniwersytet Łódzki, Łódź.
93. Miłkowski, M. (2007, May 25). *When weak modularity is robust enough?* XVII Interuniversity Workshop in Philosophy and Cognitive Science, University of the Balearic Islands, Palma de Mallorca.
94. Miłkowski, M. (2007, June 22). *What difference does embodiment make?* European Computing and Philosophy Conference, Uniwersytet Twente, Twente.
95. Miłkowski, M. (2007, July 25). *QuantumMary meets computationalism*. Toward a Science of Consciousness, Hungarian Cognitive Science Foundation, Budapeszt.
96. Miłkowski, M. (2006, 18.11). *Extended Computational Systems and Extended Minds*. Embodied and Situated Cognition: from Phenomenology to Neuroscience and Artificial Intelligence, UMK, UMK, Toruń.
97. Miłkowski, M. (2006, May 3). *Is Evolution Algorithmic?* Computers and Philosophy (i-C&P), Uniwersytet du Maine (Francja), Laval.

3) Polish conference presentations

1. Miłkowski, M. (2019, September 28). *Granice tłumaczenia (maszynowego) bez rozumienia*. Konferencja tłumaczy 2019, TLC Conferences, Warszawa.
2. Miłkowski, M. (2019, December 13). *Mechanicizm a unifikacja teoretyczna*. III Konferencja Filozofii Nauki i Metod Formalnych w Filozofii (KFNiMFF), Polskie Towarzystwo Logiki i Filozofii Nauki / Politechnika Warszawska, Warszawa.
3. Miłkowski, M., & Litwin, P. (2018, March 6). *Kodowanie predykcyjne jako teoria unifikacyjna*. Przetwarzanie predykcyjne - możliwości i ograniczenia, UKSW, Warszawa.
4. Miłkowski, M., & Poczobut, R. (2018, April 18). *Spór o miejsce umysłu w świecie fizycznym*. LX Tydzień Filozoficzny KUL, KUL, Lublin.
5. Miłkowski, M. (2018, April 19). *Jak rozstrzygnąć spór o wyobrażenia umysłowe?* Seminarium ogólnokognitywistyczne, UMCS, Lublin.
6. Miłkowski, M. (2018, May 20). *Architektury poznawcze a jedność umysłu*. Zderzenia poznawcze, Uniwersytet Warszawski, Warszawa.
7. Miłkowski, M. (2018, November 24). *Informatyka a kognitywistyka: wzajemne inspiracje*. Filozofia i informatyka IV, Politechnika Warszawska, Wojskowa Akademia Techniczna, Warszawa.
8. Miłkowski, M. (2017). *Grand Theories of Cognition*. Contemporary Philosophy – problems, trends and perspectives, Institute for the Study of Societies and Knowledge – Bulgarian Academy of Sciences, Bulgaria, Varna.
9. Miłkowski, M. (2016). *Czym jest kognitywistyka?* Kognitywistyka na uniwersytecie i na rynku pracy, Uniwersytet Śląski, Katowice.

10. Miłkowski, M. (2016). *Strategie unifikacji w kognitywistyce*. XI Zjazd Polskiego Towarzystwa Kognitywistycznego, Polskie Towarzystwo Kognitywistyczne / Uniwersytet w Białymstoku, Białystok.
11. Miłkowski, M. (2016). *Unifikacja i integracja modeli mechanistycznych*. Konferencja Filozofii Nauki i Metod Formalnych w Filozofii, Polskie Towarzystwo Logiki i Filozofii Nauki, Kraków.
12. Miłkowski, M. (2016). *Wyjaśnianie obliczeniowe*. Kognitywistyka na uniwersytecie i na rynku pracy, Uniwersytet Śląski, Katowice.
13. Miłkowski, M. (2015). *Blue Brain i Human Brain Project: modelowanie oddolne w neuronaukach obliczeniowych*. Ogólnopolska Konferencja Studencko-Doktorancka Neuromania III, Toruńskie Koło Kognitywistyczne, Toruń.
14. Miłkowski, M. (2015). *Machine Consciousness and Computationalism*. X Zjazd Filozoficzny, Polskie Towarzystwo Filozoficzne, Poznań.
15. Miłkowski, M. (2015). *Sztuczna inteligencja*. X Zjazd Filozoficzny, Polskie Towarzystwo Filozoficzne, Poznań.
16. Miłkowski, M. (2015). *Wymiary treści: przypadek pojęć abstrakcyjnych*. X Zjazd Filozoficzny, Polskie Towarzystwo Filozoficzne, Poznań.
17. Miłkowski, M. (2014). *Eksplanacyjna wartość dużych symulacji mózgu: perspektywa mechanicystyczna*. Mózg-Mysł-Maszyna, „Algorytmy i heurystyka w badaniach nad umysłem”, UMCS, Lublin.
18. Miłkowski, M. (2014). *O modelach wyjaśniających i ich składnikach, które nic nie wyjaśniają*. Granice naturalizmu, Katedra Filozofii Prawa i Etyki Prawniczej, UJ, Kraków.
19. Miłkowski, M. (2014). *Obliczeniowe modele reprezentacji halucynacyjnych i psychotycznych*. X Zjazd Polskiego Towarzystwa Kognitywistycznego. Poznanie, komunikacja i działanie. Mechanizmy integrujące i separujące, Polskie Towarzystwo Kognitywistyczne, Szczecin.
20. Miłkowski, M. (2014). *Tłumaczenia tekstów naukowych przy pomocy narzędzi komputerowych*. Tłumacz a komputer 2, Wyższa Szkoła Filologiczna, Wrocław.
21. Miłkowski, M. (2013). *Zmierz analizy pojęciowej*. Filozofia 2.0, NPRH & Uniwersytet w Białymstoku, Białystok.
22. Miłkowski, M. (2012). *Antycypacyjne mechanizmy reprezentacyjne: od cybernetyki po kognitywistykę*. Spotkania warszawskiego oddziału PTF, Polskie Towarzystwo Filozoficzne, Oddział Warszawski, Warszawa.
23. Miłkowski, M. (2012). *Wyjaśnianie procesów poznawczych w kognitywistyce*. Kognitywistyka. O naturze umysłu, Instytut Filozofii UW, Warszawa.
24. Miłkowski, M. (2011). *Jak udawać dualistę, wprowadzając Jak udawać dualistę, wprowadzając epicykle do funkcjonalizmu? epicykle do funkcjonalizmu? Świadomość, umysł, filozofia / Filozofia kognitywistyki*, IFiS PAN / Orgia Myśli / PWN, Warszawa.
25. Miłkowski, M. (2010). *Dlaczego problem przyczynowości umysłowej w wersji Kima jest pozorny? Ontologia sporu o przyczynowość mentalną*, Instytut Filozofii UW, Warszawa.
26. Miłkowski, M. (2010). *Wyjaśnianie mechanistyczne a prawa w kognitywistyce*. 7. Zjazd Polskiego Towarzystwa Kognitywistycznego, Polskie Towarzystwo Kognitywistyczne, Poznań.
27. Miłkowski, M. (2009). *Komputacjonizm i świadomość: dobrana para po tylu latach*. Filozofia kognitywistyki, IFiS PAN, Warszawa.
28. Miłkowski, M. (2009). *O powierzchniowym przetwarzaniu języka polskiego na przykładzie korektora LanguageTool*. II Studenckie Forum Badań nad Językiem, Ośrodek Badań Filozoficznych i Interdyscyplinarne Koło Badań nad Językiem, Warszawa.
29. Miłkowski, M. (2008). *Czy wiedza androidów jest wiedzą*. Studia Philosophica Forum 1. Filozoficzne podstawy nauki - naukowe podstawy filozofii, „Studia Logica”, „Filozofia Nauki,” Polska, Guzianka.
30. Miłkowski, M. (2008). *Modularność: ujęcie funkcjonalne czy architektoniczne?* VI Zjazd Polskiego Towarzystwa Kognitywistycznego, Polskie Towarzystwo Kognitywistyczne, Poland, Poznań.

31. Miłkowski, M. (2008). *Nauki reinżynieryjne*. Drugie Łódzkie Warsztaty Filozoficzne. Język i technologia. Wątki lemowskie w filozofii nauki i kultury, Uniwersytet Łódzki, Instytut Filozofii/Koło Naukowe Filozofów, Poland, Łódź.
32. Miłkowski, M. (2008). *O tzw. metaforze komputerowej*. VIII Polski Zjazd Filozoficzny, Uniwersytet Warszawski, Szkoła Wyższa Psychologii Społecznej, Poland, Warszawa.
33. Miłkowski, M. (2007, September 27). *Antyrealizm i realizm w postulowaniu utajonych funkcji umysłu*. Utajone funkcje umysłu, IFiS PAN / UAM filia w Kaliszu, Jarocin.
34. Miłkowski, M. (2006, December 10). *Jak zreformować polskie uniwersytety? O przejrzystości działania uczelni wyższych*. Przyszłość uniwersytetów w Polsce i Unii Europejskiej, Instytut Badań nad Gospodarką Rynkową – Polskie Forum Strategii Lizbońskiej, Warszawa.

(iv) *Service to the Discipline*

- **Reviewing:**

- Extensive refereeing experience for numerous international and Polish journals: (a) International journals: *Synthese, Cognitive Science, Philosophical Psychology, Biology & Philosophy, Minds & Machines, Philosophical Papers, Journal of Philosophy, Philosophies, Big Data and Society, Journal of Language Modelling, Journal of Philosophy, New Ideas in Psychology, Avant, Adaptive Behavior, Psychology of Language and Communication, Poznan Studies in the Philosophy of the Sciences and Humanities, Frontiers in Psychology, Theoria, Journal of Cognitive Science, Theoria et Historia Scientiarum, AI & Society, Philosophy & Technology, Journal of Philosophical Research, Entropy, European Journal for the Philosophy of Science, British Journal for the Philosophy of Science, Biosemiotics, Organon F, Philosophical Explorations, TopiCS in Cognitive Science, Mind & Language, Consciousness & Cognition, Grazer Philosophische Studien, Social Epistemology, Healthcare, Philosophy of Science, Foundations of Science*; (b) Polish journals: *Roczniki Filozoficzne KUL, Filozoficzne Aspekty Genezy, Studia Metodologiczne, Filozofia Nauki, Przegląd Filozoficzny, Przegląd Filozoficzno-Literacki, Etyka, Hybris, Rocznik Kognitywistyczny, Analiza i Egzystencja, Edukacja Filozoficzna*
- Reviewer for grant agencies, including ERC, ISF (Israel), NWO, NIAS (Netherlands), COST (EU), HERA JSP (EU), NCN, NAWA and NPRH (Poland). Internal reviewer for HS1 board at NCN (2015, 2016, 2018, 2019) and for NPRH (2017).
- External Assessor for Academic Promotion: University of Edinburgh, The Technion (Israel Institute of Technology), University of Warsaw
- Book proposal and manuscript reviewer for Cambridge University Press, MIT Press, Oxford University Press, Springer Nature, Routledge (Psychology Press), Fundacja na Rzecz Nauki Polskiej, and Wydawnictwo Uniwersytetu Łódzkiego.

- **Advisory Committees:**

- Ministry Committee for Evaluation of Scientific Journals in Philosophy (panel member, 2019).
- Ministry Committee for Fellowships for Outstanding Young Scientists (panel member, 2019, 2020)

- **Program Committee Membership:**

- Gen-AI 2024, Lisbon, July 2024
- PhAI 2023, Erlangen, December 2023
- Hypothesis in science. On the 550th anniversary of the birth of Nicolaus Copernicus, Toruń, October 2022
- EENPS 2022, Tartu, August 2022
- Logic4Peace, University of Amsterdam, April 2022
- EENPS 2020, Belgrad, June 2020
- INPP 2019, 21th Annual Conference of the International Network for Philosophy and Psychiatry 'Experts in Mental Health', 22-24 October 2019, Warsaw.
- Challenges for Science in the 21st Century, CRIFST, Iasi, June 2019
- III Konferencja Filozofii Nauki i Metod Formalnych w Filozofii (KFNiMFF), 13-14th December 2018, Warsaw
- XII Zjazd Polskiego Towarzystwa Kognitywistycznego, September, 19th to 21st, Kraków
- EEPNS 2018, Bratislava, June 2018
- CCSC 2018 – Cracow Cognitive Science Conference, May 2018
- PT-AI 2017, Leeds, November 2017
- EPSA 2017, Exeter, September 2017
- XI Zjazd Polskiego Towarzystwa Kognitywistycznego, September, 22nd to 24th, Białystok
- Minds, Selves and 21st Century Technology in Lisbon, 23rd & 24th of June, 2016, Lisbon
- East European Network for the Philosophy of Science EENPS 2016, 24-26 June, 2016, Sofia
- Situating Cognition: Affect, Agency, and Extension. 2nd International Conference in Trends in Interdisciplinary Studies, October 15-18, 2015, Warsaw
- European Conference on Social Intelligence ECSI 2014, November 3-5, Barcelona
- Philosophy and Theory of Artificial Intelligence 2013, 21 & 22 September, Oxford
- Kazimierz Naturalist Workshop, 2006-2016 (ten annual meetings), Kazimierz Dolny, Poland

• **Offices and Committees:**

- Chair of the Section of Logic & Cognitive Science, Institute of Philosophy and Sociology, Polish Academy of Sciences (2020-)
- Członek Kolegium Instytutu Filozofii i Socjologii PAN (2017-)
- Członek Rady Fundacji Instytutu Filozofii i Socjologii PAN (2024-)
- Zastępca Prezes Fundacji Instytutu Filozofii i Socjologii PAN (2020-2024)
- Prezes Fundacji Instytutu Filozofii i Socjologii PAN (2016-2020)
- Komitet Nauk Filozoficznych przy prezydium PAN, wiceprzewodniczący (2020-2023), członek (2024-)
- Komitet Nauk Filozoficznych przy prezydium PAN, ekspert (2016-2019)
- Komitet Nauk Filozoficznych przy prezydium PAN, ekspert (2013-2016)
- Polskie Towarzystwo Logiki i Filozofii Nauki, członek zarządu (2019-)
- Polskie Towarzystwo Logiki i Filozofii Nauki, członek komisji rewizyjnej (2016-2019)
- Polskie Towarzystwo Logiki i Filozofii Nauki, sekretarz (2009-2012, 2012-2015)
- Ośrodek Badań Filozoficznych, dyrektor finansowy (2006-2011)

- **Editorships**

- Associate Editor: *European Journal for the Philosophy of Science* (2017-)
- Editor: *Paladyn. Journal of Robotics, Intelligent Agents, and Artificial Intelligence* (2010-)
- Deputy Editor-in-Chief: *Przegląd Filozoficzno-Literacki* (2011-2018)
- Member of the Editorial Board: *Avant* (2010-), *Kognitywistyka i Media w Edukacji* (2017-), *Philosophies* (2021-2023), *Philosophical Alternatives* (2017-), *Science and Engineering Ethics* (2021-), *Zagadnienia Filozoficzne w Nauce* (2018-), *Journal of Neurophilosophy* (2022-)

- **Membership in Professional Societies:**

- Cognitive Science Society
- European Society for the Philosophy of Science
- International Society for Biosemiotic Studies
- Polskie Towarzystwo Logiki i Filozofii Nauki (Polish Association for Logic and Philosophy of Science)
- Ośrodek Badań Filozoficznych (Center for Philosophical Research)

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Professional Affiliations:

2009-present	Faculty of <i>Artes Liberales</i> , University of Warsaw: Professor http://www.obta.uw.edu.pl/en-208
2002-present	Institute of Philosophy and Sociology of Polish Academy of Sciences, Warsaw: Professor of Philosophy http://www.ifispan.waw.pl/index.php?lang=en&m=page&pg_id=299
1996-2013	Department for Pedagogy and Arts in Kalisz, Adam Mickiewicz University: Associate Professor of Philosophy.
1991-1988	Adam Mickiewicz University in Poznań, Department of Social Sciences, Institute of Cognitive Psychology.

Scientific achievements (publications)

a. Books in English

1. *Deferring the Self*, Frankfurt am Main, Berlin, Bern, Bruxelles, New York, Oxford, Wien: Peter Lang - International Academic Publishers (Studies in Social Sciences, Philosophy and History of Ideas) 2013. 392 p.
http://www.peterlang.com/index.cfm?event=cmp.ccc.seitenstruktur.detailseiten&seitentyp=produkt&p_k=75868&cid=277
2. *Grammar and Glamour of Cooperation. Lectures on the Philosophy of Mind, Language and Action*, Frankfurt am Main, Berlin, Bern, Bruxelles, New York, Oxford, Wien: Peter Lang - International Academic Publishers (Warsaw Studies in Philosophy and Social Sciences) 2014. 248 p.
http://www.peterlang.com/index.cfm?event=cmp.ccc.seitenstruktur.detailseiten&seitentyp=produkt&p_k=80260&concordeid=265091
3. *The Animals in Us - We in Animals*, Frankfurt am Main, Berlin, Bern, Bruxelles, New York, Oxford, Wien: Peter Lang - International Academic Publishers (Warsaw Studies in Philosophy and Social Sciences) 2014. 285 p.
http://www.peterlang.com/index.cfm?event=cmp.ccc.seitenstruktur.detailseiten&seitentyp=produkt&p_k=79232&concordeid=265039
4. *Atheism Revisited. Rethinking Modernity and Inventing New Modes of Life*, (edited by Szymon Wróbel, Krzysztof Skonieczny) Palgrave Macmillan 2020, <https://www.palgrave.com/gp/book/9783030343675> . 250 p.
5. *An Attentive University in The Time Of Platform Capitalism*, Warsaw, Faculty of „Artes Liberales” UW 2020. 37 p.
6. *Living and Thinking in the Postdigital World. Theories, Experiences, Explorations* (edited by Szymon Wróbel, Krzysztof Skonieczny) Kraków: Universitas. 2022. [Living and Thinking in the Postdigital World. Theories, Experiences, Explorations, 9788324236909](https://www.universitas.com.pl/9788324236909)
7. *Regimes of Capital in the Postdigital Age* (edited by Szymon Wróbel, Krzysztof Skonieczny) London: Routledge. 2022. [Regimes of Capital in the Post-Digital Age - 1st Edition - Szymon Wróbel \(routledge.com\)](https://www.routledge.com/9781138343675)
8. *Images Between Series and Stream* (edited by Szymon Wróbel, Adam Cichoń) Kraków: Universitas. 2023. [Images Between Series and Stream , 978-83-242-3910-8 \(universitas.com.pl\)](https://www.universitas.com.pl/9788324239108)

Books in Polish:

1. **.Granice polityczności**, (*The Boundaries of Politicization*) with Paweł Dybel), Warsaw: Aletheia Publishing House, 2008. 559 pages.
2. **Szkola jako fikcja i inne szkice z filozofii edukacji** (*The School as Fiction and Other Essays in the Philosophy of Education*), co-author: R. Nawrocki, Faculty of Pedagogical and Artistic Sciences, UAM, Poznań – Kalisz, 2010, 281 pages.
3. **Umysł, gramatyka, ewolucja. Wykłady z filozofii umysłu** (*Mind, Grammar, Evolution. Lectures on the Philosophy of Mind*), PWN Scientific Publishing House, Warsaw, 2010, 564 pages.
4. **Ćwiczenia z przyjaźni**, (*Exercises in Friendship*), Universitas, Kraków, 2012, 443 pages. Ćwiczenia z przyjaźni, Szymon Wróbel, 9788324216475 (universitas.com.pl)
5. **Odkrycie nieświadomości. Czy destrukcja kartezjańskiego pojęcia podmiotu poznającego?**, (*The Discovery of the Unconscious. Is the Destruction of the Cartesian Concept of the Knowing Subject?*), 2nd revised edition, UMK Scientific Publishing House, Toruń, 2012, 278 pages.
6. **Lektury retroaktywne. Rodowody współczesnej myśli filozoficznej**, (*Retroactive Readings. The Genealogies of Contemporary Philosophical Thought*), Universitas, Kraków, 2014, 704 pages. Lektury retroaktywne. Rodowody współczesnej myśli filozoficznej, Szymon Wróbel, 9788324226283 (universitas.com.pl)
7. **Polska pozycja depresyjna. Od Gombrowicza do Mrożka i z powrotem** (*The Depressive Position in Poland. From Gombrowicz to Mrozek and Back*), Universitas, Kraków, 2015, 493 pages. Polska pozycja depresyjna: od Gombrowicza do Mrożka i z powrotem, Szymon Wróbel, 9788324227402 (universitas.com.pl)
8. **Filozof i terytorium. Polityka idei w myśli Leszka Kołakowskiego, Bronisława Baczki, Krzysztofa Pomiana i Marka J. Siemka**, (*The Philosopher and the Territory. The Politics of Ideas in the Thought of Leszek Kołakowski, Bronisław Baczka, Krzysztof Pomian, and Marek J. Siemek*), Institute of Philosophy and Sociology, Polish Academy of Sciences Publishing House, Warsaw, 2016, 414 pages.
9. **Obrazy mimo woli. Wokół obrazu myśli Georges’a Didi-Hubermana**, (*Images Against One’s Will. Around the Image of Thought of Georges Didi-Huberman*), Jan Tarasin Art Gallery, Kalisz, 2017, 100 pages.
10. **Ateizm. Próba dokończenia projektu**, (*Atheism. An Attempt to Complete the Project*), edited by S. Wróbel and K. Skonieczny, DiG Publishing House, Warsaw, 2018, 327 pages.
11. **Materializm, ateizm, immanencja. Notatki do przyszłej heteroontologii** (*Materialism, Atheism, Immanence. Notes for a Future Heteroontology*), Universitas, Kraków, 2024, 535 pages.

b. Articles in English:

1. *The Time of Chatbots, Left-Handedness and Giving Voice to a Community*, [in:] *Attempt 5*, Ed. Joanna Dudek, Kalisz: Tarasin.pl 2024, pp. 41-55.
2. *Almanach*, [in:] *Bronisław Baczko (1984-2024) Abécédaire*, Ed. Michel Porret, François Rosset, Genève: Georg Olms AG 2024. in French
3. *Warszawa – ville de philosophes*, [in:] *Bronisław Baczko (1984-2024) Abécédaire*, Ed. Michel Porret, François Rosset, Genève: Georg Olms AG 2024. in French
4. *The Black Protests in Poland: An Example of an Anti-pastoral Revolution*, [in:] “Philosophy Study”, Mar.-Apr. 2024, Vol. 14, No. 2, pp. 53-62.
5. *Countering Kant, or Conditions of Perpetual Anxiety*, [in:] “Kronos Philosophical Journal”, Volume XII 2023, pp. 171-183.
6. *Seven Days without a World*, [in:] “Kronos Philosophical Journal”, Volume XII 2023, pp. 188-194.
7. *The Bourgeoisie as Humanity or Inter-Class*, [in:] *Understanding Recognition, Conceptual and Empirical Studies*, Ed. Piotr Kulas, Andrzej Waśkiewicz and Stanisław Krawczyk, London: Routledge 2023, pp. 51-65.
8. *Attempt, the Absence of Work: The Report on a Polish Art Project*, [in:] *Journal of Anthropological and Archaeological Sciences*, 6(4) 2022, p. 762-770.

9. *Modernity as Backwardness or Tradition as Resistance*, [in:] *Tradition and Innovation*, Ed. Maria do Rosário Monteiro, London: CRC Press Taylor & Francis Group 2021, pp. 383-391.
10. *Populism as an Implementation of National Biopolitics: The Case of Poland*, [in:] *The Palgrave Handbook of Populism*, Ed. Michael Oswald, London: Springer Nature, p. 567-586.
11. *The Biopolitical Incarnation of Populism: A Voice From Poland*, [in:] "Philosophy Study", February 2021, Vol. 11, No. 2, 124-138.
12. *What is the History of Philosophy?*, [in:] "The Interlocutor", Volume 2, 2019/2020, Warsaw, IFiS PAN Publishers, pp. 182-206.
13. *Productivity of Poverty. Managing Poverty in Philosophy From Benjamin and Heidegger to Agamben, Negri and Hardt*, [in:] "Philosophy Study", Volume 10, Number 3 (Serial Number 92), March 2020, pp. 202-214.
14. *Biocommunism or Beyond the Biopolitical Paradigm*, [in:] "Philosophy Study", Volume 10, Number 5, May 2020, pp. 293-308.
15. *Biocommunism and its Role as it Overcomes Biopolitics*, [in:] "Polish Sociological Review", No. 3 (211) 2020, pp. 301-321.
16. *Plural Form of Polish Madness. Side Notes to Mira Marcinów's The History of Polish Madness*. Vol. 1. The Study of Melancholy, [in:] „Avant. Trends in Interdisciplinary Studies”, vol. XI, no. 1, 2020, pp. 1-13.
17. *The Gaze of Death or Modern Adventures of the Imagination in Three Acts*, [in:] *Intelligence, Creativity and Fantasy*, Ed. Mário S. Ming Kong, Maria do Rosário Monteiro, Maria João Pereira Neto, London: CRC Press Taylor & Francis Group, pp. 368-379.
18. *Europe as an Idea, Will and Profanation: Reactivation*, [in:] „Philosophy Study”, vol. 9, no. 11, 2019, s. 651-664.
19. *Roland Barthes Reads "The Map and the Territory" by Michel Houellebecq*, [in:] „Philosophy Study”, vol. 9, no. 12, 2019, s. 761-772.
20. *Critique in the Field of Immanence. The Case of New Polish Art*, [in:] "Philosophy Study", September 2019, Vol. 9, No. 9, pp. 531-543.
21. *The Question Concerning Techno-Utopia*, [in:] "Philosophy Study", January 2019, Vol. 9, No. 7, pp. 387-399.
22. *Essay on Indifference: Affect and Thinking From Spinoza to Freud and Deleuze*, [in:] "Philosophy Study", July 2019, Vol. 9, No. 1, pp. 65-73.
23. *The Return of Alcibiades. A Tale on Repression Of Eros*, [in:] *Spain – India – Russia. Centres, Borderlands, and Peripheries of Civilisations*, Jan S. Ciechanowski, Cristina González Caizán, Warszawa Sub Lupa, Wydział „Artes Liberales” UW 2018, pp. 623-647.
24. *What Revolution Could be in the Times of Biocapitalism?*, [in:] *Modernity, Frontiers and Revolutions*, Ed. Maria do Rosário Monteiro, Mário S. Ming Kong, Maria João Pereira Neto, London: Taylor & Francis Group, 2019, pp. 467-475.
25. *Eight and a Half Theses on Utopia*, [in:] "Beyond Philology". Special Issue "Utopia and Solidarity", No. 14/4, 2017, pp. 9-29.
26. *The Task of the Translator in Times of Dismantling the Social. Zygmunt Bauman and Active Utopia*, [in:] "Polish Sociological Review", No. 1 (201) 2018, pp. 61-77.
27. *Politics of Errors*, [in:] *Traces of Violence and Freedom of Thought*, Lene Auestad, Amal Kabesh Treacher (Eds.), Palgrave Macmillan UK 2017, pp. 35-55.
28. *Jarosław Kozłowski's Devices and Devising Art*, [in:] *Jarosław Kozłowski: Neither East Nor West, Neither North Nor South*, Bożena Czubak (ed.), Warsaw - Moscow: Profile Foundation 2017, pp. 32- 46.
29. *Postcritical Turn. Towards the Art of Techno-capitalism*, [in:] *Attempt 3. International Contest for Experiment*, Joanna Dudek (ed.), Kalisz: Galeria Sztuki im. Jana Tarasina 2017, pp. 16-29.
30. *Optical Fibre or A Critical Analysis of Progress*, [in:] *Progress(es), Theories and Practices*, Mário S. Ming Kong, Maria do Rosário Monteiro, Maria João Pereira Neto (Eds.), London UK: CRC Press Taylor & Francis Group 2017, pp. 399-405.
31. *The Creative Aspect of Language Use*. [in:] *Psychology of Art and Creativity*. vol. 2, Joanna Połusznna (ed.), Kraków: Wydawnictwo Aureus 2016, pp. 33-55.

32. *The Utopian Pact or There is no Alternative*, [in:] *Utopia(s) – Worlds and Frontiers of the Imaginary*, ed. Maria do Rosário Monteiro, Mário S. Ming Kong, Maria João Pereira Neto, London UK: CRC Press Taylor & Francis Group 2016, pp. 363-381.
33. *Community in Question. Failure of Communitarianism, Misery of Individualisms and Community of Existence*, [in:] "Polish Sociological Review" No. 2 (194) 2016, pp. 227-247.
34. *Game of the Terminally Prosthetic Subject*, [in:] *Gamification. Critical Approaches*. Ed. Jarosław Kopeć, Krzysztof Pacewicz, The Faculty of "Artes Liberales", University of Warsaw. Warsaw, 2015, pp. 99-112.
35. *Logos, Ethos, Pathos. Classical Rhetoric Revisited*, [in:] "Polish Sociological Review" No. 3 (191) 2015, pp. 401-421.
36. *Europe as an Idea, Will and Profanation*, [in:] "Nauka", 2, 2015, pp. 51-69.
37. *The Infinite Task of Mastering the Oedipus* [in:] *Grenzen der Interpretation in Hermeneutik und Psychoanalyse*, Lang Hermann, Dybel Paweł, Pagel Gerda (Hrsg.), Würzburg: Königshausen & Neumann 2014, pp. 247-263.
38. *Language and Its Doppelgänger*, [in:] *Imagine There were no Humanities... Transdisciplinary Perspectives*, I. K. Ackermann, K. Chruszczewska, E. R. Janion, A. Mate, N. Obukowicz, (ed.), Warszawa: DiG 2015, pp. 79-91.
39. *Funeral Policy: the Case of Mourning Populism in Poland*, [in:] *Nationalism and the Body Politic. Psychoanalysis and the Rise of Ethnocentrism and Xenophobia*, (ed.) Lene Auestad, Great Britain: Karnac Books Ltd 2014, pp. 65-85.
40. *Domesticating Animals: Description of a Certain Disturbance*, [in:] "Dialogue and Universalism", (1/2014), pp. 173-191.
41. *Roland Barthes reads Michel Houellebecq's The Map and The Territory*, [in:] *Questions of Arts. Questions of Image - Questioning through Image*, (ed.) Joanna Dudek, Kalisz: Galeria Sztuki im Jana Tarasina 2013, pp. 85-102.
42. *Rethinking Language Faculty. Has Language Evolved for Other than Language Related Reasons?*, [in:] "Theoria Et Historia Scientiarum. An International Journal for Interdisciplinary Studies", VOL. IX, Ed. Nicolaus Copernicus University 2012, pp. 201-217.
43. *Enlightenment in Trouble. Nicholas Maxwell In The Search For Wisdom-Inquiry*, [in:] "Dialogue and Universalism", No 3/2012, pp. 79-93.
44. *In Praise for Monstrosities. The Case of Niccolo Machiavelli*, [in:] "Polish Sociological Review" No. 4 (180) 2012, pp. 455-475.
45. *The Concept of Linguistic Intelligence and Beyond*, [in:] (ed.) M. Pawlak, *New Perspectives on Individual Differences in Language Learning and Teaching*, Berlin/Heidelberg: Springer Verlag 2012, pp. 115-127.
46. *The Act of Creation as an Act of Invention of Identity*, [in:] *Psychology of Art and Creativity*, Joanna Pośluszna (ed.), Kraków: Aureus 2011, s. 55-73.
47. *Mourning Populism. The Case Of Poland*, [in:] "Polish Sociological Review", No 4 (171) 2011, pp. 437-457.
48. *Three Styles of Practicing Interdisciplinarity in the Humanities*, [in:] *The Humanities Today and the Idea of Interdisciplinary Studies*, ed. Barbara Bokus, Warsaw: Matrix 2011, pp. 291-294.
49. *Either Thinking or Art*, [in:] *Quotations Marks*, ed. Bożena Czubak, Profile Foundations Warsaw 2010, pp. 237-254.
50. *Between Kinship and Alienation. Three Fantastic Tales about Man in Nature*, [in:] *Birthday Beasts' Book. Cultural Studies in Honour of Jerzy Axer*. Ed. Katarzyna Marciniak, Warsaw 2011, pp. 471-488.
51. *Foucault reads Freud: The Dialogue with Unreason and Enlightenment*, "Polish Sociological Review", No 3 (171) 2010, pp. 271-289.
52. *Open Pedagogy: Building Bridges to Democracy*, [in:] *Brücken/Bridges/Mosty*, (ed.) Jerzy Wypych, Poznań-Kalisz: Wydawnictwo WPA UAM, 2009, pp. 24-28.
53. *A Metaphysician in the Land of Cyborgs. On Robert Piłat's book On the Nature of Concepts*, „Polish Journal of Philosophy”, Vol. II/2, Kraków: Jagiellonian University 2008, pp. 127-139.
54. *Beyond Identity. Beyond Europe*, [in:] *The New Europe. Uncertain Identity and Borders*, (ed.) Małgorzata Kowalska, Białystok: Wydawnictwo Uniwersytetu w Białymstoku 2007, pp. 123-141.

55. *What are Rules of Grammar? A View from the Psychological and Linguistic Perspective*, [in:] "Studies in Pedagogy and Fine Arts", ed. M. Pawlak, Poznań – Kalisz: Faculty of Pedagogy and Fine Arts Press, 2007, pp. 93-112.

Szymon Wróbel has published over 200 articles in Polish. He regularly publishes scientific texts in "Philosophy Study", "Polish Sociological Review" and "Sociological Discourse". He writes essays mainly for "Polityczny Przegląd", "Twórczość" and "Teksty Drugie", and reviews in "Nowe Książki".

Competence in scientific guidance as manifested via:

Supervising students:

Doctoral theses promoted under the supervision of Szymon Wróbel University of Warsaw

- *Hamlet, czasowość i psychoanaliza*, Agata Tymczyszyn
- *Traumatophilic Subjects. Psychoanalytic Case Studies*, Paweł Miech
- *The meanings of transmattering – enacted through an autoethnography of relations between human and post-human liminal beings*, Karolina Żyniewicz
- *Historia fabrykowania asystentów głosowych. O technologizacji, obiektywizacji i antropocentryzacji głosu*, Julia Krzesicka
- *Geontopolityka w pojęciu, obrazie i dowodzie. Możliwe sposoby włączenia natury do refleksji biopolitycznej i nekropolitycznej*, Maria Wodzińska
- *Monumenty zapuszczają korzenie. Historia środowiskowa we współczesnych projektach sztuki publicznej*, Magdalena Krzosek-Hołody (in cooperation with prof. Marią Poprzęcką)
- *Silence in Translation. The Uncanny in Beckett's Theater*, Natalia Luiza Carneiro Lopes Acioly
- *Szkoła jako fikcja*, Radosław Nawrocki

Institute of Philosophy and Sociology of the Polish Academy of Sciences

- *Pojęcie uznania we współczesnej myśli filozoficzno-politycznej*, Krzysztof Michałowski
- *Obowiązek polityczny jako dylemat moralny*, Filip Niemczyk
- „Zoon politikon”. *Polityczne wytwarzanie zwierzęcości*, Andrzej Grzybowski
- *From Justice as Fairness to Capability Approach: Housing Freedom of the Citizens as a Matter of Concern in Ethics and Economics*, Priyanga Sanjeevan (in cooperation with prof. Andrzej Rychard)
- *Z powodu miłości do polityki. Próba rekonstrukcji władzy sądenia w dziele Hannah Arendt*, Anna Trzcńska
- *Fancy and Fraud in the Art of Modernity. The Case of Richard Wagner and Friedrich Nietzsche*, Elçin Marasli
- *Ontologia polityczna Benedykta Spinozy*, Mateusz Janik
- *The Animal and the Human. A Perspective of Immanence*, Krzysztof Skonieczny
- *Uzasadnienia teorii sprawiedliwości: dziedzictwo Johna Rawlsa*, Sebastian Szymański
- *Negative Trouble And Gender Dialectics. Bridging the Gap between Butler and Adorno*, Philip Højme (in cooperation with prof. Adam Lipszyc)
- *Nature and Practice. Gilles Deleuze's Ethics of Life*, Jędrzej Brzeziński
- *Początki biopolityki na ziemiach polskich. Przemiany władzy wobec ludzi luźnych oraz praktyki społeczne podporządkowanych w drugiej połowie XVIII wieku*, Gabriel Klimont (in cooperation with prof. Joanna Kurczewska)
-

Diploma theses (supervisor): University of Warsaw

- *Miłość w świecie well-being*, Jagoda Mierzejewska
- *Wizualność polityki pamięci. Reprodukcyjne, kłisze, zapożyczenia i przejęcia na przykładzie upamiętnienia ofiar ludobójstwa w Rwandzie i konfliktu w Syrii*, Maria Wodzińska
- *Artysta Marcela Prousta. Prorok i prześladowca współczesności*, Julia Cydejko
- *Ścieżkami rozkładu: bezwarunkowy akceleracjonizm wobec współczesnego kapitału*, Andrzej Frelek
- *Śmierć człowieka bezpośredniego. Teologia wątplenia wobec śmierci*, Maksymilian Hau
- *Commodity form, labour and the formation of the subject: Mark Fisher's capitalist realism in the light of Alfred Sohn-Rethel and Moishe Postone's critical theory*, Andrzej Frelek
- *Rozdzielenie-masochizm-ciało. Analiza serialu Rozdzielenie*, Aleksander Graszewicz
- *Nieszczelny mózg szczelnego Straucha. O krytyce mizantropii w Mrozie Thomasa Bernharda*, Miłosz Spychalski
- *Filozofia jest włóczęgą. Meillassoux, Varda, Adorno*, Miła Moklak
- *Potwór uczłowieczony - queerowość i abiekt w filmach Julii Ducournau*, Julian Kallas
- *Ontologiczna podstawa etyki w filozofii Alaina Badiou*, Bartosz Ciemniak
- *Współcześni twórcy wycinanki w Izraelu w świetle teorii aktora-sieci*, Agata Szepe
- *Samoodmiotowanie autora literackiego na przykładzie Michela Houellebecqa*, Nikita Grekowicz
- *Miłość jako rozwój. Koncepcja miłości według Diotymy w Uczcie Platona*, Sandra Kublik
- *Strategie ruchu wobec miejsc wykluczonych. Trzecia przestrzeń, a teoria feministyczna*, Karla Sutil

Teaching experience:

Graduate School for Social Research at the IPS PAS Warsaw	Since 2004 S Wróbel has lectured at the Graduate School for Social Research at the IFIS PAN. Topics of the seminars: <i>The Limits of the Political</i> (2006), <i>Biopolitics, Bio-power, Bio-engineering</i> (2007), <i>Philosophy of Power of Thomas Hobbes</i> (2008), <i>Mass, Plebs, People, Mob: in the Search for a New Political Subject</i> (2009), <i>Reading Spinoza</i> (2010), <i>Strategy and Tactics in the Work of Niccolò Machiavelli</i> (2012), <i>Thucydides' War and the Modern World</i> (2013), <i>The Practice of Everyday Life</i> (2014), <i>Community in Question</i> (2015), <i>Major Philosophical Problems in Historical Context</i> (2017), <i>Philosophy in the Process of Making Concepts</i> (2018), <i>Beyond the Biopolitical Paradigm</i> (2019), <i>Wondering about Materialism</i> (2018), <i>Non-dialectical Negativity</i> (2023), <i>A Concept of Image</i> (2024)
College of Liberal Arts at the University of Warsaw	Since 2004 S Wróbel has lectured in the College of Liberal Arts at the University of Warsaw. Topics of the seminars: <i>Lektura tekstu naukowego (Sztuka krytycznego czytania)</i> (2023), <i>Monty Python albo granice komediowego nonsensu</i> (2023), <i>Czytając Guy Deborda, oglądając Jean-Luc Godarda</i> (2023), <i>Muzyka w zarządzanym świecie albo Adorno rozstrojony</i> (2023), <i>Tracąc zdrowy rozsądek albo czytanie Italo Calvino</i> (2023), <i>Życie w literze albo w cieniu Georges'a Pereca</i> (2023), <i>Pasolini. Próba dokończenia projektu</i> (2022), <i>Adorno albo otwarta rana nowoczesności</i> (2022), <i>Agamben na czas pandemii</i> (2022), <i>Długa historia profanacji życia</i> (2021), <i>Techniki siebie albo opór wobec „ja wewnętrznego”</i> (2021), <i>Michel Foucault przy maszynie do pisania</i> (2021), <i>Michel Foucault przy mikrofonie</i> (2021), <i>Rodność myśli nieokreślonej albo dokończyć lekturę Gillesa Deleuze'a</i> (2021), <i>Seminarium doktoranckie - Techno-Philosophy</i> (2021), <i>Adorno albo potęga negatywności</i> (2020), <i>Gilles Deleuze albo ontologia jednoznaczności</i> (2020), <i>Giorgio Agamben albo niemowlęstwo ludzkości: kontynuacje</i> (2020), <i>Martha C. Nussbaum albo ukrywając się przed ludzkością, skrywając to, co ludzkie</i> (2020), <i>Historia naturalna destrukcji albo</i>

	czytanie W. G. Sebald (2020), <i>Teatr filozoficzny albo o działaniu scenicznym Gillesa Deleuze'a</i> (2019), <i>Człowiek Montaigne'a albo miłość własna</i> (2019), <i>Georges Didi-Huberman albo demontaż porządku oka</i> (2018), <i>Samotność wielkiego człowieka imieniem Freud</i> (2019), <i>Filozof i śmierć</i> (2018), <i>Klinika Freuda</i> (2018), <i>Śmiech, materia, życie, ruch i pamięć w filozofii Henri Bergsona</i> (2018), <i>Przy stole montażysty albo wizyta w kinie Gillesa Deleuze'a</i> (2017), <i>Walter Benjamin albo humanistyka szabrownictwa</i> (2016), <i>Georg Simmel: narodziny socjologii z ducha świata mieszczańskiego, które jest czymś „więcej-niż-życiem”</i> (Mehr-als-Leben) (2016). <i>Giorgio Agamben albo radykalna pasywność</i> (2015), <i>Alain Badiou albo polityczna teoria mnogości</i> (2015), <i>Alexis de Tocqueville albo Ameryka w demokracji</i> (2014), <i>Spotkania międzycywilizacyjne: Orientalizm dzisiaj</i> (2014), <i>Przekroczyć biopolitykę</i> (2014). <i>René Girard o przemocy, upiornych sobowtórach, zazdrości i rzeczach ukrytych od narodzin świata</i> (2014). <i>Fantazje na temat natury, podmiotu i polityki. Wokół Bruno Latoura</i> (2013), <i>Świat według Rolanda Barthesa</i> (2012), <i>Filozofia o literaturze</i> (2012), <i>Filozofia i literatura</i> (2011), <i>Filozofia i muzyka</i> (2011), <i>Filozofia języka</i> (2010), <i>Filozofia i hermeneutyka</i> (2010), <i>Dwa ciała kynika. Wokół Petera Sloterdijka</i> (2013) <i>Granice polityczności</i> (2009),
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Relevant professional achievements:

Education:

2013	Institute of Philosophy and Sociology of Polish Academy of Sciences, Warsaw title of Full Professor in Humanities.
2003	Examination on the Thesis Presented to Qualify as Associate Professor (Social Philosophy): Institute of Philosophy and Sociology of Polish Academy of Sciences, Warsaw.
1996	Ph.D. Thesis (Philosophy of Mind): Institute of Philosophy and Sociology of Polish Academy of Sciences, Warsaw.
1990-1985	Master of Art Thesis (In the Field of Clinical Psychology): Adam Mickiewicz University in Poznań, Department of Social Sciences, Institute of Cognitive Psychology.

Other professional achievements

2018--present	Head of the research project "Technology and Socialization" carried out by THL at the Faculty of AL, University of Warsaw <u>Technology and Socialization – Techno-Humanities Lab Research Project (uw.edu.pl)</u>
2018	Member of the project <i>Nature and Culture</i> https://nature-culture.al.uw.edu.pl/faculty
2015	Honorable mention in the competition of European prize question („Who Gets Carried Away by Europe?“) for an essay entitled: <i>Europe as an idea, will and profanation</i>

2015 (August-September)	Three-month scientific training in The Department of Government, International Programs of Georgetown University
2013 (June-October)	Scholarship awarded by the Fondazione Kristina B. Przyjemaska Sbranti and Rettore dell' Università di Pisa for a research project entitled: <i>Polish Depressive Position: From Gombrowicz to Mrożek</i>
2013	Distinction in philosophical essay competition in the field of metaphysics announced by the Barbara Skarga Foundation for Thought
2012	Organizer of the Conference: <i>The Experience of Animality in Culture, Science and Daily Life</i> - Faculty of Artes Librales, University of Warsaw http://www.animality.ibi.uw.edu.pl/
2011	Individual Award of Warsaw University Rector for scientific activity
2008-2011	Coordinator of the Polish-Bulgarian Joint Research Project for Years 2009-2011 entitled – <i>Transformations of Social Sciences in Knowledge-Based Society</i> [Under the Agreement on Scientific Cooperation between the Polish Academy of Sciences and the Bulgarian Academy of Sciences]
October 2007	Organizer of the Conference: <i>Chiaroscuros of Imagination</i> Department for Pedagogy and Arts in Kalisz, Adam Mickiewicz University
November 2006	Organizer of the Conference: <i>Illusions of Memory</i> Department for Pedagogy and Arts in Kalisz, Adam Mickiewicz University
2005-2006	Coordinator of the STREP (<i>Specific Targeted Research Projects</i>) entitled <i>New Europe and the Frontier-Identity</i> . In Framework Program: <i>Citizens and Governance in the Knowledge Based Society</i> announced by European Commission. Reference Number: FP6-029060 (under the call FP6-2004-CITIZENS-5 6th Framework Programme).
2005-2010	Coordinator of the research project of the British Academy of Sciences and the Polish Academy of Sciences entitled <i>Post-Structuralism. Psychoanalysis. Politics.</i>
September 2005	Organizer of the Conference: <i>The Debate on the Nature and Character of Linguistic Competence</i>
2004	Fellowship in Manchester Metropolitan University (Department of Politics and Philosophy)
2004	Award of the Prime Minister for the habilitation thesis and the book <i>Power and Reason. The Reflective Stages of the Critical Social Theory</i>
September 2004	Organizer of the Conference: <i>The Forms of Mental Representation</i>
2003 and 2004	Nominated for the Literary Award – <i>Paszporty Polityki</i> .
2003	Award of the Rector of Adam Mickiewicz University in Poznań
2001	Organizer of the Conference: <i>Philosophy and Philology. Explanation – Understanding – Sympathy</i>
2000–2002	Grant assigned by Scientists' Research Committee (Decision Nr.: 1 H01A 004 19) for the research project on the title: <i>The Power of the Subject under the Self and the Self as the Subject of the Power. The Analyzes of the Dispute between Michel Foucault's Ethics of Care for the Self of and Jürgen Habermas' Ethics of Discourse.</i>
1999	Nominated for the award of the Rector of Adam Mickiewicz University in Poznań.
1999	Junior Fellowship, Institute for Human Sciences (Institut für die Wissenschaften vom Menschen), Vienna.
1998	Publication of <i>The Discovery of Unconscious</i> , Foundation for Polish Science.
1997	Nominated for the Literary Award – <i>Paszporty Polityki</i> .
1990	Award of the Dean of the Social Sciences Department for a Master's degree under the title: <i>The Zero Point of Cognition.</i>

Professional experience:

1996–2004	Family Health Institute of Mother and Child Hospital in Kalisz. Duties: Diagnosis and individual and family therapy.
1996–1993	Occupational Therapy Workshop in Kalisz. Development of individual and group therapy programs.
1996–1991	Rehabilitative-Educational Centre for Handicapped in Kalisz. Duties: Group Behaviour Therapy and diagnosis of cognitive development disorders.

Professional activities:

i. Grant acquisition

Project title	PI	Period of realization
<i>The Power of the Subject under the Self and the Self as the Subject of the Power. The Analyzes of the Dispute between Michel Foucault's Ethics of Care for the Self of and Jürgen Habermas' Ethics of Discourse</i>	dr.hab Szymon Wróbel Participation in the grant: 100%	2000- 2002 (Decision Nr: 1 H01A 00419)
<i>The Limits of the Political. From the Policy of Emancipation to Politics of Life</i>	Prof. Dr. Paweł Dybel Szymon Wróbel's participation in grant: 45%.	2005- 2008 (Decision: 1H01 1700128)
<i>An Attempt to Synthesize Semantic and Cognitive Theory of Concepts</i>	Prof. Dr. Robert Pilat Szymon Wróbel's participation in grant: 25%.	2005- 2007 (Decision: 1H01 A02528)
<i>The Traditions of Mediterranean Humanism and the Challenges of Our Times: the Frontiers of Humanity.</i> International PHD Program funded by the Foundation for Polish Science http://www.mpd.ibi.uw.edu.pl/?page=faculty	Prof. dr hab. Jerzy Axer	2010- 2014 – (Decision MPD/2009-3/1)

<i>Warsaw School of the History of Ideas and Its Importance in the Polish Humanities</i> . Ministry of Science and Higher Education approved for funding under 1.1 module program called "National Program for the Development of Humanities"	Dr hab. Andrzej Gniazdowski	2012-2016 (Decision 11H 11 018180)
<i>Technology and Socialization</i> . "Artes Liberales" Foundation		2018-present
<i>Nature and Culture</i> : European Structural and Investment Funds		Operational Program Knowledge Education Development 2014-2020; National Centre for Research and Development
<i>Perpetual Peace Project Events - Perpetual Peace Project</i> (perpetualpeaceproject2022.org)	Prof. Gregg Lambert	Syracuse University Humanities Center from 2022 to present

i. Research dissemination (conference organizing)

Organizer of the conferences: *Cruelty and Brutalism Today* (2024), *The Loss and Recovery of the World* (2023), *Wondering about Materialism* (2022), *Many Regimes of Capital in the Postdigital Age* (2021), *Affects And Their Vicissitudes In The Postdigital Age* (2020), *The Future of Work in the Postdigital Age* (2019), *The Self and Digital Identity in the Era of "Networked Society"* (2018).

<https://technologyandsocialization.al.uw.edu.pl/index.php/conference-program-3/>

Szymon Wróbel has participated in all the seminars of the Psychoanalysis and Politics series, presenting a paper at the following conferences

News - PSYCHOANALYSIS AND POLITICS
PSYCHOANALYSIS AND POLITICS | A community of thought since 2010

Szymon Wróbel participated in all the PHI (Φ) seminars, presenting a paper at the following conferences

PHI - Book Series - Routledge & CRC Press

Szymon Wróbel participated in all the Utopian Studies Society conferences and seminars, presenting a paper at the following conferences

<https://esdeveniments.uv.es/124223/detail/25o-conferencia-internacional-de-la-sociedad-europea-de-estudios-utopicos-envejecimiento-relaciones.html>

ii. Service to the discipline (e.g., reviewing for journals, NCN/EU competitions; etc.,)

- Vice-Chairman of the Council of the Foundation for Polish Science in the Monographs series (2001-2022). <https://www.fnp.org.pl/oferta/monografie/>

- Member of the jury of the Poznań Literary Award (2016-2023)
<http://poznanskanagrodealiteracka.pl/kapitula-poznanskiej-nagrody-literackiej/>
- Member of Editorial board "Philosophy Study" (monthly peer-reviewed open-access journal)
<http://www.davidpublisher.com/index.php/Home/Journal/detail?journalid=44&jx=ps&cont=about>
- Member of the Film Script Laboratory (2024-2025).
<http://sztukamediafilm.pl/film/laboratorium-scenariusza-filmowego/>
- Member of the Artistic and Program Council of the Jan Tarasin Art Gallery in Kalisz Galeria Sztuki im. Jana Tarasina
- Expert of the Ministry of Science and Higher Education: Diamond Grant and expert for the evaluation of applications for the Universal 2.1 and Universal 2.2 competitions organized as part of the National Program for the Development of Humanities.

Furthermore:

- Member of the Advisory Committee of "Principia", affiliated with the Institute of Philosophy of the Jagiellonian University. <http://www.principia.uj.edu.pl/kontakt.html>
- Member of the Advisory Committee of the "Studia Philosophica Forum" http://sp-forum.fr.pl/sp-forum_group/directory.
- Member of the Scientific Council of the online philosophical journal "Edukacja Etyczna" <http://edukacjaetyczna.pl>.
- Member of the Scientific Council of the online Journal Hybris <http://www.filozof.uni.lodz.pl/hybris/>.
Member of the Editorial Board of the Scientific Yearbook *Zoon Politikon* affiliated with Collegium Civitas in Warsaw.

5 CVs, Sociology

JOSHUA K. DUBROW

Institute of Philosophy and Sociology
Polish Academy of Sciences
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Current Academic Positions

Professor, Institute of Philosophy and Sociology, Polish Academy of Sciences (IFiS-PAN) (since 2017)

Other

Project Coordinator, Cross-National Studies: Interdisciplinary Research and Training Program (CONSIRT), The Ohio State University, Departments of Sociology and Political Science and IFiS-PAN (since 2008)

Lecturer, Graduate School for Social Research, IFiS-PAN (since 2010)

Previous Academic Positions

University of Warsaw, Institute of Psychology – Lecturer (2022 – 2024)

IFiS PAN - Associate Professor (2012 - 2016)

Co-founder and Lecturer, The Ohio State University Study Abroad program: OSU Summer School in Social Sciences in Poland (2008 - 2024)

IFiS PAN - Assistant Professor (2007 - 2012)

University of Warsaw, Institute of Sociology - Lecturer (2007 – 2013)

University of Warsaw, American Studies Center - M.A. Thesis Supervisor and Lecturer (2008 - 2012)

The Ohio State University - Lecturer (2006, 2011)

Capital University - Lecturer (2006)

Ohio University – Lancaster - Lecturer (2006)

Scientific achievements (publications)

Books

Poland: Thirty Years of Radical Social Change. Slomczynski, Kazimierz M., Michal Kotnarowski, Irina Tomescu-Dubrow, and Joshua Dubrow (eds.). 2023. Brill.

Gender, Voice, and Violence in Poland: Women's Protests during the Pandemic. Zabrzewska, Adrianna and Joshua K. Dubrow (eds.) 2022. Warsaw: IFiS Publishers.

Gender Quotas in the Post-Communist World: Voice of the Parliamentarians. Dubrow, Joshua K. and Adrianna Zabrzewska (eds.) 2020. Warsaw: IFiS Publishers.

The Subjective Experience of Joblessness in Poland. Tomescu-Dubrow, Irina, Joshua Kjerulf Dubrow, Anna Kiersztyn, Katarzyna Andrejuk, Marta Kolczynska, and Kazimierz M. Slomczynski. 2019. Springer.

Dynamics of Class and Stratification in Poland. Tomescu-Dubrow, Irina, Kazimierz M. Slomczynski, Henryk Domanski, Joshua Kjerulf Dubrow, Zbigniew Sawinski, and Dariusz Przybysz. 2018. Budapest: CEU Press.

Reviewed in *Contemporary Sociology*

Towards Electoral Control in Central and Eastern Europe. Dubrow, Joshua K. and Nika Palaguta (eds.). 2016. Warsaw: IFiS Publishers.

Political Inequality in an Age of Democracy: Cross-national Perspectives. Dubrow, Joshua Kjerulf (ed.). 2015. London: Routledge.

National and European? Polish Political Elite in Comparative Perspective. Wesolowski, Włodzimierz, Kazimierz M. Slomczynski and Joshua Kjerulf Dubrow (eds). 2010. Warsaw: IFiS Publishers.

Reviewed in *European Societies, International Sociology and Polish Sociological Review*

Journal Articles

Denysevych, Olena, and Joshua K. Dubrow. "Emotions, Religious Faith, and Coping Strategies of Ukrainians at the Beginning of the 2022 Russo–Ukraine War: A Qualitative Study." *Journal of Religion and Health* (2024): 1-20.

Dubrow, Joshua K., Anna Radiukiewicz, and Alan Żukowski. "Government justification of police actions against protesters: biopolitics in Poland during the Covid-19 pandemic." *International Review of Sociology* (2024): 1-19.

Radiukiewicz, Anna, Alan Żukowski, and Joshua K. Dubrow. "The Polish Government's Response to COVID-19 Protests: Restrictions and Contradictions in "Moments of Madness"." *Partecipazione e conflitto* 17, no. 2 (2024): 541-558.

Dubrow, Joshua K., Irina Tomescu-Dubrow and Olga Lavrinenko. 2022. "Contacting a public official: Concept and measurement in cross-national surveys, 1960s–2010s." *Social Science Quarterly* 103(4): 810 - 819 DOI: 10.1111/ssqu.13177

Zelinska, Olga, and Joshua K. Dubrow. 2021. "PaReSoGo: Dataset on party representation of social groups for 25 countries, 2002–2016." *Party Politics*: DOI 13540688211023859.

Dubrow, Joshua K. 2021. "Local Data and Upstream Reporting as Sources of Error in the Administrative Data Undercount of Covid 19." *International Journal of Social Research Methodology*. DOI: 10.1080/13645579.2021.1909337

Kwak, Joonghyun, Irina Tomescu-Dubrow, Kazimierz M. Slomczynski, and Joshua K. Dubrow. 2020. "Youth, Institutional Trust, and Democratic Backsliding." *American Behavioral Scientist* 64, no. 9: 1366-1390.

Dubrow, Joshua Kjerulf, Marta Kolczynska, Kazimierz M. Slomczynski and Irina Tomescu-Dubrow. 2018. "Sociologists Everywhere: Country Representation in Conferences Hosted by the International Sociological Association, 1990 to 2012." *Current Sociology* 66(3): 466 – 489. [Authors contributed equally and listed alphabetically]

Mikucka, Malgorzata, Francesco Sarracino, and Joshua K. Dubrow. 2017. "When Does Economic Growth Improve Life Satisfaction? Multilevel Analysis of the Roles of Social Trust and Income Inequality in 46 Countries, 1981–2012." *World Development* 93: 447-459.

Grunberg, Sarah and Joshua K. Dubrow. 2017. "Political Sociology and the Fate of the Precariat Professor." *Sociologies in Dialogue* 2(2): 136 – 156.

Dubrow, Joshua Kjerulf and Irina Tomescu-Dubrow. 2016. "The Rise of Cross-national Survey Data Harmonization in the Social Sciences: Emergence of an Interdisciplinary Methodological Field." *Quality and Quantity* 50(4): 1449 – 1467.

Dubrow, Joshua Kjerulf. 2015. "Political inequality is International, Interdisciplinary and Intersectional." *Sociology Compass* 9(6): 477-486.

Dubrow, Joshua Kjerulf and Marta Kolczynska. 2015. "A quem pertence o estudo da democracia? Sociologia, ciência política e a promessa da interdisciplinaridade na Sociologia política desde 1945 [Who Owns the Study of Democracy? Sociology, Political Science, and the Interdisciplinary Promise of Political Sociology since 1945]." *Sociologias* 17(38): 92 - 120.

Tomescu-Dubrow, Irina, Joshua Kjerulf Dubrow, and Kazimierz M. Slomczynski. 2014. "Ecological Determinants of Local Government Opposition to Federal Policy." *Journal of Urban Affairs* 36(3): 401-419.

Dubrow, Joshua Kjerulf. 2012. "Dynamics of Political Inequality of Voice: Romanian and Polish Women's Parliamentary Representation since 1945." *Studia Sociologia* 57(1): 3 – 25.

Dubrow, Joshua Kjerulf. 2012. "Do Political Parties Represent Women, the Poor and the Old? Party Image, Party System and Democracy." *International Journal of Sociology* 42(1): 78 – 86.

Dubrow, Joshua Kjerulf and jimi adams. 2012. "Hoop Inequalities: Race, Class and Family Structure Background and the Odds of Playing in the National Basketball Association." *International Review for the Sociology of Sport* 47(1): 43-59.

Media citation in *ESPN the Magazine* (July 25, 2011) and *Harvard Business Review Stat of the Day*

Dubrow, Joshua Kjerulf. 2011. "The Importance of Party Ideology: Explaining Parliamentary Support for Political Party Gender Quotas in Eastern Europe." *Party Politics* 17(5): 561-580.

Dubrow, Joshua Kjerulf. 2011. "Sociology and American Studies: A Case Study in the Limits of Interdisciplinarity." *The American Sociologist* 42(4): 303-315.

Pawlowski, Lukasz and Joshua Kjerulf Dubrow. 2011. "Worlds Apart? Political Theorists, Parliamentarians and the Meaning of Unequal Representation." *Polish Sociological Review* 175(3): 301 – 314.

Dubrow, Joshua Kjerulf. 2010. "Cross-National Measures of Political Inequality of Voice." *Ask: Research and Methods* 19: 93-110.

Dubrow, Joshua Kjerulf. 2008. "How Can We Account for Intersectionality in Quantitative Analysis of Survey Data? Empirical Illustration of Central and Eastern Europe." *Ask: Research and Methods* 17: 85-102.

Yamokoski, Alexis and Joshua Kjerulf Dubrow. 2008. "How Do Elites Define Influence? Personality and Respect as Sources of Social Power." *Sociological Focus* 41(4): 319-336.

Dubrow, Joshua Kjerulf, Kazimierz M. Slomczynski and Irina Tomescu-Dubrow. 2008. "Effects of Democracy and Inequality on Soft Political-Protest in Europe: Exploring the European Social Survey Data." *International Journal of Sociology* 38(3): 36 – 51.

Form, William and Joshua Kjerulf Dubrow. 2008. "The Ecology of Denominational Fundamentalism in a Metropolis." *City & Community* 7(2): 141-162.

Dubrow, Joshua Kjerulf. 2007. "Choosing among Discrete Choice Models for Voting Behavior." *Ask: Society, Research, Methods* 16: 9 -24.

Dubrow, Joshua Kjerulf. 2006. "Women's Representation in the Romanian Chamber of Deputies, 1992 - 2005: The Effect of District Economic Development." *International Journal of Sociology* 36 (1): 93-109.

Sanderson, Stephen K., D. Alex Heckert and Joshua Dubrow. 2005. "Militarist, Marxian, and Non-Marxian Materialist Theories of Gender Inequality: A Cross Cultural Test." *Social Forces* 83 (4): 1424-1442.

Form, William and Joshua Dubrow. 2005. "Downtown Metropolitan Churches: Ecological Situation and Response." *Journal for the Scientific Study of Religion* 44 (3): 271-290.

Sanderson, Stephen K. and Joshua Dubrow. 2000. "Fertility Decline in the Modern World and in the Original Demographic Transition: Testing Three Theories with Cross-National Data." *Population and Environment* 21 (6): 511-538.

Dubrow, Joshua and Stephen K. Sanderson. 1998. "Was There Racial Antagonism in the Ancient World?" *Sociological Viewpoints* 14: 63-83.

Book Chapters

Slomczynski, Kazimierz M., Michal Kotnarowski, Irina Tomescu-Dubrow, and Joshua Dubrow. 2023. "Introduction: Poland: Thirty Years of Radical Social Change." Pp. 1 – 8 in *Poland: Thirty Years of Radical Social Change*. Slomczynski, Kazimierz M., Michal Kotnarowski, Irina Tomescu-Dubrow, and Joshua Dubrow (eds.). 2023. Brill.

Dubrow, Joshua K. and Corina Ilinca. 2019. "Quantitative Approaches to Intersectionality: New Methodological Directions and Implications for Policy Analysis," pp. 195 – 214 in *The Palgrave Handbook of Intersectionality in Public Policy* edited by Olena Hankivsky and Julia S. Jordan-Zachery. London: Palgrave Macmillan.

Hughes, Melanie and Joshua K. Dubrow. 2017. "Intersectionality and Women's Political Empowerment Worldwide," pp. 77 – 96 in *Measuring Women's Political Empowerment across the Globe* edited by Alexander A., Bolzendahl C., Jalalzai F. London: Palgrave Macmillan.

Slomczynski, Kazimierz M., Irina Tomescu-Dubrow, Joshua K. Dubrow, and Danuta Życzyńska-Ciołek. 2016. "Introduction: Dynamics of Social Structure," pp. 13 – 24 in *Dynamics of Social Structure*, edited by K. M. Slomczynski and I. Tomescu-Dubrow. Warsaw: IFiS PAN Publishers.

Dubrow, Joshua Kjerulf. 2013. "Why Should Social Scientists Account for Intersectionality in Quantitative Analysis of Survey Data?" pp. 161 – 177 in *Intersectionality und Kritik*, edited by Vera Kallenberg, Jennifer Meyer, and Johanna M. Müller. Springer VS.

Dubrow, Joshua Kjerulf, Karolina Papros and Dorota Woroniecka. 2012. "Postawy Polskich Parlamentarzystow Wobec Kwot Dotyczacych Ploi [Polish Parliamentarians' Attitudes toward Gender

Quotas],” pp. 145 – 164 in *Tozsamosc, Zaufanie, Integracja: Polska i Europa* edited by Wlodzimierz Wesolowski and Kazimierz M. Slomczynski. Warsaw: IFiS Publishers.

Slomczynski, Kazimierz M. and Joshua Kjerulf Dubrow. 2010. “When and Where Class Matters for Political Outcomes: Class and Politics in a Cross-National Perspective.” Pp. 195 – 214 in *Handbook of Politics: State and Society in Global Perspective* edited by Kevin T. Leicht and J. Craig Jenkins. Springer.

Dubrow, Joshua Kjerulf. 2008. “Świadomość klasowa interesów politycznych: Pojęcie i pomiar [Class Consciousness of Political Interests: Concept and Measurement]” pp. 271 – 292 in *Zmiany stratyfikacji społecznej w Polsce* edited by Henryk Domanski. IFiS: Warsaw.

Dubrow, Joshua Kjerulf. 2007. “Voting for Descriptive Representation: Demographic Cues across Multiple Elections” pp. 271 - 286 in *Continuity and Change in Social Life: Structural and Psychological Adjustment in Poland*, edited by Kazimierz M. Slomczynski and Sandra Marquart-Pyatt. IFiS: Warsaw.

Guest Edited Journals

Fellegi, Zuzana, Lenka Hrbková, and Joshua Dubrow. 2022. Women and Political Power: Progress and Challenges. *Women's Studies International Forum*. Online first.

Dubrow, Joshua K. 2021. Political Voice in Europe. *International Journal of Sociology* 51(4).

Lopez, Matias and Joshua K. Dubrow. 2020. Why Political Inequality Endures: Elites, Contestation and Participation in Modern Democracies. *American Behavioral Scientist* 64(9).

Sadowski, Ireneusz and Joshua K. Dubrow. 2018. The Ballot Box Revolutions in Ukraine, Poland, and Hungary. *International Journal of Sociology* 48(1).

Jenkins, J. Craig, Kazimierz M. Slomczynski and Joshua Kjerulf Dubrow. 2016. Political Behavior and Big Data. *International Journal of Sociology* 46(1).

Dubrow, Joshua Kjerulf and Soraya Vargas Cortes. 2013. Democracy, Global Governance and Political Inequality. *International Journal of Sociology* 43(2).

Cortes, Soraya Vargas and Joshua Kjerulf Dubrow. 2013. Dossier Section: Desigualdade Política, Democracia e Governança Global [Political Inequality, Democracy and Global Governance] in *Sociologias* [Brazil] 15(32).

Tomescu-Dubrow, Irina, Joshua Kjerulf Dubrow and Kazimierz M. Slomczynski. 2013. Nationalism and Identity in Cross-National Perspective. *Studia Sociologia* [Romania] 58(1).

Cortes, Soraya Vargas and Joshua Kjerulf Dubrow. 2011. Political Inequality in Latin America. *International Journal of Sociology* 41 (2).

Dubrow, Joshua Kjerulf. 2008. Causes and Consequences of Political Inequality in Cross-National Perspective. *International Journal of Sociology* 37 (4).

Editor's Reviewed Publications

Fellegi, Zuzana, Lenka Hrbková, and Joshua Dubrow. 2023. "Women's political power: Global progress, persistent challenges." *Women's Studies International Forum*. Online first. <https://doi.org/10.1016/j.wsif.2023.102818>

Dubrow, Joshua K. 2021. "Guest Editor's Introduction: Political Voice in Europe." *International Journal of Sociology* 51(4): 257-259.

Lopez, Matias and Joshua K. Dubrow. 2020. "Politics and Inequality in Comparative Perspective: A Research Agenda." *American Behavioral Scientist* 64(9): 1199 – 1210.

Sadowski, Ireneusz and Joshua K. Dubrow. 2018. "Guest Editors' Introduction: The Ballot Box Revolutions in Ukraine, Poland, and Hungary." *International Journal of Sociology* 48(1): 1 - 5.

Jenkins, J. Craig, Kazimierz M. Slomczynski and Joshua Kjerulf Dubrow. 2016. "Guest Editors' Introduction: Political Behavior and Big Data." *International Journal of Sociology* 46: 1 – 7.

Dubrow, Joshua Kjerulf. 2015. "Introduction: Political Inequality in an Age of Democracy" pp. 1-6 in *Political Inequality in an Age of Democracy: Cross-national Perspectives*, edited by Joshua Kjerulf Dubrow. London: Routledge.

Dubrow, Joshua Kjerulf. 2015. "The Concept and Study of Political Inequality" pp. 9-27 in *Political Inequality in an Age of Democracy: Cross-national Perspectives*, edited by Joshua Kjerulf Dubrow. London: Routledge.

Dubrow, Joshua Kjerulf. 2015. "Conclusion: Lessons Learned" pp. 149-153 in *Political Inequality in an Age of Democracy: Cross-national Perspectives*, edited by Joshua Kjerulf Dubrow. London: Routledge.

Dubrow, Joshua Kjerulf and Soraya Vargas Cortes. 2013. "Guest Editors' Introduction: Democracy, Global Governance and Political Inequality." *International Journal of Sociology* 43(2): 3 – 12.
Portuguese version, "Desigualdade Política, Democracia e Governança Global." *Sociologias* [Brazil] 15(32): 14-17, January 2013

Tomescu-Dubrow, Irina, Joshua Kjerulf Dubrow and Kazimierz M. Slomczynski. 2013. "Foreword to Special Issue: Nationalism and Identity in Cross-National Perspective." *Studia Sociologia* [Romania] 58(1): 5-8.

Dubrow, Joshua Kjerulf. 2013. "Democratic Global Governance, Political Inequality, and the Nationalist Retrenchment Hypothesis." *International Journal of Sociology* 43(2): 55 – 69.

Portuguese version, "Governança Global Democrática, Desigualdade Política e a Hipótese da Resistência Nacionalista." *Sociologias* [Brazil] 15(32): 94 – 110, January 2013.

Cortes, Soraya Vargas and Joshua Kjerulf Dubrow. 2011. "Guest Editors' Introduction: Political Inequality in Latin America." *International Journal of Sociology* 41 (2): 3-9.

Dubrow, Joshua Kjerulf and Dorota Woroniecka. 2010. "Polish Parliamentary Attitudes toward Gender Equality and Gender Quotas: National and European Influences" pp 125-148 in *National and European? Polish Political Elite in Comparative Perspective*, edited by Wesolowski, Włodzimierz, Joshua Kjerulf Dubrow and Kazimierz M. Slomczynski, IFiS Publishers, Warsaw.

Wesolowski, Włodzimierz, Joshua Kjerulf Dubrow and Kazimierz M. Slomczynski, 2010. "Introduction: Identity, Trust, and Socio-Political Contexts," pp. 9 – 28 in *National*

and European? *Polish Political Elite in Comparative Perspective*, edited by Wesolowski, Włodzimierz, Kazimierz M. Ślomoński and Joshua Kjerulf Dubrow. IFiS Publishers, Warsaw.

Dubrow, Joshua Kjerulf. 2008. "Guest Editor's Introduction: Defining Political Inequality with a Cross-National Perspective." *International Journal of Sociology*, Special Issue: Causes and Consequences of Political Inequality in Cross-National Perspective 37 (4): 3 – 9.

Data

Dubrow, Joshua K. and Olga Lavrinenko: POLINQ-Participation: Political Inequality of Voice [data]. Institute of Philosophy and Sociology of the Polish Academy of Sciences, Polish Academy of Sciences [producer], Warsaw, 2021. PADS22001. Polskie Archiwum Danych Społecznych [distributor], Repozytorium Danych Społecznych [publisher], 2022. <https://doi.org/10.18150/PC8QZQ>, V1

Zelinska, Olga and Joshua K. Dubrow: Party Representation of Social Groups (PaReSoGo) [data]. Institute of Philosophy and Sociology of the Polish Academy of Sciences [producer], Warsaw, 2021. PADS21317. Polish Social Data Archive [distributor], Repozytorium Danych Społecznych [publisher], 2021. <https://doi.org/10.18150/NXPAT>, V1

East European Parliamentary and Candidate Data (EAST PaC) for Poland, Hungary, and Ukraine, 1985–2015. Version 2.0. Funded by Poland's National Science Centre (decision number 2012/05/E/HS6/03556).

Selected Other Publications

Tomescu-Dubrow, Irina, Joshua K. Dubrow, Ilona Wyszulek, and Kazimierz M. Ślomoński. 2018. "Have Done 'Ever' Political Participation Items in Cross-national Surveys: Origins and Implications for Analyses." *Harmonization: Newsletter on Survey Data Harmonization in the Social Sciences* 4(2): 2 – 11.

Dubrow, Joshua Kjerulf. 2014. "Democracy and Equality in UK, USA and Canadian Newspapers, 1988 – 2013." Published on Routledge website for the book, *Political Inequality in an Age of Democracy: Cross-national Perspectives*.

Dubrow, Joshua Kjerulf. 2013. Review of *Homeland Insecurity: The Arab and Muslim American Experience after 9/11* by Louise Cainkar (2009), Russell Sage Foundation: New York. *International Sociology Review of Books* 28(20):173-176.

Dubrow, Joshua Kjerulf and Jimi Adams. 2013. "Youth and Sports." *The New York Times*, p. A 28, November 8.

Competence in scientific guidance

(a) Supervising students: Supervisor of Doctoral Dissertations

Graduate School for Social Research (GSSR)

Li, Olga. 2024. *Democratic Resistance, Authoritarian Resilience: The Complex Relationship between Political Grievance and Political Participation in Russia and beyond*. Polish Academy of Sciences.

Bell, Inna. 2020. *Organizational Survival across Regime Changes in Central and Eastern Europe: Case Studies of Czech Civil Society Organizations, 1918 – 2018*. Polish Academy of Sciences.

Palaguta, Nika. 2020. *Political Representation, Populism, and Inequality in Ukraine, 2002 – 2017*. Polish Academy of Sciences.

Vangeli, Anastas. 2019. *Symbolic Power and Principle-Diffusion through China's Belt and Road Initiative: A Sociological Analysis*. Polish Academy of Sciences. (co-supervised with Kazimierz M. Slomczynski and Leslie Holmes)

Woroniecka-Krzyżanowska, Dorota. 2015. *Extended Exile: Daily Life in a Palestinian Refugee City-Camp*. Polish Academy of Sciences. (co-supervised with Joanna Kurczewska)

University of Warsaw

Grunberg, Sarah. 2018. *Race and Identity in the Polish-African Communities of Poland*. University of Warsaw. (co-supervised with Sławomir Łódzinski)

(b) Teaching Experience

Countries and Places

USA: The Ohio State University; Capital University; Ohio University – Lancaster

Poland: University of Warsaw: Faculty of Psychology, Institute of Sociology, and the American Studies Center; Graduate School for Social Research, Polish Academy of Sciences

Courses Taught by Topic

Academic Writing

Empirical Research in the Social Sciences (ERSS) Part II: Writing in the Social Sciences (with Ilona Wyszczepanowska) (GSSR) (PhD Students)

Article Finishing Course in the Social Sciences (GSSR)

Critical Academic Writing (University of Warsaw, Faculty of Psychology) (MA students)

Methodology

Empirical Research in the Social Sciences: Research Design and Implementation in the Social Sciences (with Ilona Wyszczepanowska and Irina Tomescu-Dubrow) (GSSR)

Current Topics in Sociology: Methods (University of Warsaw, Faculty of Psychology)

Social Research Methods (Capital University, USA)

Academic Skills and Professionalization

From Idea to Research and Publishing in the Social Sciences (GSSR)

M.A. Thesis Seminar: Sociological Perspectives on American Culture (UW, American Studies Center)

Proseminar in Interdisciplinary Cross-National Studies (GSSR, with Irina Tomescu-Dubrow and Kazimierz M. Slomczynski)

Inequality

Social Stratification and Mobility (The Ohio State University)

Comparative Social Inequality (GSSR)

Women and Politics in Comparative Perspective (GSSR)

American Society

Contemporary American Society (UW American Studies Center)

September 11, 2001: The United States and the World (with Irina Tomescu-Dubrow) (UW American Studies Center)

New York: The City and Its People (with Irina Tomescu-Dubrow) (UW American Studies Center)

Social Change

Social Change in Central and Eastern Europe (GSSR)

Theories of Social Differentiation and Social Change (with Irina Tomescu-Dubrow and Kazimierz M. Slomczynski) (GSSR)

Other

Introduction to Sociology (The Ohio State University [for Honor's Students]; Ohio University-Lancaster)

Sociology of Sport (The Ohio State University)

Professional achievements

(a) Education

Habilitation Polish Academy of Sciences, Institute of Philosophy and Sociology, 2017

Ph.D. The Ohio State University, Sociology, 2006

M.A. Indiana University of Pennsylvania, Sociology, 2000

B.A. Indiana University of Pennsylvania, Sociology, 1995

(b) Awards

2012-2015 Travel grant from Laboratory for Comparative Social Research, Higher School of Economics, Russia

2013 Travel grant from Department of Sociology, Universidade Federal do Rio Grande do Sul, Porto Alegre, Brazil, March 11 – 17, 2013

2009 Travel grant from Centre interdisciplinaire d'études et de recherches sur l'Allemagne (CIERA) and Ecole des hautes études en sciences sociales (EHESS) (280 Euro)

2008 World Society Foundation travel grant for the International Sociological Association-RC02 (Economy & Society) Midterm Conference, in Neuchâtel, Switzerland (1000 USD)

ESS Train 4– Training Course: Sponsored Participant (400 Euro)

2007 ESS Train 1– Training Courses for Young Researchers: Sponsored Participant (500 Euro)

2006 American Sociological Association, National Science Foundation funded travel grant to the International Sociological Association XVI World Congress of Sociology in Durban, South Africa (1000 USD)

Edward J. Ray Travel Award for Scholarship and Service (750 USD)

2005-2006 Foreign Language Area Studies (FLAS) Fellowship: Romanian

2005 Edward F. Hayes Graduate Research Forum Participant

2004 – 2005 Graduate Student Travel Award, conferences organized by the Institute of Philosophy and Sociology at the Polish Academy of Sciences, Warsaw, Poland

2004 Center for Survey Research-Social and Behavioral Sciences Graduate Student Summer Research Award

2000-2005 Graduate Assistantship, The Ohio State University

2000 Outstanding Graduate Student Award, Sociology, Indiana University of Pennsylvania

1998-2000 Graduate Assistantship, Indiana University of Pennsylvania

1999-present *Phi Kappa Phi*, International Academic Honors Society

Professional Activities

(a) Research Grants

2022 – 2025 Principal Investigator, Polish National Science Centre or (Narodowe Centrum Nauki) OPUS 22 grant, “The Construction of Post-Pandemic Society: Covid-19 Street Protest in Poland,” (2021/43/B/HS6/01155) (870,566 PLN)

2017 – 2021 Principal Investigator, Polish National Science Centre or (Narodowe Centrum Nauki) OPUS 12 grant, “Political Voice and Economic Inequality across Nations and Time,” (2016/23/B/HS6/03916) (764,725 PLN)

2013 - 2016 Principal Investigator, Polish National Science Centre or (Narodowe Centrum Nauki) SONATA-BIS grant, "Who Wins and Who Loses in the Parliamentary Elections? From Formal Theory to Empirical Analysis," (2012/05/E/HS6/03556) (359,875 PLN, ca. 100,000 USD)

2012 - 2014 Manager, Polish Ministry of Science and Higher Education, Index Plus grant, “Digitization and Internationalization of the Journal *Ask: Research and Methods*” (85,000 PLN)

2007-2008 Principal Investigator, Individual Advanced Research Opportunities (IARO) Program for Southeastern Europe and Eurasia, International Research & Exchanges Board (IREX) for “Gender and Ethnic Political Representation in Moldova: How Do Political Parties Respond to Civil Society Pressures?” (7800 USD) (declined)

2006 Coca-Cola Critical Difference for Women Graduate Studies Grant (1000 USD)
Phyllis Krumm Memorial International Scholarship (1000 USD)

2004 Department of Sociology Biannual Research Award, The Ohio State University for “Impact of Elections on Descriptive Representation: A Micro-Level Analysis” (750 USD)

(b) Research Dissemination

Conference, Workshop, and Session Organizing

2023 Conference Session (with Sam Cohn): “Why Societies Collapse.” International Sociological Association 20th World Congress, Melbourne, Australia. June 25 – July 1.

2021 Workshop (with Zuzana Fellegi and Lenka Hrbkova): “Women and Leadership: New Challenges, Issues, and Methods.” May 17 – 28, 2021, ECPR Joint Sessions Workshops, online.

Conference Session (with Olga Zelinska): “Whose Voice? How Loud? Who Listens? Political Voice during Social Transformations.” February 23 - 28, International Sociological Association Forum of Sociology, online.

2019 Conference and Workshop (with Kazimierz M. Slomeczynski and Irina Tomescu-Dubrow): “Building Multi-Source Databases for Comparative Analyses.” December 16-20. Institute of Philosophy and Sociology, Polish Academy of Sciences, Poland.

2018 Conference, “Politics and Inequality across Nations and Time: Theoretical and Empirical Approaches,” December 12 – 14, Institute of Philosophy and Sociology, Warsaw, Poland.

Conference Sessions: “Political Inequality, Economic Inequality, and Social Transformations Since 1989” and “Inequality, Labor, and Economic Development during Social Transformations,” July 15 – 21, International Sociological Association World Congress, Toronto, Canada.

2016 Conference Session: “Is Political Inequality Rising, Falling, or Staying the Same?” July 10- 14, International Sociological Association Forum of Sociology, Vienna, Austria.

2015 Workshop (with Kazimierz M. Slomczynski and Irina Tomescu-Dubrow): “Health and Well-being in Cross-national Perspective.” May 6-7, The Ohio State University, Columbus, OH.

Workshop (with Kazimierz M. Slomczynski and Irina Tomescu-Dubrow): “Cross-national Survey Harmonization and Analysis: Weights, Data Quality and Multi-level Modeling.” May 11 – 16, The Ohio State University, Columbus, OH.

2014 Workshop, “Parliamentarians, Candidates and Elections in Eastern Europe: From Theory to Empirical Observations,” March 18, in Warsaw, Poland (Poland’s National Science Centre grant)

Conference and Workshop (with Kazimierz M. Slomczynski and Irina Tomescu-Dubrow): *Interdisciplinary Studies of Political Behavior and the Use of ‘Big Data,’* May 6-9, Merhson Center for International Security Studies and the Department of Sociology, The Ohio State University, Columbus OH

Conference Sessions: “Democracy and Inequality across the World” for RC 18, “Social Change: Inequalities in Political Participation” and “Political Inequality and Social Change Outside of the West” for RC 09, at the International Sociological Association World Congress in Yokohama, Japan.

2013 Workshop: “Winners and Losers in the Elections of Eastern Europe,” October 18-19, in Warsaw, Poland. (Poland’s National Science Centre grant)

Workshop (with Kazimierz M. Slomczynski and Irina Tomescu-Dubrow): *Panel Design and Analysis featuring the Polish Panel Survey POLPAN 1988 – 2013*, May 6-12 in Warsaw, Poland (PAN) and May 20 – 26 in Columbus, Ohio (OSU)

2012 Conference and Workshop (with Kazimierz M. Slomczynski and Irina Tomescu-Dubrow): *Nationalism and Conflict: Interdisciplinary Methodological Approaches*, December 10 – 12, Warsaw, Poland.

Conference Sessions: “Political Inequality Outside of the West, Part I” and “Part II” Joint Session of RC09 and RC18 and “Age of Democracy, Age of Inequality: Global Perspectives on the Relationship between Democracy and Inequality Part I” and “Part II” for RC18 International Sociological Association Second Forum of Sociology in, August 1 – 4, Buenos Aires, Argentina.

Conference Session (with Kazimierz M. Slomczynski and Irina Tomescu-Dubrow): “Trust, Politics and Institutions in Comparative Perspective,” session at the 2nd International Conference of the Romanian Sociological Society (RSS) May 31 – June 3, University of Bucharest, Romania.

Conference Session (with Kazimierz M. Slomczynski and Irina Tomescu-Dubrow): “Politics, Institutions and Discrimination across the Post-Communist World: Interdisciplinary Perspectives,” Warsaw East European Conference, July 15 – 18, Warsaw, Poland.

2011 Conference Session: “Assessing the Democratic Divide between Eastern and Western Europe.” Session in IPSA-ECPR Joint Conference, Sao Paulo, Brazil, February 16 - 19.

Conference Session (with Irina Tomescu-Dubrow): “Post-Soviet or Post-Communist? Dynamic Dimensions of the Democratic Divide.” Warsaw East European Conference, Warsaw, Poland, July 15-18, 2011.

2010 Conference Sessions: Political Inequality in Cross-National Perspective: Session 1 “Measurement and Causality” and Session 2 “Consequences of Political Inequality,” in Research Committee 18: Political Sociology for World Congress of International Sociological Association, Gothenburg, Sweden, July 11 – 17.

Conference Session (with Kazimierz M. Slomczynski and Irina Tomescu-Dubrow): “Inequalities, Old and New: Romania in Cross-National Perspective,” in “Remaking the Social. New Risks and Solidarities,” First International Conference of the Romanian Sociological Society, Cluj-Napoca, Romania, December 2 – 4.

2009 Conference and Workshop (with Kazimierz M. Slomczynski and Irina Tomescu-Dubrow): *Area Studies' Contribution to the Knowledge of Ethnic Tension: Interdisciplinary Methodological Approaches*. Warsaw, Poland, December 14 – 19.

Conference Session (with Kazimierz M. Slomczynski): “Causal Analysis Using Multi-Wave Panel Data: Problems and Solutions” at the European Survey Research Association conference in Warsaw, Poland, June 29 – July 3.

2008 Conference (with Kazimierz M. Slomczynski and Irina Tomescu-Dubrow): Sociological Public Opinion Research in Central and Eastern Europe: Historical and Cross-National Research. Warsaw, Poland, July 3 – 5.

2006 Conference Session: “Gender and Radical Social Change in Poland” at the Midwest Slavic Conference, in Columbus, OH, March 2-4.

Conference Presentations

Invited

2024 Dubrow, Joshua, Anna Radiukiewicz, and Alan Żukowski. 2024. “The October 10 COVID-Skeptic Protests in Poland: Visions of Post-Pandemic Society.” Presented at the workshop, *Conservative mobilizations: Intellectuals, Movements, and the State*, IFiS PAN, May 16-17, 2024, Warsaw, Poland.

2021 “Political Participation, Economic Inequality, and Social Spending in Europe” (with Olga Lavrinenko) March 30 at the Interdisciplinary Seminar in Empirical Social Science, Centre for Excellence in Social Science at the University of Warsaw. Online.

“Gender Quotas in the Post-Communist World: Voice of the Parliamentarians” (with Adrianna Zabrzewska) March 15 at the Committee for Political Sociology CPS Talks with Authors. Online.

2019 “Measuring Inequality in Party Representation across Nations and Time using Survey and Administrative Data” (with Olga Zelinska) December 16 – 20, “Building Multi-Source Databases for Comparative Analyses.” IFiS PAN, Poland.

2018 “Can We Account for Intersectionality with Quantitative Data?” DomEQUAL Venice Symposium #3 The Challenges of Intersectionality, March 23-24, 2018, Ca' Foscari University, Venice, Italy

2017 “Political Voice and Economic Inequality across Nations and Time: Project Overview.” WZB Berlin Social Science Center, Berlin, Germany, November 6-8.

2015 “Is Political Inequality Rising, Falling or Staying the Same? Towards a Cross-national Measurement.” International Summer School of the Laboratory for Comparative Social Research, Higher School of Economics, July 28 – 31, Voronovo, Russia.

“Using Survey Data to Account for Intersectionality in the Cross-national Measurement of Women’s Political Empowerment.” Conference, Measuring Women’s Political Empowerment across the Globe: Strategies, Challenges and Future Research, Fritz Thyssen Foundation, June 2 – 6, Cologne, Germany.

2014 “The Experience of Joblessness in Poland.” (w/ Marta Kolczynska) Institute for the Quality of Life, Romanian Academy, November 18, Bucharest, Romania.

2013 “What Is Political Inequality?” Department of Sociology, Universidade Federal do Rio Grande do Sul, March 15, Porto Alegre, Brazil.

2012 “Intersectionality and Socio-economic Status: Analysis of Cross-national Survey Data.” Higher School of Economics, Laboratory for Comparative Social Research, 2nd International Annual Research Conference, November 6 – 10, Moscow, Russian Federation.

“Intersectionality and Quantitative Methods featuring Cross-national Survey Data.” Institute for Intersectionality Research and Policy, Spring Learning Institute, Simon Fraser University, May 2-4, Vancouver, BC, Canada.

2011 “Political Inequality in Cross-National Perspective: Defining a Field.” Department of Political Science, Political Behavior Research Group (POLBERG), Central European University, January 13, Budapest, Hungary.

“Political Inequality in Cross-National Perspective: Defining a Field.” Department of Sociology, Universidade Federal do Rio Grande do Sul, February 23, Porto Alegre, Brazil.

“The Concept of Political Inequality.” Department of Political Science, Center for the Study of the Imperfections of Democracy (DISC), Central European University, October 11, Budapest, Hungary.

Refereed conference presentations

Radiukiewicz, Anna, Joshua Dubrow, and Alan Żukowski. 2024. “Wizje społeczeństwa postpandemicznego: analiza protestów koronasceptyków z 10 października 2020 roku.” Presented at the congress, *6. Congress of Political Science*, University of Lodz, September 18-20, 2024, Lodz, Poland

Radiukiewicz, Anna, Alan Żukowski, and Joshua Dubrow. 2024. “Wzmożenie społeczne w czasie pandemii – protesty przeciwko obostrzeniom w Polsce.” Presented at the conference, *Komunikacja w stanie wzmożenia*, Collegium Civitas, September 23-23, 2024, Warsaw, Poland

Radiukiewicz, Anna, Joshua Dubrow, and Alan Żukowski. 2024. „Wizualna komunikacja protestów przeciwko obostrzeniom pandemicznym – obraz rzeczywistości społecznej Marszu o Wolność” Presented at the conference, *Ikonografia protestu. Wizualne emanacje sprzeciwu od XIX wieku do dzisiaj*, Europejskie Centrum Solidarności, December 5-6, 2024, Gdansk, Poland

Radiukiewicz, Anna, Joshua Dubrow, and Alan Żukowski. 2023. “Reconstructions of the Covid-19 Protests in Poland: Using Text, Pictures, and Video Data to Derive Visions of Social Change.” Presented at the conference, *Analyzing protest in the digital age: Challenges and opportunities in combining text and video sources*, WZB Berlin Social Science Center, December 7-8, 2023, Berlin, Germany.

Dubrow, Joshua K. and Olga Li. 2020. "Assessing Change in Individuals' Political Voice and Democratic Commitment in Poland, 2013 - 2018." Presented at the World Association for Public Opinion Research WAPOR 73rd Annual Conference October, 6-10. Online.

Tomescu-Dubrow, Irina, Joshua K. Dubrow, Kazimierz M. Slomczynski, and Nika Palaguta. 2018. "Trends in Youth Political Participation Worldwide, 1990 – 2013: A Test of the Deconsolidation of Democracy Hypothesis." Presented at the International Sociological Association World Congress of Sociology, July 15 – 21, Toronto, Canada.

Irina Tomescu-Dubrow, Kazimierz M. Slomczynski, Joshua K. Dubrow, and Marta Kolczynska. 2018. "Income Inequality and Protest Behavior in Cross-National Perspective: Analyses of Harmonized Data from 1,127 Surveys across the World." Presented at the International Sociological Association, Research Committee on Social Stratification (RC28) Spring Meeting, May 25-27, Seoul, Republic of Korea.

Kazimierz M. Slomczynski, Irina Tomescu-Dubrow, Marta Kolczynska, and Joshua K. Dubrow. 2018. "Economic Inequality, Institutional Trust, and Protest Behavior." Presented at the international conference Poland and its European Context: Continuity and Change, February 21, IFiS PAN Warsaw, Poland.

Dubrow, Joshua Kjerulf, Irina Tomescu-Dubrow, Kazimierz M. Slomczynski, Marta Kołczyńska, and J. Craig Jenkins. 2016. "Effects of Inequality on Attending a Political Demonstration: Harmonized Survey Data on 142 Countries, 1966-2014." Presented at the International Political Science Association, July, 23 - 28, Poznan, Poland.

Dubrow, Joshua Kjerulf and Irina Tomescu-Dubrow. 2015. "Measuring Political Inequality of Voice Worldwide." Presented at the 5th Annual Conference of the Laboratory for Comparative Social Research, Higher School of Economics, November 16-20, Moscow, Russia.

Dubrow, Joshua Kjerulf. 2015. "Intersectionality is a Paradigm in Need of Methodological Innovation: Mixed Methods, Harmonization and Big Data." Presented at the European Conference on Politics and Gender (ECPG), June 11 – 13, Uppsala, Sweden.

Dubrow, Joshua Kjerulf, Irina Tomescu-Dubrow and Sheri Kunovich. 2014. "Dynamics of Women's Political Inequality of Voice in Eastern Europe, 1945 – 2015." Presented at the 4th Annual International Research Conference of the Laboratory for Comparative Social Research, Higher School of Economics, November 10 – 14, St. Petersburg, Russia.

Dubrow, Joshua Kjerulf, Francesco Sarracino, Małgorzata Mikucka and Irina Tomescu-Dubrow. 2014. "The Democratic Engagement of the Unemployed." Presented at the conference, The Polish Panel Survey POLPAN 1988-2013: A Cross-National Perspective, March 19, IFiS-PAN, Warsaw, Poland.

Dubrow, Joshua Kjerulf, Marta Kolczynska and Irina Tomescu-Dubrow. 2013. "Sociologists Everywhere: Country Representation in Conferences Hosted by the International Sociological Association, 1990 to 2012." Presented at the Laboratory for Comparative Social Research, Higher School of Economics, November 12 – 16, Moscow, Russia.

Dubrow, Joshua Kjerulf, Dorota Woroniecka, Nicolina Dumitras, and Karolina Papros. 2012. "How Democratic Institutions Struggle with Equality: Polish Parliamentary Debate on Gender Quotas, 1991 – 2010." Presented at 'Beyond Globalization?', The 2nd International Conference of the Romanian Sociological Society, May 31 – June 3, Bucharest, Romania.

Dubrow, Joshua Kjerulf. 2011. "Political Stability and Consensus: A Cross-National Test of Elite Unity Theory." Presented at conference, "Media and Democracy: Poland in a Comparative Perspective," Warsaw, Poland, January 7-8.

Dubrow, Joshua Kjerulf. 2011. "Democracy, Political Inequality and the East-West Divide in Contemporary Europe." Presented at IPSA-ECPR Joint Conference, Sao Paulo, Brazil, February 16 – 19.

Dubrow, Joshua Kjerulf. 2011. "Democracy, Economic Situation and Political Inequality of Voice in Post-Communist and Post-Soviet States." Warsaw East European Conference, Warsaw, Poland, July 15-18, 2011.

Dubrow, Joshua Kjerulf and Nicolina Dumitras. 2010. "Romanian Women's Enduring Political Inequality in Comparative Perspective." Presented at the "Remaking the Social. New Risks and Solidarities," First International Conference of the Romanian Sociological Society, Cluj-Napoca, Romania, December 2 – 4.

Dubrow, Joshua Kjerulf. 2010. "Women's Enduring Political Inequality in Poland." Presented at the Midwest Slavic Conference, The Ohio State University, Columbus, Ohio, April 15 – 17.

Dubrow, Joshua Kjerulf. 2009. "Political Voice of the Disadvantaged: Intersectionality and Political Participation in France and Germany." Presented at the conference: Race, Class, Gender as Categories of Difference and Inequality: Which Perspectives arise from the Concept of 'Intersectionality' for Human and Cultural Sciences? Ecole des Hautes Etudes en Sciences Sociales (EHESS), Paris, France, September 10 – 12.

Dubrow, Joshua Kerulf. 2009. "Sociology and American Studies: On the Mutual Relationship and its Consequences for Comparative Research." Presented at the International Institute of Sociology 39th World Congress, Yerevan, Armenia, June 11-14.

Dubrow, Joshua Kerulf. 2009. "Intersectionality and the Protest Generation of 1989: Political Protest in Central and Eastern Europe." Presented at the International Institute of Sociology 39th World Congress, Yerevan, Armenia, June 11-14.

Dubrow, Joshua Kjerulf. 2008. "On the Relationship between Political Inequality and Economic Inequality: A Cross-National Study." Paper presented at the International Sociological Association-RC02 Economy and Society Midterm Conference, Neuchâtel, Switzerland, June 26-28.

Dubrow, Joshua Kjerulf. 2008. "On the Relationship between Political Inequality and Economic Inequality in Old and New Democracies." Paper presented at Sociological Public Opinion Research in Central and Eastern Europe: Historical and Cross-National Research, in Warsaw, Poland July 3 - 5.

Dubrow, Joshua Kjerulf. 2008. "Class Consciousness of Political Interests: Concept and Measurement." Paper presented at the Warsaw East European Conference, Warsaw, Poland, July 15 - 18.

Dubrow, Joshua Kjerulf. 2007. "Accounting for Intersectionality in Political Participation Using the European Social Survey." Presented at Sociological Surveys of Public Opinion of Southeast Europe: Cross-National Comparative Studies, Cluj-Napoca, Romania, August 31 – September 2.

Dubrow, Joshua Kjerulf. 2006. "Descriptive Representation Policy during Radical Social Transformation: A Comparative Analysis of East Central Europe and the Balkans." Paper presented at the International Sociological Association XVIth World Congress of Sociology, session of the Social

Transformations and Sociology of Development Research Committee (RC09), Durban, South Africa, July 23-29.

Dubrow, Joshua Kjerulf. 2006. "Women's Representation in the *Sejm*: A Political Market Perspective." Presented at Midwest Slavic Conference, Columbus, OH, March 2-4, 2006.

Dubrow, Joshua Kjerulf. 2006. "Do Descriptive Representatives Think Like Descriptive Representatives Should?" Paper presented at the annual meeting of the American Sociological Association, Montreal, Canada, August 11-14.

Dubrow, Joshua. 2005. "Does Voting Benefit the Voter? Gains from Voting for the Winning Party: Evidence from Poland." Presented at the Center for Survey Research Monthly Speaker Series, The Ohio State University, Columbus, OH. January.

Dubrow, Joshua. 2005. "Descriptive Parliamentary Representation in Poland: Who Votes for Women, Disadvantaged Social Classes, and Youth Candidates?" Paper presented at the annual meeting of the Polish Institute of Arts and Sciences of America, Pittsburgh, PA, June 3.

Dubrow, Joshua. 2005. "Does Voting Benefit the Voter? Effects of Political Behavior on Social Structural Position in a New Democracy, 1988 – 2003." Paper presented at the annual meeting of the American Sociological Association, Philadelphia, PA, August 12-16.

Dubrow, Joshua. 2005. "Descriptive Representation in the Balkans: A Comparative Analysis." Paper presented at the 7th Congress of the European Sociological Association, Torun, Poland, September 9-12.

Dubrow, Joshua. 2005. "Descriptive Parliamentary Representation in Poland, 1992-1997: Who Votes for Women, Disadvantaged Social Classes, and Youth Candidates?" Presented at the Analyzing Dynamic Data: The Polish Panel Survey, 1988-2003 Conference organized by the Institute of Philosophy and Sociology of the Polish Academy of Sciences, Warsaw, Poland, September 14-17.

Light, Ryan and Joshua Dubrow. 2004. "*White Noise* and 9/11: Interpreting Tragedy and Bridging Distance in a Postmodern Framework." Paper presented at The 80's in Literature and Culture conference, Cincinnati, OH., November.

Dubrow, Joshua and Irina Tomescu. 2004. "Political Opposition to the USA Patriot Act of 2001." Paper presented at the annual meeting of the American Sociological Association, San Francisco, CA, August.

Dubrow, Joshua and jimi adams. 2004. "Media Portrayals of Social Class Origin and Family Background of the Modern Professional Basketball Player." Paper presented at the annual meeting of the North Central Sociological Association, Cleveland, OH, April.

Dubrow, Joshua. 2004. "Does Voting Benefit the Voter? Individual Level Analysis of Benefits for Voting for the Winning Party." Presented at the Conference on Radical Social Change in East Central Europe: A Dynamic Analysis of Panel Data, organized by the Institute of Philosophy and Sociology of the Polish Academy of Sciences, Warsaw, Poland, September 15-18.

Sanderson, Stephen K., Alex Heckert and Joshua Dubrow. 2003. "Militarist, Marxian, and Non-Marxian Materialist Theories of Gender Inequality: A Cross Cultural Test." Paper presented at the annual meeting of the American Sociological Association, Atlanta, GA, August.

Yamokoski, Alexis and Joshua K. Dubrow. 2003. "Being Influential: Predictors of Influence Path Perception Using Data from a Population of Community Influentials." Paper presented at the annual meeting of the American Sociological Association, Atlanta, GA, August.

Dubrow, Joshua. 2003. "Descriptive Voting Behavior: A New Research Strategy." Paper presented at the Role of Survey Research in Studying Social Change in Eastern Europe conference, organized by the Institute of Philosophy and Sociology of the Polish Academy of Sciences, Warsaw, Poland, December.

Dubrow, Joshua. 2002. "Last Bus Out of the Ghetto: Towards a Theory as to Why African Americans Dominate Modern Professional Basketball." Paper presented at the annual meeting of the American Sociological Association, Chicago, IL, August.

Dubrow, Joshua. 2000. "The Status of Women in Preindustrial Societies: Testing Three Theories of Gender Inequality." Paper presented at the annual meeting of the Eastern Sociological Society, Baltimore, MD, April.

Dubrow, Joshua and Jaime A. Espejo. 1999. "Exploring Gender Inequality in Pennsylvania's State System of Higher Education: Using the Conflict and Rational Choice Theoretical Paradigms." Paper presented at the annual meeting of the Pennsylvania Sociological Society, Harrisburg, PA, April.

(c) Service to the Discipline

Professional Service

Journals

2018 – Present	Editorial Board, <i>Social Forces</i> (Oxford University Press)
2017 – Present	Editorial Board, <i>International Journal of Sociology</i> (Taylor & Francis)
2016 – 2020	Section Co-editor – Political Sociology, <i>Sociology Compass</i> (Wiley)
2011 – 2016	Editor, <i>Ask: Research and Methods</i> (OSU and PAN)

Newsletter Editor

2015 – 2020	Co-founder and co-editor, (with Irina Tomescu-Dubrow) <i>Harmonization: Newsletter on Survey Data Harmonization in the Social Sciences</i>
2012 – 2016	Editor, <i>ISA RC 09 Social Transformations and the Sociology of Development Newsletter</i>

Professional Associations

2018 – 2023	Board Member, Research Committee on Social Transformations and Sociology of Development (International Sociological Association RC 09)
2014 – 2018	Executive Committee Member, Committee on Political Sociology (International Sociological Association RC 18 and International Political Science Association RC 06)
2010 – 2016	Board Member, Research Committee on Social Transformations and Sociology of

Development (International Sociological Association RC 09)

2010 - 2023 Head, Working Group on Political Inequality, sponsored by Committee on Political Sociology (ISA & IPSA)

Departmental and University Service

IFiS PAN

Commission on Computing Infrastructure (2015 - 2021)

Graduate School for Social Research – PhD student evaluation commissions (2021 – 2024)

The Ohio State University

Sociology Graduate Student Association, Institutional Memory Committee, 2005 and 2006

Indiana University of Pennsylvania

Vice President, Graduate Student Assembly, Indiana University of Pennsylvania, 1999-2000

Graduate Student Advocate, 1999-2000

Vice President, *Alpha Kappa Delta*, Theta Chapter, 1999-2000

Grant, Journal, and Book Reviewer

Reviewer of grants: *National Science Centre, Poland* and *Riksbankens Jubileumsfond, Sweden*.

Reviewer of journals: *Acta Politica, American Journal of Sociology, American Sociological Review, British Journal of Sociology, Communication & Sport, Comparative Political Studies, European Journal of Political Research, European Journal of Politics and Gender, European Political Science Review, European Societies, International Journal of Comparative Sociology, International Journal of Sociology, International Journal of Comparative Sociology, International Review of the Sociology of Sport, International Political Science Review, International Sociology, Polish Sociological Review, Political Behavior, Politics, Politics & Gender, Social Forces, Sociology Compass, Sociology of Sport Journal, Sociological Quarterly, Theory Culture and Society, World Development*.

Reviewer of books: *Oxford University Press, Polity, Roxbury, Springer*.

MAGDALENA GRABOWSKA

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CURRENT POSITION:

- **2014-** Professor (Assistant 2014-2019/ Associated 2019-), Institute of Philosophy and Sociology, Polish Academy of Sciences.

SCIENTIFIC ACHIEVEMENTS (PUBLICATIONS)

MONOGRAPHS

- **2018:** Zerwana genealogia. Działalność społeczna i polityczna kobiet po 1945 roku a współczesny polski ruch kobiecy [Broken Genealogies. Women's Social and Political Activism after 1945, and contemporary women's movement in Poland], Wydawnictwo Naukowe SCHOLAR, Warsaw, pp. 322.
- **2017** (with Joanna Regulska, Emilia Rekosz-Cebula) *25 lat demokracji w Polsce. Kobiety w samorządach* [25 Years of Democracy in Poland. Women in Local Governments]. Wydawnictwo IFiS PAN, Warsaw, pp. 213.

SCIENTIFIC PUBLICATIONS IN JOURNALS

- **2024:** "Why was it possible? Recent abortion protests and the longer feminist struggle for collective reproductive agency in Poland", in: *Acta Slavica Iaponica* (45) (in print).
- **2023:** "New Political Frontiers, Reproductive Work, and the Long Struggle for Democracy in Poland", in: *Studi sulla questione criminale*, xviii, pp. 93-113.
- **2023:** "Edwarda Orłowska. Politician, activist, a feminist?", in: *Jewish History Quarterly*, pp. 433-661.
- **2023:** „W stronę nowej podmiotowości politycznej. Protesty aborcyjne, teoria społecznej reprodukcji i procesy demokratyzacji”, in: *Przegląd Socjologiczny*, 72(3), pp. 39–67.
- **2021:** "Polonia. La punta dell'onda? Nuove forme di mobilitazioni femministe intersezionali", in: *DWF – donna woman fem me*, 1 - 2 (1 1 2) pp. 1 2 9 - 1 3 0 .
<https://www.dwf.it/rivista/planetaria-femminismi-internazionali-planetaria-internationalfeminisms-dwf-129-130-2021-1-2/>
- **2017:** "Bits of Freedom: Demystifying Women's Activism under State Socialism in Poland and Georgia" in: *Feminist Studies*, 43:1, pp. 141-16.
- **2016:** "From Revolutionary Agents to Reactive Actors. The Transformation of Socialist Women's Organizing in Poland from the 1940s through the 1980s", in: "Aspasia Forum. Ten Years After Communism and Feminism Revisited", ed. Francisca de Haan, in: *Aspasia. The International Yearbook of Central, Eastern, and Southeastern European Women's and Gender History*, 10: pp. 102–168.
- **2014:** "Exploring the Chronology and Intertextuality of Feminist Scholarship on Central and Eastern Europe", in: *Signs: Journal of Women in Culture and Society*, Signs @ 4 0 i n t e r n e t e d i t i o n : <http://signsat40.signsjournal.org/commentaries/#grabowska>).
- **2013:** (with Peter Kabachnik, Joanna Regulska, Beth Mitchneck, Olga V. Mayorova i Magdalena Grabowska, "Traumatic Masculinities: The Gendered Geographies of Georgian IDPs from Abkhazia", in: *Gender, Place, and Culture*, 5, pp. 773-793.

- **2012:** “Bringing Second World In: Conservative Revolution(s), Socialist Legacies and Transnational Silences in the Trajectories of Polish Feminism”, in *Signs: Journal of Women in Culture and Society* 37:2, pp. 385-411.

CHAPTERS IN COLLECTIONS:

- **2023:** *From “True Believers” to “Cultural Feminists” Polish Identity and Women’s Emancipation in Post-1945 and Post-1989 Poland*, [w:] “Rethinking Modern Polish Identities”, (red.) Agnieszka Pasięka, Paweł Rodak, University of Rochester Press, pp. 161-191.
- **2022:** „Feminizm w centrum. Ciągłość i zmiana w ruchu kobiecym w Polsce po 1989 roku”, in: A. Krajewska, M. Rawłuszko (eds.) *Równouprawnienie: księga pamiątkowa dla Profesory Małgorzaty Fuszary*, Warszawa: Wydawnictwa Uniwersytetu Warszawskiego, pp. 503-525.
- **2021:** “From Soviet feminism to the European Union. Transnational women’s movements between East and West”, in: *The Routledge Handbook of Gender in Central-Eastern Europe and Eurasia* (eds.) K. Fábíán, J. Elise Johnson, M. Lazda, London, Routledge, pp. 234-275.
- **2020:** Magdalena Grabowska, Marta Rawłuszko, Polish #MeToo: When Concern for Men’s Rights Derails the Women’s Revolution, *The Routledge Handbook of the Politics of the #MeToo Movement*, (eds.) G. Chandra, I. Erlingsdóttir, Routledge, New York, London, pp. 100-124.
- **2017:** “Overcoming the Delay Paradigm: New Approaches to Socialist Women’s Activism in Georgia and Poland” in: Maia Barkaia and Alisse Waterston (eds.) *Gender in Georgia*, Bergham Books, 61-78.
- **2017:** “Beyond the Development paradigm: State Socialist Women’s Activism, Transnationalism and the “Long Sixties”, in: Jennifer Nelson and Barbara Molony (eds.) *Women’s Activism & Second Wave Feminism: Transnational Histories*, Bloomsbury Publishing, pp. 147-172.
- **2015:** “Cultural war or “business as usual”? Recent instances, and the historical origins, of a “backlash” against women’s and sexual rights in Poland”, in: *Anti-Gender Movements on the Rise?*, Heinrich Böll Foundation, pp. 43-65.
- **2014:** “Between Gender Studies and >Gender Ideology, Gender Education in post 1989 Poland”, in: *Overcoming gender backlash: Experiences of Ukraine, Belarus, Russia, Georgia, Armenia and Poland*, Heinrich Böll Foundation, pp. 48-72.

ACTIVIST PUBLICATIONS AND REPORTS

- **2022:** „Where there is oppression, there is a resistance”, (with Marta Rawłuszko, Małgorzata Leszko, and Justyna Frydrych, Feminist Fund, Warszawa.
- **2016:** M. Grabowska i A. Grzybek (eds.) „Przełamać tabu. Raport o przemocy seksualnej” (Breaking the Taboo: Report on Sexual Violence), Warszawa, Fundacja na Rzecz Równości i Emancypacji STER.
- **2016:** “The gray zone of sexual violence: rape and an attempted rape in the narratives of women” in: M. Grabowska and A. Grzybek (eds.) *Przełamać tabu. Raport o przemocy seksualnej* (Breaking the taboo. Report on sexual violence), Fundacja na Rzecz Równości i Emancypacji STER, p. 77-114.
- **2016:** Magdalena Grabowska and Marta Rawłuszko, “Powszechność i trwałość przemocy seksualnej wobec kobiet: wyzwania metodologiczne i wyniki badań ilościowych” (“The universality and prevalence of sexual violence against women: methodological challenges and quantitative research results”), in: M. Grabowska, A. Grzybek (eds.) *(Przełamać tabu. Raport o przemocy seksualnej)* (Breaking the taboo. Report on sexual violence), Fundacja na Rzecz Równości i Emancypacji STER, p. 11-77.

COMPETENCE IN SCIENTIFIC GUIDANCE

POST-DOCTORAL RESEARCHERS’ SUPERVISION

- **2022-2025:** Navjotpal Kaur, PASIFIC Fellowship Programme, Polish Academy of Sciences “Men, masculinities, and agriculture: a gendered approach to environmental degradation in the global South”.
- **2025:-** Barbara Dynda, Institute of Philosophy and Sociology, Polish Academy of Sciences.

STUDENTS’ SUPERVISION (DOCTORAL)

- **2025-2020:** Anna Bednarczyk, “The Spatiality of Feminist Mobilizations, Urban Safety, and Care: A qualitative Study of Young Women's Life Trajectories in Argentina" Graduate School For Social Sciences (defended).
- **2022-2025:** Wiktoria Morawska, “The Phenomenon of Invisible Inequalities: Barriers of women's decision-making subjectivity of successful Polish women”, Graduate School For Social Sciences (in progress).
- **2022-2025:** Vera Syrakvash, “Women's agency in the civil society of Belarus”, Graduate School For Social Sciences (in progress).
- **2019-2025:** Chengatai Rwazemba, “Xenophobic attacks and racism against women immigrants a hinderance to social and economic development in Africa. the case of post- apartheid South Africa. Graduate School For Social Sciences (in progress).
- **2019-2025:** Anna Sedysheva, “Complexity of Russian online feminist activism in the context of the rapidly changing world”, Graduate School For Social Sciences (in progress).

SERVING AS A REVIEWER OF THE DOCTORAL THESIS:

- **2019-2025:** 4

STUDENT SUPERVISION (MASTERS)

- **2021-2015:** 6 Master thesis supervisor, at Graduate School for Social Research, Masters Program in partnership with Lancaster University.

TEACHING EXPERIENCE

- **2025-2023:** Lecturer, Graduate School for Social (with Galia Chimiak); “Specialization in Bridging Academic and NGO Research” (seminar).
- **2011- 2022:** Lecturer, Post-graduate Program in Gender Studies, Institute for Literary Studies, Polish Academy of Sciences “Gender Politics” (seminar).
- **2020:** online teaching module "Women, Politics, and Protest in Central and Eastern Europe"), Center for Slavic, East European and Eurasian Studies (CSEES) Ohio State University.
- **2022-2014:** Instructor, Graduate School for Social Research (doctoral) (with Dorota Hall) “Gender and Sexuality”, (master) with Joanna Regulska “East-European Women’s Subjectivities” (MA seminar).
- **2014-2010:** Assistant Professor, Institute for Ethnology and Cultural Anthropology, Warsaw University “Introduction to gender and sexuality studies” (seminar), “Current developments in humanities” (lecture).
- **2010- 2009:** Assistant Professor in Transnational Feminisms, The College of New Jersey “Introduction to Women and Gender Studies”, “Transnational Feminisms” (seminars).
- **2003-2009:** Teaching Assistant, Rutgers University, “Women and Gender Studies” , “Feminist Practices”, “Geographies of Europe” (seminars).

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PROFESSIONAL ACHIEVEMENTS

- **2023:** The Summer Institute for the Study of East Central and Southeastern Europe (SISECSE), American Council of Learned Society (fellowship).
- **2023:** RIKK – Institute for Gender, Equality and Difference, University of Iceland, Erasmus Plus.
- **2022:** Visiting Associated Professor, Slavic Eurasian Research Center, Hokkaido University.
- **2019:** Habilitation in Sociology, Institute of Philosophy and Sociology, Polish Academy of Sciences (Poland).
- **2009:** Doctorate, Department of Women and Gender Studies, Rutgers University (USA).
- **2001:** Masters of Arts in Sociology, Institute of Philosophy and Sociology, Warsaw University (Poland).
- **2009:** Certificate, “Feminist Critical Analysis”, summer school, Inter-University Centre (Croatia).
- **2003:** Certificate, “Research and Teaching Techniques”, summer school, Central European University (Hungary).

PROFESSIONAL ACTIVITIES

GRANT ACQUISITION

- **2024:** National Science Centre “Reproductive agency: the perspective of reproductive justice and social reproduction theory” (principal investigator, grant no. nr 2023/51/B/HS6/02586).
- **2014-2010:** European Commission, Marie Curie International Re- Integration Grant, „Gender Equality Through Women's Agency” (principal investigator).
- **2015-2010:** National Science Center “Bits of Freedom: Active subjectivity of women in socialist Poland and Georgia” (principal investigator).

GRANT-FUNDED PROJECT MANAGEMENT

- **2024:** COST action *Democratization at Stake? Comparing Anti-Gender Politics in CEE and NME Countries* (Action No. CA23149) (co-leader of the Working Group, member of the core group).
- **2024:** “Equality as a standard of the work and the civil society sector”, Polish Society of Anti-Discrimination Law (Head Researcher for the Study).
- **2023-2022:** Central European University Foundation “Democratization and democratic backsliding in Poland” (member of the research team).
- **2023:** Polish Association of Anti-Discrimination Law, “Support for women experiencing sexual harassment at education, workplace and service” (Head Researcher for the study).
- **2021-2019:** Feminist Fund, “Where there is oppression, there is resistance” (Head Researcher for the study).
- **2017:** Open Society Institute, STER Foundation “Allies or Opponents. Doctors Community in the debate on women's rights to abortion” (Head Researcher for the study).
- **2017-2014:** Institute of Philosophy and Sociology and UC Davis joint grant, “25 Years of Local Democracy in Poland. Women in municipalities” (principal investigator).
- **2009-2007:** National Science Foundation, USA, "Forced Migrants Living in Post-Conflict Situations: Social Networks and Livelihood Strategies in Georgia” (member of the research team).
- **2016-2015:** European Economic Area Grants, STER Foundation, “Breaking the Taboo: Sexual Violence Against Women (Head Researcher for the study).

RESEARCH DISSEMINATION (CONFERENCE ORGANIZING; CONFERENCE PRESENTATIONS, ..)

SELECTED LECTURES AND PRESENTATIONS:

2024:

- (with Marta Rawłuszko) “When the state protects me not, I shall keep my sister safe. Social reproductive role of feminist movements under the realities of a polycrisis”, Pluralising Social Reproduction Approaches, European Consortium for Political Research (ECPR), Germany.
- “Systemic, state-sponsored, and politically motivated violence against feminist and queer organizations and groups in Poland: 2016-2020”, Gender -based Violence and Authocratization (symposium), Hungary, (invited by organizers).
- “Conceptualizing Critical Social Reproduction Theory in Eastern Europe: Marxism, Anti-communism, and Feminist Responses to Polycrisis”, The (Im) Possibility of Conceptualizing Social Change in Eastern Europe (symposium), Institute for Philosophy and Social Theory, University of Belgrade, Serbia (invited by organizers).
- „Polityczki, aktywistki, feministki? Komunistki w historii ruchów emancyjnych w Polsce, Co się stało z marksistkami”, Polski marksizm, Wydział Socjologii, Uniwersytet Warszawski (invited by organizers).

2023:

- “How do we feel about democracy in Europe: gender perspective”, How do we feel about democracy, European Social Survey Conference, Institute of Philosophy and Sociology Polish Academy of Sciences, Poland (invited by organizers).
- “Feminist and Queer Counterstrategies in Poland”, Challenges and Prospects, Anti-Feminism and Anti-Gender Politics in Authoritarian Regimes. The Role of the State, Religion, and Feminist Counterstrategies in the Near and Middle East and Eastern Europe, Herder Institute for Historical Research on East Central Europe, Marburg University, Germany (invited by organizers).
- “Feminist mobilizations and re-democratization in Poland and Eastern Europe, Budapest Forum”: Building Sustainable Democracies, Municipality of Budapest, Political Capital, Democracy Institute Central European University, Hungary (invited by organizers).
- “Towards a new political subjectivity. Social reproduction, recent abortion protests, and re-democratization processes in Poland”, The Department of Sociology and Work Science, University of Gothenburg, Sweden (invited by organizers).

2022:

- “On the feminist wave? Contemporary feminisms, gender equality, and patriarchal culture in Poland” introductory lecture at Stare/Nowe Nierówności - Współczesne Aspekty Problematyki Gender Conference, University of Wrocław, Poland (invited by organizers).
- “From Round Table to Black Protests. Gender and the process of democratization and democratic backsliding in Poland”, European Conference on Politics and Gender, European Consortium for Political Research, Slovenia
- (with Marta Rawłuszko) “Premature farewell? New social justice mobilisations in Poland: embracing intersectional solidarities and liberal feminism together”, European Conference on Politics and Gender, European Consortium for Political Research, Slovenia.
- „W stronę nowej podmiotowości politycznej. Współczesne mobilizacje na rzecz sprawiedliwości reprodukcyjnej a procesy re-demokratyzacji”, Sociological Congress, Polish Sociological Association, Poland (invited by organizers).
- Transforming state socialism in East-Central Europe. Historical Sociology and the Long Change, (member of organizing committee).
- (with M. Rawłuszko) „Poza ulicznym protestem. Współczesne mobilizacje feministyczne w Polsce: intersekcjonalna solidarność i liberalny feminizm”, Sociological Congress, Polish Sociological Association, Poland.
- (with M. Rawłuszko) “On the feminist wave. Practicing intersectionality and facilitating solidarities: activists’ responses to the authoritarian right in Poland, UiT, The Arctic University of Tromsø, Norway (remote) (invited by organizers).

2021:

- “Dissidence and Feminism: Public Round Table”, International conference: Dissidents as Figures of Truth (since the 1970s), zoom conference (invited by organizers).

- “International Women's Year. The longer perspective of the history of women's movement in Poland”, Geography and History, Universidad Complutense, Spain.
- “An Impact of legacies of colonialism, imperialism and racial oppression on feminist struggles in Poland”, Renewing activism to end violence against women, RIKK – Institute for Gender, Equality and Difference, University of Iceland, Iceland (invited by organizers).
- „Everyday feminism and the authoritarian far right in Poland”, Queer feminist perspectives on political homophobia and anti- feminism in the Middle East and Europe, Heinrich Böll Stiftung, Center for Middle East Studies, Brown University, Department of Diversity and Social Conflict, Humboldt University, Germany.
- “Gender and Sexuality Politics in Poland.”, "On the feminist wave? Gender and Sexuality Politics in Poland.", Susan B. Anthony Institute at the University of Rochester, USA.

2020:

- “Poland 2020: Mass protests on abortion law. Longer, historical perspective, and new developments”, Oxford Political Thought Seminar, Oxford University, Great Britain.

2019:

- “Broken genealogies and hidden legacies: State socialism, women's agency, and contemporary gender politics in Eastern Europe”, Gender Struggle in Eastern Europe. Legacy of the Socialist Past and Contemporary Issues, Kaunas University, Lithuania (key note lecture).
- Between “unsafe home” and anti-immigrant public: Sexual violence in Poland, Between “unsafe home” and antiimmigrant public: Sexual violence in Poland, University of Helsinki, Finland.
- “Women's emancipation after 1989, Difficult legacies of 1989”, University of Bremen, Germany (invited by organizers).

2018:

- “From East to the West? Traveling concepts of women’s equality after 1945”, Two Socialist Feminisms in Conversation: Soviet Bloc Women’s Organizations and US Socialist Feminism symposium, Harvard University, Cambridge, USA (invited by organizers)
- “Strategies of the women’s movement in Poland in years 1945-1950 on local and international level”, at Gender and the state. 100 years of the fight for equality in central-Eastern Europe, Institute of History PAS, Institute of History Warsaw University, Poland
- "Gender and Politic"s, Uniwersytet Szczeciński, Szczecin, Poland (invited lecture).
- “Women in Polish local government”, Poland (conference organizer).

2017:

- “Gender, Generations, Communism in Central and South-Eastern Europe: Concepts, Discourses, Practices”, Institute For Literary Studies and Institute of Philosophy and Sociology, Polish Academy of Sciences, Poland (conference organizer).
- “Peperówka”, “practical activist” and “ngo worker”: the transformation of women's activism in post 1945, and post 1989 Poland”, Age, Agency, Ambivalence, University of Oslo, Norway.
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SERVICE TO THE DISCIPLINE

- **2024:** Reviewer, European Commission: Marie Skłodowska Curie Actions, post-doctoral fellowships.
- **2024-2021:** Reviewer, European Commission, The Citizens, Equality, Rights and Values programme (CERV).
- **2024-2021:** Reviewer, Fulbright Commission, Poland.
- **2024:** Book Reviews for: Central European University Press, Palgrave Macmillan.
- **2024-2019** (selected) journal reviews: East European Politics and Society, European Journal of Politics and Gender, Przegląd Socjologii Jakościowej, Signs: Journal of Women in Culture and Society, Aspasia, a yearbook of women's and gender history of Central, Eastern and Southeastern

Europe (CESEE), Feminist Theory, Studies in Russian, Eurasian and Eastern European New Media, Feminist Theory, Feminist Studies.

MICHAŁ KOTNAROWSKI

OFFICE

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EMPLOYMENT

Since January 2019, Assistant Professor, Institute of Philosophy and Sociology, Polish Academy of Sciences; since November 2021 – National Coordinator of the European Social Survey in Poland;

2015 - 2020, Assistant Professor, Institute of Political Studies, Polish Academy of Sciences;

2008 - 2015, Researcher, Comparative Politics Department, Institute of Political Studies, Polish Academy of Sciences;

2007 - 2008, Project manager, TNS Poland (public opinion research company);

2004 - 2008, Project manager, PBS (Pracownia Badań Społecznych w Sopocie, public opinion research company);

SCIENTIFIC ACHIEVEMENTS

Books.

“Demokracja - gospodarka - polityka: perspektywa polskiego wyborcy” (“Democracy – Economy – Politics: Perspective of the Polish Voter”) with Radosław Markowski and Mikołaj Cześniak. 2015. Warszawa: Wydawnictwo Naukowe Scholar.

“Democratic Audit of Poland 2014” with Radosław Markowski, Michał Wenzel and Marta Żerkowska-Balas. 2015 Warsaw Studies in Politics and Society. Frankfurt am Main, Berlin, Bern, Bruxelles, New York, Oxford, Wien: Peter Lang.

“Poland: Thirty Years of Radical Social Change” with Kazimierz M. Słomczyński, Irina Tomescu-Dubrow, and Joshua Kjerulf Dubrow, eds. 2024. International Studies in Sociology and Social Anthropology, volume 141. Leiden ; Boston: Brill.

Refereed Journal Articles

“Emigrant external voting in Central-Eastern Europe after EU enlargement”, with Kacper Szulecki and Ben Stanley. (2023). *Electoral Studies*, 81. <https://doi.org/10.1016/j.electstud.2022.102552>

“The Polish Panel Survey, POLPAN.”, with Irina Tomescu-Dubrow, Kazimierz M. Slomczynski, Zbigniew Sawiński, Anna Kiersztyn, Krystyna Janicka, Danuta Życzyńska-Ciołek, Ilona Wysmułek, 2021, *European Sociological Review* 37(5): 849–64.

„Czy algorytmy wprowadzają w błąd? Metaanaliza algorytmu profilowania bezrobotnych stosowanego w Polsce” [„Are the algorithms misleading? meta-analysis of the algorithm for profiling of the unemployed used in Poland”], with Karolina Sztandar-Sztanderska and Marianna Zieleńska, 2021, *Studia Socjologiczne* (1): 89-115.

„Polacy a demokracja: realizm, iluzje i 'fałszywa świadomość” [„Poles and democracy: realism, illusions and 'false consciousness'.”], with Radosław Markowski, 2020, *Studia Socjologiczne* (4): w druku.

“Normatywno-teoretyczny chaos albo sposób myślenie regionalnej elity politycznej o demokracji” [“Normative-Theoretical Chaos, or a Way of Thinking of Regional Political Elites about Democracy”], with Jacek Wasilewski and Witold Betkiewicz, 2019, *Studia Regionalne i Lokalne* (2): 19-44.

“Trzy Generacje Polityczne Regionalnej Elity Samorządowej.” [Three generations of the regional political elite”] with Witold Betkiewicz and Jacek Wasilewski, 2018, *Studia Socjologiczne* (1): 7–34.

“Co Tam Panie w Polityce? Struktura Potocznej Wiedzy Politycznej Polaków.” [What Is Going on with Politics? Structure of Common Political Knowledge of Poles”] with Agnieszka Jasiewicz-Betkiewicz et al, 2017. *Kultura i Społeczeństwo* (4): 27–47.

“The Transitional Economic Voting Model Revisited: The Case of Poland 1993–1998”, 2016, *International Journal of Sociology* 46: 320-335.

“Political preferences in times of crisis: Economic voting in the 2011 Polish elections” with Radosław Markowski, 2014, *Acta Politica* 49 (4): 431–61.

“Measuring the Electoral Mobilization of Ethnic Parties: Towards comparable indicators”, with Oliver Strijbis, 2013, *Party Politics* 21 (3): 456–69.

“Voting as a habit in new democracies – Evidence from Poland”, with Mikołaj Czesnik and Marta Zerkowska-Balas, 2013, *Communist and Post-Communist Studies*, 46 (1): 95–107.

“Siła słabych powiązań na rynku pracy w Polsce” (“The strength of weak ties on the Labor Market in Poland”), with Mikołaj Pawlak, 2016, *Studia Socjologiczne*, 2/2016: 7-21.

“Normatywne i ewaluatywne aspekty stosunku Polaków do demokracji w latach 2012–2015” (“Poles’ Normative Views and Performance Evaluations of Democracy, 2012–2015”) with Radosław Markowski, 2016, *Studia Socjologiczne*, 4/2016: 52-84.

“Kto kształtuje polską politykę – o aktywności i nieaktywności wyborczej Polaków” (“Who shapes the Polish politics? On Poles’ electoral activity and inactivity”), with Mikołaj Czesnik and Igor Lyubashenko, 2016, *Studia Socjologiczne*, 4/2016: 6-33.

“Kto głosował na Ruch Palikota? Analiza elektoratu na podstawie danych Polskiego Generalnego Studium Wyborczego” (“Who voted for the Palikot Movement? An electoral analysis on the basis of the Polish National Election Study”), with Radosław Markowski and Mikołaj Czesnik, 2012, *Studia Polityczne*, 29: 311-331.

“Chwiejni versus kapryśni – niestabilność zachowań wyborczych w Polsce” (“The floating versus the capricious. Instability of electoral behavior in Poland”), with Mikołaj Czesnik and Paweł Grzelak, 2011, *Studia Polityczne*, 28: 61-86.

“Model głosowania przestrzennego a wybory 2007 roku” (“The spatial voting model and the 2007 elections”), with Jerzy Bartkowski, 2011, *Studia Polityczne*, 27: 43-77.

“Determinanty głosowania w wyborach parlamentarnych 2007 roku” (“Determinants of voting behaviour in the 2007 elections”), with Jerzy Bartkowski and Mikołaj Czesnik, 2011, *Studia Polityczne*, 27: 79-107.

“Nowy wymiar politycznego współzawodnictwa: Polska solidarna versus polska liberalna” (“A new dimension to the political contest. A solidary Poland vs a liberal one.”), with Mikołaj Czesnik, 2011, *Studia Polityczne*, 27: 129-158.

Chapters in Edited Volumes

“Political Legitimacy and Satisfaction with Democracy in Europe” with Radosław Markowski. In: *How Europeans View and Evaluate Democracy Revisited: Ten Years Later*, eds. Mónica Ferrín, Hanspeter Kriesi, 2025. Comparative Politics. Oxford: Oxford University Press.

“Short-Term Determinants of Electoral Behaviour in Poland – Economic Voting and Its Extensions”. In: *Oxford Handbook of Polish Politics*, eds. Katarzyna Walecka, Simona Guerra, and Fernando Casal Bertoa, 2025. Oxford University Press.

“Between Family and Market” with Mikołaj Lewicki. In: *Poland: Thirty Years of Radical Social Change*, edited by Kazimierz M. Słomczyński, Michał Kotnarowski, Irina Tomescu-Dubrow, and Joshua Kjerulf Dubrow, 2024, 142–64. International Studies in Sociology and Social Anthropology, volume 141. Leiden ; Boston: Brill.

“Consequences of populist competition” with Monica Poletti, Radosław Markowski, Paolo Segatti, In: *Consequences of Context*, eds. Hermann Schmitt, Cees van der Eijk, Paolo Segatti, 2021, Lanham: ECPR Press (in print).

“Poland: A skirmish before the decisive battle.” with Mikołaj Czesnik. In *The European Parliament Elections of 2019*, eds. Lorenzo de Sio, Mark N. Franklin, Luana Russo. 2019. Roma: Luiss University Press.

“The Invisible Hand of Social Capital: Evidence from the Polish Labor Market.” with Mikołaj Pawlak. In *Sociology of the Invisible Hand*, Studies in social sciences, philosophy and history of ideas, eds. Adriana Mica, Katarzyna M. Wyrzykowska, Rafał Wiśniewski, and Iwona Zielińska 2018. Berlin; New York: Peter Lang.

"Poland: Nationalization Despite Fear of Regionalization" with Wojciech Gagat. In Arjan Schakel ed., 2017, "Regional and National Elections in Eastern Europe. Territoriality of the Vote in Ten Countries". London, Palgrave Macmillan.

“The Relationship between European Identity and National Identity, Party Identification and Ideological Orientation” with Radosław Markowski. In Bettina Westle and Paolo Segatti eds., 2016, "European Identity in the Context of National Identity: Questions of Identity in 16 European Countries in the Wake of the Financial Crisis 2007 and 2009". New York, NY, Oxford University Press.

“Class Voting in the Polish Parliamentary Elections of 2011”. In Kazimierz M. Śloneczynski and Ilona Wyszczulek eds., 2016, „Social Inequality and the Life Course”. Warsaw, IFiS Publishers.

„Application of propensity score matching method in ex-post evaluation”, with Roman Konarski, in Agnieszka Haber and Maciej Szałaj, eds., 2009, “Evaluation in the making. Context and Methods”, Warszawa, Polish Agency for Enterprise Development.

COMPETENCE IN SCIENTIFIC GUIDANCE

Lecturer: Quantitative Methods – obligatory course for 1st year Ph.D. students of Graduate School of Social Research, Institute of Philosophy and Sociology, Polish Academy of Sciences, Warsaw, Poland, since 2019.

Lecturer: Central and Eastern Europe in Comparative Perspective: Assessing Social and Political Change, Summer - Ohio State University Summer School in Social Science, Warsaw, Poland, June-July 2023 - 2024

Lecturer: Multilevel Models – practical sessions workshop, Ohio State University, organizers: Cross-National Studies: Interdisciplinary Research and Training Program Ohio State University, Warsaw, Poland, May 2023

Lecturer: Missing data imputation – workshop organized at the conference Building Multi-Source Databases for Comparative Analyses, organizers: Institute of Philosophy and Sociology, Polish Academy of Sciences; Cross-National Studies: Interdisciplinary Research and Training Program Ohio State University, Warsaw, Poland, December 2019.

Lecturer: Logistic Regression and Generalized Linear Models at ECPR Winter School in Methods and Techniques, University of Bamberg, Germany, 2018-2020.

Lecturer: Introduction to Quantitative Methods - workshop. Department of Politics. University of Wrocław, November - December 2018.

Lecturer: Multiple Regression Analysis in R software, Universite catolique de Louvain, Louvain-la-Neuve, Belgium, 2016.

Lecturer: Quantitative Methods. Department of Politics. Warsaw University, 2016.

Lecturer: Dealing with Numbers – descriptive statistics, inferential statistics. University of Social Sciences and Humanities. Warsaw, 2015-2019

Teaching assistant: Multiple Regression Analysis course at the ECPR Summer School in Methods and Techniques in Ljubljana, University of Ljubljana, Ljubljana, Slovenia, Lecturer: Prof. Bernhard Kittel, during the course statistical analyses were conducted using R, 2009 – 2015.

Lecturer: Introduction to R Software and Foundations of Data Analysis. Institute of International Relations and Political Science, Vilnius University, Vilnius, Lithuania, 2013.

Training courses attended

Course: Machine Learning for Social Sciences;
Instructors: Bruno Castanho Silva;
Provider: ECPR Summer School in Methods and Techniques;
Place and year: Budapest, Hungary, 2019.

Course: Berlin Summer School in Social Sciences - Linking Theory and Empirical;
Instructors: Prof Gary Goertz, Prof John Gerring, Prof Klaus Eder, Prof Dietrich Rueschemeyer, Prof Wolfgang Merkel;
Provider: WZB Berlin Social Science Center, Berlin Graduate School of Social Sciences;
Place and year: Berlin, Germany, 2011.

Course: Four editions of European Winter School on Methodological Issues in Comparative Electoral Analysis;
Instructor: group of instructors chaired by Prof. Cees Van der Eijk;
Provider: Courses organized within COST Action IS0806 The True European Voter;
Places and years: Nottingham, UK, 2010; Warsaw, Poland, 2011; Rome, Italy, 2012; Trento, Italy, 2012.

Course: Modern Regression;
Instructors: Prof. Robert Anderson, Prof. David Armstrong;
Provider: Oxford Spring School in Advanced Research Methods;
Place and year: Oxford, United Kingdom, 2010.

Course: Quantitative Analysis Of Survey Data;
Instructor: Prof. Kazimierz M. Slomczynski, Prof. Robert Kunovich;

Provider: Cross-National Studies: Interdisciplinary Research and Training Program – CONSIRT, The Ohio State University and Polish Academy of Sciences;
Place and year: Warsaw, Poland, 2009.

Course: Introduction to R software;
Instructor: Prof. Adrej Blejec;
Provider: ECPR Summer School in Methods and Techniques;
Place and year: Ljubljana, Slovenia, 2008.

Course: Multiple Regression Analysis;
Instructor Prof. Bernhard Kittel;
Provider: ECPR Summer School in Methods and Techniques;
Place and year: Ljubljana, Slovenia, 2008.

RELEVANT PROFESSIONAL ACHIEVEMENTS

since November 2023 - European Social Survey, National Coordinator for Poland.

2017 - Visiting scholar at LUISS Univeristy Rome, Italy, scholarship of Accademia Nazionale dei Lincei.

2015 – Ph.D. in political science, Institute of Political Studies, Polish Academy of Sciences.

2014 – spring semester, visiting scholar at Politics Department, New York University, National Science Center Scholarship Etiuda.

2013 - Short Term Scientific Mission at the Department of Social and Political Sciences, University of Milan.

2012 - Short Term Scientific Mission at the Mannheim Centre for European Social Research (MZES), University of Mannheim.

PROFESSIONAL ACTIVITIES

Research grants awarded

Project title: Europejski Sondaż Społeczny - runda 11 i 12 – decision number - 2023/WK/03;
Source of funding: Ministry of Science and Higher Education;
Principal Investigator: Michał Kotnarowski;
Time of the project: 2023-2026;

Project title: European Social Survey European Research Infrastructure - ESS ERIC, decision number - DIR/WK/2017/10;
Source of funding: Ministry of Science and Higher Education;

Principal Investigator: Michał Kotnarowski;
Time of the project: 2021-2023.

Project title: Zachowania wyborcze w III RP w perspektywie ekonomicznej teorii głosowania
[Electoral behaviour in the Third Polish Republic from the perspective of economic voting theory];
Source of funding: National Science Centre;
Principal Investigator: Michał Kotnarowski;
Time of the project: 2013-2014.

Participation in research grants as researchers

Project title: Multidimensional Biographies and Social Structure: Poland 1988-2018 (POLPAN 2018).
Source of funding: National Science Centre;
Principal Investigators: Kazimierz M. Słomczyński, Irina Tomescu-Dubrow;
Tasks in the project: preparation data for submitting to data archives, preparation of data documentation, statistical analyses, writing academic papers based on project's data;
Time of the project: since 2019.

Project title: Polish National Election Study, editions 2011, 2015, 2019 (PGSW).
Source of funding: National Science Centre;
Principal Investigator: Radosław Markowski;
Tasks in the project: preparation data for submitting to data archives, statistical analyses, writing academic papers based on project's data;
Time of the project: since 2009

Project title: Cultural Activities of Warsaw inhabitants,
Source of funding: Municipal Office of the Capital City of Warsaw;
Principal Investigator: Tomasz Płachecki, Michał Kotnarowski, Przemysław Piechocki, Tomasz Szlendak;
Tasks in the project: expert in statistical analysis responsible for sampling, questionnaire construction, data processing and statistical analyses (including segmentation analyses);
Time of the project: 2017-2018

Project title: Vanjska evaluacija mjera aktivne politike tržišta rada 2010 -2013 (External Evaluation of Active Labour-Market Policy Measures 2010-2013);
Source of funding: Croatian Employment Service, Zagreb, Croatia;
Principal Investigator: Branka Hodak (IPSOS Croatia);
Tasks in the project: expert in statistical analysis, responsible for data processing and conducting analyses;
Time of the project: 2015-2016.

The Comparative Study of Electoral Systems;
Source of funding: National Science Foundation;
Principal Investigator: David Howell, Radosław Markowski;
Function in the project: researcher at the Polish part of the CSES project;
Time of the project: 2008-2019.

COST Action "The True European Voter: A Strategy for Analysing the Prospects of European Electoral Democracy that Includes the West, the South, and the East of the Continent";

Source of funding: The European Cooperation in Science and Technology;
Principal Investigators: Hermann Schmitt, Paolo Segatti;
Tasks in the project: substitute member of the Management Committee, member of Data Think Tank Group, co-organizer of the 2nd Winter School on Methodological Issues in Comparative Electoral Analysis;
Time of the project: 2009 – 2017.

7-th European Union Framework Program; FP7, PIREDEU - Providing an Infrastructure for Research on Electoral Democracy in the European Union;
Source of funding: European Commission;
Principal Investigators: Mark Franklin, Sara Hobolt;
Tasks in the project: researcher at the Work Package "Contextual Data";
Time of the project: 2008-2011.

6-th European Union Framework Program; FP6, INTUNE - Integrated and United: A Quest for Citizenship in an 'ever closer Europe';
Source of funding: European Commission;
Principal Investigators: Maurizio Cotta, Pierangelo Isernia, Paolo Bellucci;
Tasks in the project: researcher responsible for statistical analyses and writing academic papers;
Time of the project: 2008- 2010.

Research dissemination

Conference organizing:

ESS Conference 2024 – member of the Organisation committee, Lisbon, July 2024

“How do we feel about democracy? Europeans’ views on democracy” – Chair of the organisation committee, Warsaw, February 2023.

Selected conference attendance (conference title, organizer, location, date)

Reflect Fostering Cross-Disciplinary Reflections to Bridge Societal Divides, Lucian Blaga University, Sibiu, Romania, November 2024.

ESRA Conference 2023, European Survey Research Association, Milan, July 2023.

Between the Pandemic and the War: Post(?) pandemic Threats to Democracy, University of Silesia, Wisła, April 2023.

73rd Annual Conference of the World Association for Public Opinion, Virtual conference, October 2020.

13th ECPR General Conference, Virtual conference, September 2020.

17th Polish Sociological Congress, Polish Sociological Association and University of Wrocław, Wrocław, September 2019.

11th ECPR General Conference, Hamburg University, Hamburg, Germany, September 2018.

Voters adrift. Consequences of Electoral Dealignment in Representative Democracies, Université de Montréal, Montreal, Canada, December 2017.

10th ECPR General Conference, Charles University, Prague, Czech Republic, September 2017.

43rd European Consortium for Political Research Joint Session of Workshops, University of Warsaw, Warsaw, Poland, April 2015.

2014 Midwest Political Science Association Conference, Midwest Political Science Association, Chicago, USA, April 2014.

21st Conference of Europeanists, Council of European Studies, Washington, USA, March 2014.

7th European Consortium for Political Research General Conference, Sciences Po Bordeaux, Bordeaux, France, September 2013.

15th Congress of the Polish Sociological Association, Polish Sociological Association, Szczecin University, Szczecin, Poland, September 2013.

2nd European Conference on Comparative Electoral Research, Aristotle University Thessaloniki, Rhodes, Greece, April 2013.

“What happened to incumbency voting?”, University of Leuven - KU Leuven, Leuven, Belgium, November 2012.

“Nowe podejścia w analizach ilościowych w naukach społecznych” (“New Approaches in Quantitative Research Methods in Social Sciences”), Institute of Sociology and Philosophy of the Polish Academy of Sciences, Jablonna, Poland, September 2012.

Regional European Conference of World Association for Public Opinion Research, Kozminski University, Gdansk, Poland, March 2012.

The Final User Conference of the PIREDEU Design Study, Robert Schuman Centre for Advanced Studies European University Institute, Brussels, Belgium, November 2010.

14th Congress of the Polish Sociological Association, Polish Sociological Association, Jagiellonian University, AGH University of Science and Technology and Pedagogical University in Cracow, Cracow, Poland, September 2010.

3rd European Consortium for Political Research Graduate Conference, Dublin City University, Dublin, Ireland, September 2010.

6th CEU Conference in the Social Sciences, Central European University, Budapest, Hungary, April 2010.

5th European Consortium for Political Research General Conference, University of Potsdam, Potsdam, Germany, September 2009.

3rd Conference of the European Survey Research Association, Institute of Sociology and Philosophy of the Polish Academy of Sciences, Warsaw, Poland, June 2009.

Service to the discipline

Reviewing for academic journals: American Journal of Political Science, American Political Science Review, Ask Research and Methods, Czech Journal of Political Science, East European Politics, East European Politics and Societies and Cultures, Journal of Elections, Public Opinion and Parties, Party Politics, Polish Sociological Review, Regional and Federal Studies, Quality and Quantity, Studia Polityczne, Studia Socjologiczne.

Member of the editorial team: Kultura i Społeczeństwo [Culture and Society].

IRINA TOMESCU-DUBROW

Institute of Philosophy and Sociology, Polish Academy of Sciences (IFiS PAN)

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Current Academic Positions

Professor of the Institute of Philosophy and Sociology, Polish Academy of Sciences (since 2019).

Faculty & Director, Graduate School for Social Research PAN (GSSR, gssr.edu.pl) (since 2009)

Previous Academic Positions

2011 – 2019	Associate Professor, the Institute of Philosophy and Sociology, Polish Academy of Sciences (IFiS-PAN)
2007 – 2011	Assistant Professor IFiS-PAN
2011 – 2012	Lecturer, Department of Social Psychology, University of Warsaw
2007 – 2008	Lecturer, <i>Collegium Civitas</i> , Warsaw, Poland
2002 – 2005; 2011	Lecturer, the Ohio State University, USA

Scientific achievements (publications)

(a) Books

Survey Data Harmonization in the Social Sciences Tomescu-Dubrow, Irina, Wolf, Christof., Slomczynski, Kazimierz M., Jenkins, J. Craig, Editors. 2024. Wiley. <https://onlinelibrary.wiley.com/doi/book/10.1002/9781119712206>

Poland: Thirty Years of Radical Social Change. Slomczynski, Kazimierz M., Michal Kotnarowski, Irina Tomescu-Dubrow, and Joshua Dubrow (eds.). 2024. Brill. Doi 10.1163/9789004678675

The Subjective Experience of Joblessness in Poland. Springer. Tomescu-Dubrow, Irina, Joshua Kjerulf Dubrow, Anna Kiersztyn, Katarzyna Andrejuk, Marta Kołczyńska, and Kazimierz M. Slomczynski. 2019. Springer.

Dynamics of Class and Stratification in Poland. Tomescu-Dubrow, Irina, Kazimierz M. Slomczynski, Henryk Domański, Joshua Kjerulf Dubrow, Zbigniew Sawiński, Dariusz Przybyś. 2018. Budapest: CEU Press.

Reviewed in *Contemporary Sociology*

Democratic Values and Protest Behavior: Harmonization of Data from International Survey Projects. Slomczyński, Kazimierz M., Irina Tomescu-Dubrow, J. Craig Jenkins, with Marta Kołczyńska, Przemek Powalko, Ilona Wysmulek, Olena Oleksiyenko, Marcin Zieliński and Joshua K. Dubrow. 2016. Warsaw: IFiS Publishers.

Dynamics of Social Structure: Poland's Transformative Years, 1988 – 2013. Slomczynski, Kazimierz M and Irina Tomescu-Dubrow, with Danuta Życzyńska-Ciołek and Ilona Wysmulek (eds). 2016. Warsaw: IFiS Publishers.

(b) Refereed journal articles

- Tu, Yamei., Olya Li, Wang, J., Han-Wei Shen, Przemek Powalko, Irina Tomescu-Dubrow, Kazimierz M. Slomczynski, Spyros Blanas, and J. Craig Jenkins. 2023. "SDR Querier: A Visual Querying Framework for Cross-National Survey Data Recycling," in *IEEE Transactions on Visualization and Computer Graphics*, vol. 29, no. 6, pp. 2862-2874, doi: [10.1109/TVCG.2023.3261944](https://doi.org/10.1109/TVCG.2023.3261944).
- Dubrow, Joshua K., Irina Tomescu-Dubrow, and Olga Lavrinenko. 2022. "Contacting a public official: Concept and measurement in cross-national surveys, 1960s–2010s." *Social Science Quarterly* doi.org/10.1111/ssqu.13177
- Irina Tomescu-Dubrow, Kazimierz M. Slomczynski, Zbigniew Sawinski, Anna Kiersztyn, Krystyna Janicka, Danuta Życzyńska-Ciołek, Ilona Wyszulek, Michal Kotnarowski. 2021. "The Polish Panel Survey, POLPAN" *European Sociological Review* doi.org/10.1093/esr/jcab017
- Kazimierz M. Slomczynski, Irina Tomescu-Dubrow and Ilona Wyszulek. 2021. "Survey Data Quality in Analyzing Harmonized Indicators of Protest Behavior: A Survey Data Recycling Approach" *American Behavioral Scientist* doi.org/10.1177/00027642211021623
- Zelinska, Olga, Alexi Gugushvili, Grzegorz Bulczak, Irina Tomescu-Dubrow, Zbigniew Sawiński and Kazimierz M. Slomczyński. 2021. "The Polish Panel Survey (POLPAN) Dataset: Capturing the impact of socio-economic change on population health and well-being in Poland, 1988-2018. *Data in Brief* doi.org/10.1016/j.dib.2021.106936
- Kazimierz M. Slomczynski, Malina Voicu, Joshua K. Dubrow, Simona Maria Stanescu, Irina Tomescu-Dubrow. 2021. "Longitudinal Surveys for Comparative Analyses of Poland and Romania: The Polish Panel Survey (POLPAN), 2013–2018 and the Romanian World Values Survey Panel (WVS-RO), 2012–2018" *ASK: Research and Methods*. Vol 29(1).
- Kwak, Joonghyun, Irina Tomescu-Dubrow, Kazimierz M. Slomczynski, Joshua K. Dubrow. 2020. "Youth, Institutional Trust, and Democratic Backsliding" *American Behavioral Scientist* 64(9), 1366-1390. doi 10.1177/0002764220941222
- Tomescu-Dubrow, Irina and Kazimierz M. Slomczynski. 2016. "Harmonization of Cross-National Survey Projects on Political Behavior: Developing the Analytic Framework of Survey Data Recycling" *International Journal of Sociology* 46(1):58-72 DOI: 10.1080/00207659.2016.1130424
- Dubrow, Joshua K. and Irina Tomescu-Dubrow. 2016. "The Rise of Cross-National Survey Data Harmonization in the Social Sciences: Emergence of an Interdisciplinary Methodological Field." *Quality and Quantity* 50(4): 1449-1467. DOI 10.1007/s11135-015-0215-z (online first, 2015)
- Dubrow, Joshua Kjerulf, Marta Kolczynska, Kazimierz M. Slomczynski and Irina Tomescu-Dubrow. [authors contributed equally & are listed alphabetically] 2015. "Sociologists Everywhere: Country Representation in Conferences Hosted by the International Sociological Association, 1990 to 2012." *Current Sociology* p. 1-24 DOI 10.1177/0011392115590612
- Slomczynski Kazimierz M., Irina Tomescu-Dubrow and Joshua K. Dubrow. 2015. "Changes in Social Structure, Class, and Stratification: The Polish Panel Survey (POLPAN)." *Ask: Research and Methods* 24(1): 19–37
- Tomescu-Dubrow, Irina. 2015. "International Experience and Labour Market Success: Analysing Panel Data from Poland." *Polish Sociological Review* 3(191): 259-276
- Tomescu-Dubrow, Irina and Kazimierz M. Slomczynski. 2014. "Democratic Values and Protest Behavior: Data Harmonization, Measurement Comparability, and Multi-Level Modeling in Cross-National Perspective" *Ask: Research and Methods* 23(1): 103-114.
- Irina Tomescu-Dubrow, Joshua K. Dubrow and Kazimierz M. Slomczynski. 2013. "Ecological Determinants of Local Government Opposition to Federal Policy" *Journal of Urban Affairs* 36(3): 401-419. DOI: 10.1111/juaf.12049

- Kazimierz M. Slomczynski, [Włodzimierz Wesolowski](#) and [Irina Tomescu-Dubrow](#). 2013. “[Locus of Territorial Attachments](#): Intergroup Differences and Macro-structural Determinants of Subnational and Supranational Identities.” *International Journal of Sociology* 43(2): 70-92
- Kazimierz M. Slomczynski, Irina Tomescu-Dubrow and Zbigniew Sawiński. 2012. “Modeling Occupational Careers for a Turbulent Economy: A Differential Equation Approach.” *International Journal of Sociology* 42(4): 56-74.
- Tomescu-Dubrow, Irina. 2011. “Effects of Future Orientations on Income Attainment and Social Class: An Analysis of Polish Panel Data.” *Polish Sociological Review* 4: 515-532.
- Tomescu-Dubrow, Irina. 2011 “Changing Memories of the Past: Structural and Contextual Determinants of Retrospective Assessment of Socialism.” *Studia Sociologia* 2:75-90.
- Tomescu-Dubrow, Irina and Henryk Domanski .2010. “How to Model Parental Education Effects On Men And Women’s Attainment? Cross-National Assessments of Different Approaches.” *Ask: Research and Methods* 19(1): 21-50.
- Dubrow, Joshua Kjerulf, Kazimierz M. Slomczynski and Irina Tomescu-Dubrow. 2008. “Effects of Democracy and Inequality on Soft Political-Protest in Europe: Exploring the European Social Survey Data.” *International Journal of Sociology* 38(3):36-51.
- Tomescu-Dubrow, Irina. 2008. “Decomposition of Long-Term Changes in Political Opinions According to Group-Specific Markov Processes.” *Ask: Research and Methods* 17(1): 61-71.
- Kazimierz M. Slomczynski, Krystyna Janicka, Goldie Shabad, and Irina Tomescu-Dubrow. 2007. “Changes in Class Structure in Poland, 1988-2003: Crystallization of the Winners–Losers’ Divide” *Polish Sociological Review* 1(157): 45-64.
- Slomczynski, Kazimierz M. and Irina Tomescu-Dubrow. 2006. “Representation of European Post-Communist Countries in Cross-National Public Opinion Surveys.” *Problems of Post-Communism* 53 (4): 42-52.
- Tomescu-Dubrow, Irina. 2006. “Intergenerational Social Mobility in Romania: Changes in the Patterns of Flows and Relationships in the Post-Communist Era.” *International Journal of Sociology* 36 (1): 46-68.
- Tomescu-Dubrow, Irina. 2005. “Systemic Transformation and Institutional Inefficiency: Children Deprived of Parental Care as a Persisting Social Problem in Romania.” *International Journal of Sociology* 35 (3): 57-84.
- Slomczynski, Kazimierz M. and Irina Tomescu-Dubrow. 2005 “Friendship Patterns and Upward Mobility: A Test of Social Capital Hypothesis.” *Polish Sociological Review* 3:221-235.

(c) Refereed book chapters

- Slomczynski, K. M., Tomescu-Dubrow, I., Jenkins, J. C., & Wolf, C. 2024. “Objectives and Challenges of Survey Data Harmonization”. *Survey Data Harmonization in the Social Sciences*, 1-20. (Tomescu-Dubrow I., Wolf Ch., Slomczynski K.M., Jenkins J. C., eds) Wiley. <https://doi.org/10.1002/9781119712206.ch1>
- Slomczynski, K. M., Wolf, C., Tomescu-Dubrow, I., & Jenkins, J. C. 2024. On the Future of Survey Data Harmonization. *Survey Data Harmonization in the Social Sciences*, 367-376. (Tomescu-Dubrow I., Wolf Ch., Slomczynski K.M., Jenkins J. C., eds) Wiley. <https://doi.org/10.1002/9781119712206.ch21>
- Tomescu-Dubrow, I., Slomczynski, K. M., Wyszulek, I., Powalko, P., Li, O., Tu, Y., ... & Lavryk, D. 2024. Harmonization for Cross-National Secondary Analysis: Survey Data Recycling. *Survey Data Harmonization in the Social Sciences*, 145-167. (Tomescu-Dubrow I., Wolf Ch., Slomczynski K.M., Jenkins J. C., eds) Wiley. <https://doi.org/10.1002/9781119712206.ch9>

- Slomczynski, K.M, Kotnarowski M, Tomescu-Dubrow I, Dubrow J.K 2024. "Introduction" p. 1-8 in *Poland: Thirty Years of Radical Social Change*. (Slomczynski, K.M, Kotnarowski M, Tomescu-Dubrow I, Dubrow J.K. eds.). Brill.
- Slomczynski, K.M, Kotnarowski M, Tomescu-Dubrow I, Dubrow J.K 2024. "Data Note" p. 9-19 in *Poland: Thirty Years of Radical Social Change*. (Slomczynski, K.M, Kotnarowski M, Tomescu-Dubrow I, Dubrow J.K. eds.). Brill. https://doi.org/10.1163/9789004678675_002
- Slomczynski, K.M, Kotnarowski M, Tomescu-Dubrow I, Dubrow J.K 2024. "Conclusion" p. 343-360. in *Poland: Thirty Years of Radical Social Change*. (Slomczynski, K.M, Kotnarowski M, Tomescu-Dubrow I, Dubrow J.K. eds.). Brill. https://doi.org/10.1163/9789004678675_015
- Slomczynski, Kazimierz M and Irina Tomescu-Dubrow. 2018. Basic Principles of Survey Data Recycling. Ch. 43; p. 937-962 in *Advances in Comparative Survey Methodology: Multinational, Multiregional and Multicultural Contexts (3MC)*, T.P. Johnson, B-E Pennell, I. A. L. Stoop, & B. Dorer (eds), Wiley Hoboken, New Jersey
- Kazimierz M. Slomczynski, Irina Tomescu-Dubrow, Joshua K. Dubrow, and Danuta Życzyńska-Ciolek. 2016. "Introduction: Dynamics of Social Structure" pp. 13-24. in Slomczynski et al. (eds) *Dynamics of Social Structure: Poland's Transformative Years, 1988-2013* Warsaw: IFiS Publishers.
- Kazimierz M. Slomczynski, Zbigniew Sawinski and Irina Tomescu-Dubrow. 2016. "Occupational Careers: From Simple to Complex Approaches" pp. 25-40 in Slomczynski et al. (eds) *Dynamics of Social Structure: Poland's Transformative Years, 1988-2013*. Warsaw: IFiS Publishers.
- Kazimierz M. Slomczynski, Ilona Wyszumek and Irina Tomescu-Dubrow. 2016. "Introduction: Social Inequality and the Life Course" pp. 11-24 in Slomczynski et al. (eds) *Social Inequality and the Life Course: Poland's Transformative Years, 1988-2013*. Warsaw: IFiS Publishers.
- Sawinski, Zbigniew, Kazimierz M. Slomczynski and Irina Tomescu-Dubrow. 2015. "Legitimacy and Trust in European Countries: Macro-structural Explanation of Changes, 2002-2012" pp. 79-98 in *Hopes and Anxieties in Europe: Six Waves of the European Social Survey*, P. Sztabinski, H. Domanski and F. Sztabinski (Eds). Frankfurt am Main: Peter Lang.
- Tomescu-Dubrow, Irina and Kazimierz M. Slomczynski. 2014. "Democratic Engagement of Xenophobes and the Ethno-discriminated in Europe." pp. 124-148 in *Political Inequality in an Age of Democracy: Cross-national Perspectives* edited by Joshua K. Dubrow. New York: Routledge.
- Kazimierz M. Slomczynski and Irina Tomescu-Dubrow. 2012. "Demokracja, poczucie tożsamości i zaufanie wobec instytucji Unii Europejskiej" (Democracy, identity and trust in the institutions of the European Union) pp. 203-226 in *Tożsamość - Zaufanie - Integracja: Polska i Europa* (Identity - Trust - Integration: Poland and Europe), edited by Włodzimierz Weselowski and Kazimierz M. Slomczynski. Warsaw: IFiS Publishers.
- Kazimierz M. Slomczynski and Irina Tomescu-Dubrow. 2010. "Democracy, European Identity, and Trust in European Institutions: Toward Macro-Micro Explanations" in *National and European? Polish Political Elite in Comparative Perspective*, edited by Włodzimierz Weselowski, Kazimierz M. Slomczynski and Joshua K. Dubrow. Warsaw: IFiS Publishers.
- Tomescu-Dubrow, Irina. 2010. "Social Inequality and Social Problems in Romania. Old and New Patterns" in *Landmark 1989. Central and Eastern European Societies Twenty Years after the System Change*, p. 176-190. Heinrich Best and Agnieszka Wenninger (eds), Berlin: GESIS-Leibniz-Institut für Sozialwissenschaften.
- Kazimierz M. Slomczynski, Krystyna Janicka, and Irina Tomescu-Dubrow. 2009. „Struktura społeczeństwa polskiego: Zmiany w latach 1978-2008” (Polish Social Structure: Changes in the Years 1978-2008). pp. 554-587 in *Modernizacja Polski (Modernization of Poland)*. Witold Morawski (ed). Warsaw: Wydawnictwo Akademii Leona Koźmińskiego.

Henryk Domanski and Irina Tomescu-Dubrow. 2008. "Wejście na rynek pracy a pochodzenie społeczne i poziom wykształcenia (Transition from Education to the Labor Market)." Pp. 133-152. *Zmiany stratyfikacji społecznej w Polsce*, edited by Henryk Domanski. Warsaw: IFiS Publishers.

Henryk Domanski and Irina Tomescu-Dubrow. 2008. "Nierówności edukacyjne przed i po zmianie systemu" (Social Inequalities in Poland Before and After the Systemic Change). pp. 45-74. *Zmiany stratyfikacji społecznej w Polsce*, edited by Henryk Domanski. Warsaw: IFiS Publishers.

Kazimierz M. Slomczynski and Irina Tomescu-Dubrow. 2008. "Systemowe zmiany w strukturze klasowej a ruchliwość społeczna. Analiza tablic przepływu osób między różnymi kategoriami początkowymi i końcowymi" (Systemic changes in class structure and social mobility: Analysis of tables containing different origin and destination categories) p. 75-96. *Zmiany stratyfikacji społecznej w Polsce*, edited by Henryk Domanski. Warsaw: IFiS Publishers.

Henryk Domanski and Irina Tomescu-Dubrow. 2008. "Postrzeganie konfliktów, 1988-2003" (Perception of Conflicts, Poland 1988-2003). *Strukturalne podstawy demokracji*, edited by Andrzej Rychard. Warsaw: IFiS Publishers.

Kazimierz M. Slomczynski, Krystyna Janicka, Goldie Shabad, and Irina Tomescu-Dubrow. 2007. "Changes in Class Structure: Does the Metaphor on Winners and Losers Have Any Validity" in *Continuity and Change in Social Life: Structural and Psychological Adjustment in Poland*, edited by Kazimierz M. Slomczynski and Sandra Marquart-Pyatt, Warsaw: IFIS Publishers.

Tomescu-Dubrow, Irina. 2007. "Rapid Changes in Labor Market Segmentation and the Risk of Unemployment" in *Continuity and Change in Social Life: Structural and Psychological Adjustment in Poland*, edited by Kazimierz M. Slomczynski and Sandra Marquart-Pyatt, Warsaw: IFIS Publishers.

A Polish-language version was published as "Doświadczenia na rynku pracy a ryzyko bezrobocia" w *Kariera i Sukces: Analizy Socjologiczne*, edited by Kazimierz M. Slomczynski. Zielona Góra: Uniwersytet Zielonogorski.

An earlier version was published as "Unemployment Experience during the Transition from Command Economy to Market Economy: Event History Analysis of Polish Panel Data, 1988-2003" in *2005 Edward F. Hayes Graduate Research Forum Proceedings* 5: 417-433. The Ohio State University Council of Graduate Students: Columbus, Ohio.

Tomescu-Dubrow, Irina. 2007. "Structural Determinants of Retrospective Assessments of Socialism" in *Continuity and Change in Social Life: Structural and Psychological Adjustment in Poland*, edited by Kazimierz M. Slomczynski and Sandra Marquart-Pyatt, Warsaw: IFIS Publishers.

Slomczynski, Kazimierz M and Tomescu-Dubrow Irina. 2007. "Effects of Non-Redundant Friends on Income Change: A Test of Social Capital Hypothesis" in *Continuity and Change in Social Life: Structural and Psychological Adjustment in Poland*, edited by Kazimierz M. Slomczynski and Sandra Marquart-Pyatt, Warsaw: IFIS Publishers.

(d) Guest-edited Journal Issues

Wysmulek, Ilona, Joonghyun Kwak and Irina Tomescu-Dubrow. 2021. "Cross-national Survey Data Harmonization" *Quality and Quantity: International Journal of Methodology*

Tomescu-Dubrow, Irina and Kazimierz M. Slomczynski. 2016. Analyzing Social Change: The Polish Panel Survey, POLPAN 1988-2013' *International Journal of Sociology* 46(4).

Tomescu-Dubrow, Irina, Joshua Kjerulf Dubrow and Kazimierz M. Slomczynski. 2013. Nationalism and Identity in Cross-National Perspective. *Studia Sociologia* [Romania] 58 (1).

Kazimierz M. Slomczynski and Irina Tomescu-Dubrow. 2012. Socio-Demographic Differentiation in a Dynamic Perspective. The Polish Panel Survey, POLPAN 1988-2008. *International Journal of Sociology*. 42(4)

Kazimierz M. Slomczynski and Irina Tomescu-Dubrow. 2012. The Polish Panel Survey, POLPAN 1988–2008. *International Journal of Sociology* 42(1).

Tomescu-Dubrow, Irina and Traian Rotariu. 2006. Social Structure and Democratization Processes in Romania. *International Journal of Sociology* 36 (1): 3-9.

Tomescu-Dubrow, Irina. Guest editor. 2005. Social Inequality and Social Problems in Romania. *International Journal of Sociology* 35 (3).

(e) Editor's Publications (refereed)

Wysmulek, Ilona, Irina Tomescu-Dubrow, and Joonghyun Kwak. 2021. "Ex-post harmonization of cross-national survey data: advances in methodological and substantive inquiries." *Quality and Quantity* <https://doi.org/10.1007/s11135-021-01187-7>

Tomescu-Dubrow, Irina and Kazimierz M. Slomczynski. 2016. "Analyzing Social Change with the Polish Panel Survey, POLPAN 1988-2013." *International Journal of Sociology* 46(4): 237 – 243.

Tomescu-Dubrow, Irina, Joshua Kjerulf Dubrow and Kazimierz M. Slomczynski. 2013. "Foreword to Special Issue: Nationalism and Identity in Cross-National Perspective." *Studia Sociologia [Romania]* 58(1): 5-8.

Kazimierz M. Slomczynski and Irina Tomescu-Dubrow. 2012. "Socio-Demographic Differentiation in a Dynamic Perspective. The Polish Panel Survey, POLPAN 1988–2008: Guest Editors' Introduction" *International Journal of Sociology*. 42(4): 3-5

Kazimierz M. Slomczynski and Irina Tomescu-Dubrow. 2012. "The Polish Panel Survey, POLPAN 1988–2008: Guest Editors' Introduction" *International Journal of Sociology* 42(1): 3-5.

Tomescu-Dubrow, Irina and Traian Rotariu. 2006. "Interaction of Social and Political Processes: Guest Editors' Introduction." *International Journal of Sociology* 36 (1): 3-9.

Tomescu-Dubrow, Irina. 2005. "Guest Editor's Introduction." *International Journal of Sociology* 35 (3): 3-8.

(f) Data

Slomczynski, K.M., Tomescu-Dubrow, I., Wysmulek I., Powalko P, Jenkins, J.C., Ślarzyński, M, Zieliński, M.W., Skora Z., Li, O., Lavryk, D. 2023, "SDR2 Database", <https://doi.org/10.7910/DVN/YOCX0M>, Harvard Dataverse

Slomczynski, K.M., Tomescu-Dubrow, I. 2021. Institute of Philosophy and Sociology, Polish Academy of Sciences, 2021, "Polish Panel Survey POLPAN", doi.org/10.7910/DVN/DAPH0P, Harvard Dataverse, V1

Slomczynski, Kazimierz M.; Jenkins, J. Craig; Tomescu-Dubrow, Irina; Kołczyńska, Marta; Wysmulek, Ilona; Oleksienko, Olena; Powalko, Przemek; Zieliński, Marcin W., 2017, "SDR Master Box", <https://doi.org/10.7910/DVN/VWGF5Q>, Harvard Dataverse, V1, UNF:6:HIWud4wueVRsU8wTN+lySg==

SDR Master Box: Data from 22 international survey projects, 1721 national samples from 89 waves, covering 142 countries/territories between 1966 and 2013, with over 2.2 million individual respondents.

(g) Selected Other Publications

Tomescu-Dubrow, Irina and Kazimierz M. Slomczynski. 2015. "[The Harmonization Project: Democratic Values and Protest Behavior in 22 International Survey Projects](#)." *Harmonization: Newsletter on Harmonization in the Social Sciences* 1(1): 6 – 9.

Slomczynski, Kazimierz M. and Irina Tomescu-Dubrow. 2015. "[Survey Data Recycling: Toward a Formalized Approach to Ex-Post Harmonization of International Projects](#)." *Harmonization: Newsletter on Harmonization in the Social Sciences* 1(1): 11 – 13.

The Grasinski Girls: The Choices They Had and The Choices They Made, by Mary Patrice Erdmans, with the Grasinski Girls. Athens, OH: Ohio University Press, 2004 (with Kazimierz M. Slomczynski), *Contemporary Sociology* 2006, 35 (1): 27-28.

Competence in Scientific Guidance

Research guidance

Supervised the design and implementation of PhD, MA and undergraduate research projects in the social sciences.

Provided methodological guidance (advanced statistical methods) in preparing their doctoral theses to GSSR students Nika Palaguta, Magdalena Szarota, and Olga Zielinska.

Teaching Experience

The Ohio State University and the Graduate School for Social Research, IFiS-PAN, Poland

2008 - 2024 Ohio State University Summer School in the Social Sciences "*Central and Eastern Europe in Comparative Perspective: Assessing Social and Political Change*", Warsaw, Poland

SOC 3549: Statistics in Sociology and SOC 4998: Undergraduate Research in Sociology

Graduate School for Social Research, IFiS, Poland

2021 – present GSSR Interdisciplinary Research Summer Schools

2018 - present Empirical Research in the Social Sciences: Design, Implementation and Write-up (with Joshua Dubrow and Ilona Wysmulek)

2010 - 2011 Theories of Social Differentiation and Social Change (with Joshua Dubrow and Kazimierz M. Slomczynski)

2009 - 2017 Research Methodology and Methods of Social Inquiry

2008 - 2015 Comparative Methods in the Social Sciences (with Kazimierz M. Slomczynski)

World Association of Public Opinion Survey (WAPOR)

2019 Short course: Comparative Survey Research: Issues of Quality, Harmonization and Transparency (Toronto, May 21 2019)

University of Warsaw, Faculty of Psychology

2011 **Advanced Statistical Methods: Continuous Variables (Lecture)**

University of Warsaw, American Studies Center

2009 September 11, 2001: The United States and the World (with Joshua Dubrow)

2008 New York: The City and Its People (with Joshua Dubrow)

The Ohio State University, USA

2011 Sociology 597.01: Contemporary World Societies: Social Institutions and Social Change
2005 Sociology 549: Quantitative Research Methods in Sociology
2002-2005 Sociology 597.01: Contemporary World Societies: Social Institutions and Social Change

Collegium Civitas, Poland

2007 The Roma in Central and Eastern Europe: Quantitative Approaches to Social Inequality
Contemporary World Societies: Social Institutions and Social Change

Professional achievements

(a) Education

2019 Habilitation, Polish Academy of Sciences. Habilitation Title, "Dynamics of the Social Structure in Poland since 1989."
2006 PhD, Department of Sociology, The Ohio State University. Dissertation Title, "Social Structure, Redefinition of The Past, And Prospective Orientations: A Study Of The Post-Communist Transformation In Poland."
2003 MA, Sociology, Department of Sociology, The Ohio State University. Thesis Title, "Abandoned Children and International Adoption: An Analysis of Unintended Consequences of Institutional Arrangements in Romania, 1990-2001."
1997 BA, with Honors in Law, University of Bucharest, Faculty of Law

(b) Awards

American Sociological Association

2006 NSF funded Travel Grant for the International Sociological Association World Congress, Durban, South Africa, July 23-29 2006.

Central European University

Fellowship for the Summer University Course "The Roma: Bringing Together Historical, Anthropological and Linguistic Approaches." Budapest, Hungary, July 2003.

European Science Foundation

European Science Foundation Award for Attending the Quantitative Methods in the Social Sciences 2 Summer School on R, Bucharest, Romania, September 1-7, 2010.

European Science Foundation Award for Attending the Quantitative Methods in the Social Sciences 2 Summer School on Analyzing the life course, Paris, France, August 18-26, 2009.

European Social Survey

European Social Survey Award for Attending the First ESS Training Course on “Implementing Questionnaires for Cross-National and Cross-Cultural Contexts,” Ljubljana University, August 6-7, 2007.

National Council for Eurasian and East European Research

Short-Term Research Travel Grant for the research proposal “Democratization and the Risk of Increasing Ethnic Conflict: A Comparative Analysis of the Roma Minority in Romania and in Moldova.” 2006-2007.

The Polish Academy of Sciences

2006. Travel Award for the Conference/Workshop The Polish Panel Survey POLPAN 1988-2003 and Beyond: Planning the 2008 Wave, Warsaw, Poland, December 14-17, 2006. 4

2005. Travel Award for the Conference Analyzing Dynamic Data: The Polish Panel Survey, 1989-2003 (POLPAN), Warsaw, September 17-17, 2005.

2004. Graduate Student Award for the Conference on Radical Social Change in East Central Europe: A Dynamic Analysis of Panel Data organized by the Institute of Philosophy and Sociology of the Polish Academy of Sciences, Warsaw, Poland, September 10-12, 2004.

Research Committee on Social Stratification (RC28), International Sociological Association: Aage B. Sørensen Student Travel Award for Participation in the XVI World Congress of Sociology, Durban, South Africa, July 23-29 2006.

The Ohio State University

CONSIRT grants related to organization of conferences and workshops, 2008-present

The College of Social and Behavioral Sciences and the Graduate Interdisciplinary Specialization Survey Research Graduate Student Summer Survey Research Award, Summer 2006.

The Edward J. Ray Travel Award for Scholarship and Service for Participation at the International Sociological Association World Congress, Durban, South Africa, July 23-29 2006.

Edward F. Hayes Graduate Research Forum 2005, 2ND Place Award.

Biannual Sociology Research Support, Spring 2004: “Social Structures, Redefinition of The Past, and Prospective Orientations.”

Biannual Sociology Research Support, Autumn 2001: “Abandoned Children And International Adoption: An Analysis of Unintended Consequences of Institutional Arrangements In Romania, 1990-2001.

Professional Activities

(a) Grant acquisition

National Science Centre, Poland:

Structures and Futures: Polish Panel Study POLPAN 1988-2023 (2023-2026; PLN 2,135,943.00, ca. USD 500,000)

Multidimensional Biographies and Social Structure: Poland 1988-2018. (2018-2020; Polish Zloty 1,237,460.00, USD ca 360,000.00) Co-PI with Kazimierz M. Slomczynski.

Democratic Values and Protest Behavior: Data Harmonization, Measurement Comparability, and Multi-Level Modeling in Cross-National Perspective (2013-2016; USD ca. 170,000.00) Co-PI with J. Craig Jenkins and Kazimierz M. Slomczynski

Social Structure and Mobility: Polish Panel Survey, 1988-2013 (2012-2016; USD ca. 640,000.00). One of the main contractors.

National Science Foundation, USA: *Survey Data Recycling: New Analytic Framework, Integrated Database, and Tools for Cross-national Social, Behavioral and Economic Research (SDR)* (2017-2021; 1,402,259.00 USD). Co-PI with J. Craig Jenkins and Kazimierz M. Slomczynski

The Polish National Agency for Academic Exchange:

NAWA PROM Short-term academic exchange (in Polish, PROM- Krótkookresowa wymiana akademicka) (2024-2025); PLN 855,426. USD ca. 215,437)

NAWA STER Sustainable International Growth in Doctoral Education: Collaboration and Mobility @ GSSR (2021-2024); PLN 2,000,000. USD ca. 525,000.00)

Ministry of Science and Higher Education, Poland: *Experience on the labor market, the risk of unemployment, and chances of re-entering employment: Poland 1988-2008. Integrating quantitative and qualitative analyses.* (2010-2013; Polish Zloty 100,000.00, USD ca. 35,000) PI.

US Open Societies Foundation: “*GSSR Academic Program for Ukraine*” (May 2022 – June 2023, USD 75,400)

The Ohio State University:

State Responses to Contention and New Waves of Protests: Using Harmonized Survey Data for 82 Countries (2016-2017; USD 35,000.00). Co-PI with J. Craig Jenkins and Kazimierz M. Slomczynski

Democratization and the Risk of Increasing Ethnic Conflict: An Analysis of the Roma Minority in Romania. Research and Study Abroad Student Grant (2005).

Social Structure, Redefinition of the Past, & Prospective Orientations: A Contrast between Poland and Romania. Graduate Student International Dissertation Research Travel Grant (Spring 2004)

Polish Academy of Sciences:

Grant for organizing the international, interdisciplinary two-part event “*Building Multi-Source Databases for Comparative Analyses*,” December 16-20, Warsaw, Poland. This event comprised a conference (Dec. 16-17) and a workshop (Dec. 18-20).

Grant for organizing the *Comparative Survey Design and Implementation (CSDI) Workshop*, March 18 – 20, 2019, Warsaw, Poland

Grant for organizing the international conference and workshop *Longitudinal Survey Research: Methodological Challenges*” (December 15-18 2015, Warsaw, Poland). With Kazimierz M. Slomczynski and Joshua K. Dubrow

Grant for organizing the two-part international workshop “Panel Design and Analysis featuring the Polish Panel Survey POLPAN 1988 – 2013” Warsaw, Poland May 6-12, 2013, and Columbus, OH US, May 20-26, 2013. With Kazimierz M. Slomczynski and Joshua K. Dubrow.

Grant for organizing the international conference and workshop *Nationalism and Conflict: Interdisciplinary Methodological Approaches*, Warsaw Poland, December 10-15, 2012. [With Kazimierz M. Slomczynski and Joshua K. Dubrow.](#)

Grant for organizing the international conference and workshop *Contributions of Area Studies to the Knowledge of Ethnic Tensions: Interdisciplinary Methodological Approaches* (Warsaw, Poland, December 14 – 19 2009). With Kazimierz M. Slomczynski and Joshua K. Dubrow.

American Council for Learned Societies: Grant for organizing the international conference *Sociological Surveys of Public Opinion in Southeast Europe: Cross-National Comparative Studies* (2007). With Kazimierz M. Slomczynski.

Central European University: Curriculum Resource Center grantee, Course Development Competition: “The Roma in Central and Eastern Europe: Quantitative Approaches to Social Inequality” (2007).

(b) Research Dissemination

Organizing international academic events (summer schools, conferences, workshops)

Co-organizer, [GSSR Interdisciplinary Research Summer School 2024](#), September 16-21, 2024 Wierzba, Poland.

Co-organizer of the international, interdisciplinary event “[Comparative Analyses Using Multi-Source Databases: Insights from the Survey Data Recycling \(SDR\) Project](#)”, May 9-12, 2023, Columbus, OH, USA. This event comprised a conference and a methodology workshop.

Co-organizer, [GSSR Interdisciplinary Research Summer School 2023](#), September 10-15, 2023 Wierzba, Poland.

Co-organizer of the international, interdisciplinary event “[Urgent Issues of Europe: Interdisciplinary, Inter-sectoral, and International Viewpoints](#)” October 6-8, 2022, Warsaw, Poland.

Co-organizer, [GSSR Interdisciplinary Research Summer School 2022](#). September 5 - 10, 2022, Smardzewice, Poland.

Co-organizer, [GSSR Interdisciplinary Research Summer School 2021](#). September 12-17, 2021 Wierzba, Poland.

Co-organizer (with K. M. Slomczynski and J. K. Dubrow) of the international, interdisciplinary two-part event “*Building Multi-Source Databases for Comparative Analyses*,” December 16-20, 2019, Warsaw, Poland. This event comprised a conference (Dec. 16-17) and a workshop (Dec. 18-20).

Co-organizer (with J. Craig Jenkins and Kazimierz M. Slomczynski) of the CONSIRT international and interdisciplinary event “Democracy, the State and Protest: International Perspectives on Methods for the Study of Protest,” May 11-12, 2017, Columbus, OH, USA

Co-organizer (with Kazimierz M. Slomczynski, Joshua K. Dubrow) of the CONSIRT international and interdisciplinary event “Longitudinal Survey Research: Methodological Challenges”, December 15-18, Warsaw, Poland. This event comprised a conference (Dec. 2015, 15-16) and a workshop (Dec. 17-18).

Co-organizer (with Kazimierz M. Slomczynski, Joshua K. Dubrow) of the 2015 CONSIRT international and interdisciplinary training event on survey methodology, “**Cross-national Survey Harmonization and Analysis: Weights, Data Quality and Multi-level Modeling**”. **This event encompassed two workshops, May 11-14, and May 15-16, both held in Columbus, OH, USA.**

Co-organizer (with Kazimierz M. Slomczynski, Joshua K. Dubrow) of the CONSIRT international and interdisciplinary workshop “Health and Well-being in Cross-national Perspective”, May 6-7, 2015, Columbus, OH, USA.

Co-organizer (with Kazimierz M. Slomczynski, Joshua K. Dubrow) of the CONSIRT two-part event “*Interdisciplinary Studies of Political Behavior and the Use of ‘Big Data’*”, The Ohio State University, May 6-9, 2014. This event comprised the international conference “*Interdisciplinary Studies of Political Behavior: From Elections to Protests*”, May 6-7, and the international workshop “*Comparability of Survey Data on Political Behavior following Ex-Post Harmonization of Selected Survey Projects*” May 8-9, 2014

Co-organizer (with Kazimierz M. Slomczynski, Joshua K. Dubrow) of the CONSIRT international workshop “*Survey Data Harmonization*” Warsaw, Poland, December 18-21, 2013

Co-organizer (with Kazimierz M. Slomczynski, Joshua K. Dubrow) of the CONSIRT international two-part international workshop “Panel Design and Analysis featuring the Polish Panel Survey POLPAN 1988 – 2013” Warsaw, Poland May 6-12, 2013, and Columbus, OH US, May 20-26, 2013

Co-organizer (with Kazimierz M. Slomczynski and Joshua K. Dubrow) of the CONSIRT conference and workshop *Nationalism and Conflict: Interdisciplinary Methodological Approaches*, Warsaw Poland, December 10-15, 2012.

Co-organizer (with Kazimierz M. Slomczynski and Joshua K. Dubrow) of the CONSIRT workshop *Health Issues in Public Opinion Survey Research in Central and Eastern Europe*, Columbus, Ohio, March 31-April 3, 2011.

Co-organizer (with Kazimierz M. Slomczynski and Joshua K. Dubrow) of the CONSIRT conference and workshop: *Contributions of Area Studies to the Knowledge of Ethnic Tensions: Interdisciplinary Methodological Approaches*, Warsaw, Poland, December 14 – 19 2009.

Co-organizer (with Kazimierz M. Slomczynski and Joshua K. Dubrow) of the CONSIRT conference: *Sociological Surveys of Public Opinion in Central and Eastern Europe: Historical and Cross-National Research*, Warsaw, Poland, July 3 – 5 2008.

Co-organizer (with Kazimierz M. Slomczynski) of the CONSIRT conference: *Sociological Surveys of Public Opinion in Southeast Europe: Cross-National Comparative Studies*, Cluj-Napoca, Romania, August 31- September 2 2007.

Organizing Conference Sessions

Session organizer (with Christof Wolf) “Advances and benefits of survey data harmonization for cross-national research” at the World Association of Public Opinion Research conference, July 28-31, 2024, Seoul, South Korea.

Session organizer (with K. M. Slomczynski) “Using Panel Surveys to Study Values and Beliefs in Times of Crisis” at the European Survey Research Association conference, 17-21 July 2023. University of Milan-Bicocca, Milan, Italy.

Session organizer (with C. Durand) “Understanding and validating cross-national survey data and aggregate measures derived from them” Comparative Survey Design and Implementation, CSDI, International Workshop. April 19-21, 2023. University of Granada, Spain.

Session organizer (with K. M. Slomczynski) “Methodological Variability in International Survey Projects: Standardization Attempts during Ex-post Harmonization” WAPOR 74th Annual Conference, November 2021 (online event).

Session organizer “Policy Issues, Political Behavior, and the Challenges and Prospects of Longitudinal Survey Methods” at the WAPOR 73rd Annual Conference and WAPOR LATAM 9th Congress, Salamanca, Spain Oct. 6-9, 2020 (online event).

Organizer (with I. Wysmulek) of two sessions “Survey Data Harmonization: Potentials and Challenges - Part I and Part II”, at the European Survey Research Association meeting, July 15-20, 2019, Zagreb, Croatia.

Session organizer (with I. Wysmulek and K. M. Slomczynski) “Messiness in Extant Cross-national Survey Data: New Approaches to Old News”, at the European Survey Research Association meeting, July 15-20, 2019, Zagreb, Croatia.

Organizer (with I. Wysmulek) of session “Harmonizing Panel Survey Data for Multi-Cultural Research” at Comparative Survey Design and Implementation CSDI International Workshop, March 19-20, 2019, Warsaw, Poland.

Organizer of session (with K. M. Slomczynski) “The Rich get Richer and the Poor get Poorer: Inequalities through the Life course” July 15-21, 2018, Toronto, Canada, The XIX International Sociological Association World Congress of Sociology

Session organizer (with K.M Slomczynski and M. Kolczynska), “Data Quality and Comparability in Survey Data Harmonization,” in Comparative Survey Design and Implementation CSDI International Workshop, March 26-28, 2018, Limerick, Ireland.

Co-organizer (with Kazimierz M. Slomczynski) of the Session “Psychological Functioning and Social Inequality” at the XVIII ISA World Congress of Sociology, Research Committee 28 on Social Stratification and Mobility, July 13-19, 2014 Yokohama, Japan,

Co-organizer (with Kazimierz M. Slomczynski and Joshua K. Dubrow) “Trust, Politics and Institutions in Comparative Perspective,” session at the 2nd International Conference of the Romanian Sociological Society (RSS) May 31 – June 3, 2012 University of Bucharest, Romania.

Conference Presentations (selected, last eight years)

- 2024 Christof Wolf, Irina Tomescu-Dubrow, Kazimierz Slomczynski, J Craig Jenkins. “Survey data harmonization for cross-national research: State of the art.” Presented at the World Association of Public Opinion Research conference, July 28-31, 2024, Seoul, South Korea.
- 2023 Irina Tomescu-Dubrow, Ilona Wysmulek, Kazimierz M. Slomczynski, Przemek Powalko, Olga Li, Yamei Tu. “The Survey Data Recycling, SDR, Project.” Presented at the concluding conference of the SDR project, May 9-12, 2023, Columbus, OH, USA.
- 2022 Kazimierz M. Slomczynski and Irina Tomescu-Dubrow “Survey Data Quality in Analyzing Harmonized Indicators of Institutional Trust: A Survey Data Recycling Approach.” Presented at the meeting of the World Association of Public Opinion Research, November 10-15, Dubai, United Arab Emirates.
- Irina Tomescu-Dubrow and Ilona Wysmulek. “Survey Data Recycling and Data Harmonization” Invited talk delivered at the World Association of Public Opinion Research (WAPOR) Webinar Series, May 19.
<https://wapor.org/resources/wapor-webinars/webinar-may-2022/>
- 2021 Irina Tomescu-Dubrow. Opportunities and Challenges in the Survey Data Recycling, SDR, Project. Invited talk at the InGRID workshop, The Identification and Monitoring of Vulnerable Groups in the Labour Market, January 28.
- 2020 Irina Tomescu-Dubrow. “Data Harmonization, Documentation and Dissemination.” Invited talk delivered at the World Association of Public Opinion Research (WAPOR) Webinar Advances in Comparative Survey Methods, September 15. wapor.org/resources/wapor-webinars/webinar-september-2020
- Irina Tomescu-Dubrow. “Ex-post harmonization in the Survey Data Recycling, SDR, Project” Invited talk delivered at the Consortium of European Social Science Data Archives, CESSDA Webinar Harmonised data for comparative research, June 15. cessda.eu/Training/Event-Calendar/CESSDA-webinar-Harmonised-data-for-comparative-research
- 2019 Irina Tomescu-Dubrow, Christof Wolf, Kazimierz M. Slomczynski, J Craig Jenkins. “Data Harmonization in the Social Sciences: An Interdisciplinary Approach.” Presented at the conference “Building Multi-Source Databases for Comparative Analyses,” December 16-17, Warsaw, Poland
- Irina Tomescu-Dubrow and Peter Granda. “Survey Documentation in 3MC Surveys.” Presented at the meeting of the World Association of Public Opinion Surveys, May 19-21, Toronto, Canada.
- Irina Tomescu-Dubrow and Peter Granda. “Survey Documentation in 3MC Surveys.” Presented at the meeting of the American Association of Public Opinion Surveys, May 16-19, Toronto, Canada.
- Irina Tomescu-Dubrow and Ilona Wysmulek “Approaches to *Ex-post* Harmonization of Rating Scales in the Survey Data Recycling (SDR) Framework.” Presented at the GESIS Roundtable on Ex-post Harmonization of Rating Scales in National and International Surveys, May 9-10, Mannheim, Germany.

Irina Tomescu-Dubrow and Peter Granda. "Survey Documentation in 3MC Surveys." Presented at Comparative Survey Design and Implementation Workshop, March 18 – 20, 2019, Warsaw, Poland.

- 2018 Irina Tomescu-Dubrow, Joshua K. Dubrow, Nika Palaguta and Kazimierz M. Slomczynski. Trends in Youth Political Participation Worldwide, 1990 – 2013: A Test of the Deconsolidation of Democracy Hypothesis. Presented at the XIX International Sociological Association World Congress of Sociology, July 15-21, Toronto, Canada.

Irina Tomescu-Dubrow, Kazimierz M. Slomczynski and Weronika Boruc. Comparability of International Survey Projects and Ex-post Harmonization: Data Documentation and Quality Controls. Presented at the XIX International Sociological Association World Congress of Sociology, July 15-21, Toronto, Canada.

Irina Tomescu-Dubrow, Kazimierz M. Slomczynski, Joshua K. Dubrow, and Marta Kolczynska. Income Inequality and Protest Behavior in Cross-National Perspective: Analyses of Harmonized Data from 1,127 Surveys Across the World. Presented at the International Sociological Association, Research Committee on Social Stratification (RC28) Spring Meeting, May 25-27, Seoul, Republic of Korea.

Irina Tomescu-Dubrow, Kazimierz M. Slomczynski, Inequalities in Political Support: The Voice of the Ethno-discriminated and the Xenophobes in Europe. Presented at the International Sociological Association, Research Committee on Social Stratification (RC28) Spring Meeting, May 25-27, Seoul, Republic of Korea.

Marta Kolczynska, Irina Tomescu-Dubrow and Kazimierz M. Slomczynski. Comparing Two Measures of Education Harmonized *Ex Post*: Levels of Education and Years of Schooling. Presented at the Comparative Survey Design and Implementation (CSDI) International Workshop, March 26-28, Limerick, Ireland.

Kazimierz M. Slomczynski, Irina Tomescu-Dubrow, Marta Kolczynska, and Joshua K. Dubrow. Economic Inequality, Institutional Trust, and Protest Behavior. Presented at the international conference Poland and its European Context: Continuity and Change, February 21, Warsaw, Poland.

- 2017 Irina Tomescu-Dubrow and Kazimierz M. Slomczynski. Quality Controls and Their Application to Substantive Analyses of Data from International Survey Projects. Presented at the 7th Conference of the European Survey Research Association (ESRA), July 17-21, Lisbon, Portugal

Kazimierz M. Slomczynski, Irina Tomescu-Dubrow, Zbygniew Sawinski. "Life-Long Occupational Careers: A Dynamic Study Based on Data from the Polish Panel Survey, POLPAN 1988-2013" Presented at the 7th Conference of the European Survey Research Association (ESRA), July 17-21, Lisbon, Portugal

Kazimierz M. Slomczynski, Irina Tomescu-Dubrow, Marta Kolczynska, Joshua K. Dubrow, and J. Craig Jenkins. Harmonizing cross-national survey data on protest behavior. Presented at the International Conference "Democracy, the State and Protest: International Perspectives on Methods for the Study of Protest May 11-12, Columbus, OH, USA.

Irina Tomescu-Dubrow and Kazimierz M. Slomczynski. "Representation of European Countries in International Survey Projects: ESS in Comparative Perspective" 1st ESS Visegrad Network Meeting, March 21-22, Prague, Czech Republic.

Slomczynski, Kazimierz M., Irina Tomescu-Dubrow and Marta Kolczynska. "Item-level Controls for Ex-post Harmonization of Cross-national Survey Data: Theoretical Arguments and Empirical Illustration" CSDI Workshop, March 16-18, Mannheim, Germany.

(c) Service to the Discipline

Advisory role, Journals and Professional Associations

2012 – present	<i>Polish Sociological Review</i> (Editorial Board)
2015 – present Board)	<i>Journal of Comparative Research in Anthropology and Sociology</i> (Advisory
2020 – 2022	National Representative for Poland, for the World Association for Public Opinion Research (wapor.org)
2015 – present (CSDI)	Member, Executive Committee, Comparative Survey Design and Implementation
2019 – 2021	Member, American Public Opinion Research, APOR/World Public Opinion Research, WAPOR Task Force on Quality in Quality in Comparative Surveys

Newsletter Editor

2015 – 2021	Co-founder and co-editor, (with Joshua Dubrow) <i>Harmonization: Newsletter on Survey Data Harmonization in the Social Sciences</i>
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Departmental and University Service

May 2021 – present	Director, Graduate School for Social Research PAN (GSSR, gssr.edu.pl)
2023 – present	Elected Member of the Scientific Council of the Institute of Philosophy and Sociology, Polish Academy of Sciences (IFiS PAN)
2021 – present	Member of College of the Director of IFiS PAN
2018– present	Co-director, Cross-National Studies: Interdisciplinary Research and Training Program (CONSIRT), The Ohio State University, Departments of Sociology and Political Science and IFiS-PAN
2019 – 2021	Member of the Doctoral School Council (Rada) of the Graduate School for Social Research, GSSR
2008 – 2024	Co-Resident Director of the OSU-IFiS Summer School in Social Sciences “ <i>Central and Eastern Europe in Comparative Perspective: Assessing Social and Political Change</i> ” Warsaw, Poland (warsawsummerschool.wordpress.com)
2008 – 2018	Program manager, CONSIRT

Grant, Journal, and Book Reviewer

Reviewer of grants: *European Commission*

Reviewer of journals: *ASK: Research and Methods, American Journal of Sociology, American Sociological Review, British Journal of Sociology, International Journal of Comparative Sociology, International Journal of Sociology, Polish Sociological Review, Social Forces, Sociology Compass, Quality and Quantity.*

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Current Academic position:
Professor, IFiS PAN

Scientific Achievements (Publications)

• Books

- Pokropek, A. (2024). STEM competencies, challenges, and measurements: A literature review. Joint Research Centre.
- Domański, H., Pokropek, A. & Żółtak, T. (2015). *Stratyfikacja społeczna a zachowania polityczne. (Social Stratification and Political Behavior.) Kraje europejskie w latach 2002–2012. (European Countries from 2002 to 2012.)* Warsaw: Wydawnictwo IFiS PAN
- Szaleniec, H., Kondratek, B., Kulon, F., Pokropek, A., Skórska, P., Świst, K., Wołodźko, T. & Żółtak, M. (2015a). *Efekt egzaminatora w ocenianiu prac maturalnych z języka polskiego i matematyki. (The Examiner Effect in Grading Polish Language and Mathematics Matura Papers.)* Warsaw: Instytut Badań Edukacyjnych.
- Szaleniec, H., Kondratek, B., Kulon, F., Pokropek, A., Skórska, P., Świst, K., Wołodźko, T. & Żółtak, M. (2015b). *Porównywalne wyniki egzaminacyjne. (Comparable Exam Results.)* Warsaw: Instytut Badań Edukacyjnych.
- Dolata, R., Jakubowski, M. & Pokropek, A. (2013). *Polska oświata w międzynarodowych badaniach umiejętności uczniów PISA OECD. (Polish Education in International Student Skills Research PISA OECD.) Wyniki, trendy, kontekst i porównywalność. (Results, Trends, Context, and Comparability.)* Warsaw: Wydawnictwa Uniwersytetu Warszawskiego.
- Pokropek, A. (2013). *Efekt rówieśników w nauczaniu szkolnym. (Peer Effect in School Education.)* Warsaw: Instytut Badań Edukacyjnych.
- Domański, H. & Pokropek, A. (2011). *Podziały terytorialne, globalizacja a nierówności społeczne: wprowadzenie do modeli wielopoziomowych. (Territorial Divisions, Globalization, and Social Inequalities: Introduction to Multilevel Models.)* Warsaw: IFiS PAN.
- Jakubowski, M., & Pokropek, A. (2009). *Badając egzaminy: Podejście ilościowe w badaniach edukacyjnych. (Studying Examinations: A Quantitative Approach in Educational Research.)* Centralna Komisja Egzaminacyjna..

• Refereed Papers

- Plisiecki, H., Lenartowicz, P., Flakus, M., & Pokropek, A. (2025). Uncovering political bias in emotion inference models: Implications for sentiment analysis in social science research. *Scientific Reports* 15, 6028

- Vuorikari, R., Pokropek, A. & Muñoz, J.C. (2025) Enhancing digital skills assessment: introducing compact tools for measuring digital competence. *Technology, Knowledge and Learning* [online first]
- Cachia, R., Pokropek, A., & Giannoutsou, N. (2024). Supporting the monitoring of the digital capacity of schools through optimal shortening of the SELFIE tool. *Computers & Education*, 208, 104938. Pergamon.
- Chyl, K., Dębska, A., Pokropek, A., Szczerbiński, M., Tanaś, Ł. L., & Sitek, M. (2024). Assessment of adults with low literacy skills: A review of methods. *Frontiers in Education*, 9, 1346073. Frontiers Media SA.
- Köhler, C., Khorramdel, L., Pokropek, A., & Hartig, J. (2024). DIF detection for multiple groups: Comparing three-level GLMMs and multiple-group IRT models. *Journal of Educational Measurement*.
- Pokropek, A., Żółtak, T., & Muszyński, M. (2024). Identifying careless responding in web-based surveys: Exploiting sequence data from cursor trajectories and approximate areas of interest. *Zeitschrift für Psychologie*, 232(2), 95. Hogrefe Publishing.
- Borgonovi, F., Pokropek, M., & Pokropek, A. (2023). Relations between academic boredom, academic achievement, ICT use, and teacher enthusiasm among adolescents. *Computers & Education*, 200, 104807. Pergamon.
- Kajdy, A., Sys, D., Pokropek, A., Shaw, S. W., Chang, T.-Y., Calda, P., Acharya, G., Ben-Zion, M., Biron-Shental, T., Borowski, D., & others. (2023). Risk factors for anxiety and depression among pregnant women during the COVID-19 pandemic: Results of a web-based multinational cross-sectional study. *International Journal of Gynecology & Obstetrics*, 160(1), 167–186.
- Meuleman, B., Żółtak, T., Pokropek, A., Davidov, E., Muthén, B., Oberski, D. L., Billiet, J., & Schmidt, P. (2023). Why measurement invariance is important in comparative research: A response to Welzel et al. (2021). *Sociological Methods & Research*, 52(3), 1401–1419. Sage Publications.
- Muszyński, M., Pokropek, A., & Castaño-Muñoz, J., & Vuorikari, R. (2023). Can overclaiming technique improve self-assessment tools for digital competence? The case of DigCompSat. *Social Science Computer Review*, 41(6), 2318–2341. SAGE Publications.
- Pokropek, A., Khorramdel, L., & von Davier, M. (2023). Detecting and differentiating extreme and midpoint response styles in rating scales using tree-based item response models: Simulation study and empirical evidence. *Psychological Test and Assessment Modeling*, 65(2), 220–258.
- Pokropek, A., Żółtak, T., & Muszyński, M. (2023). Mouse chase: Detecting careless and unmotivated responders using cursor movements in web-based surveys. *European Journal of Psychological Assessment*. Hogrefe Publishing.
- Borgonovi, F., & Pokropek, A. (2022). The role of birthplace diversity in shaping education gradients in trust: Country and regional level mediation-moderation analyses. *Social Indicators Research*, 164(1), 239–261. Springer Netherlands.
- Castaño Muñoz, J., Pokropek, A., & Weikert García, L. (2022). For to all those who have, will more be given? Evidence from the adoption of the SELFIE tool for the digital capacity of schools in Spain. *British Journal of Educational Technology*, 53(6), 1937–1955.
- Koc, P., & Pokropek, A. (2022). Accounting for cross-country-cross-time variations in measurement invariance testing: A case of political participation. *Survey Research Methods*, 16(1), 79–96.
- Modzelewski, J., Pokropek, A., Jakubiak-Proć, M., Muzyka-Placzyńska, K., Filipecka-Tyczka, D., Kajdy, A., & Rabijewski, M. (2022). Large-for-gestational-age or macrosomia as a classifier for risk of adverse perinatal outcome: A retrospective cross-sectional study. *The Journal of Maternal-Fetal & Neonatal Medicine*, 35(25), 5564–5571. Taylor & Francis.
- Pokropek, A., Marks, G. N., & Borgonovi, F. (2022). How much do students' scores in PISA reflect general intelligence and how much do they reflect specific abilities? *Journal of Educational Psychology*, 114(5), 1121. American Psychological Association.
- Pokropek, A., Marks, G. N., Borgonovi, F., Koc, P., & Greiff, S. (2022). General or specific abilities? Evidence from 33 countries participating in the PISA assessments. *Intelligence*, 92, 101653. JAI.

- Pokropek, A., & Pokropek, E. (2022). Deep neural networks for detecting statistical model misspecifications: The case of measurement invariance. *Structural Equation Modeling: A Multidisciplinary Journal*, 29(3), 394–411. Routledge.
- Borgonovi, F., & Pokropek, A. (2021). The evolution of socio-economic disparities in literacy skills from age 15 to age 27 in 20 countries. *British Educational Research Journal*, 47(6), 1560–1586.
- Domański, H., & Pokropek, A. (2021). The relation between interpersonal and institutional trust in European countries: Which came first? *Polish Sociological Review*, 213(1), 87–102.
- Filipecka-Tyczka, D., Pokropek, A., Kajdy, A., Modzelewski, J., & Rabijewski, M. (2021). Uterine artery Doppler reference ranges in a twin Caucasian population followed longitudinally from 17 to 37 weeks gestation compared to singletons. *Journal of Ultrasound in Medicine*. John Wiley & Sons.
- Kajdy, A., Modzelewski, J., Filipecka-Tyczka, D., Pokropek, A., & Rabijewski, M. (2021). Development of birth weight for gestational age charts and comparison with currently used charts: Defining growth in the Polish population. *The Journal of Maternal-Fetal & Neonatal Medicine*, 34(18), 2977–2984. Taylor & Francis.
- Muszyński, M., Pokropek, A., & Żółtak, T. (2021). Structural validity of overclaiming scores: Analysing PISA 2012 data. *Psychological Test and Assessment Modeling*, 63, 119–145.
- Sikora, J., & Pokropek, A. (2021). Immigrant optimism or immigrant pragmatism? Linguistic capital, orientation towards science and occupational expectations of adolescent immigrants. *Large-scale Assess Educ*, 9(7).
- Baranowska, B., Kajdy, A., Pawlicka, P., Pokropek, E., Rabijewski, M., Sys, D., & Pokropek, A. (2020). What are the critical elements of satisfaction and experience in labor and childbirth—A cross-sectional study. *International Journal of Environmental Research and Public Health*, 17(24), 9295. MDPI.
- Kajdy, A., Feduniw, S., Ajdacka, U., Modzelewski, J., Baranowska, B., Sys, D., Pokropek, A., Pawlicka, P., Kaźmierczak, M., Rabijewski, M., & others. (2020). Risk factors for anxiety and depression among pregnant women during the COVID-19 pandemic: A web-based cross-sectional survey. *Medicine*, 99(30). Wolters Kluwer Health.
- Khorramdel, L., Pokropek, A., & Van Rijn, P. (2020). Establishing comparability and measurement invariance in large-scale assessments, part I. *Psychological Test and Assessment Modeling*, 62(1), 3–10. Pabst Science Publishers.
- Khorramdel, L., Pokropek, A., & van Rijn, P. (2020). Establishing comparability and measurement invariance in large-scale assessments, part II: Old questions, new challenges and possible solutions. *Psychological Test and Assessment Modeling*, 62, 139–145.
- Khorramdel, L., Pokropek, A., Joo, S.-H., Kirsch, I., & Halderman, L. (2020). Examining gender DIF and gender differences in the PISA 2018 reading literacy scale: A partial invariance approach. *Psychological Test and Assessment Modeling*, 62, 179–231.
- Pokropek, A., Lüdtke, O., & Robitzsch, A. (2020). An extension of the invariance alignment method for scale linking. *Psychological Test and Assessment Modeling*, 62, 305–334.
- Pokropek, A., Schmidt, P., & Davidov, E. (2020). Choosing priors in Bayesian measurement invariance modeling: A Monte Carlo simulation study. *Structural Equation Modeling: A Multidisciplinary Journal*, 27(5), 750–764. Routledge.
- Borgonovi, F., & Pokropek, A. (2019). Seeing is believing: Task-exposure specificity and the development of mathematics self-efficacy evaluations. *Journal of Educational Psychology*, 111(2), 268. American Psychological Association.
- Borgonovi, F., & Pokropek, A. (2019). Education and attitudes toward migration in a cross-country perspective. *Frontiers in Psychology*, 10, 2224. Frontiers Media SA.
- Jakubowski, M., & Pokropek, A. (2019). piaactools: A program for data analysis with PIAAC data. *The Stata Journal*, 19(1), 112–128. SAGE Publications.
- Kajdy, A., Modzelewski, J., Jakubiak, M., Pokropek, A., & Rabijewski, M. (2019). Effect of antenatal detection of small-for-gestational-age newborns in a risk-stratified retrospective cohort. *PLoS One*, 14(10), e0224553. Public Library of Science.
- Khorramdel, L., von Davier, M., & Pokropek, A. (2019). Combining mixture distribution and multidimensional IRTree models for the measurement of extreme response styles. *British Journal of Mathematical and Statistical Psychology*, 72(3), 538–559.

- Marks, G. N., & Pokropek, A. (2019). Family income effects on mathematics achievement: Their relative magnitude and causal pathways. *Oxford Review of Education*, 45(6), 769–785. Routledge.
- Pokropek, A., & Borgonovi, F. (2019). Linking via pseudo-equivalent group design: Methodological considerations and an application to the PISA and PIAAC assessments. *Journal of Educational Measurement*. John Wiley & Sons.
- Pokropek, A., Davidov, E., & Schmidt, P. (2019). A Monte Carlo simulation study to assess the appropriateness of traditional and newer approaches to test for measurement invariance. *Structural Equation Modeling: A Multidisciplinary Journal*. Routledge.
- Smulczyk, M., Dolata, R., & Pokropek, A. (2019). Selekcja na progu szkoły ponadgimnazjalnej: Merytokracja czy statusowy determinizm? *Kwartalnik Pedagogiczny*, 64, 216–236. Wydawnictwa Uniwersytetu Warszawskiego
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- Grudniewska, M., & Pokropek, A. (2015). *Wykorzystanie modeli cech ukrytych w badaniu Laboratorium myślenia*. W: Pokropek, A. (ed.). *Modele cech ukrytych w badaniach edukacyjnych, psychologii i socjologii. Teoria i zastosowania* (260–270). Warszawa: Instytut Badań Edukacyjnych.
- Świst, K., Skórska, P. & Pokropek, A. (2015). *Zastosowanie skalowania wertykalnego do oceny przyrostu umiejętności matematycznych polskich uczniów*. W: Pokropek, A. (ed.). *Modele cech ukrytych w badaniach edukacyjnych, psychologii i socjologii. Teoria i zastosowania* (pp. 335–350). Warszawa: Instytut Badań Edukacyjnych.
- Pokropek, A. (2015). *Zastosowanie modelu DINA do analizy zdań matematycznych w egzaminie gimnazjalnym*. W: Pokropek, A. (ed.). *Modele cech ukrytych w badaniach edukacyjnych, psychologii i socjologii. Teoria i zastosowania* (pp. 367–378). Tekst częściowo oparty na publikacji: Pokropek, A. (2013a). *Modele psychometryczne w pomiarze diagnostycznym*. *Edukacja*, 4(124), 42–66.

- Pokropek, A. (2015). Modele klas ukrytych w analizie segregacji zawodowej kobiet i mężczyzn. W: Pokropek, A. (ed.). *Modele cech ukrytych w badaniach edukacyjnych, psychologii i socjologii. Teoria i zastosowania* (pp. 419–433). Warszawa: Instytut Badań Edukacyjnych.
- Świst, K., Skórska, P. & Pokropek, A. (2015) *Wykorzystanie modeli mieszanek IRT do identyfikowania egzaminowanych o niskiej motywacji*. W: Pokropek, A. (ed.). *Modele cech ukrytych w badaniach edukacyjnych, psychologii i socjologii. Teoria i zastosowania* (s. 434–445). Warszawa: Instytut Badań Edukacyjnych.
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- Pokropek, A. (2013). *Porównywalność w badaniach międzynarodowych*. W: Niemierko, B. & K. Szmigiel (ed.), *Polska edukacja w świetle diagnoz prowadzonych z różnych perspektyw badawczych* (pp. 111–121). Gdańsk: gRUPA TOMAMI.
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- Pokropek, A. (2013). Trafność testów egzaminacyjnych. W: Karwowski, M. (ed.), *Ścieżki rozwoju edukacyjnego młodzieży – szkoły pogimnazjalne. Trafność wskaźników edukacyjnej wartości dodanej dla szkół maturalnych*. (pp. 97–124) Warszawa: IFiS PAN.
- Pokropek A. (2012) *Porównania międzynarodowe*. W: Domański H., (ed.). *Metodologia badań nad stratyfikacją społeczną* (pp. 261–282). Warszawa: Wydawnictwo Naukowe Scholar.
- Pokropek, A., & Domański, H. (2012). *Analiza wielopoziomowa*. W: Domański, H. (Ed.), *Metodologia badań nad stratyfikacją społeczną* (pp. 193–224). Warszawa: Wydawnictwo Naukowe Scholar.
- Dolata, R. & Pokropek, A. (2012). *Czy warto urodzić się w styczniu? Wiek biologiczny a wyniki egzaminacyjne*. W: Niemierko, B., Szmigiel K., (ed.), *Regionalne i lokalne diagnozy edukacyjne* (pp. 52–58). Wrocław: PTDE.

Competence in Scientific Guidance

(i) Supervising Students

• **Ph.D. Advisor (completed)**

- (co-advisor with dr hab. Natalia Letki, Prof UW) Piotr Koc, „*Challenges of Measurement in Comparative Political Behaviour Research: the Case of Political Participation*”, summa cum laude, Warszawa, 2023
- (manin Advisor Dr. Hab Roman Dolata, supporting supervisor: dr Artru Pokropek) Marek Smulczyk *W Poszukiwaniu Teorii Academic Resilience*, Warszawa , 2017

• **Current Ph.D. Students**

- Hubert Plisiecki (co-advisor with dr Grzegorz Pochwatko), Graduate School for Social Research, Warsaw
- Marzena Binkiewicz, University of Warsaw (co-advisor with dr hab. Gabriela Grotkowska), Doctoral Schools at the University of Warsaw, Warsaw

• **Applied Ph.D. Students**

- Since 2021, I have been actively involved in a ministerial program focused on applied doctoral studies, where I serve as a supervisor for approximately 30 doctoral candidates. The program

held by ministry of Sciences aims to contribute to science and culminate in significant innovative implementations. As an expert, I assist doctoral candidates in achieving their scientific and implementation goals and monitor and evaluate their progress and work.

(ii) Teaching Experience

- **Courses Taught**

- Conducting a seminar for PhD students at the School of Social Sciences, Institute of Philosophy and Sociology, Polish Academy of Sciences: *Genes, Heritability, Environment and Social Inquiry*, 2014–2015.
- Conducting practical classes for PhD students at the Institute of Sociology, Jagiellonian University: *Introduction to Stata. Processing and Data Analysis in Stata*, 2012–2013.
- Conducting practical classes for undergraduate and graduate students at the Faculty of Education and the Institute of Sociology, University of Warsaw: *Sociology of Education and Introduction to Multilevel Modeling*, 2005–2012.
- Conducting practical classes in postgraduate studies at the Faculty of Education, University of Warsaw: *Educational Assessment*, 2011–2013.

Relevant Professional Achievements

- **Habilitation:**

- 2017: Habilitation in sociology, Edukacja, umiejętności a stratyfikacja społeczna: pomiar, modelowanie i wyniki analiz empirycznych, Warszawa 2017

- **Ph.D. Degree:**

- 2013: PhD in Educational Sciences (with honours), *Efekt rówieśników w nauczaniu szkolnym*. Faculty of Education, University of Warsaw, Poland

- **Education:**

- Master's Degree in Sociology. Institute of Sociology, University of Warsaw, Poland
- Master's Degree in Educational Science. Faculty of Education, University of Warsaw, Poland

- **Research Stays:**

- Associate researcher at the Educational Testing Service (Princeton, USA) from 2013 to 2014,
- Associate researcher at the European Commission Joint Research Centre (Ispra, Italy) from 2016-2018,
- Affiliate academic at the Social Research Institute, University College London (2021)
- Senior expert at the Centre of Advanced Studies (Oslo, Norway) from 2024.

- **Awards and Recognitions:**

- Laureate of the scholarship for Excellent Young Researchers by Polityka (The most prestigious scholarship provided by independent non-government organization in Poland; it awards not only scientific excellence but also impact of the research on the society)
- Outstanding Young Scientist Scholarship of Polish Ministry of Science (2015) (The highest award that is given to young scientist by the Ministry of Science)
- Award of Polish Diagnostic and Measurement Society for best PhD dissertation on measurement problems
- PhD degree with honours

Professional Activities

i. Grant Acquisition

- Supervisor for grant: *Using Large Language Models for Automatic Item Generation: Development and Validation for TIMSS Fourth Grade* (IEA Research and Development Fund, 2023)
Principal researcher dr Marek Muszyński. (210000 PLN)

(ii) Grant-Funded Project Management

- Principal investigator *Approximate Areas of Interest for Enhanced Understanding of Student Motivation and Task Interaction in IEA Assessments*. (IEA Research and Development Fund, 2023; 212000 PLN)
- Principal Investigator *Research Lab for the Digital Social Sciences*. (The National Science Centre Sonata-BIS grant 2021; 3983436 PLN)
- Principal Investigator *Understanding response styles in self-report data: consequences, remedies and sources* (The National Science Centre Opus grant 2021; 1500000 PLN)
- Principal investigator *Comparability of scales in international survey research*. (The National Science Centre Sonata grant 2021; 300000 PLN)
- Principal investigator: *Evaluation of educational policy using twins (CERGE–EI Foundation grant in Global Development Network Programme; 2012; 50000 PLN)*

• **Conference Organizing:**

- PAN-Metrics 2024: Seminar on Novel Measurement Problems in Social Sciences: Response Styles, Careless Responding, Measurement Invariance, Log-Data, and Technology-Based Measurement (main organizer)
- XXX Konferencję Diagnostyki Edukacyjnej – Poznań 2024 Diagnozowanie potrzeb edukacyjnych uczniów, studentów i nauczycieli (zawodowych, emocjonalnych).
- XIX Konferencji Diagnostyki Edukacyjnej zatytułowanej „Diagnostyka edukacyjna oceniania szkolnego i akademickiego”,
- XXVI Konferencja Diagnostyki Edukacyjnej na temat Roli Społecznej Diagnostyki Edukacyjnej Członek komitetu organizacyjnego

• **Conference Presentations:**

- Pokropek A. (2024) *Leveraging Approximate Areas of Interest (AAOIs) and Cursor Movement to Improve Validity in Low-Stakes Testing*. ICAT, Seoul, Korea
- Pokropek A. (2024). *How Paradata Unveils Respondent Characteristics*, PAN-Metrics, Warsaw, Poland
- Pokropek A (2024). *Małe, średnie i duże modele sztucznej inteligencji w praktyce badawczej* (Invited Speech) Sztuczna inteligencja i nowoczesne technologie w badaniach społecznych Instytut Psychologii PAN i Centrum Nauki Kopernik, Warsaw, Poland
- Artur Pokropek, Tomasz Żółtak, Marek Muszyński (2023) *Response Styles. Detection and Mitigation Using Latent Variable Models*, Meeting of the Structural Equation Modelling Working Group (WG-SEM), Enschede, Netherlands

- Artur Pokropek (2023) *Identyfikacja nieuważnego odpowiadania w ankietach internetowych: Wykorzystanie danych sekwencji trajektorii „kursora” i przybliżonych obszarów zainteresowania*. Konferencja Metodologiczne Inspiracje, Jabłonna, Poland
- Pokropek A., Tomasz Żółtak, Marek Muszyński (2023). *Improving Measurement Models using Deep Neural Networks. The case of Response Style*”. European Survey Research Association (ESRA) Conference, Milan, Italy
- Pokropek A., Marek Muszyński, Tomasz Żółtak (2023). *Do you agree? Do you strongly agree? Response categories and verification of substantive hypotheses*”. European Survey Research Association (ESRA) Conference, Milan, Italy
- Muszyński M., Tomasz Żółtak, Artur Pokropek (2023). *New evidence on response biases time stability in online surveys: use of IRT models and response time data*. European Survey Research Association (ESRA) Conference, Milan, Italy
- Pokropek A. (2022) Utilizing process data to examine gender differences in literacy in PISA and PIAAC. International PIAAC Research Conference, online/Mannheim, Germany.
- Pokropek A. (2022): Dimensionality Structure of Large Scale Assessments. Case of PISA National Council on Measurement in Education (NCME), San Diego, USA.
- Pokropek A. (2022) Improving measurement models using deep neural networks. International Meeting of Psychometric Society, Bologna, Italy
- Pokropek A. (2021): Czy zgadzasz się? Czy zgadzasz się zdecydowanie? Długość skal odpowiedzi a weryfikacja substancjalnych hipotez XVIII Zjazd Socjologiczny, Warszaw, Poland
- Pokropek A. (2021): Mouse Chase: Detecting Careless and Unmotivated Responders Using Cursor Movements in Web-based Surveys. Educational Sociological Association Research Network 21 Mid-term Meeting (ESA RN21), Salamanca, Spain.
- Pokropek A. (2021) *Recent developments in Response Styles Modeling* Konferencja XXVII Konferencja Diagnostyki Edukacyjnej, 18-20 listopada 2021, online (organizacja sesji)
- Pokropek, A. i Smulczyk, M. (2016). *Cognitive, personality and environmental determinants of early school leavers*. 31st International Congress of Psychology, Yokohama, Japonia.
- Smulczyk, M. i Pokropek, A. (2016). *Academic resilience and school to work transition*. 31st International Congress of Psychology, Yokohama, Japonia.
- Pokropek A. (2016). *Assessing Item Measurement Invariance in Large Scale Cross–Country Surveys*. (2016). Modern Modeling Methods, Stors, USA.
- Pokropek A. (2016). *Assessing Item Measurement Invariance in Large Scale Cross–Country Surveys. Monte Carlo Simulation Study*. Conference on Structural Equation Modeling, Zurich, Szwajcaria.
- Pokropek, A. & Sikora J. (2016). *What We Need to Know about Cross–Country Equivalence When Studying Gender and Labor Markets*. Third ISA Forum of Sociology, Vienna, Austria.
- Domański, H., Przybysz, D. & Pokropek, A. (2016, prezentacja wspólna). *Wybór małżonka a stratyfikacja społeczna 2002–2014*. Europejski Sondaż Społeczny, Edycja 7: Polska na tle Europy: Kontynuacje i zmiany, Warszawa.
- Pokropek, A. (2016). *Modele diagnostyczne*. Katowickie Spotkania Psychometryczne. Ogólnopolska Konferencja Naukowa, Katowice.
- Pokropek A. (2015). *Response Model for Rapid–Guessing Behaviors in Data with Timing Information*. National Council on Measurement in Education, Chicago, USA.
- Pokropek A. (2015) *Problem porównywalności. Czy polska szkoła uczy coraz skuteczniej?* Badania w edukacji – ogólnopolska konferencja IBE, Warszawa.
- Pokropek, A. (2015). *Nowe metody w diagnostyce edukacyjnej*. XXI Konferencja Diagnostyki Edukacyjnej: Zastosowania Diagnostyki Edukacyjnej, Bydgoszcz.
- Pokropek A. (2014). *Application of Mixture Item Response Model for twin data with unknown zygosity*, EduMetric 2014, Kraków, Polska.
- Pokropek A. (2014). *Item Latent Class IRT model for guessing behaviors in data with timing information*, 79th Annual Meeting of the Psychometric Society, Madison, USA.
- Pokropek, A. (2014). *Dekonstrukcja skal szacunkowych i style odpowiedzi. Podejście wielowymiarowe*. Metodologiczne inspiracje 2014, Badania Ilościowe w Naukach Społecznych – Wyzwania i Problemy, Jabłonna.

- Pokropek, A. (2014). *Dekonstrukcja skal szacunkowych. Przykład skali znajomości pojęć matematycznych uczniów w PISA 2012*. XX Konferencja Diagnostyki Edukacyjnej: Diagnozy Edukacyjne, Dorobek i Nowe Zadania, Bydgoszcz.
- Pokropek, A. (2013). *Porównywalność w badaniach międzynarodowych. Przykład wskaźnika motywacji do nauki w badaniu PISA 2006*. XIX Konferencja Diagnostyki Edukacyjnej: Polska Edukacja w Świetle Diagnoz Prowadzonych z Różnych Perspektyw Badawczych, Gniezno.
- Pokropek A. (2012). *Psychometrics analysis using Stata*. Stata Users Group Meeting, Warszawa, Polska.
- Pokropek, A. & Dolata, R. (2012). *Differentiation of local school systems. The use of national examination systems to evaluate education processes at the local level*. Effective Local Level Governance in Education. Second thematic conference on Governing Complex Education Systems, Warszawa, Poland.
- Pokropek, A. i Jakubowski M. (2012). *Evaluation of educational policy using twin data*. QMSS 2 Analyzing the Life Course: Combining biology and social science in life course studies, Helsinki, Finland.
- Pokropek, A. i Jakubowski M. (2012). *Assessing Achievement Growth Across Countries (International Value-Added)*. National Council on Measurement in Education, New Orleans, USA.
- Pokropek, A. (2012). *Wielogrupowy Model IRT. Analizy Symulacyjne*. XVIII Konferencja Diagnostyki Edukacyjnej: Regionalne i Lokalne Diagnozy Edukacyjne, Wrocław, Poland

(iv) *Service to the Discipline*

- **Reviewing:**

- Reviewer for grant agencies, NCN. Internal reviewer for HS6 board at NCN.
- Extensive refereeing experience for numerous international and Polish journals: (a) International journals: *Social Science Researcher*, *International Journal of Sociology*, *Journal of Educational and Behavioural Statistics*, *Europe's Journal of Psychology*, *European Journal of Psychological Assessment*, *Learning and Individual Differences*, *Ask Research and Methods*, *Edukacja*, *Journal of Educational Measurement*, *Population Health Metrics*, *Psychometrica*, *Structural Equation Modelling an Interdisciplinary Journal*
- External Assessor for Academic Promotion: University of Oslo

- **Advisory Committees:**

- Ministry Committee for Evaluation of Scientific Journals in Sociology (panel member, 2019).
- Ministry Committee for Applied PhD Program

- **Program Committee Membership:**

- LESE Lisbon Economics and Statistics of Education 2024
- LESE Lisbon Economics and Statistics of Education 2022
- Konferencja Diagnostyki Edukacyjnej 2022
- Konferencja Diagnostyki Edukacyjnej 2023
- Konferencja Diagnostyki Edukacyjnej 2024

- **Offices and Committees:**

- Polskie Towarzystwo Diagnostyki Edukacyjnej. Board member since 2022

- **Editorships**

- Editor-in-Chief of *ASK. Research&Methods*
- Thematic Editor of *Edukacja*

- **Membership in Professional Societies:**

- Member of the Global Development Network (GDN) since 2012.

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Scientific achievements / publications

Citations: 701; h-index: 13 (Google Scholar, February 2025)

- [1] Matuszewski J., Bola Ł., Collignon O., Marchewka A. (in press). Similar computational hierarchies for reading and speech in the occipital cortex of sighted and blind: converging evidence from fMRI and chronometric TMS. *Journal of Neuroscience*.
- [2] Paczyńska M., Urbaniak M., Dębecka M., Bola Ł. (2025). Semantic representations in the visual cortex of blind and sighted humans. *bioRxiv* (under review in *eLife*).
- [3] Urbaniak M., Paczyńska M., Caramazza A., Bola Ł. (2024). Neural representation of nouns and verbs in congenitally blind and sighted individuals, *bioRxiv* (under review in *Nature Communications*).
- [4] Bola Ł., Vetter P., Wenger M., Amedi A. (2023). Decoding reach direction in early “visual” cortex of congenitally blind individuals, *Journal of Neuroscience*, 43 (46), 7868-7878.
- [5] Bola Ł. (2022). Rethinking the representation of sound. *Elife*, 11, e82747.
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Competence in scientific guidance

- Supplementary supervisor of a PhD student at GSSR (mgr Marta Urbaniak)
- Supervisor of an undergraduate student at USWPS (mgr Małgorzata Paczyńska)
- Mentor for students at Cognitive Neuroscience Laboratory IP PAN

Professional achievements / awards

- 2021 Final award in the POLITYKA journal competition for outstanding young scholars
- 2021 Polish Ministry of Science Stipend for outstanding young scholars
- 2019 Prime Minister of Poland Award for an outstanding doctoral dissertation
- 2019 Team award (Bola Ł., Siuda-Krzywicka K., Marchewka A., Jednoróg K, and Szwed M.) from Polish Academy of Sciences, for an outstanding series of studies on brain plasticity.
- 2019 The Perzanowski Award from the Faculty of Philosophy, Jagiellonian University, for the best doctoral dissertation in cognitive science in Poland
- 2018 PhD in psychology (defended *summa cum laude*)
Institute of Psychology, Jagiellonian University
Dissertation title: *Cross-modal neuroplasticity in the human brain*
Supervisor: prof. Marcin Szwed
- 2017 Polish Neuroscience Society Konorski Award for the best Polish publication in neuroscience published in the former year (Siuda-Krzywicka, Bola, et al., 2016, eLife).
- 2017 START award from the Foundation for Polish Science for outstanding young researchers
- 2017 A “spotlight” commentary on my research (Bola et al., 2017, *PNAS*), written by a renowned expert, prof. Amir Amedi, was published in *Trends in Cognitive Sciences*
- 2016 A commentary on my research (Siuda-Krzywicka, Bola, et al., 2016, eLife) was published in
Nature *Reviews* *Neuroscience*

Professional activities / grants / conference presentations

- From 2025 Head of Cognitive Neuroscience Laboratory at Institute of Psychology, Polish Academy of Sciences
- From 2025 ERC Starting Grant
- 2022 - 2024 Ulam fellowship from the Polish National Agency for Academic Exchange
- From 2021 Opus grant from the National Science Center Poland
- From 2020 Assistant professor at Institute of Psychology, Polish Academy of Sciences
- 2020 Reviewer for the National Science Center Poland
- 2018-2020 Postdoc at Harvard University
Caramazza Lab, Department of Psychology
- 2018-2020 Mobility Plus fellowship from the Polish Ministry of Science
- 2018 Research stay at University of Glasgow
Muckli Lab, Institute of Neuroscience and Psychology
- 2018 Kosciuszko Foundation fellowship

2017-2018 Etiuda fellowship from the National Science Center Poland

2015-2019 Preludium grant for the PhD students, obtained from the National Science Center Poland

2014-2018 PhD student at Jagiellonian University
 Szwed Lab, Institute of Psychology

From 2014 Reviewer for multiples scientific journals (e.g., *PNAS*, *eLife*, *Journal of Neuroscience*, *Cerebral Cortex*...)

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Academic work:

10.2008 – 10.2014 Lecturer at the University of Social Sciences and Humanities, Warsaw.

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Sabbatical) Professor Assistant at the II Department of Psychiatry, Medical University of Warsaw.

10.2014- 08.2016 Professor Assistant at University of Social Sciences and Humanities, Warsaw

08.2016 – 08.2018 Post-doc affiliated at Clinical Neuropsychology Unit, Department of Psychiatry and Psychotherapy, Medical University Center, Hamburg-Eppendorf, Germany.

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Clinical work:

10.2008 – 05.2009 Clinical Psychologist at general psychiatry ward, II Department of Psychiatry, Medical University of Warsaw.

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Publications:

Aleksandrowicz, A., Kowalski, J., Moritz, S., Stefaniak, I., & Gawęda, Ł. (2025). A cognitive model of perceptual anomalies: The role of source monitoring, top-down influence and inhibitory processes for hallucinations in schizophrenia spectrum disorders and hallucinatory-like experiences in the general population. *Comprehensive Psychiatry*, 152583.

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- Gawęda, Ł. Perceptual anomalies from the perspective of experimental psychopathology: investigating mechanisms of auditory hallucinations in patients with schizophrenia spectrum disorders and hallucinatory-like experiences in the general population.
- Gawęda, Ł. Analiza monitorowania źródła oraz subiektywnej pewności poznawczej w schizofrenii.
- Gawęda, Ł., Moritz, S., & Kokoszka, A. Podstawy teoretyczne treningu metapoznawczego dla chorych na schizofrenię 671-682.
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PhD Supervision

PhD Supervisor of dr Agnieszka Łukasiewicz (defended, 2018), Medical University of Warsaw, Poland

PhD Supervisor of dr Renata Pionke-Ubych, (Defended, 2020), Medical University of Warsaw, Poland

PhD Supervisor of mgr Adrianna Aleksandrowicz (Defended 18.02.2025, cum laude), GSSR, Institute of Psychology, Polish Academy of Sciences, Poland

PhD Supervisor of mgr Paulina Bagrowska, GSSR, Institute of Psychology, Polish Academy of Sciences, Poland

PhD Supervisor of mgr Hanna Gelner, GSSR, Institute of Psychology, Polish Academy of Sciences, Poland

PhD Supervisor of mgr Justyna Piwińska, GSSR, Institute of Psychology, Polish Academy of Sciences, Poland

PhD Supervisor of mgr Kamila Sap, University of National Education Commission, Krakow, Poland

Didactic work:

10.2008 – (08.2016) Courses and workshops for medicine and nursery students. Psychology; Introduction to Psychiatry and Sexology.

10.2008 – (08.2016) Seminars for nursing and physiotherapy students. Introduction to the psychotherapy and sexology.

10.2008 – (08.2016) Workshops and seminars for psychology students. Clinical practice in psychiatry.

10.2014 – 10.2016 Master seminar for psychology students („experimental psychopathology”. 11 master students promoted).

10.2010 – 2018 Full semester workshops for psychology students on CBT methods for psychosis.

2012 – (...) Clinical workshops for four years CBT course participants. Title: Meta-cognitive training for schizophrenia.

2019 – (...) Seminars on psychopathology for PhD students, GSSR.

2023 – (...) Master Student supervision, U SWPS

Education:

06.2018 – Awarded the degree of *habilitation* (doctor habilitatus) in medical sciences in the discipline of psychiatry at the Medical University of Warsaw.

11.2011 – Awarded the degree of Doctor of Medical Sciences in Psychiatry. Doctoral dissertation: “*Source Monitoring and Subjective Cognitive Certainty in Schizophrenia*”, completed at the 2nd Department of Psychiatry, Medical University of Warsaw.

2008 – 2011 – PhD studies (with distinction) at the 2nd Department of Psychiatry, Medical University of Warsaw.

2003 – 2008 – Master's degree (with distinction) in Clinical Psychology at the Warsaw School of Social Sciences and Humanities (SWPS University).

1999 – 2003 – Secondary school (high school) in Cieszyn.

1999 – 2003 Grammar School, in Cieszyn, Poland.

Awards:

2017 - First award for poster presentations at 9th International Congress of Cognitive Psychotherapy, Cluj Napoca, Romania

2016 - Received three years stipend for an excellent young scientist from the Polish Ministry of Higher Education and Science

2015 - Received „START” stipend for an excellent young scientist from the Polish Foundation for Science.

2014 - Received „START” stipend for an excellent young scientist from the Polish Foundation for Science. 4

2013 - the Medical University of Warsaw, Rector's Individual scientific award for publications.

2012 - the Medical University of Warsaw, Rector's Individual scientific award for publications..

2012 - 2nd prize received from Cognitive Neuropsychiatry for the poster presented at 3rd Biennial Schizophrenia International Research Society Conference 14-18 April 2012 Florence, Italy.

2012 – Award for excellent didactic work at University for Social Science and Humanities.

2011 - Award for excellent didactic work at University for Social Science and Humanities.

Fellowships and grants obtained:

06-09.2019 3 Months Scholarship at the Orygen Youth Center, University of Melbourne (Prof. Barnaby Nelson), Bekker, NAWA

08.2016 – 08.2018 Post-doc fellowship at the UKE Hamburg, Clinical Neuropsychology Unit (prof. Steffen Moritz) funded by the Polish Ministry of Higher Education and Science

07.2010 – 08.2010 DAAD 1-month fellowship at the Department for Psychiatry and Psychotherapy, Universitatlinikum Hamburg-Eppendorf. Supervisor: Prof. Steffen Moritz.

06.2015 – 2016 **Principal Investigator** in the grant sponsored by the Medical University of Warsaw: “The relationship between neurocognitive function, social functioning and cognitive biases in schizophrenia”. ca. 4 000 Euro

04. 2015 – 04.2018 **Co-investigator** in the grant sponsored by National Science Center, Poland (NCN): “Psychopathology of the metacognition”; ca. 110 000 Euro

2011 – 2013. **Principal Investigator**, fundings from the Polish Ministry of Science Iuventus Plus programme: Neural correlates of imagery activity and distinguishing between imageries and reality in schizophrenia. Source monitoring fMRI study. (04.2012 – 04.2015). ca. 40 000 Euro.

2014 Two weeks research visit at the Institute of Psychiatry, King's College, London.

04.2017 – 04.2020 **Principal Investigator**, fundings: National Science Center, Poland. Project: “An interaction between trauma, personality and cognitive functioning in at risk for psychosis non-clinical population aged 18-35”. Ca. 250 000 Euro.

2020 – 2025 **Principal Investigator**, Sonata Bis, fundings: National Science Center, Poland, „Mechanisms of paranoia: a role of interpersonal fear conditioning in the context of social rejection, cannabis consumption and genetic predisposition. A virtual reality study.” (ca. 650 000 Euro)

2025 – 2029 **Principal Investigator**, Preludium Bis, National Science Center, Poland: „Mechanisms of the relationship between dysfunctional body image and paranoia-like thoughts. A study within the network analysis framework and using ecological momentary interventions on a non-clinical sample.” (ca. 150 000 Euro)

2020 – 2025 **Principal Investigator**, Preludium Bis, National Science Center, Poland. Perceptual anomalies from the perspective of experimental psychopathology: the impact of cognitive expectancies on false auditory perceptions and its relevance to the continuum of auditory perceptual anomalies in clinical and non-clinical groups. (ca. 110 000 Euro).

2021 – 2026 **Co-investigator**, Opus, National Science Center. The role of epigenetic regulation of the FKBP5 gene in moderating the relationship between psychosocial stress and psychotic-like experiences - a study using experience sampling methodology. (ca. 770 000 Euro).

2022 – 2026 **Co-investigator** (PI of the Polish Site), Era Per Med. Towards a personalized medicine approach to psychological treatment for psychosis (Permepsy). (190 000 Euro, Polish Site).

Organization member:

2017 – 2018 A member of the Editorial Board of Psychiatry Research

2018 – (...) A member of Editorial Board (Reviewer Editor) of Frontiers in Psychiatry, Section of Schizophrenia

2014 – 2016 Polish Association for Cognitive and Behavioral Therapy

2012 – 2016 The International Society for Psychological and Social Approaches to Psychosis (ISPS)

Scientific cooperation:

1. Prof. Steffen Moritz, Department of Psychiatry and Psychotherapy, Universitätsklinikum Hamburg-Eppendorf, Hamburg. (source monitoring; the impact of stress on cognitive biases; meta-cognitive training) .

2. Dr. Barnaby Nelson, Orygen Youth Center, Melbourne Australia, (source monitoring and self-disturbances in non-clinical and clinical young population).

3. Mary Sengutta, Integrated Care Service, Department of Psychiatry and Psychotherapy, Universitätsklinikum Hamburg-Eppendorf, Hamburg. (psychotic-like experiences in non-psychotic adolescent patients; over-perceptualization in youth at risk for psychosis).

4. dr Todd S. Woodward, Department of Psychiatry, University of British Columbia (source monitoring in schizophrenia).

5. dr Matteo Cella, Institute of Psychiatry, King's College, London. (psychotic-like experiences).

6. Dr Ryan Balzan, Flinders University, Adelaide, Australia. (jumping to conclusion in delusions and hallucinations).

7. Dr Katarzyna Prochwicz, Institute of Psychology, Jagiellonian University, Krakow, Poland. (mechanisms of psychotic-like experiences in young adults)

8. Dr hab. Remigiusz Szczepanowski, University for Social Sciences and Humanities, Wrocław, Poland. (meta-cognitive processes in schizophrenia and borderline)

9. Dr hab. Andrzej Cechnicki, Zakład Psychiatrii Środowiskowej, CM UJ, Kraków. (an interaction between trauma, personality and cognition in predicting psychosis in young adults).

10. Dr hab. Dorota Frydecka, Klinika Psychiatrii, Uniwersytet Medyczny we Wrocławiu, (an interaction between trauma, personality and cognition in predicting psychosis in young adults).
11. Prof. Błażej Misiak, Medical University of Wrocław; (Psychotic-like experiences)
12. Prof. Edyta Pawlak, Hirschfeld Institute of Immunology and Experimental Therapy, Polish Academy of Sciences
13. Prof. Jerzy Samochowiec, Pomeranian Medical University, Szczecin (psychotic-like experiences)
14. Prof. Susana Ochoa, University of Barcelona (meta-cognitive training)
15. Prof. Fabrice Berna, University of Strasbourg (meta-cognitive training)

Reviewer:

Ad hoc reviewer:

Archives of Psychiatric Nursing; Cognitive, Affective and Behavioral Neuroscience; Cognitive Neuropsychiatry; PLOS ONE; Psychological Medicine; Schizophrenia Research; Psychiatry Research; BMC Psychiatry; Clinical Psychology and Psychotherapy; Journal of Behavior Therapy and Experimental Psychiatry; Journal of Nervous and Mental Disease; European Psychiatry; Frontiers in Psychiatry; Frontiers in Psychology; Neuroscience and Biobehavioral Reviews; Psychosis; Acta Neurobiologica Experimentalis; The Journal of Child Psychology and Psychiatry; BMJ Open; Advances in Psychiatry and Psychotherapy;

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Scientific Achievements (Publications)

1. Cichocka, A., Marchlewska, M., & Cislak, A. (2024). Self-worth and politics: The distinctive roles of self-esteem and narcissism. *Political Psychology*.
2. Marchlewska, M., Górka, P., Podsiadłowski, W., Rogoza, M., & Szczepańska, D. (2024). So different yet so alike? Political collective narcissism predicts blatant dehumanization of political outgroups among conservatives and liberals. *British Journal of Social Psychology*.
3. Molenda, Z., Marchlewska, M., Karakula, A., Podsiadłowski, W., Rogoza, M., Bagrowska, P., & Szczepańska, D. (2024). Thought contagion? Conspiracy beliefs boost paranoid thoughts. *Applied Psychology: Health and Well-Being*.
4. Molenda, Z., Marchlewska, M., Karakula, A., Szczepańska, D., Rogoza, M., Green, R., Cislak, A., & Douglas, K. M. (2024). Coping strategies and belief in COVID-19 conspiracy theories. *British Journal of Social Psychology*.
5. Podsiadłowski, W., Marchlewska, M., Rogoza, M., Molenda, Z., & Cichocka, A. (2024). Avoidance coping explains the link between narcissism and counternormative tendencies. *British Journal of Social Psychology*.
6. Rogoza, M., Marchlewska, M., Rogoza, R., Molenda, Z., Szczepańska, D., Adamczyk, D., Szczesna, M., & Witke, D. (2024). Great and lonely? Assessing the bidirectional relations between national narcissism and loneliness. *Social Psychology*.
7. Rogoza, R., Marchlewska, M., Molenda, Z., Michalski, P., Maciantowicz, O., Rogoza, M., Szczepańska, D., & Szczesna, M. (2024). I "love" my country? The relationship between national narcissism and national knowledge overclaiming. *Current Issues in Personality Psychology*.
8. Soral, W., Bukowski, M., Bilewicz, M., Cichocka, A., Lewczuk, K., Marchlewska, M., Niemyjska, A., Rędzio, A., Skrodzka, M., & Kofta, M. (2024). Prolonged unemployment is associated with control loss and personal as well as social disengagement. *Journal of Personality*.
9. Szczepańska, D., Marchlewska, M., Rogoza, R., Podsiadłowski, W., Molenda, Z., Maciantowicz, O., Rogoza, M., & Klusek, D. (2024) The joke is on us? National narcissism and dispositions towards laughter. *Personality and Individual Differences*.
10. Maciantowicz, O., Marchlewska, M., Rogoza, M., Molenda, Z., Rogoza, R., & Witke, D. (2023). More identified so less envious? On the links between different types of national identity and in-group envy. *The Journal of Social Psychology*.
11. Molenda, M., Marchlewska, M., Rogoza, M., & Szczepańska, D. (2023). Shake It Off! Adaptive Coping with Stress Reduces National Narcissism. *British Journal of Social Psychology*.
12. Michalski, P., Marchlewska, M., Szczepańska, D., Rogoza, M., & Molenda, Z. (2023) When politics affect the self: High political influence perception predicts civic and political participation. *Journal of Social and Political Psychology*.
13. Michalski, P., Marchlewska, M., Górka, P., Rogoza, M., Molenda, Z., & Szczepańska, D. (2023) When the sun goes down: Low political knowledge and high national narcissism predict climate change conspiracy beliefs. *The Journal of Social Psychology*.
14. Molenda, Z., Green, R., Marchlewska, M., Cichocka, A., & Douglas, K. M. (2023). Emotion dysregulation and belief in conspiracy theories. *British Journal of Social Psychology*.
15. Rogoza, M., Marchlewska, M., & Rogoza, R. (2023). Towards integration of communal narcissism within the structure of the narcissistic personality traits. *Journal of Research in Personality*.

16. Turner-Zwinkels, F. M., van Noord, J., Kesberg, R., García-Sánchez, E., Brandt, M. J., Kuppens, T., Easterbrook, M. J., Smets, L., Gorska, P., Marchlewska, M., & Turner-Zwinkels, T. (2023). Affective Polarization and Political Belief Systems: The Role of Political Identity and the Content and Structure of Political Beliefs. *Personality and Social Psychology Bulletin*
17. Brytek-Matera, A., Obeld, S., Donini, L. M., Rogoza, M., Marchlewska, M., Plich, M., Jeżewska-Zychowicz, M., Hallit, S., & Rogoza, R. (2023). Psychometric properties of the ORTO-R in a community-based sample of women and men from Poland. *Journal of Eating Disorders*
18. Cichocka, A., Marchlewska, M., & Cislak, A. (2023). Self-Worth and Politics: The Distinctive Roles of Self-Esteem and Narcissism. *Political Psychology*
19. Szczepańska, D., & Marchlewska, M. (2023). Unfree to speak and forced to hate? The phenomenon of the All-Poland Women's Strike. In C. Strippel, S. Paasch-Colberg, M. Emmer, & J. Trebbe (Eds.), *Challenges and perspectives of hate speech research* (pp. 55-71). Berlin
20. Górka, P., Stefaniak, A., Matera, J., & Marchlewska, M. (2023). The different effects of collective narcissism and secure ingroup identity on collective action and life satisfaction among LGBTQ+ individuals. *Group Processes & Intergroup Relations*
21. Marchlewska, M., Green, R., Cichocka, A., Molenda, Z., Douglas, K.M (2022). From bad to worse: Avoidance coping with stress increases conspiracy beliefs. *British Journal of Social Psychology*
22. Marchlewska, M., Górka, P., Green, R., Szczepańska, D., Rogoza, M., Molenda, Z., & Michalski, P. (2022). From Individual Anxiety to Collective Narcissism? Adult Attachment Styles and Different Types of National Commitment. *Personality and Social Psychology Bulletin*
23. Molenda, Z., Marchlewska, M., Rogoza, M., Michalski, P., Górka, P., Szczepańska, D., & Cislak, A. (2022). What makes an Internet troll? On the relationships between temperament (BIS/BAS), Dark Triad, and Internet trolling. *Cyberpsychology*
24. Marchlewska, M., Górka, P., Molenda, Z., Lipowska, K., Malinowska, K. (2022). The Fear of Confession? High Catholic Collective Narcissism and Low Secure Identification with Catholics Predict Increased Pedophilia Myths Acceptance. *European Journal of Social Psychology*
25. Molenda, Z., Marchlewska, M., & Rogoza, M. (2022). Nothing hurts like (in-group) love? National narcissism, conspiracy intentions, and non-prosocial managing emotions of others. *Personality and Individual Differences*.
26. Marchlewska, M., Szczepańska, D., Karakula, A., Molenda, Z., Rogoza, M. & Maison, D. (2022). The devil is not as black as he is painted? On the positive relationship between food industry conspiracy beliefs and conscious food choices. *PLOS ONE*
27. Górka, P., Marchlewska, M., Szczepańska, D., Molenda, Z., Michalski, P., & Furman, A. (2022). A vicious circle? Longitudinal relationships between different modes of in-group identity and COVID-19 conspiracy thinking. *The Journal of Social Psychology*
28. Szczepańska, D., Marchlewska, M., Karakula, A., Molenda, Z., & Górka, P. (2022). Dedicated to nation but against women? National narcissism predicts support for anti-abortion laws in Poland. *Sex Roles*.
29. Cichocka, A., Marchlewska, M., & Biddlestone, M. (2022). Why do narcissists find conspiracy theories so appealing? *Current Opinion in Psychology*
30. Marchlewska, M., Hamer, K., Baran, M., Górka, P., & Kaniasty, K. (2022). COVID-19: why do people refuse vaccination? The role of social identities and conspiracy beliefs: evidence from nationwide samples of Polish adults. (2022). *Vaccines*
31. Górka, P., Stefaniak, A., Marchlewska, M., Matera, J., Kocyba, P., Łukianow, M., Malinowska, K., & Lipowska, K. (2022). Refugees unwelcome: Narcissistic and secure national commitment differentially predict collective action against immigrants and refugees. *International Journal of Intercultural Relations*
32. Cislak, A., Marchlewska, M., Wójcik, A., Śliwiński, K., Molenda, Z., Szczepańska, D., & Cichocka, A. (2021). National narcissism and support for anti-vaccination policy: The mediating role of vaccination conspiracy beliefs. *Group Processes and Intergroup Relations*

33. Jolley, D., Douglas, K., Marchlewska, M., Cichocka, A., & Sutton, R. (2021). Examining the links between conspiracy beliefs and the EU “Brexit” referendum vote in the UK: evidence from a two-wave survey. *Journal of Applied Social Psychology*
34. Górka, P., Stefaniak, A., Lipowska, K., Malinowska, K., Skrodzka, K., & Marchlewska, M. (2021). Authoritarians go with the flow: Social norms moderate the link between right-wing authoritarianism and outgroup-directed attitudes. *Political Psychology*
35. Łowicki, P., Marchlewska, M., Molenda, Z., Karakula, A., & Szczepańska, D. (2021). Does religion predict coronavirus conspiracy beliefs? Centrality of religiosity, religious fundamentalism, and COVID-19 conspiracy beliefs. *Personality and Individual Difference*
36. Marchlewska, M., Cichocka, A., Furman, A., & Cislak, A. (2021). Who respects the will of the people? Support for democracy is linked to high secure national identity but low national narcissism. *British Journal of Social Psychology*
37. Marchlewska, M., Green, R., Cichocka, A., Molenda, Z., Douglas, K. (2021). From bad to worse: Avoidance coping with stress increases conspiracy beliefs. *British Journal of Social Psychology*
38. Marchlewska, M., Górka, P., Malinowska, K., & Kowalski, J. (2021). Threatened masculinity: gender-related collective narcissism predicts prejudice toward gay and lesbian people among heterosexual men in Poland. *Journal of Homosexuality*
39. Michalski, M., Marchlewska, M., Furman, A., Szczepańska, D., Panayiotou, O., Molenda, Z., & Górka, P. (2021). To advise and scrutinize the government? Two types of political knowledge, political trust, and unconventional participation. *Current Psychology*.
40. Górka, P., Budziszewska, M., Marchlewska, M., Stefaniak, A., Malinowska, K., & Kuzawińska, O. (2020). An experienter, an animal or an object? Erection salience decreases men’s perceived agency. *Archives of Sexual Behavior*
41. Rogoza, M., Marchlewska, M., & Szczepańska, D. (2021). Why dark personalities participate in politics? *Personality and Individual Differences*
42. Marchlewska, M., Cichocka, A., Jaworska, M., Golec de Zavala, A., & Bilewicz, M. (2020). Superficial ingroup love? Collective narcissism predicts ingroup image defense, outgroup prejudice, and lower ingroup loyalty. *British Journal of Social Psychology*
43. Kobylińska, D., Zajenkowski, M., Lewczuk, K., Jankowska, S. K., Marchlewska, M. (2020). The mediational role of emotion regulation in the relationship between personality and subjective well-being. *Current Psychology*.
44. Kowalski, J., Marchlewska, M., Molenda, Z., Górka, P., & Gawęda, Ł. (2020). Adherence to safety and self-isolation guidelines, conspiracy and paranoia-like beliefs during COVID-19 pandemic in Poland – associations and moderators. *Psychiatry Research*
45. Górka, P., Stefaniak, A., Malinowska, K., Lipowska, K., Marchlewska, M., Budziszewska, M., & Maciantowicz, O. (2020). Too great to act in solidarity: the negative relationship between collective narcissism and solidarity-based collective action. *European Journal of Social Psychology*
46. Marchlewska, M., Cichocka, A., Łozowski, F., Górka, P., & Winiewski, M. (2019). In Search of an Imaginary Enemy: Catholic Collective Narcissism and the Endorsement of Gender Conspiracy Beliefs. *The Journal of Social Psychology*
47. Marchlewska, M., Castellanos, K., Lewczuk, K., Kofta, M., & Cichocka, A. (2019). My Way or the Highway: High Narcissism and Low Self-esteem Predict Decreased Support for Democracy. *British Journal of Social Psychology*
48. Marchlewska, M., Łozowski, F., & Cichocka, A. (2019). *Wiara w spiskujących Gender. Charakterystyka zjawiska i jego podłoże psychologiczne*. [W:] M. Winiewski, A. Stefaniak (red.) *Uprzedzenia w Polsce 2017: Oblicza przemocy międzygrupowej*. Warszawa: Liberi Libri.
49. Marchlewska, M., Cichocka, A., Panayiotou, O., Castellanos, K., & Batayneh, J. (2019). Populism as identity politics: Perceived ingroup disadvantage, collective narcissism and support for populism. *Social Psychological and Personality Science*
50. Lewczuk, K., Kobylińska, D., Marchlewska, M., Kryzstofiak, M., Glica, A., & Moiseeva, V. (2019). Adult Attachment and Health Symptoms: The Mediating Role of Emotion Regulation Difficulties. *Current Psychology*

51. Marchlewska, M., Czarnecka, M., Molenda, Z., Lewczuk, K., Krysztofiak, M., Glica, A., & Kobylińska, D. (2019). Trzecioosobowe wizualizacje własnej przeszłości: o uwydatnianiu pozytywnych wspomnień z pamięci autobiograficznej. *Czasopismo Psychologiczne*
52. Maison D, Marchlewska M, Sekścińska K, Rudzinska-Wojciechowska J, Łozowski F (2019) You don't have to be rich to save money: On the relationship between objective versus subjective financial situation and having savings. *PLoS ONE*, 14: e0214396. <https://doi.org/10.1371/journal.pone.0214396>
53. Maison, D., Marchlewska, M., Syarifah, D., Zein, R., & Purba, H. (2019). Religiously Permissible Consumption: The Influence of the Halal Label on Product Perceptions Depending on the Centrality of Religiosity. *Journal of Islamic Marketing*
54. Maison, D., Marchlewska, M., Syarifah, D., Zein, R., & Purba, H. (2018) Explicit Versus Implicit "Halal" Information: Influence of the Halal Label and the Country-of-Origin Information on Product Perceptions in Indonesia. *Front. Psychol.* 9:382. doi: 10.3389/fpsyg.2018.00382
55. Kobylińska, D., Lewczuk, K., Marchlewska, M., & Pietraszek, A. (2018). For body and mind: practicing yoga and emotion regulation. *Social Psychological Bulletin*
56. Soral, W., Cichocka, A., Bilewicz, M., Marchlewska, M. (2018). *Collective conspiracy mentality: the case of Poland*. [W:] J. Uscinski (red.) Conspiracy theories and the people who believe them. Oxford: Oxford University Press.
57. Marchlewska, M., Cichocka, A., & Kossowska, M. (2018). Addicted to answers: Need for cognitive closure and the endorsement of conspiracy beliefs. *European Journal of Social Psychology*
58. Cichocka, A., Golec de Zavala, A., Marchlewska, M., Bilewicz, M., Jaworska, M., & Olechowski, M. (2018). Personal control decreases narcissistic but increases non-narcissistic in-group positivity. *Journal of Personality*
59. Kobylińska, D., & Marchlewska, M. (2017). Orientacja na działanie a regulacja emocji. *Psychologia, etologia, genetyka*
60. Marchlewska, M., & Cichocka, A. (2017). An autobiographical gateway: Narcissists avoid first-person visual perspective while retrieving self-threatening memories. *Journal of Experimental Social Psychology*, 68, 157-161
61. Marchlewska, M., Czerniawska, E., & Oleksiak, K. (2016). Sniffing the mood for cooperation. Odors, personality and social behavior. *Polish Psychological Bulletin*, 47, 220-227
62. Cichocka, A., Marchlewska, M., & Golec de Zavala, A. (2016). Does self-love or self-hate predict conspiracy beliefs? Narcissism, self-esteem, and the endorsement of conspiracy theories. *Social Psychological and Personality Science*, 7, 157-166
63. Cichocka, A., Marchlewska, M., Golec de Zavala, A., & Olechowski, M. (2015). "They will not control us": In-group identification and belief in intergroup conspiracies. *British Journal of Psychology*, 107, 556-576
64. Bilewicz, M., Soral, W., Marchlewska, M., & Winiewski, M. (2015). When authoritarians confront prejudice. Differential effects of SDO and RWA on support for hate speech prohibition. *Political Psychology*
65. Soral, W., & Marchlewska, M. (2016) Nierówności dochodowe jako źródło uprzedzeń. W: A. Stefaniak, M. Bilewicz, & M. Winiewski (red.), *Uprzedzenia w Polsce* (s. 227-252). Warszawa: Liberi Libri.
66. Cichocka, A., Golec de Zavala, A., Marchlewska, M., & Olechowski, M. (2015) Grandiose delusions: Collective Narcissism, Secure In-group Identification and Belief in Conspiracies. W: M. Bilewicz, A. Cichocka, & W. Soral (red.), *The Psychology of Conspiracy* (s. 42-62). London: Routledge.
67. Bilewicz, M., Marchlewska, M., Soral, W., & Winiewski, M. (2014). *Mowa nienawiści. Raport z badań sondażowych*. Warszawa: Fundacja Stefana Batorego.

Competence in Scientific Guidance

Supervising Students

I have supervised and co-supervised PhD students and research projects at the Institute of Psychology, Polish Academy of Sciences (GSSR).

- **Current Supervision:**

- *Zuzanna Molenda* (PhD Candidate, 2025 expected defense)
- *Adam Karakula* (PhD Candidate, 2027 expected defense)
- *Piotr Michalski* (PhD Candidate, 2028 expected defense)

Teaching Experience

Key teaching experiences include:

1. **Institute of Psychology, Polish Academy of Sciences**

- *Research Proposal Writing Workshops* (2023–2024)
- *Social Psychology* (2022–2023)

2. **SWPS University**

- *Leadership and the Psychology of Power* (Workshops for Master's studies, 2020–2021)
- *Professional Image* (Part of a seminar for Postgraduate studies, 2020–2021)
- *How to Measure Behavior and Mental Functioning?* (Methodology with psychometrics and the use of computers in statistics, 2013–2014)

3. **University of Warsaw, Faculty of Psychology**

- *Introduction to Political Psychology* (Seminar, 2018–2019)
- *The Prejudiced Personality? Origins of Hatred Towards Outsiders and Methods of Its Reduction* (Seminar with training elements, 2018–2019)
- *Supporting Personality Development* (Guest lectures, 2017–2018, 2016–2017)
- *Introduction to Psychology* (Seminar, 2017–2018)
- *Psychology* (Seminar and e-learning course, 2015–2016)
- *Psychology for Teachers* (Seminar, 2014–2015)

Relevant Professional Achievements

1. **Habilitation**

- **Title:** *Socio-Political Concomitants of Individual and Collective Narcissism*
- **Institution:** Institute of Psychology, Polish Academy of Sciences, 2023

2. **PhD Degree**

- **Field:** Cognitive and Personality Psychology
- **Institution:** Department of Psychology, University of Warsaw, 2017

3. **Dissertation:** *Autobiographical memory in the service of the self – on the role of visual perspective in retrieving self-threatening events*

4. **Awards & Recognitions**

- *Ministerial Scholarship for Outstanding Young Researchers* (2019–2022)
- *Robert Zajonc Scientific Award* (2020)
- *START Scholarship* (Foundation for Polish Science, 2017/2018)
- *Ministerial Scholarship for Outstanding Achievements* (2016/2017)
- *Multiple doctoral scholarships* for top students (2013–2017)

Professional Activities

Grants (Principal Investigator / Project Manager)

1. **Polish Academy of Sciences, Institute of Psychology**

OPUS (National Science Centre, Poland) – The Role of Emotion Regulation Processes and Coping with Stress in the Formation of Conspiracy Beliefs. Funding: 1,123,440 PLN | Duration: 2020–2025

NORFACE (Horizon 2020) – Threat Perception, Group Identification, and Division: Understanding and Modifying Attitudes Related to Political Polarization in European Democracies. Total Project Funding: 1,440,076 EUR | Duration: 2020–2023

SCIENCE FOR SOCIETY (Ministry of Education and Science, Poland) – Polish Identity in the 21st Century: Types of National Identification, Their Foundations, and Consequences. Funding: 1,714,305 PLN | Duration: 2022–2024

DIALOG (Ministry of Education and Science, Poland) – Civic Participation in Poland: Determinants, Consequences, and Methods of Social Activation/ Funding: 1,130,578 PLN | Duration: 2019–2021

SONATA BIS (National Science Centre, Poland) – Narcissism in Politics: The Role of Four Types of Narcissism in Predicting Pro- vs. Anti-Democratic Attitudes and Choices Funding: 2,228,580 PLN | Duration: 2024–2020

PSYCHOLOGY FOR SOCIETY (Ministry of Science and Higher Education, Poland) – A Targeted Grant for Research on the Relationship Between Socioeconomic Status and Attitudes Towards Psychological Help. Funding: 2,196,480 PLN | Duration: 2024–2026

2. University of Warsaw, Institute of Social Studies

Principal Investigator in the PRELUDIUM grant (National Science Centre, Poland)

Autobiographical memory in the service of the self – the role of visual recall of threatening events from autobiographical memory among individuals with healthy and defensive self-esteem Funding: 146,650 PLN | Duration: 2015–2018

Principal Investigator in the ETIUDA grant (National Science Centre, Poland) Autobiographical memory in the service of the self – the role of visual recall of threatening events from autobiographical memory Funding: 71,481 PLN | Duration: 2017 Three-month research internship at the University of Kent, Canterbury

3. Smaller Grants

Research Grant (European Association of Social Psychology) – University of Kent, UK Amount: €800

Training Grant (Institute of Social Studies) – Summer School on Data Analysis: ICPSR Summer Program in Quantitative Methods of Social Research, Ann Arbor, USA Amount: \$4,500

DSM Grant (University of Warsaw). Amount: 3,150 PLN

Responsibilities across all projects:

- Managing research teams, supervising students, postdoctoral researchers, and PhD candidates
- Securing research grants, designing studies, working on scientific publications, and delivering conference presentations

Research dissemination (selected conference presentations)

- Bilewicz, M., Soral, W., Winiewski, M., & Marchlewska, M. (2015). When authoritarians stand up against prejudice. Differential effects of SDO and RWA on hate speech prohibition. The 38th annual scientific meeting of The International Society of Political Psychology, San Diego, USA.

- Bilewicz, M., Soral, W., Marchlewska, M., & Winiewski, M. (2015). The bright side of authoritarianism? Differential effects of SDO and RWA on hate speech prohibition. Zakopane Winter Seminar, Zakopane, Polska.
- Cichocka, A., Panayiotou, O., Marchlewska, M., Adeleye, J., Alexander-Grose, N. (2018) Collective narcissism biases recall of threatening information. ESCON, Cologne, Germany.
- Cichocka, A., Cislak, A., Jaworska, M., & Marchlewska, M. (2016). Narcissistic versus non-narcissistic in-group positivity: Consequences for the in-group. The 39th Annual Scientific Meeting of The International Society Of Political Psychology, Warszawa, Polska.
- Cichocka, A., Golec de Zavala, A., Marchlewska, M., Olechowski M., & Bilewicz, M. (2014),
- Poczucie kontroli, a narcystyczna i dojrzała identyfikacja z grupą (poster). XI Zjazd Polskiego Stowarzyszenia Psychologii Społecznej, Warszawa, Polska.
- Cichocka, A., Marchlewska, M., & Jaworska, M. (2014). Secure vs. narcissistic in-group identification: causes and consequences. V Tajfel Seminar: Social Identities in Conflict, Warszawa, Polska.
- Cichocka, A., Marchlewska, M., & Golec de Zavala, M. (2016). Narcissism, self-esteem and conspiracy theories. II World Conference on Personality, Búzios, Brazylia.
- Cichocka, A., Marchlewska, M., Golec de Zavala, A., & Olechowski M. (2016). "They will not control us": In-group positivity and belief in intergroup conspiracies. The 39th Annual Scientific Meeting of The International Society Of Political Psychology, Warszawa, Polska.
- Cichocka, A., Marchlewska, M., Golec de Zavala, A., & Olechowski M. (2016). Ingroup positivity and belief in intergroup conspiracies. 16th Biennial Meeting of the International Society for Justice Research, Canterbury, Anglia.
- Copeland, N., Czerniawska, E., & Marchlewska, M. (2016). Jak zarobić na muzyce? Wpływ użyczenia piosenek do reklamy na wizerunek artysty. Konferencja: muzyka a biznes, Warszawa, Polska.
- Górka, P. & Marchlewska, M. (2015). Narcystyczna identyfikacja z grupą własną jako predyktor uprzedzeń wobec osób homoseksualnych. XII Zjazd Polskiego Stowarzyszenia Psychologii Społecznej, Łódź, Polska.
- Hansen, K., Górka, P. Marchlewska, M., & Pączkowska, K. (2014). Pachnące determinanty zachowań społecznych. XVIII Festiwal Nauki, Warszawa, Polska.
- Maison, D. & Marchlewska, M. (2017). Stosunek Polaków do imigrantów z Syrii. VII Seminarium Tajfelowskie, Warszawa, Polska.
- Marchlewska, M. (2018). Autobiographical reconstructions: Narcissism and third person visualizations of self-threatening past. Between narcissism and entitlement: Self-enhancement in a cross-cultural perspective, Warszawa, Polska.
- Marchlewska, M. (2018). Populizm jako polityka tożsamości. Wystąpienie na seminarium Polskiej Akademii Nauk, Warszawa, Polska.
- Marchlewska, M. & Maison, D. (2018). Czy światem rządzą częstotliwości? O zastosowaniu analiz korelacyjnych w badaniach marketingowych. XIX Kongres Badaczy Rynku i Opinii, Warszawa, Polska.
- Marchlewska, M., Cichocka, A., Panayiotou, O., Castellanos, K., & Batayneh, J (2018). Populism as identity politics: Perceived ingroup disadvantage, collective narcissism and support for populism. Between narcissism and entitlement: Self-enhancement in a cross-cultural perspective, Warszawa, Polska.
- Marchlewska, M. & Cichocka, A. (2015). On the role of visual perspective in retrieving self-threatening autobiographical events among individuals with secure and narcissistic self-esteem. Invited talk at School of Psychology, University of Kent, Anglia.
- Marchlewska, M. & Cichocka, A. (2016). An autobiographical gateway: Mnemonic visual perspective and narcissistic versus genuine self-esteem. International Conference on Memory. Budapeszt, Węgry.
- Marchlewska, M., Cichocka, A., Golec de Zavala, A., Bilewicz, M., & Jaworska, M. (2015). Poczucie kontroli jako czynnik osłabiający kolektywny narcyzm oraz wzmacniający zdrową identyfikację z grupą własną. XII Zjazd Polskiego Stowarzyszenia Psychologii Społecznej, Łódź, Polska.

- Marchlewska, M., & Cichocka, A. (2016). Conservatism in the service of the self: On the links between political ideology, visual perspective and mnemonic threat. The 39th Annual Scientific Meeting of The International Society Of Political Psychology, Warszawa, Polska.
- Marchlewska, M., & Cichocka, A. (2016). Ucieczka przed zagrażającą przeszłością? O przyczynach i skutkach przyjmowania zewnętrznej perspektywy wizualnej wśród osób narcystycznych. XIII Zjazd Polskiego Stowarzyszenia Psychologii Społecznej, Wrocław, Polska.
- Marchlewska, M., Cichocka, A., & Górski, P. (2016). Catholic collective narcissism and the endorsement of gender conspiracy beliefs. The 39th Annual Scientific Meeting of The International Society Of Political Psychology, Warszawa, Polska.
- Marchlewska, M., & Cichocka, A. (2017). Autobiographical reconstructions: Narcissists avoid first person visual perspective while retrieving self-threatening memories of shame. Conference of the International Society for the Study of Individual Differences, Warszawa, Polska.
- Marchlewska, M. & Czerniawska, E. (2014) Sytuacyjne bariery współpracy międzyludzkiej. XXXV Zjazd Polskiego Towarzystwa Psychologicznego, Bydgoszcz, Polska.
- Marchlewska, M., Kobylińska, D., Lewczuk, K., & Cichocka, A. (2017). On the role of defensive versus genuine self-esteem in effective emotion regulation. Conference of the International Society for the Study of Individual Differences, Warszawa, Polska.
- Marchlewska, M., Kossowska, M., & Cichocka, A. (2015). Potrzeba domknięcia poznawczego jako predyktor wiary w teorie spiskowe. XII Zjazd Polskiego Stowarzyszenia Psychologii Społecznej, Łódź, Polska.
- Osowiecka, M., Marchlewska, M., Bilewicz, M., Soral, W., & Winiewski, M. (2015). Wpływ mowy nienawiści na skłonność do działań kolektywnych w grupie studentów z Ukrainy. XII Zjazd Polskiego Stowarzyszenia Psychologii Społecznej, Łódź, Polska.
- Osowiecka, M., Marchlewska, M., Soral, W., Bilewicz, M., & Winiewski, M. (2015). Mowa nienawiści jako czynnik zmieniający relację między seksizmem życzliwym, a dyskryminacją kobiet. XII Zjazd Polskiego Stowarzyszenia Psychologii Społecznej, Łódź, Polska.
- Soral, W., Bilewicz, M., Marchlewska, M., & Winiewski, M. (2015). Jasna strona prawnicowego autorytaryzmu? Różnicowe efekty SDO i RWA na chęć zakazywania mowy nienawiści. XII Zjazd Polskiego Stowarzyszenia Psychologii Społecznej, Łódź, Polska.
- Soral, W., M., Bilewicz, Marchlewska, M., & Winiewski, M. (2015). Kiedy osoby autorytarne przeciwstawiają się uprzedzeniom. Różnicowe efekty SDO i RWA na chęć zakazywania mowy nienawiści. VI Seminarium Tajfelowskie: Od psychologii kontroli do psychologii spisków, Warszawa, Polska.

Research dissemination (conference organizing)

- [Tajfel Seminar \(2014\)](#)
- [Self-enhancement in a cross-cultural perspective \(2018\)](#)
- [XX Congress of Polish Social Psychology Association](#)

Service to discipline

Ad Hoc Reviewer for Leading Journals, for example:

- *Current Psychology*
- *European Journal of Social Psychology*
- *Groups Processes & Intergroup Relations*
- *International Marketing Review*
- *Journal of Applied Social Psychology*
- *Journal of Experimental Social Psychology*
- *Journal of Social and Political Psychology*
- *Personality and Individual Differences*
- *Personality and Social Psychology Bulletin*
- *Political Psychology*
- *Political Studies Review*

- *Social Psychological Bulletin*
- *Social Psychological and Personality Science*
- Editorial Board Member: *Scientific Reports – Nature*

Experience in Scientific Organizations

- Member of the Council of the National Science Centre, Poland (2024–present)
- Member of the Council of the Institute of Social Studies, University of Warsaw (2024–present)
- Member of the Council of the Institute of Psychology, Polish Academy of Sciences (2023–present)

ŁUKASZ OKRUSZEK

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web: www.social-neuroscience.pl

ACADEMIC CAREER

05.2019 to present	Head of the Neurophysiology and Neuromodulation Laboratory, Institute of Psychology, Polish Academy of Sciences
02.2019–present	Head of the Social Neuroscience Lab, Institute of Psychology, Polish Academy of Sciences
11.2018–present	Professor, Institute of Psychology, Polish Academy of Sciences
02.2018–09.2021	Lecturer, Department of Cognitive Psychology, Faculty of Psychology, University of Warsaw
12.2016–10.2018	Assistant Professor, Clinical Neuroscience Lab, Institute of Psychology, Polish Academy of Sciences
09–11.2016	Assistant, Institute of Psychology, Polish Academy of Sciences

SELECTED PUBLICATIONS

Okruszek, Ł., Jarkiewicz, M., Piejka, A., Chrustowicz, M., Krawczyk, M., Schudy, A., Harvey, P.D., Penn, D.L, Ludwig, K., Green, M.F., Pinkham, A. E. (2023). Loneliness is associated with mentalizing and emotion recognition abilities in schizophrenia, but only in a cluster of patients with social cognitive deficits. *Journal of International Neuropsychological Society*, DOI: <https://doi.org/10.1017/S1355617723000206>

Okruszek, Ł., Piejka, A., Banasik-Jemielniak, N., Jemielniak, D. (2022). Climate change, vaccines, GMO: The N400 effect as a marker of attitudes toward scientific issues. *PLoS One*, <https://doi.org/10.1371/journal.pone.0273346>, 100 pkt. MNiSW, aktualny IF= 3.752

Mąka, S., Chrustowicz, M., **Okruszek, Ł.** (2023). Can we dissociate hypervigilance to social threats from altered perceptual decision-making processes in lonely individuals? An exploration with Drift Diffusion Modeling and event-related potentials, *Psychophysiology*

Okruszek, Ł., Piejka, A., Żurek, K. (2022). Take Me to (the Empty) Church? Social Networks, Loneliness and Religious Attendance in Young Polish Adults During the COVID-19 Pandemic. *Journal of Religion and Health*, 61, 722-74

Okruszek, Ł., Piejka, A., Krawczyk, M., Schudy, A., Wiśniewska, M., Żurek, K., Pinkham, A. (2021) Owner of a lonely mind? Social cognitive capacity is associated with objective, but not perceived social isolation in healthy individuals. *Journal of Research in Personality*, 93, 104103; 140 pkt. MNiSW, aktualny IF=2.767

Piejka, A., Wiśniewska, M., Thayer, J. F., **Okruszek, Ł.** (2021). Brief induction of loneliness decreases vagal regulation during social information processing. *International Journal of Psychophysiology*, 164, 112-120; 100 pkt. MNiSW, aktualny IF=2.631

Okruszek, Ł., Aniszewska-Stańczuk, A., Piejka, A., Wiśniewska, M., & Żurek, K. (2020). Safe but lonely? Loneliness, anxiety and depression symptoms and COVID-19. *Frontiers in Psychology*, 11 (579181); 70 pkt. MNiSW, aktualny IF=2.067

Piejka, A., **Okruszek, Ł.** (2020). Do you believe what you have been told? Morality and scientific literacy as predictors of pseudoscience susceptibility. *Applied Cognitive Psychology*, 34(5), 1072-1082; 70 pkt. MNiSW, aktualny IF=1.591

Okruszek, Ł., Jarkiewicz, M., Gola, M., Cella, M., Łojek, E. (2018). Using ERPs to explore the impact of affective distraction on working memory stages in schizophrenia. *Cognitive, Affective, & Behavioral Neuroscience*

Okruszek, Ł. (2018). It is not just in faces! Processing of emotion and intention from biological motion in psychiatric disorders. *Frontiers in Human Neuroscience*

Okruszek, Ł., Piejka, A., Wysokiński, A., Szczepocka, E., Manera, V. (2018). Biological motion sensitivity, but not interpersonal predictive coding is impaired in schizophrenia. *Journal of Abnormal Psychology*.

Okruszek, Ł., Wordecha, M., Jarkiewicz, M., Kossowski, B., Lee, J., Marchewka, A. (2017). Brain correlates of recognition of communicative interactions from biological motion in schizophrenia. *Psychological Medicine*.

Cella, M., **Okruszek, Ł.**, Lawrence, M., Zarlenga, V., He, Z., & Wykes, T. (2017). Using wearable technology to detect the autonomic signature of illness severity in schizophrenia. *Schizophrenia Research*

Okruszek, Ł., Pilecka, I. (2017). Biological motion processing in schizophrenia – Systematic review and meta-analysis. *Schizophrenia Research*, 190, 3-10.

Okruszek, Ł., Dolan, K., Lawrence, M., Cella, M. (2017). The beat of social cognition: Exploring the role of heart rate variability as marker of mentalizing abilities. *Social Neuroscience*, 12, 5, 489-93

Okruszek, Ł., Wichniak, A., Jarkiewicz, M., Schudy, A., Gola, M., Jednoróg, K., Marchewka, A., Łojek, E. (2016). Social and nonsocial affective processing in schizophrenia – An ERP study. *International Journal of Psychophysiology*, 107, 54-62

Okruszek, Ł., Haman, M., Kalinowski, K., Talarowska, M., Becchio, C., Manera, V. (2015). Impaired Recognition of Communicative Interactions from Biological Motion in Schizophrenia. *PLOSone*, doi: 10.1371/journal.pone.0116793

Okruszek, Ł., Rutkowska, A. (2013). Planning disorders in men with schizophrenia and in men with localized frontal lobe lesions. *Psychiatria Polska*, 47, 5, 921-931.

Competence in Scientific Guidance

SUPERVISING STUDENTS

I have supervised, in total, 13 MA theses in Psychology, Cognitive Science and Neuroinformatics [including 2 'summa cum laude' and 7 'very good' defenses]

- I am a supervisor of 7 PhD students, who have significant research tracks of their own, as indicated e.g. by the award for the first time of a *President of PAS Scholarship* to a PhD student in Psychology [Aleksandra Piejka]

- I supervised two PRELUDIUM NCN projects awarded to PhD students under my supervision [2018/29/N/HS6/02501 - recipient: Anna Schudy; 2018/31/N/HS6/03757 - recipient: Małgorzata Krawczyk].

TEACHING

- Between 2013 and 2021, first as a PhD student (2013-2015), and then as a Lecturer (2017-2021), I have provided over 1500+ teaching hours (50+ regular seminar/lecture groups) for Psychology and Cognitive Science students at the Faculty of Psychology, University of Warsaw. As a PhD student, I prepared elective seminars ['Neuropsychiatry' (overall 15 groups in PL and EN), 'Neuroeconomics' (4 groups in PL), 'Schizophrenia' (6 groups), 'Great myths of popular psychology' (3 groups)], as well as specialization courses on Clinical neuropsychology and EEG ERPs analysis. Then, as a Lecturer, I

have provided core lectures ('Introduction to Cognitive Neuroscience', 'Cognitive Neuroscience Methods') and practical courses on ERP and multimodal analyses for the MA students in Cognitive Neuroscience path of the Cognitive Science programme. I have also provided mentoring to undergraduate students as a part of the Cognitive Neuroscience research lab (20 students) and tutor of the yearly empirical papers (6 students)

EDUCATION

2018	Habilitation in Psychology; Faculty of Psychology, University of Warsaw
2012-2016	PhD in Psychology; Department of Neuropsychology, Faculty of Psychology, University of Warsaw
10-11. 2016	Visiting Researcher, The Green Laboratory, Department of Psychiatry and Biobehavioral Sciences of University of California, Los Angeles
02-08.2016	Visiting PhD Student, Institute of Psychiatry, Psychology and Neuroscience, King's College London
2006-2012	M.A. Psychology; University of Lodz
2005-2010	M.Sc. Mathematics; Technical University of Lodz

HONORS AND AWARDS

2023	Polityka Science Award in social sciences
2021	Andrzej Malewski Award of the President of the Polish Academy of Sciences
2020	The Director's Award of the Institute of Psychology PAS for outstanding scientific achievements in the years 2016-2019, Institute of Psychology PAS.
2019	Piotr Jaśkowski prize for the exceptional publications in JCR journals
2018	Polish Ministry of Science and Higher Education scholarship for distinguished young researcher
2016	Foundation for Polish Science START Award recipient
2016	Polish Ministry of Science and Higher Education scholarship for outstanding PhD students
2015	"Older Brother in Knowledge" – Award from the students of the Faculty of Psychology at the University of Warsaw for the best teaching of classes conducted by a PhD student.
2015	The Scientific Council of the Institute of Psychiatry and Neurology Award for the best scientific publication in the field of Psychiatry
2013/14/15	University of Warsaw scholarship for outstanding PhD students
2007	GE Foundation Scholar-Leaders Program award recipient

GRANTS

Current

- 2023 - now National Science Centre, Poland – Sonata Bis; PI, funding: 3 389 383 PLN; title: *Lonely and selfish? Social decision making and loneliness - investigation with multimodal neuroimaging and experience sampling.*
- 2019 – now National Science Centre, Poland – Opus; Role: PI, funding: 1 087 260 PLN; title: *How does cognitive reappraisal impact social information processing in lonely individuals? Investigation with EEG event-related potentials and neuromodulation (HD-tDCS) methods.*
- 2018 – now National Science Centre, Poland – Opus; Role: PI, funding: 1 330 419 PLN; title: *How does loneliness impact social information processing? From neural activity through physiological markers to everyday functioning.*

Completed

- 2019-2022 Scientific supervisor of the project "Preludium" (2018/29/N/HS6/02501: Behavioral and Psychophysiological Indicators of Response to Social and Non-Social Stress in Schizophrenia - Studies Using Virtual Reality Technology); National Science Center (209,495 PLN); project leader: MSc Anna Schudy.
- 2017-2020 Project leader of the "Sonata" project (2016/23/D/HS6/02947: The Role of Neural Networks in Processing Social Information in Schizophrenia – Studies Using Multimodal Brain Imaging (EEG/fMRI) and Neuromodulation (TDCS/EEG)); National Science Center (602,500 PLN).
- 2016-18 Institute of Psychology, PAS -3 Grants for Young Scientists; Role: PI, total funding: 35056 PLN
- 2015-16 National Science Centre, Poland – Etiuda; Role: PI, funding: 111 576 PLN
- 2014-16 Project leader, Statutory Activities for Young Researchers, Faculty of Psychology, University of Warsaw; (3x; total 30,400 PLN).
- 2013-15 National Science Centre, Poland – Preludium; Role: PI, funding: 99 400 PLN

ORGANIZED CONFERENCES & SEMINARS

- Jun 2022 Two-day international conference "*The Social Brain in the 21st Century: From Lonely Minds to Broken Hearts*" in Jablonna (11-12th June 2022; invited guests: Sir Prof. Michael Marmot, Prof. Julian Thayer, Prof. Julianne Holt-Lunstad, Prof. Pamela Qualter) - (Head of the Scientific and Organizational Committees)
- Jan 2019 Annual conference Organization for Human Brain Mapping. Reviewer of conference abstracts.
- Sep 2017 *Cognition in Schizophrenia Scientific Conference*; in collaboration with Institute of Psychiatry and Neurology & Faculty of Psychology, University of Warsaw; Warsaw, Poland
- Sep 2017 *Communicative intention processing in neuroscience and psychology*; conference session at the PSPS 2017 meeting, Toruń, Poland

- Jan- *Clinical + Neuroscience Meetings*, Institute of Psychology, PAS; 13 seminars overall;
 Jun Warsaw, Poland
 2017
- Nov *Social cognition in neuropsychiatric disorders*; conference session at the 2nd Clinical
 2016 Psychology conference, Poznań, Poland
- Sep *Behavioral, neural and physiological correlates of social cognition*; conference session at
 2015 the PSPS 2015 meeting, Łódź, Poland

SELECTED CONFERENCE PRESENTATIONS

- ESCAN Conference, Vienna (2022) : "Loneliness is associated with reduced prefrontal activity during social interactions processing." (talk)
- Cognitive Neuroscience Society Annual Meeting Cognitive Neuroscience Society Boston (2020): "Neural correlates of affective and non-affective social interactions processing from point-light displays." (online)
- Neuronus 2020 IBRO Neuroscience Forum: "Processing of the complex social displays in the posterior superior temporal sulcus subregions. (online)
- 4th Understanding Others Workshop, Munich (2019): "Social Perception and Interaction Database (SoPID) – a novel database of dyadic actions presented with point-light displays" (poster)
- Aspects of Neuroscience, Warsaw (2017) „Neural correlates of communicative interactions recognition in schizophrenia” (talk)
- 44th Annual Meeting International Neuropsychological Society, Boston, (2016) „Memory of basic emotions in schizophrenia” (poster)
- 27th Annual Convention of Association for Psychological Science, New York (2015)
 “Neurophysiological and clinical correlates of attentional engagement with social and non-social emotional stimuli in schizophrenia.” (poster)

PRZEMYSŁAW TOMALSKI, PH.D.

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Head of Neurocognitive Development Lab
Institute of Psychology, Polish Academy of Sciences
Jaracza 1, 00-378 Warsaw, Poland
e-mail: ptomalski@psych.pan.pl
www: babylab.edu.pl
<https://orcid.org/0000-0002-0390-5759>

Professional Experience

Associate Research Professor – (11/2019 – present): Head of Neurocognitive Development Lab (01/2020 – present), Institute of Psychology, Polish Academy of Sciences

Assistant Professor – (07/2016 – 10/2019; part-time 0.25 FTE 11/2019 – 03/2022)

Assistant Research Professor (02/2012 – 06/2016)

Head of Neurocognitive Development Lab (01/2013 – 10/2019), Head of Developmental Psychology Unit (01/2015 – 10/2019), Faculty of Psychology, University of Warsaw, Poland

Research Fellow (02/2010 – 01/2012)

Institute for Research on Child Development, School of Psychology, University of East London, UK

Postdoctoral Researcher (01/2009 – 02/2010)

Centre for Brain and Cognitive Development, Birkbeck, University of London and Institute for Research on Child Development, University of East London, UK

Scientific achievements (selected publications)

H-index [Google Scholar](https://scholar.google.com/citations?user=ptomalski) 19 (2044 citations) / Scopus 16 (1142 citations; March 2025)

Tomalski P., Johnson M.H. & Csibra G. (2009). Temporal-nasal asymmetry of rapid orienting to face-like stimuli. *Neuroreport*, 20(15), 1309-1312.

Tomalski P., Csibra G. & Johnson M.H. (2009). Rapid orienting toward face-like stimuli with gaze-relevant contrast information. *Perception*, 38, 569-578.

Tomalski P. & Johnson M.H. (2010). The effects of early adversity on the adult and developing brain. *Current Opinion in Psychiatry*, 23(3), 233-238.

Guiraud J., Kushnerenko E., **Tomalski P.**, Davies K., Ribeiro H., Johnson M. H., and the BASIS Team (2011). Differential habituation to repeated sounds in infants at high risk for autism. *Neuroreport*, 22(16), 845-849.

Guiraud J., **Tomalski P.**, Kushnerenko E., Ribeiro H., Davies K., Charman T., Elsabbagh M., Johnson M.H. & the BASIS Team (2012). Atypical audiovisual speech integration in infant at risk for autism. *PLOS One*, doi:10.1371/journal.pone.0036428

Tomalski P., Moore D.G., Ribeiro H., Axelsson E., Murphy E., Karmiloff-Smith A., Johnson M.H. and Kushnerenko E. (2013). Socio-economic status and functional brain development – associations in early infancy. *Developmental Science*, 16(5), 676-687.

Tomalski P., Ribeiro, H., Ballieux, H., Axelsson, E., Murphy, E., Moore, D.G. and Kushnerenko, E. (2013). Exploring early developmental changes in face scanning patterns during the perception of audio-visual mismatch of speech cues. *European Journal of Developmental Psychology*, 10(5), 611-624.

- Kushnerenko E*, **Tomalski P***, Ballieux H., Ribeiro H., Potton A., Axelsson E.L., Murphy E. and Moore D.G. (2013). Brain responses to audiovisual speech mismatch in infants are associated with individual differences in looking behavior, *European Journal of Neuroscience*, 38(9), 3363-3369.
- Karmiloff-Smith A., Casey B.J., Massand E., **Tomalski P.**, Thomas MSC (2014). Environmental and genetic influences on neurocognitive development: the importance of multiple methodologies and time-dependent intervention. *Clinical Psychological Science*, 2(5), 628-637.
- Johnson M.H., Senju A. & **Tomalski P.** (2015). The two-process theory of face processing: Modifications based on two decades of data from infants and adults. *Neuroscience and Biobehavioral Reviews*, 50, 169-179.
- Ballieux H, **Tomalski P**, Kushnerenko E, Johnson MH, Karmiloff-Smith A, Moore DG.(2016). Feasibility of Undertaking Off-Site Infant Eye-Tracking Assessments of Neuro-Cognitive Functioning in Early-Intervention Centres. *Infant and Child Development*, 25(1):95-113.
- Tomalski P.**, Moore D.G., Ballieux H., Kushnerenko E.V., Johnson, M.H., and Karmiloff-Smith, A. (2016). Separating the effects of ethnicity and socio-economic status on sleep practices of 6- to 7-month-old infants. *Learning and Individual Differences*, 46, 64-69.
- Ballieux H., Wass S.V., **Tomalski P.**, Kushnerenko E., Karmiloff-Smith A., Johnson M.H., & Moore D.G. (2016). Training attention control outside the lab: a contingent eye-tracking study of infants from diverse SES backgrounds. *Journal of Applied Developmental Psychology*, 43, 8-17.
- Fletcher-Watson S, Apicella F, Auyeung B, Beranova S, Bonnet-Brilhault F, Canal-Bedia R, Charman T, Chericoni N, Conceição IC, Davies K, Farroni T, Gomot M, Jones E, Kaale A, Kapica K, Kawa R, Kylliäinen A, Larsen K, Lefort-Besnard J, Malvy J, Manso de Dios S, Markovska-Simoska S, Millo I, Miranda N, Pasco G, Pisula E, Raleva M, Rogé B, Salomone E, Schjolberg S, **Tomalski P**, Vicente AM, Yirmiya N. (2017). Attitudes of the autism community to early autism research. *Autism*, 21(1), 61-74.
- Tomalski, P., Marczuk, K., Pisula, E., Malinowska, A., Kawa, R., & Niedźwiecka, A. (2017). Chaotic home environment is associated with reduced infant processing speed under high task demands. *Infant Behavior & Development*, 48(Pt B), 124-133.
- López Pérez D, Leonardi G, Niedźwiecka A, Radkowska A, Rączaszek-Leonardi J and **Tomalski P** (2017). Combining Recurrence Analysis and Automatic Movement Extraction from Video Recordings to Study Behavioural Coupling in Face-to-Face Parent-Child Interactions. *Frontiers in Psychology* 8:2228, doi: 10.3389/fpsyg.2017.02228
- Tomalski P. (2018). Cognitive neuroscience. [In:] Cambridge Encyclopedia of Child Development, 2nd ed. Hopkins B., Beesley R., Geangu E. & Linkenauer S.; Cambridge, New York: Cambridge University Press.
- Niedźwiecka A., Ramotowska S. & **Tomalski P.** (2018). Mutual Gaze During Early Mother–Infant Interactions Promotes Attention Control Development. *Child Development*, 89, 2230-2240. doi: 10.1111/cdev.12830
- López Pérez, D., Radkowska, A., Rączaszek-Leonardi, J. and **Tomalski, P.**, the TALBY Study team (2018). Beyond Fixation Durations: Recurrence Quantification Analysis Reveals Spatiotemporal Dynamics of Infant Visual Scanning. *Journal of Vision*, 18(5):5. doi: 10.1167/18.13.5.
- Jones, E. J. H., Mason, L., Ali, J. B., Boomen, C. Van Den, Braukmann, R., Cauvet, E., Demurie, E., Hessels, R.S., Ward, E.K., Hunnius, S., Bolte, S., **Tomalski, P.**, Kemner, C., Warreyn, P., Roeyers, H., Buitelaar, J., Falck-Ytter, T., Charman, T., Johnson, M.H., the Eurosibs Team (2019). Eurosibs : Towards robust measurement of infant neurocognitive predictors of autism across Europe. *Infant Behavior and Development*, 57(March), 101316. doi: [10.1016/j.infbeh.2019.03.007](https://doi.org/10.1016/j.infbeh.2019.03.007)
- López Pérez, D., Kennedy, D.P., **Tomalski, P.**, Bölte, S., D'Onofrio B.M., and Falck-Ytter T. (2019). Visual Search Performance is not Associated with Autistic Traits in the General Population. *Journal Of Autism And Developmental Disorders*, doi: 10.1007/s10803-019-03907-3
- López Pérez, D., Ramotowska, S., Malinowska-Korczak, A., Haman, M. & **Tomalski, P.** (2020). Working together to orient faster: the combined effects of alerting and orienting networks on pupillary

responses at 8 months of age. *Developmental Cognitive Neuroscience*, 42, 100763. doi: 10.1016/j.dcn.2020.100763

López Pérez, D.*, **Tomalski, P.***, Radkowska, A., Ballieux, H., Moore, D.G. and the TALBY Team (2021). Efficiency of scanning and attention to faces in infancy independently predict language development in a multi-ethnic and bilingual sample of 2-year-olds. *First Language*, 41(2), 218-239, doi: 10.1177/0142723720966815

Laudańska, Z., López Pérez, D., Radkowska, A., Babis, K., Malinowska-Korczak, A., Wallot, S. & **Tomalski, P.** (2022). Changes in the complexity of limbs movements during the first year of life across different tasks. *Entropy*, 24(4), 552. doi: 10.3390/e24040552

Lozano, I., López Pérez, D., Laudańska, Z., Malinowska-Korczak, A., Szmytke, M., Radkowska, A., & **Tomalski, P.** (2022). Changes in selective attention to articulating mouth across infancy: Sex differences and associations with language outcomes. *Infancy*, 1–22. doi: 10.1111/infa.12496

Laudańska, Z., López Pérez, D., Koziół, A., Radkowska, A., Babis, K., Malinowska-Korczak, A., & **Tomalski, P.** (2022). Longitudinal changes in infants' spontaneous rhythmic arm movements during rattle-shaking play with caregivers. *Frontiers in Psychology*, 13, 896319, doi: 10.3389/fpsyg.2022.896319

Tomalski, P., López Pérez, D., Radkowska, A., Malinowska-Korczak, A. (2022). Dyadic interactions during infant learning: exploring infant-parent exchanges in experimental eye-tracking studies. *Infant Behavior and Development*, 69, 101780, doi: 10.1016/j.infbeh.2022.101780

Szmytke, M., Ilyka, D., Duda-Goławska, J., Laudańska, Z., Malinowska-Korczak, A., and **Tomalski, P.** (2023). The Effect of Face Orientation on Audiovisual Speech Integration in Infancy: an electrophysiological study, *Developmental Psychobiology*, 65, e22431, doi: 10.1002/dev.22431

Dopierała, A.A.W., López Pérez, D., Mercure, E., Pluta, A., Malinowska-Korczak, A., Evans, S., Wolak, T., & **Tomalski, P.** (2023). Watching talking faces: the development of cortical representation of visual syllables in infancy. *Brain and Language*, 244, 105304, doi: 10.1016/j.bandl.2023.105304

Dopierała, A.A.W., López Pérez, D., Mercure, E., Pluta, A., Malinowska-Korczak, A., Evans, S., Wolak, T., & **Tomalski, P.** (2023). The Development of Cortical Responses to the Integration of Audiovisual Speech in Infancy, *Brain Topography*, 36, 459-475, doi: 10.1007/s10548-023-00959-8

Arellano-Véliz, N., Laudańska, Z., Duda-Goławska, J., Cox, R.F.A, and **Tomalski, P.** (2025). Relationship between temperamental dimensions and infant limb movement complexity and dynamic stability, *Infant Behavior and Development*, 79, 102050, doi: 10.1016/j.infbeh.2025.102050

Laudańska, Z., Babis K., Koziół, A., Szmytke, M., Marschik, P.B., Zhang, D., Malinowska-Korczak, A. López Pérez, D., **Tomalski P.** (in press). Context shapes (proto)conversations in the first year of life, *Developmental Science*, 10.1111/desc.70018

Competence in Scientific Guidance

- 3 PhD students supervised to completion (dr Zuzanna Laudańska, now at Heidelberg Univ.; dr Aleksandra Dopierała, post-doc at Univ of British Columbia; dr Alicja Niedźwiecka, now at University of Warsaw), 2 of them co-supervised by an international partner (dr Evelyne Mercure, Goldsmiths, University of London; dr David Lopez Perez, Irisbond, Spain)
- 5 current PhD students (as main supervisor), including 2 at GSSR (Agata Koziół, Maria Garcia), who are co-supervised by an international partner (dr Hana D'Souza, Cardiff University);
- Mentor on research projects of 4 junior researchers (1 junior group leader, Ł. Bola, Polish National Agency for Academic Exchange; 3 graduate students, A. Niedźwiecka, M. Szmytke & Z. Laudańska, *Preludium* grants from the Polish National Science Centre)
- Supervised to completion 15 MA and 3 Bachelor theses in psychology and cognitive science programmes at the University of Warsaw;
- I have served as external evaluator for Interdisciplinary Doctoral School at Jagiellonian Univ;
- Undergraduate and graduate teaching experience includes 15+ years of programme (*Cognitive Science MA, U of Warsaw*) and curriculum development (*Developmental Psychology Module; Developmental Cognitive Neuroscience*) as well as teaching obligatory lectures, workshops and

seminars for both BA and MA level programmes in the UK (Birkbeck, U of London) and Poland (U of Warsaw). Doctoral-level teaching includes classes at GSSR and Kazimierz Wielki Univ.

Education

06/2016 **Habilitation (Dr Habilitatus) in Social Sciences: Psychology**

Faculty of Psychology, University of Warsaw, Poland

03/2009 **PhD in Psychology**

Centre for Brain and Cognitive Development, School of Psychology, Birkbeck, University of London, UK; Marie Curie Early Stage Training; Supervisors: Prof. Mark Johnson and Prof. Gergely Csibra

07/2005 **MA in Psychology**, Centre for Interfaculty Individual Studies in Mathematics and Natural Sciences, University of Warsaw, Poland; Subject areas: Psychology (major), Molecular Biology (minor)

Summary of research grants

2023-27 *Polish National Science Centre*, PLN 1,094,000 “How do parents facilitate early vocal development of infants? The role of optimizing postural stability and locomotor activity during social interactions”. Tomalski as PI.

2019-24 *Polish National Science Centre*, PLN 1,917,000 “*Decoupling of Vocal, Visual and Motor Activity in Infant's Social Interactions*”. Tomalski as PI.

2019-22 *EU H2020 Marie Skłodowska-Curie ITN*, €448,000 “*SAPIENS: Shaping the social brain through early social interactions*”. Tomalski as ITN Coordinator and PI, 9 partners (total ITN budget: €4,000,000)

2017-21 *Polish National Science Centre*, PLN 630,900 “*Development of Cortical Representations for Audiovisual Speech*”. Tomalski as PI.

2016 *Polish Ministry of Science Large Infrastructure Grant*, PLN 1,057,000, “Integrated fNIRS & EEG laboratory for developmental studies”. Tomalski & Haman coordinators.

2015-18 *EU H2020 Marie Skłodowska-Curie ITN*, €224,000 “*Brainview, Integrated view on early neurodevelopmental disorders*”. Tomalski as PI with J. Buitelaar (Nijmegen) as coordinator and 9 partners

2012-16 *EU FP7 Marie Skłodowska-Curie CIG*, €100,000 “*SRCD-IP, Self-regulation in infants facing poverty*”. Tomalski as Fellow.

2013-17 *Polish National Science Centre*, PLN 442,000 “*Polish Longitudinal Study of Infant Siblings of Children with Autism*”. Tomalski as PI.

2012-16 *Polish National Science Centre*, PLN 551,000 “*Role of emotion and arousal regulation in the development of mechanisms controlling learning and attention in infancy*”. Tomalski as PI.

Consortia membership & research networks

- COST Action Network (CA22111), “A European consortium to determine how complex, real-world environments influence brain development”, 2023-2025, Member of the Management Committee.
- COST Action Network (BM1004), “Enhancing the scientific study of early autism”, 2013-2014, Member of the Management Committee.
- Eurosibs, the European Babysibs Autism Research Network, from 2014 – ongoing. www.eurosibs.eu (network of 12 institutions, including, Cambridge, King’s College, Birkbeck, Utrecht, Uppsala, Karolinska, Ghent, Nijmegen and Warsaw Universities).
- EU-AIMS Consortium, Affiliated Member (via University of Warsaw) for Work Package 4 (Infant sibling studies), Data Contributor for Network Analyses.
- British Autism Study of Infant Siblings of Children with Autism (BASIS) - Affiliated Scientist, 2009–present.

Reviewing & editorial roles

- Grant Panels: European Commission: Marie Curie Individual Fellowships (2014, 2016), Twinning (2019, 2021); Israel: Israel Science Foundation (2021); Germany: DFG (2021); Poland: National Science Centre (ad hoc reviewer, panel member, 2015-2019), National Agency for Scientific Exchange (ad hoc reviewer), Foundation for Polish Science (Reviewer 2012-onwards);
- Editorial Board Member: *Infancy* (2024–present), *Cognitive Development* (2019-2022), *Frontiers in Psychology* (2018-present);
- Ad hoc reviewer: *Autism*; *Brain Research*; *Child Development* *Developmental Medicine & Child Neurology*; *Developmental Cognitive Neuroscience*; *Developmental Science*; *European Journal of Neuroscience*; *Frontiers in Human Neuroscience*; *Infancy*; *Infant Behavior and Development*; *Journal of Child Language*; *Journal of Child Psychology and Psychiatry*; *Journal of Experimental Child Psychology*; *Journal of Speech, Language and Hearing Research*; *Mind, Brain and Education*; *Nature Communications*; *Neuroimage*; *Neuropsychologia*; *PLOS One*; *Proceedings of the Royal Society of London Series B*; *Scientific Reports*.
- Ph.D. Thesis Reviewer: Giulia Orioli, University of Padova, IT, 2017; Anna Kolesnik, Birkbeck, University of London, UK, 2020; Katarzyna Chyl, Nencki Institute of Experimental Biology, PL, 2021; Gabriela Dzięgiel-Fivet, Nencki Institute of Experimental Biology, PL, 2023; Sebastian Moyano, Granada University, Spain, 2023
- Habilitation Degree Reviewer: *dr Mirosław Mikicin (Poland, 2018)*; Habilitation Degree Committee Member: *dr Łukasz Okruszek (Poland, 2018)*; *dr Marzanna Farnicka (Poland, 2019)*; *dr Klaudia Modlińska (Poland, 2020)*.

5 CVs, Political science

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Professor IPS PAN

Academic Career

Since 2024: Visiting Professor at the Instituto de Ciencia Politica, Pontificia Universidad Católica de Chile.

Since 2021: Associate Professor at the Department of International Organizations and Global Security Studies, Institute of Political Studies, Polish Academy of Sciences.

2018-2021: Associate Professor at the European Studies Department, Institute of Political Studies, Polish Academy of Sciences.

2011 – 2018: Assistant Professor at the European Studies Department, Institute of Political Studies, Polish Academy of Sciences.

2017: Visiting Professor at the Institute of Political Sciences in Lyon (Sciences Po Lyon).

2016: Visiting Professor at Université Paris 1 Pantheon-Sorbonne.

2010 – 2016: Lecturer at Collegium Civitas (Warsaw).

2006 – 2011: (Senior) Assistant at the College of Europe (Natolin campus).

Scientific achievements

(* this is a non-exhaustive list of achievements featuring only publications in English and German from the last 10 years: 2016-2025)

(1) Books

Cianciara, A.K. 2020. *The Politics of the European Neighbourhood Policy*, London & New York: Routledge.

(2) Peer-Reviewed Journal Articles

Cianciara, A.K. & A. Vetulani-Cęgiel. Lobbyists or policy advisers? Understanding role conceptions in influencing decision-making in Germany and Poland, *Interest Groups & Advocacy* (under review).

Cianciara, A.K. & A. Vetulani-Cęgiel. 2025. Informational lobbying in a Polish-German comparative perspective: uncovering perceptions of political relevance of expert knowledge and lobbying tactics, *Journal of Contemporary European Studies* (forthcoming).

Cianciara, A.K. 2023. De facto differentiated disintegration in the European Union. The case of Poland, *Journal of European Integration* 45(6), 811-926, DOI: 10.1080/07036337.2023.2212122.

Cianciara, A.K. 2023. De-bordering and re-bordering the European Union after the Russian invasion of Ukraine, *Studia Europejskie – Studies in European Affairs* 27(4), 41-56, <https://journalse.com/pliki/pw/4-2023-Cianciara.pdf>.

Cianciara, A.K. 2023. The European Political Community: A Polish perspective, *Rocznik Instytutu Europy Środkowo-Wschodniej* 21(2), 55-71, <https://doi.org/10.36874/RIESW.2023.2.3>.

Cianciara, A.K. 2022. Why have there been no Founding Mothers of Europe? *Sprawy Międzynarodowe* 75(1), 61-82, DOI: 10.35757/sm.2022.75.1.02.

Cianciara, A.K. 2022. Between EU's aspiring saint and disillusioned rebel. Hegemonic narrative and counter-narrative production in Poland, *Journal of Contemporary European Studies* 30(1), 84-96, DOI: [doi/full/10.1080/14782804.2021.1877121](https://doi.org/10.1080/14782804.2021.1877121).

Cianciara, A.K. 2021. (De-)legitimizing differentiated (dis)integration in the European Union: between technocratic and populist narratives, *Journal of Contemporary European Research*, 17(2), 128-146, DOI: <https://doi.org/10.30950/jcer.v17i2.1179>.

A.K. Cianciara & A. Szymański. 2020. Differentiated integration: towards a new model of European Union–Turkey relations? *Turkish Studies*, 21(2), 254-273, DOI: 10.1080/14683849.2019.1618190.

Cianciara, A.K. 2018. Strategies of the Polish government in the rule of law dispute with the European Commission, *Przegląd Europejski*, 1: 57-73, DOI:10.5604/01.3001.0012.9997.

Cianciara, A.K. 2017. Stability, security, democracy: explaining shifts in the narrative of the European Neighbourhood Policy, *Journal of European Integration*, 39(1), 49-62, DOI: 10.1080/07036337.2016.1256397.

Cianciara, A.K. 2017. Contestation of EU Climate Policy in Poland: Civil Society and Politics of National Interest, *Prakseologia*, 159: 237-264.

Cianciara, A.K. 2016. Europeanization as a legitimization strategy of political parties: the cases of Ukraine and Georgia, *Southeast European and Black Sea Studies*, 16(3), 391-411, DOI: 10.1080/14683857.2016.1201984.

(3) Book Chapters

Cianciara, A.K. 2025. Italy. Fratelli d'Italia and the framing of populist female leadership in: *Women in Populist Rhetoric*, eds. Agnieszka Kasińska-Metryka and Karolina Pałka-Suchojad, London & New York: Routledge (forthcoming).

Cianciara, A.K. 2025. Poland and EU decision-making: a case of differentiated (dis)integration? In: *The Oxford Handbook of Polish Politics*, eds. Katarzyna Walecka, Simona Guerra & Fernando Casal Bértoa, Oxford University Press (forthcoming).

Cianciara, A.K. & A. Vetulani-Cęgiel. 2024. Berater oder Lobbyisten? Zur Rolle, Formen und Wirksamkeit von Politikberatung und Lobbyismus aus der Sicht deutscher und polnischer Experten in: *Politische Expertenkultur in Deutschland und Polen Politik, Beratung und Lobbyismus im Vergleich*, hrsg. Artur Kopka & Dorota Piontek, Wiesbaden: Springer VS-Verlag, 143-166.

Cianciara, A.K. 2022. Poland as the new awkward partner: differentiated integration or disintegration? in: *Routledge Handbook of Differentiation in the European Union*, eds. S. Gänzle, B. Leruth, J. Trondal, London & New York: Routledge, 537-550.

Cianciara, A.K. 2021. Asymmetric Bilateralism and the Struggle over Status in the EU Field of Power in: *Poland and Germany in the European Union. The multi-dimensional dynamics of bilateral relations*, eds. M. Sus & E. Opłowska, London & New York: Routledge, 55-73.

Cianciara, A.K. 2020. German European policy seen from a Polish perspective, in: *Handbuch zur deutschen Europapolitik*, hrsg. K. Boettger, M. Jopp, Baden-Baden: Nomos, 535-549.

Cianciara, A.K. & A. Szymański. 2020. Differentiation, Brexit and EU-Turkey relations, in: *Differentiated Integration and Disintegration in a Post-Brexit Era*, eds. S. Gänzle, B. Leruth, J. Trondal, London & New York: Routledge, 182-201.

Cianciara, A.K. & D. Stasiak. 2019. Der Markt für Politikberatung und Lobbyismus aus der Perspektive polnischer und deutscher Parlamentarier, in: *Politikberatung und Lobbyismus im parlamentarischen Entscheidungsprozess. Deutschland und Polen im Vergleich*, hrsg. A. Kopka, D. Piontek, M. Minkenberg, Wiesbaden: Springer VS-Verlag, 173-202.

Cianciara, A.K. & J. Wódka. 2019. External Europeanization through parliamentary cooperation. The EU – Ukraine Parliamentary Association Committee and EU-Turkey Joint Parliamentary Committee in comparative perspective in: *Parliamentary Cooperation and Diplomacy in EU External Relations*, eds. K. Raube, M.M. Bac, J. Wouters, Cheltenham: Edward Elgar, 236-250,

Cianciara, A.K. & K. Zacharuk. 2018. The hidden game of party membership in Ukraine, in: *Party Members and their Importance in non-EU Countries: a Comparative Analysis*, eds. S. Gherghina, A. Ionascu, S. Soare, London & New York: Routledge, 169-186.

Competence in scientific guidance

(1) Supervising students

PhD supervision: Marta Szpala: Vanishing Charm of the European Union – Usages of Europe in the Narratives of the domestic political and civil society actors and (De)Europeanization in Serbia and Kosovo since 2012 (GSSR PhD programme: 3rd year).

PhD co-supervision: Joanna Ziółkowska: The Role of National Parliaments in strengthening democratic legitimacy of the European Union after Lisbon Treaty (thesis defended in the Institute of Political Studies, Polish Academy of Sciences in June 2017).

Master thesis supervision: 2 (Collegium Civitas, Warsaw).

(2) Teaching experience

(* all courses taught in English)

Since 2024: Visiting Professor at Pontificia Universidad Católica de Chile
European Union: Integration and Challenges for Chile (40h)
Political Developments in Central and Eastern Europe (40h).

2019-2023 : National School of Public Administration (Warsaw)
EU Policies towards Eastern Neighbours and Poland's Foreign Policy (8h).

2017: Visiting Professor at Institut d'Etudes Politiques de Lyon
European Union Neighbourhood Politics (20h).

2016: Visiting Professor at Université Paris 1 Pantheon-Sorbonne
European Neighbourhood Policy (3h).

2010 – 2016: Lecturer at Collegium Civitas (Warsaw)
EU Institutions and Decision-Making (30h)
EU Foreign Policy (30h)
International Lobbying (30h).

Relevant professional achievements

Academic Titles

2018: Habilitation in Political Science, Institute of Political Studies, Polish Academy of Sciences.

2010: Doctorate in Political Science, Institute of Political Studies, Polish Academy of Sciences.

2006: Master in European Political and Administrative Studies, College of Europe (Bruges).

2005: Master in Political Science (European Studies), University of Warsaw.

Academic Management Positions

Since 2021: Head of Department of International Organizations and Global Security Studies, Institute of Political Studies, Polish Academy of Sciences.

2021 - 2022: Plenipotentiary for implementation of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers, Institute of Political Studies, Polish Academy of Sciences.

2018 – 2020: Deputy Director for Research, Institute of Political Studies, Polish Academy of Sciences.

2016 – 2018: Deputy Director for Research Dissemination, Institute of Political Studies, Polish Academy of Sciences.

Professional activities

(1) Grant acquisition

National Science Centre & Deutsche Forschungsgemeinschaft, WEAVE programme: “Backsliding lobbying”: Exploring how democratic backsliding impacts interest groups, submitted in February 2025.

Horizon Europe (2024-2027), HORIZON-CL2-2023-DEMOCRACY-01-01, Project no. 101132494: SAUFEX - Detecting, analysing and countering foreign information manipulation and interference (Role: Investigator).

Polish-German Science Foundation (2020-2022), Project no. PNFN 2019-14: Wissen ist Macht: Grenzen der Politikberatung und des Lobbyismus im politischen Entscheidungsprozess – politische Expertenkultur im deutsch-polnischen Vergleich (Role: Investigator).

National Science Centre (2016-2021), Project no. 2015/17/D/HS5/00442: Differentiated integration, Turkey's accession prospects and EU geopolitics (Role: Investigator).

National Science Centre (2013-2016), Project no. 2012/05/D/HS5/01596: Europeanization of political parties and interest groups in the context of Eastern Partnership (Role: Principal Investigator).

(2) Research dissemination

(this is a non-exhaustive list of conferences featuring only participation in major international events from the last 10 years: 2015-2024)*

04-06.12.2024 (Santiago, Chile): Promoting Democracy and the Rule of Law – Global Perspectives' International Conference, organized in the framework of the EU Values Jean Monnet Network by Universidad de Chile and Institut Barcelona Estudis Internacionals, at the Instituto de Estudios Internacionales de Universidad de Chile, paper presented: Countering FIMI without compromising liberal democratic values? The case of France.

05-09.09.2023 (Potsdam, Germany): 16th EISA Pan-European Conference on International Relations, invited speaker at a plenary panel: Future Pathways for Effective Multilateralism.

10-12.06.2021 (Virtual): 10th SGEU ECPR Conference, paper presented: Poland as the new awkward partner: differentiated integration or differentiated disintegration?

07-11.09.2020 (Virtual): 50th UACES Annual Conference, paper presented: (De-)legitimizing differentiated (dis)integration in the European Union: between technocratic and populist narratives.

01-04.09.2019 (Lisbon, Portugal): 49th UACES (University Association for Contemporary European Studies) Annual Conference, Universidade de Lisboa, paper presented: Differentiation, Brexit and EU-Turkey relations (panel: Managing Relations with and within the UK after Brexit).

13-14.05.2019 (Duisburg, Germany): International Conference "Counter-narratives to Regional Cooperation: Contesting European union", Käte Hamburger Kolleg / Centre for Global Cooperation Research & University of Portsmouth, paper presented: From aspiring saint to disillusioned rebel. Poland and (counter-)narratives of domination in the EU field.

13-15.06.2018 (Paris, France): Biennial conference of the ECPR (European Consortium for Political Research) Standing Group on the European Union, Sciences Po Paris; paper presented: European Union beyond TINA: bringing democratic choice back in? (panel: Democracy and Rights in the European Union).

04-06.09.2017 (Krakow, Poland): 47th UACES (University Association for Contemporary European Studies) Annual Conference, Jagiellonian University; papers presented: 1) Stability, security, democracy: explaining shifts in the narrative of the European Neighbourhood Policy (panel: The EU and its Neighbours II); 2) Differentiated Integration, Turkey and the European Union - Chance for Accession or Alternative Form of Close Relations? (panel: Differentiated Integration and the Future of EU-Turkey Relations I).

07-10.09.2016 (Prague, Czech Republic): 10th ECPR (European Consortium for Political Research) General Conference, Charles University; paper presented: Contesting EU climate policy in Poland: civil society and politics of national interest (panel: The Circulation of Narratives in Radical Political Contestation: National Campaigns and EU-Related Mobilisation in Central and Eastern Europe).

16-18.06.2016 (Trento, Italy): Biennial conference of the ECPR (European Consortium for Political Research) Standing Group on the European Union "The Union's Institutional and Constitutional Transformations: Stress or Adaptation?", University of Trento; paper presented: Contesting EU policies towards Ukraine and Russia in the European Parliament 2014-2015 (panel: Contestation of the EU External Relations. Actors, Arenas, Arguments).

08-10.07.2015 (Paris, France): 22nd CES (Council for European Studies) International Conference of Europeanists „Contradictions. Envisioning European Futures”, Sciences Po Paris; paper presented: Europeanization or instrumentalization? Comparing legitimacy strategies of political parties from Ukraine and Georgia (panel: The Central Role of the Peripheries in the Making of Europe).

(3) Service to the discipline

Scientific council/ board member

Since 2024: Member of the Political Science Committee of the Polish Academy of Sciences.

Since 2019: Member of the Scientific Council, Institute of Political Studies, Polish Academy of Sciences.

Since 2019: Member of the Academic Advisory Board of Institut fuer Europaeische Politik (Berlin).

2019-2022: Member of the Advisory Board of the PolSCA Office of the Polish Academy of Sciences in Brussels.

2019 – 2021: Member of the Advisory Board of Jean Monnet Project TRACK (Teaching and **R**esearching the European Council: Enhancing and disseminating knowledge on a **k**ey institution in challenging times), University of Cologne.

Journal editor/ board member

Since 2021: Member of the International Advisory Board of “The International Spectator: Italian Journal of International Affairs”.

2018 – 2022: Deputy Editor-in-Chief of “Sprawy Międzynarodowe”.

Journal reviewer

Over the last 10 years I have served as reviewer for major international journals in the field of political science and international relations, notably:

Democratization

FUTURES: Journal of Policy, Planning and Future Studies

Geopolitics

Global Affairs

Journal of Common Market Studies

Journal of Contemporary European Studies

Journal of European Integration

Polish Sociological Review

Politique européenne

Southeast European and Black Sea Studies

The International Spectator: Italian Journal of International Affairs

Grant application reviewer

Over the last 10 years I have served as panel expert and reviewer for:

National Science Centre (competitions: Sonata, Preludium, Miniatura).

National Agency for Academic Exchange (programmes: Ulam, Bekker).

PhD reviewer

I served as reviewer for the following PhD dissertations:

Elodie Thevenin pt. Exploring Views on European Integration: Unpacking Political Actors' Migration Discourse in Austrian, German, French, and Polish Parliamentary Debates (2015-2022) (Jagiellonian University, 2024).

Francesco Melito The Role of Culture and Tradition in the Shift Towards Illiberalism. The Counter-hegemonic Challenge of Polish Neo-traditionalism (Jagiellonian University, 2023).

Bettina Dabrowski de Flores: The Role of Stakeholders in the European Union's Food Safety Risk Assessment (Warsaw School of Economics, 2022).

PAULINA CODOGNI

Professor IPS PAN

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Scientific achievements (Publications)

Monographs:

1. *Nonviolent Struggle on the Example of Palestinian Resistance from the West Bank against Israeli Policies*, Warsaw, ISP PAN, 2019.
2. *Architecture of Separation: Israeli Government Policies towards Palestinians Living in the West Bank in the First Decades of the 21st Century*, Warsaw, ISP PAN, 2016.
3. *June 1989 Elections: On the Verge of Political Transformation*, Warsaw, IPN, 2012.
4. *The Round Table, or the Polish Rubicon*, Warsaw, Prószyński i S-ka, 2009.
5. *The Year 1956*, Warsaw, Prószyński i S-ka, 2006.

Peer-reviewed articles:

Symbols of the Belarusian Resistance after the 2020 Presidential Election, *Studia z Dziejów Rosji i Europy Środkowo-Wschodniej*, 2024, No. 3, pp. 113-140.

The 1990 Revolution on Granite – Lessons from the First Maidan, East European Politics and Societies, 2023, pp. 1-37.

The Polish Year 1989 and its Perception 30 Years Later, *Storia della Storiografia*, 2021, No. 78, pp. 13-30.

Protests in Bilin: Creative Nonviolent Struggle, *Sprawy Międzynarodowe*, No. 4, 2018, pp. 267-283.

The Polish Round Table. A Bird's-Eye View, *New Eastern Europe*, No. 3-4, 2019, pp. 123-129.

Hunger Strikes as a Nonviolent Struggle Tactic, *Civitas. Studia z Filozofii Polityki*, 2015, No. 16, pp. 55-68.

Book Chapters:

- *We Want to Be Masters of Our Own Lives – Today and Tomorrow – A Few Remarks on the Forgotten Revolution on Granite*, [in:] *East-West? Seeking the Identity of Central Europe*, ISP PAN, 2022.
- *The 1990 Revolution on Granite as an Example of a Nonviolent Revolution*, [in:] *Three Revolutions. Mobilisation and Change in Contemporary Ukraine*, Hanover, 2019, pp. 192-222.
- *June 4, 1989*, [in:] *Poles' Places of Memory. The History of the Topos of Freedom*, NCK, 2015, pp. 525-543.
- *The Rose Revolution from the Perspective of Civic Struggle*, [in:] *Georgia in the Process of European Integration*, Faculty of Journalism and Political Science, University of Warsaw, 2015, pp. 67-77.
- *The History of Transformation in the Perspective of the 20th Century* (published in Chinese), [in:] *State of Life. Polish Contemporary Art within a Global Circumstances*, National Art Museum, 2015, pp. 160-164.
- *Jan Józef Lipski as a Senator of the Third Republic of Poland*, [in:] *Jan Józef Lipski from the Perspective of the 21st Century*, IPN, 2012, pp. 87-112.

- *For the First Time We Chose Independently – Who and How? Archival Documentation of the June 1989 Elections to the Sejm and Senate*, [in:] *Archives of the 1989-1991 Transition in Times of Change*, Chancellery of the President of Poland, 2013, pp. 36-39.
- *We Were United by the Desire for Poland's Development. Memories of First-Term Senators*, Chancellery of the Senate, Chancellery of the Sejm, 2014, pp. 1-23.

Competence in scientific guidance

Teaching experience

- Collegium Civitas, Bachelor Seminar, 2014, 40 hours.
- Collegium Civitas, Master Seminar, 2014, 26 hours.
- Collegium Civitas, Lecture Series "Salt and Politics," 2014, 20 hours.
- Collegium Civitas, Bachelor Seminar, 2015, 40 hours.
- Collegium Civitas, Master Seminar, 2015, 40 hours.

Relevant professional achievements

Habilitated Doctor of Humanities, Institute of Political Studies, Polish Academy of Sciences, habilitation degree obtained on June 19, 2020, degree awarded by the Scientific Council of the ISP PAN.

Title of habilitation dissertation: *Nonviolent Struggle on the Example of Palestinian Resistance from the West Bank against Israeli Government Policies*

Professional activities

Research dissemination

(i) Conference organizing

Eurasia in the perspective of civil resistance. Conference: *Eurasia – defining and crossing barriers*, International Studies Association/Collegium Civitas 17-18 VI 2014.

(ii) Conference presentations

- *Creative Resistance: How Art and Symbols Shaped the Belarusian Protests of 2020*, Conference: *Identity and Wars and Revolutions in Central and Eastern Europe*, Institute of Intercultural Studies of Central and Eastern Europe, 3 December 2023.
- *The Polish Year 1989 and its Perception 30 Years Later*, Conference: *30 Years After the Fall of the Berlin Wall*, University of Bern and University of Fribourg, 17-18 October 2019.
- *"Thinking has a Colossal Future" – The Phenomenon of Amateur Satirical Theaters in Poland in the 60s and 70s*, Congress: *Association for Slavic, East European, and Eurasian Studies 50th Annual Convention*, Association for Slavic, East European, and Eurasian Studies, 6-9 December 2018.
- *Visual Symbols in Civil Resistance Movements – Three Revolutions in Ukraine*, Conference: *Regimes and Societies in Conflict: Eastern Europe and Russia since 1956*, Institute for Russian and Eurasian Studies, Uppsala University, British Association for Slavonic and East European Studies, 13-14 September 2018.
- *Ahed Tamimi (as a new symbol of civil resistance in the West Bank) – a bridge between two worlds?*, Conference: *Second SDSU Conference on Nonviolence and Social Change: Race, Ethnicity, and Nonviolence*, San Diego University, Mobilization, 4-5 May 2018.
- *Culture and Symbols as Tools of Social Resistance during Three Revolutions in Ukraine*, Conference: *Culture and Revolt*, Department of Intercultural Studies of Central and Eastern Europe, University of Warsaw, 21-22 March 2018.
- *Ukraine's Post-Soviet Transition: EuroMaidan and its Aftereffects*, Congress: *Association for Slavic, East European, and Eurasian Studies 50th Annual Convention*, Association for Slavic, East European, and Eurasian Studies, 6-9 December 2018.

- *What Happens When a Wall is Built? Anthropological, Social, and Economic Costs of Separation*, Conference: *Walls, Gates, Bridges; Languages of Hospitality*, Department of Political Philosophy, ISP PAN, 25 June 2016.
- *Symbols of Solidarity during the Strikes of 1980 and 1988 as an Example of the Use of Civil Resistance Symbolism*, Conference: *History of the Gdańsk Shipyard*, European Solidarity Centre, Gdańsk – European Solidarity Centre, 4 November 2016.
- *Hunger Strikes as a Non-Violence Strategy*, Conference: *Food. Between Satiety and Hunger*, Department of Political Philosophy, ISP PAN, 30 June 2014.
- *The Radom Region against the Background of Elections in Poland*, Conference: *The Role and Importance of Communities Associated with "NSZZ RI Solidarność" and Local Opposition Elites in the Elections of June '89 in the Radom Region "Elections VI- '89 – Local Disputes, or Conflict over Values"*, IPN Branch in Radom, 31 May 2014.
- *The Polish Rubicon. Strikes in Upper Silesia and the Round Table Negotiations of 1989*, Conference: *Riots in Regions of Heavy Industry – Violence, Conflict and Protest in the 20th Century*, University of Tübingen, 7-8 November 2014.
- *The Power of Gandhi's Example – Eurasia in the Perspective of Civil Resistance*, Conference: *Eurasia – Defining and Crossing Barriers*, International Studies Association/Collegium Civitas, 17-18 June 2014.

(iii) Service to the discipline

(iii) Contributions to the Discipline

- **Scientific Council of the Institute of Political Studies, Polish Academy of Sciences (ISP PAN):** Member from 2007-2017, 2021-present.
- **Supervisory Board of the Polish Association of Private Education Employers:** Member from 2012-2014.

Forms of Dissemination or Popularization of Science

- **Lecture:** *The Kettle and Politics. The History and Future of Nonviolent Struggle for the Forum of Women Entrepreneurs*, 22 March 2014.
- **Debate:** *A Table Without Corners at the House of Meetings with History*, 6 February 2014.
- **Panel Discussion at the Presidential Palace:** *The Vestibule of Freedom – Between the Round Table and the 4 June 1989 Elections*, 13 May 2014.
- **Seminar:** *Opposition Archives; Popularization Meeting: The June 1989 Elections*, 11 June 2014.
- **Lecture:** *Stefan Grot-Rowecki Historical Club*, Institute of National Remembrance – Commission for the Prosecution of Crimes against the Polish Nation (IPN), Łódź Branch, 2 September 2014.
- **Round Table Workshops at the Presidential Palace, 2 September 2014 – We Must Win!** Workshop for participants of the *Freedom Express* project.
- **Article:** *Around the Electoral System in Pamięć.pl*, Issue No. 4, 26 May 2014, pp. 49-53.
- **Brochure:** *Senators* film brochure, published in June 2014 – *We Broke Free 1989-91*, pp. 1-23 (2014).
- **Interview for Wszechnica:** *The Round Table – Poland's Rubicon*. Interview with Dr. Paulina Codogni, *Fundacja Wspomagania Wsi*, 9 April 2014.
- **Co-authorship of the Transformation Archive collection** – over 200 popular science texts, 17 November 2014.
- **Film Consultation:** For the documentary *We Broke Free – First-Term Senators*, directed by Piotr Morawski, Kalejdoskop Film sp. z o.o.
- **Participation in the Film:** *4 June – Colors of the Campaign*, directed by Rafał Geremek, June 2014.
- **Lecture for Polish-American Fulbright Commission Scholars:** *Crossing the Rubicon. 1989 as the Polish Transformation Period*, 26 September 2013.

ANNA GRZYWACZ

PhD in Political Science/International Relations

Assistant Professor

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Polish Academy of Sciences

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Assistant Professor Institute of Political Studies, Polish Academy of Sciences

1. Scientific achievements (publications)

Articles

Identity and institutional thickening of Asia and the Pacific: narrating regional belonging in the foreign policy of Indonesia, Political Science 2023, vol. 75, no. 1, 65–83. doi: [10.1080/00323187.2023.2242853](https://doi.org/10.1080/00323187.2023.2242853).

The Association of Southeast Asian Nations' narratives of non-compliance with norms: Shaming and escaping a narrative trap, Media, War & Conflict 2023, vol. 16, no. 2, pp. 173–191. doi: [10.1177/17506352211053183](https://doi.org/10.1177/17506352211053183).

Competing stories: images of the Rohingya crisis in the making, International Journal on Minority and Group Right 2022, vol. 29, no. (5), pp. 906–928; doi:[10.1163/15718115-bja10078](https://doi.org/10.1163/15718115-bja10078) (with M. Lubina).

The authoritarian turn of middle powers: changes in narratives and engagement, Third World Quarterly 2021, vol. 42, no. 11, pp. 2629–2650. doi: [10.1080/01436597.2021.1960159](https://doi.org/10.1080/01436597.2021.1960159) (with M. F. Gawrycki).

Democracy in Indonesian Strategic Narrative. A New Framework of Coherence Analysis, Journal of Current Southeast Asian Affairs 2020, vol. 39, no. 2, pp. 250–269. doi: [10.1177/1868103420903594](https://doi.org/10.1177/1868103420903594).

Closer to a threat than an opportunity: Polish perception of China's rise and international engagement, Asia Europe Journal 2020, vol. 18, no. 1, pp. 177–194. doi: [10.1007/s10308-019-00541-7](https://doi.org/10.1007/s10308-019-00541-7).

Indonesia's (Inter)national Role as a Muslim Democracy Model: Effectiveness and Conflict Between the Conception and Prescription Roles, The Pacific Review 2020, vol. 33, no. 5, pp. 728–756. doi: [10.1080/09512748.2019.1585387](https://doi.org/10.1080/09512748.2019.1585387).

Singapore's Foreign Policy Toward Regional and Inter-regional Institutions, Asian Perspective 2019, vol.43, no. 4 (Fall), pp. 647–671. doi: [10.1353/apr.2019.0027](https://doi.org/10.1353/apr.2019.0027).

Chapters

Civil society organisations and human rights in ASEAN: advancing women's rights through Women, Peace and Security, in Routledge Handbook on Human Rights in Southeast Asia, edited by Ken Setiawian and Amalinda Savirani, Routledge (to be published in 2025).

Women, Peace and Security under authoritarianism in Southeast Asia. Overcoming challenges in a constrained environment. A chapter resulting from participation in the EANGAGE project, 2023.

Recognising Indonesia's actorness: challenging and contributing to norm diffusion, in: Norm diffusion beyond the West, ed. by Sarka Kolmasova and Ricardo Reboredo, Springer 2023, pp. 95–108, doi: [10.1007/978-3-031-25009-5_6](https://doi.org/10.1007/978-3-031-25009-5_6).

2. Competence in scientific guidance

2.1. supervising students – I have served as a supervisor for nearly ten BA and MA theses in international relations, primarily in Asian politics, as well as international security and international organisations. This role was undertaken at Vistula University from 2020 to 2022.

2.2. teaching experience

- Since 10.2023: Graduate School for Social Research: 60 hours per academic year. I offer a course “Concepts and theories of political science and international relations”
- Between 2015–2022: Vistula University: Lecturer in International Organisations, Globalisation Processes in East Asia, International Cultural Relations, and other classes; 120 to 240 hours per academic year
- 2014: University of Warsaw: Lecturer in Transnational Actors and Movements

3. Relevant professional achievements

3.1. Degrees

- PhD in Political Science, University of Warsaw (2018)
- MA in International Relations, University of Warsaw (2013)
- BA in International Relations, University of Warsaw (2011)

3.2. Awards

- Scholarship for Outstanding Young Researchers, Polish Ministry of Science and Higher Education (2022–2025)

4. Professional activities

4.1. Grants

- Principal investigator: National Science Centre, Sonata 17, *Responding to (de)democratisation in ASEAN: strategies of civil society organisations in times of autocratisation*; UMO-2021/43/D/HS5/00809, 22.07.2022–21.07.2025;
- Principal investigator: National Science Centre, Miniatura 4, *Leadership in regional organisations - the interplay between interests and collective identity*; 2020/04/X/HS5/00002, 16.09.2020–17.05.2022;
- Research fellow at ‘Think Next, Act Next – The Next Gen EU-ASEAN Think Tank Dialogue (EANGAGE)’; the consortium of the Konrad-Adenauer-Stiftung (KAS), the Diplomatic Academy of Vietnam (DAV), and the Asian Vision Institute (AVI), May 2021 to January 2023.

4.2. Research dissemination

Recent workshops and conferences:

2024

27–31 August, European International Studies Association (Annual Conference)

Paper: *Civil society organisations' responses to autocratisation in ASEAN: strategies and implications.*

4–7 June, British International Studies Association (Annual Conference)

Paper: *Reshaping engagement. How autocratising middle powers redefine the patterns of interactions with civil society organisations?*

5–7 April, International Studies Association (Annual Conference)

Papers: *Embracing human rights norms in elitist and autocratic regional organisations. A case study of ASEAN* and *From symbolic to institutional repression? Contestation as a regulatory mode of ASEAN-civil society relations.*

March 27, Ottawa, Canada

Workshop What the rise of authoritarian middle powers means for global politics?

Paper: *Institutional resilience in times of autocratisation: how autocratising middle powers challenge regional institutions.*

2023

15 December, International Studies Association's Global South Caucus Conference

The Global South in International Organizations and Beyond: Transformation, Influence, and Empowerment in an Evolving World Politics;

Paper: *Civil Society Organisations and ASEAN Human Rights Agenda* with Randy W. Nandyatama.

5–9 September, European International Studies Association (Annual Conference)

Paper: *Navigating changes in the political landscape. How non-state actors respond to autocratisation in Southeast Asia.*

15 June, workshop Rethinking Euro-Asian Relations in Complex Times: Managing Asymmetric Relationships under the Conditions of Uncertainty;

Paper: *Autocratisation and institutional contestation of human rights protection in ASEAN.*

7–9 May, Johns Hopkins SAIS; Bologna, Italy

Workshop Challenges and Opportunities in Global and Transnational Advocacy,

Paper: *Navigating changes in the political landscape. How non-state actors respond to autocratisation in Southeast Asia.*

2022

3–5 November; Advancing Together for ASEAN-EU Security and Connectivity EANGAGE, Hanoi;

Paper: The role of ASEAN-EU Cooperation in the New World Order (with Dana Lee).

23–25 June; Think Next, Act Next - The Next Gen EU-ASEAN Think Tank Dialogue EANGAGE, Berlin; Paper: Women, Peace and Security in ASEAN. Overcoming challenges in a constrained environment (with Dana Lee).

4.3. Service to the discipline

- **Reviewer for**

Global Studies Quarterly, International Relations, International Politics, Journal of Current Chinese Affairs, Democratization, International Affairs, International Relations, Edward Elgar Publishing, Amsterdam University Press, among others.

- **Memberships**

Since January 2024: European International Studies Association's section co-chair *Politics of Asia and the Indo-Pacific*

Since March 2023: Member of the European International Studies Association

Since May 2023: Member of the International Studies Association

Since 2023: member of Polskie Towarzystwo Studiów Międzynarodowych/Polish Association of International Studies

TOM JUNES

Assistant Professor, Institute of Political Studies, Polish Academy of Sciences

Scientific achievements (Publications)

1. **Monographs:**

Student Politics in Communist Poland: Generations of Consent and Dissent. Lanham: Lexington Books, 2015

- reviewed in *Slavic Review* (2016); *Canadian Slavonic Papers* (2017); *Europe-Asia Studies* (2017); *Acta Poloniae Historica* (2017); *Hungarian Historical Review* (2016); *Zeitschrift für Ostmitteleuropaforschung* (2017); *Pamięć i Sprawiedliwość* (2017); *Politeia* (2018); *H-net Humanities* (2016); *Pol-Int* (2015); *CritCom* (2016); *Sehepunkte* (2019); *Polish-American Journal* (2015)

Pokolenia PRL: Ruch studencki w Polsce 1944-1989 [The generations of the Polish People's Republic: The student movement in Poland, 1944-1989]. Warsaw: IPN, 2022.

- reviewed in *Niedziela* (2023); *Nowe Książki* (2023); *Idziemy* (2023); *Naukovi zoshyty istorychnoho fakul'tetu L'vivs'koho universytetu* (2023)

2. **Editorship:**

(with Julia Rone and Nemanja Džuverović) issue 35, 01/2021 of *East European Societies and Cultures*: “Contentious Politics and International Statebuilding in Southeast Europe”

(with Milla Mineva and Dimitar Vatsov) issue 49/2018 of *Critique & Humanism*: “Media, Conspiracies, and Propaganda in the Post-Cold War World”

(with Dimitar Vatsov) issue 47/2017 of *Критика и Хуманизъм*: “Медии и пропаганда след Студената война” [Media and propaganda after the Cold War]

(with Elitza Stanoeva) issue 46/2016 of *Critique & Humanism*: “Youth, Civic Action and Protest”

(with Milena Iakimova) issue 45/2016 of *Критика и Хуманизъм*: “Протестите като гражданска практика” [Protest as civic practice]

(with Elitza Stanoeva) issue 43/2014 of *Критика и Хуманизъм*: “Младежки култури на социализма и постсоциализма: лайфстайл, конформизъм и протест” [Youth cultures of socialism and post-socialism: lifestyles, conformism and rebellion]

3. **Peer-reviewed articles:**

“A Cold War Legacy of Student Politics and Anti-Communism: The Contingency of Poland’s Illiberal Turn,” *Journal of Contemporary Central and Eastern Europe* 32, 01/2024: 1-11.

“Bricks and Bombs versus Bullets and Batons: Protest and Regime Violence as Generational Experience in Communist Poland,” *Contemporary European History* 23, 04/2023: 637-51

(with Julia Rone) “Voice after Exit? Bulgarian Civic Activists between Protest and Emigration,” *East European Politics and Societies* 35, 01/2021: 226-246

(with Julia Rone and Nemanja Džuverović) “Introduction: Contentious Politics and International Statebuilding in Southeast Europe,” *East European Politics and Societies* 35, 01/2021: 182-89

“Propaganda in Bulgaria: Made in Russia or Home-grown?,” *Critique & Humanism* 49/2018: 51-60

- trans. in Bulgarian and republished in *Критика и Хуманизъм* 47/2017: 41-50

“Euromaidan and the Revolution of Dignity: A Case Study of Student Protest as a Catalyst for Political Upheaval,” *Critique & Humanism* 46/2016: 73-96

- trans. in Bulgarian and republished in *Критика и Хуманизъм* 45/2016: 29-54

- trans. in Russian and republished in *Форум новейшей восточноевропейской истории и культуры* 13/2016: 7-30

“Между политичното и аполитичното: младежката контракултура в комунистическа Полша” [Between political and apolitical: youth counterculture in communist Poland], *Критика и Хуманизъм* 43/2014: 93-111

- republished in English in *Eurozine* (18 Jun 2015)

“Полското поколение на '89: между бунта, присмеа и края на историята” [Poland's generation of '89: between rebellion, ridicule, and the end of history], *Социологически проблеми/Sociological Problems* 1-2/2014: 326-48

“Oppositional Student Politics in Poland and South Africa: Youth Rebellion as a Factor in the Demise of Communism and Apartheid,” *Studia Historyczne* 3-4/2012: 389-406

(with Adrian Guelke) “‘Copycat Tactics’ in Processes of Regime Change: The Demise of Communism in Poland and Apartheid in South Africa,” *Critique & Humanism* 40/2012: 171-92

- trans. in Bulgarian and republished in *Социологически проблеми/Sociological problems* 20/2012: 212-37

“A Century of Traditions: The Polish Student Movement, 1815-1918,” *Central and Eastern European Review* 2/2008: 77-102

“Confronting the ‘New Class’ in Communist Poland: Leftist Critique, Student Activism and the Origins of the 1968 Student Protest Movement,” *Critique. Journal of Socialist Theory* 36:2/2008: 257-72

4. **Book chapters:**

(with Ivo Iliev) “From Communism to Neoliberalism: Conflated Memories of Bulgaria's Corrupted Transition” in Joanna Wawrzyniak and Veronika Pehe (eds.), *Remembering the Neoliberal Turn: Economic Change and Collective Memory in Eastern Europe after 1989*, 59-76. (London: Routledge, 2023)

“Protest Repertoires During Ukraine’s Euromaidan Revolution: Historical Traditions, Memory Politics, and New Public Agency” in Nilufer Gule (ed.), *New Public Democracy: Performative, Visual and Normative Dimensions of Politics in a Global Age*, 93-108. (London: Routledge, 2022)

“Pokolenie '89 w Polsce: Bunt studentów i zmierzch komunizmu” [Poland's 'generation of 89': Student rebellion and the demise of communism] in Kamil Dworaczek and Krzysztof Łagojda (eds.), *Środowisko studenckie w krajach bloku sowieckiego 1945-1990* [The student milieu in the countries of the Soviet bloc 1945-1990], 189-206. Wrocław: IPN, 2020

(with Adrian Guelke) “1989 Compared and Connected: The Demise of Communism in Poland and Apartheid in South Africa” in Kyrill Kunakhovych and Piotr Kosicki (eds.), *The Long 1989: Decades of Global Revolution*, 13-38. Budapest: CEU Press, 2019

(with Elitza Stanoeva) “Todor Schiwkow: Der Kommunismus zwischen nationaler Unabhängigkeit und Loyalität zur Sowjetunion” [Todor Zhivkov: Communism between National Independence and Loyalty to the Soviet Union] in Martin Sabrow and Susanne Schattenberg (eds.), *Die letzten Generalsekretäre* [The last general secretaries], 37-64. Berlin: Ch. Links Verlag, 2018

“‘My kontra oni’: Zmiana pokoleniowa i bunt młodzieży jako pierwowzór i tło dla ‘Solidarności’ [‘Us against them’: Generational change and youth rebellion as a precursor and setting for solidarity]” in Jan Ołaszek, Antoni Dudek, Łukasz Kamiński, Krzysztof Kosiński, Michał Przeperski, Konrad Rokicki, Paweł Sasanka, Robert Spalek, and Sławomir Stępień (eds.), *Yesterday. Studia z historii najnowszej: Księga dedykowana prof. Jerzemu Eislerowi w 65. rocznicę urodzin* [‘Yesterday.’ Studies in contemporary history: A collection in honour of Prof. Jerzy Eisler], 483-99. Warsaw: Instytut Historii im. Tadeusza Manteuffla Polskiej Akademii Nauk/Instytut Pamięci Narodowej, 2017

“Facing the Music: How the Foundations of Socialism Were Rocked in Communist Poland” in William Jay Risch (ed.), *Youth and Rock in the Soviet Bloc: Youth Cultures, Music and the State in Russia and Eastern Europe*, 357-401. Lanham: Lexington Books, 2014

“Студентите извеждат протестите в България на следващото ниво: как възникващото студентско протестно движение може да разбие патовата ситуация в политиката [Students take Bulgaria’s protests to

the next level: how the emerging student protest movement can break the political stalemate]" in Milena Iakimova, Petya Kabakchieva, Marina Liakova, and Veronica Dimitrova (eds.), *По стъпките на Другия: сборник в чест на Майя Грекова* [Following the Steps of the Other: A Collection in Honor of Maya Grekova], 299-310. Sofia: Prosveta, 2014

"The Demise of Communism in Poland: A Staged Evolution or Failed Revolution?" in Kevin McDermott and Matthew Stibbe (eds.), *The 1989 Revolutions in Central and Eastern Europe: From Communism to Post-Communism*, 95-112. Manchester: Manchester University Press, 2013

5. Non-peer-reviewed articles:

"Środowisko studenckie w PRL i jego reakcja na Grudzień 1970 roku", *HISTMAG.org* (02 Jan 2022)

"The Polish 1968 Student Revolt", *SciencesPo – Dossiers documentaires* (1 Apr 2018)

"Is there a Polish Generation of '89?," *IWMpost* 109/2012: 16-17

"Resisting Communism in Poland: Traditions of Student Self-Government," *Warsaw East European Review* 1:1/2011: 77-87

"Rethinking Student Politics in Communist Poland," *United Academics Journal of Social Sciences* 1:3/2011: 20-24

"Opositsioonilised tudengid ja kommunismi varisemine Poolas [Student Opposition and the Demise of Communism in Poland]," *SIRP Eesti Kutuurileht* (4 Apr 2008)

"Koniec apartheidu v Južnej Afrike. Zázračná cesta k demokracii [The end of apartheid in South Africa: The miraculous road to democracy]," *História* 7/2007: 21-23

6. Book reviews:

"James McAdams, Vanguard of the Revolution: The Global Idea of the Communist Party," *Hungarian Historical Review* 4/2019: 878-81

"Dimitar Bechev, Rival Power: Russia in Southeast Europe," *Critique & Humanism* 47/2017: 451-56

- trans. in Bulgarian and republished in *Критика и Хуманизъм* 45/2016: 473-78

"Mischa Gabowitsch, Protest in Putin's Russia," *Ab Imperio* 4/2017: 346-50

"Jack M. Bloom, Seeing Through the Eyes of the Polish Revolution: Solidarity and the Struggle against Communism in Poland," *Against The Current* 188/2017: 31-33

"Peter Hallama and Stephan Stach (eds.), Gegengeschichte: Zweiter Weltkrieg und Holocaust im ostmittel-europäischen Dissens," *Slavic Review*, 76:2/2017: 513-15

"Svetlana Vassileva-Karagyzova, Coming of Age under Martial Law: The Initiation Novels of Poland's Last Communist Generation," *Acta Poloniae Historica* 113/2016: 366-69

"Jessica Greenberg, After the Revolution: Youth, Democracy, and the Politics of Disappointment in Serbia," *Nationalities Papers* 44:4/2016: 650-52

"Silvio Pons, The Global Revolution. A History of International Communism 1917-1991," *Europe-Asia Studies* 67:10/2015: 1722-23

"Ghoncheh Tazmini, Revolution and Reform in Russia and Iran: Modernisation and Politics in Revolutionary States," *East European Politics* 31:4/2015: 488-90

"Marek Wierzbicki, Ostatni bunt. Młodzieżowa opozycja u schyłku PRL, 1980-1990," *Pol-Int* (9 Sep 2015)

"M.B. Szonert, Null and Void. Poland: Case Study on Comparative Imperialism," *The Polish Review* 54:3/2009: 388-91

7. **Research reports:**

(co-author) *SUMMARY: Bulgaria and Russian Propaganda*. Sofia: Human and Social Studies Foundation, 2017

(co-author) *REPORT: Anti-Democratic Propaganda in Bulgaria. Part One: news websites and print media 2013-2016. Quantitative research*. Sofia: Human and Social Studies Foundation, 2017

8. **Op-eds and political commentaries:**

“Is illiberalism in Poland truly so hard to beat?,” *Euronews* (1 November 2024)

“Bulgaria’s Electoral Carousel Set to Keep Spinning after Latest Inconclusive Polls,” *Balkan Insight* (31 October 2024)

“Bulgaria’s Protracted Political Crisis: Between Electoral Roulette and Voter Fatigue,” *Balkan Insight* (9 September 2024)

“The far right is already part of the European mainstream — it’s just high time to finally admit it,” *Euronews* (11 December 2023)

“Bulgaria’s Local Elections Fail to Herald Hoped-for Sea Change,” *Balkan Insight* (17 November 2023)

“Young Voters’ Turnout Showed It’s ‘No Country For Old Men’,” *Euronews* (18 October 2023)

“Fifth Election Leaves Bulgaria’s Political Stalemate in Place,” *Balkan Insight* (11 April 2023)

“Poland’s Election Year Set to Turn into a Crusade as Politicised Religion Resurfaces,” *Reporting Democracy* (16 March 2023)

“Crisis – Not Stability – Is New Status Quo in Bulgaria,” *Balkan Insight* (10 Oct 2022)

“Propaganda Posing as Pedagogy: Poland’s Controversial New History Textbook,” *Reporting Democracy* (5 Sep 2022)

- trans. in Romanian and republished in *Sinopsis* (7 Sep 2022)
- trans. in Italian and republished in *MicroMega* (9 Sep 2022)

“Bulgarian Politics Turns New Page in Watershed Election,” *Balkan Insight* (16 Nov 2021)

“Whither Poland’s ‘Ministry of Historical Truth’,” *Reporting Democracy* (6 Sep 2021)

“Snap Elections Fail to Calm Bulgaria’s Political Instability,” *Balkan Insight* (15 Jul 2021)

“Election Surprises End Bulgaria’s Political Stability,” *Balkan Insight* (6 Apr 2021)

“As History Goes on Trial in Poland, the Present Is at Stake,” *Reporting Democracy* (10 Feb 2021)

“From Solidarity to Illiberalism: An Ambiguous Legacy”, *Reporting Democracy* (17 Sep 2020)

- trans. in German and republished in *Erste Magazine* (5 Jan 2021)

“Bulgaria’s New Protest Movement Must Avoid Old Mistakes”, *Balkan Insight* (20 Jul 2020)

“How Rock Music Became a Safety Valve for Poland’s Communist Regime”, *Notes From Poland* (10 Jun 2020)

“In Poland, Authoritarianism May Turn Out Half-Baked”, *Reporting Democracy* (19 May 2020)

“Polish Youth, Nationalism, and the Far Right”, *ZOiS Spotlight* (12 Feb 2020)

“Illiberalism in Eastern Europe is a Legacy of 1989”, *Open Democracy* (20 Nov 2019)

“Student Rebellion and the Demise of Communism in Eastern Europe”, *EUIdeas* (19 Nov 2019)

“Poland’s Political Predicament”, *Open Democracy* (4 Jun 2019)

“In Bulgaria, European Elections Only Confirm Status Quo”, *Balkan Insight* (31 May 2019)

“Legacy of ‘Balkanism’ Merits a Fresh Look”, *Balkan Insight* (9 Apr 2019)

- trans. in Albanian and republished in *Reporter.al* (9 Apr 2019)

(with Daniel Tilles) “The Future of Politics is Coming to Poland”, *Foreign Policy* (8 Feb 2019)

(with Daniel Tilles) "Poland's Opposition Has Nobody to Blame but Itself", *Foreign Policy* (26 Oct 2018)

"What Went Wrong in Eastern Europe?", *Open Democracy* (18 Oct 2018)

(with Vera Šćepanović) "How Montenegro Could Start WWII", *Open Democracy* (20 Jul 2018)

- trans. in Finnish and republished in *YDIN* (1 Mar 2018)

"Bulgarian Stability the EU's Preferred Model for Eastern Europe", *Balkan Insight* (4 Jul 2018)

"My Tortuous Quest for a Bulgarian Residence Permit", *Balkan Insight* (2 May 2018)

"Russian Interference in the Virtual World is Not the Problem", *Open Democracy* (22 Feb 2018)

"The 2017 Parliamentary Elections in Bulgaria: Stabilizing the Status Quo and Normalizing the Far Right," *Baltic Worlds* (22 Nov 2017)

"What is Russian Influence, Anyway?," *Open Democracy* (6 Nov 2017)

"Bulgaria's on a Bumpy Road to Europe," *Balkan Insight* (25 Oct 2017)

"The Real Reason Trump Went to Poland," *Open Democracy* (10 Jul 2017)

"Russian Youths Are Taking to the Streets, but Let's Not Over-hype the Revolt of the 'Putin Generation' Just Yet," *Open Democracy* (20 Jun 2017)

"Far Right in Bulgaria Is No Laughing Matter," *Balkan Insight* (30 May 2017)

"Will Polish Students Step Up and Seize Their Opportunity?," *Open Democracy* (24 Jan 2017)

(with the editorial team of Open Democracy Russia) "Dissecting Russia's Winter of Protest, Five Years on," *Open Democracy* (5 Dec 2016)

"Bulgaria: How Not to Mistake Russian Propaganda for Russian Policy," *Open Democracy* (30 Nov 2016)

- trans. in Bulgarian and republished in *Ureport* (1 Dec 2016); *Студия Трансмедия* (3 Dec 2016)

- trans. in Serbian and republished in *Antidot* (3 Dec 2016)

(with Deyan Kyuranov and Elitza Stanoeva) "Пропагандата не е политика – дори путиновата" [Propaganda is not politics – not even Putin's], *Dnevnik* (24 Nov 2016)

"Illiberalism and Authoritarianism Can Be Successfully Challenged in Poland," *Open Democracy* (10 Oct 2016)

- republished in *Transitions Online* (11 Oct 2016); *Political Critique* (11 Oct 2016)

"Why Poland's 'Black Protest' Could Be a Potential Game Changer," *Open Democracy* (5 Oct 2016)

- republished in: *TLXCALA* (6 Oct 2016)

"Where Does the Key to Political Change Lie in the Post-Soviet Space," *Open Democracy* (23 Aug 2016)

"The Rise of 'Youth Nationalism' in Poland," *Open Democracy* (26 Jul 2016)

- republished in *Political Critique* (12 Aug 2016); *Baltic-Black Sea Text* (9 Dec 2016)

- trans. in Polish and republished in *Medium Publiczne* (16 Aug 2016)

"The Trap of 'Countering Russia'," *Open Democracy* (23 Jun 2016)

- trans. in Russian and republished in *ИноСМИ* (24 Jun 2016)

"An Unruly Younger Generation? Student Protest and the Macedonian Crisis," *Tr@nsit Online* (25 Feb 2016)

- republished in *Political Critique* (25 Mar 2016)

"Student Protest as the Trigger for the Revolution of Dignity in Ukraine," *Tr@nsit Online* (24 Nov 2015)

"Students Take Bulgaria's Protests to the Next Level. Can They Break the Political Stalemate?," *Tr@nsit Online* (12 Nov 2013)

- trans. in French and republished in *Avanti* (19 Nov 2013)

- trans. in Dutch and republished in *De Wereld Morgen* (22 Nov 2013)

- trans. in Italian and republished in *InfoAut Informazione di Parte* (4 Dec 2013)

“Tsjetsjenie: Een vergeten conflict. De Sinistere kant van de Russische ‘War on Terror’” [Chechnya: A forgotten conflict. The sinister side of the Russian ‘War on Terror’], *Amnesty Nieuws* 33:4/2006: 12-13

“Een nieuwe kruistocht in voorbereiding? Conservatief Katholiek klimaat en populistische politiek ondermijnen respect voor de mensenrechten” [Poland: In preparation of a new crusade? Conservative Catholic climate and populist politics undermine respect for human rights], *Amnesty Nieuws* 33:2/2006: 14-15

Competence in scientific guidance

Teaching experience

Visiting Lecturer: PhD seminar *Recent Political History of Central and Eastern Europe*, Graduate School for Social Research (acad. years 2023/2024, 2024/2025)

Visiting Lecturer: PhD seminar (co-taught with Prof. Dorothee Bohle and Prof. Gábor Halmai) *Catalysts for Change: Eastern Europe’s crises*, European University Institute (acad. year 2020/2021)

Visiting Lecturer: PhD seminar (co-taught with Prof. Dorothee Bohle and Prof. Gábor Halmai) *Eastern Europe since 1989: Political and Constitutional Challenges*, European University Institute (acad. year 2019/2020)

Visiting Lecturer: MA course in *Topics of Polish History*, KU Leuven (acad. year 2011/12)

Teaching Assistant: MA course in *Topics of Polish History*, KU Leuven (acad. years 2008/09, 2009/10, 2010/11)

Guest Lecturer: PhD seminar *Demodernisation: A Global and Comparative History* (Prof. Alexander Etkind and Prof. Pavel Kolář), European University Institute, Florence (Feb 2018)

Guest Lecturer: MA seminar *Contemporary Politics in Central and Eastern Europe* (Prof. Andreas Umland), National University Kyiv-Mohyla Academy, Kyiv (Nov 2014)

Guest Lecturer: BA course in *Sociology of Personality* (Prof. Liliana Deyanova), Sofia University “St. Kliment Ohridski” (May 2013)

Relevant professional achievements

PhD in History – KU Leuven (Jul 2011)

MA in East European Languages and Cultures – KU Leuven (Sep 2003)

Hons BA in History – University of South Africa (Apr 2006)

Certificate of Course Completion “Effective Online Tutoring” – University of Oxford (Dec 2012)

Professional activities

(i) Grant acquisition

Sonata Bis 13 grant – Institute for Political Studies, Polish Academy of Sciences, Warsaw (Jun 2024 – Jun 2029)

Marie Skłodowska-Curie Individual Fellowship – European University Institute, Florence (Oct 2019 – Sep 2021)

Visiting fellowship – European University Institute, Florence (Mar 2017 – Dec 2017)

Advanced Academia Fellowship – Centre for Advanced Study, Sofia (Oct 2016 – Feb 2017)

Visiting fellowship – Imre Kertész Kolleg, Jena (Nov 2014 – Oct 2015)

Visiting fellowship – Centre for Contemporary History, Potsdam (Jun – Sep 2014)

Postdoctoral fellowship – German Historical Institute, Warsaw (Jan – Feb 2014)

Visiting fellowship – Aleksanteri Institute, Helsinki (Sep - Nov 2013)

Visegrad Scholarship – Open Society Archives, Budapest (Jun 2013)

Bronisław Geremek Fellowship – Institute for Human Sciences, Vienna (Dec 2011 – Sep 2012)

Postdoctoral Fellowship with the EP Geremek Chair – College of Europe, Warsaw (Jul 2011 – Jan 2012)

Flemish Community Research Grant –

Warsaw University (Oct 2011 – Jul 2012; Oct 2010 – Jul 2011; Oct 2009 – Jul 2010; Jan – Jul 2008; Oct – Dec 2006)

Gdańsk University (Apr – Jul 2007)

Jagiellonian University, Krakow (Jan – Mar 2007)

Research Foundation Flanders Travel Grant – research trip in Poland (Aug – Sep 2010)

(ii) Grant-funded project management

Principal Investigator of the project “Comparative Perspectives on Students, Generations and Communism,” NCN SONATA BIS 13 grant nr 2023/50/E/HS3/00385, Jun 2024-Jun 2029.

Principal Investigator of the project “Communists into Liberals: The Transformation and Demise of the Left as Precursor to the Illiberal Turn in Poland,” H2020-MSCA-IF-2018 grant nr 846018, Oct 2019-Sep 2021.

Research dissemination

(i) Conference organizing

(with Marianne Rostgaard and Bent Boel) international workshop “Transnational Exchanges between the Nordic Left and the Soviet bloc - Dialogue and Impulses towards Political, Economic and Social Change during the Cold War,” Aalborg University (Sep 2016)

(with Ana Sobral) international workshop “Youth and Socialism: Transnational Perspectives,” University of Zurich (May 2016)

(with Elitza Stanoeva) public debate “Protest, Revolution and War: Ukraine's Euromaidan a Year After,” Human and Social Studies Foundation jointly with the Cultural Center of Sofia University (Nov 2014)

conference panel “Before the Beginning of Communism’s End: Re-thinking the Genesis of Solidarity” (sponsored by the Polish Studies Association) at *ASEEES 43rd Annual Convention*, Washington DC (Nov 2011)

(ii) Conference presentations

“The Revolutionary Right in Poland: Contemporary Conservative and Nationalist Political Contestation in Historical Perspective”, *Le destre europeee del XXI secolo tra radicalizzazione e istituzionalizzazione*, Fondazione Gramsci, Rome (Feb 2025)

“This is not Moscow: Bulgarian Pro-Ukraine Activism as Domestic Politics”, *In Defence of Europe: Pro-Ukraine Activism and Mobilization Across Eastern Europe*, King’s College London (Jun 2023)

“Civil Society’s Conundrum: Bulgaria’s Year of Democratic Limbo”, *Trajectories of Civil Society in a De-democratising Context*, Centre for Social Sciences/Institute for Sociology, Budapest (Nov 2021)

“From True Believers to Real Rebels: The Origins of Eastern Europe's 1968”, *The Unfulfilled Promise of Communism in Eastern Europe*, SciencesPo, Paris (Mar 2021)

“Whither the Student Movement in Poland?”, *Politics from Below: Reasserting or Transcending the Democratic Paradigm?*, Zentrum für Osteuropa- und internationale Studien, Berlin (Jan 2021)

“Echoes of 1989: Revolution, Anti-communism, and the Performative Memory Politics of Protest”, *Eastern Europe 30 Years after the Fall of the Berlin Wall*, European University Institute/Robert Schuman Centre for Advanced Studies (Nov 2019)

“Was 1968 a Transnational Generational Phenomenon in the Socialist Bloc? From Student Rebellion to Crises in the Youth Organisations”, *March '68: Fifty Years Later*, Polin/University of Warsaw (Mar 2018)

“Rock Music and Political Counter-culture in Communist Poland,” *Soundscapes of Power in the Youth Quake: The Politics of Celebrity, Music and Youth Culture in 20th-century Europe*, Aarhus University (Dec 2017)

“Youth, Historical Traditions, and Memory Politics in Protest Repertoires: Ukraine's Euromaidan Revolution and New Public Agency in Post-Communist Eastern Europe,” *PublicDemos: International Study Group on New Forms of Public Agency*, École des hautes études en sciences sociales (EHESS), Paris (May 2017)

“New Public Agency versus Historical Continuities in Protest Repertoires: the Case of Ukraine and Poland,” *PublicDemos: International Study Group on New Forms of Public Agency*, École des hautes études en sciences sociales (EHESS), Paris (Feb 2017)

“The Students' Revolutions: Student Opposition and the Demise of Communism,” *The Student Milieu in the Soviet Bloc Countries 1945–1989*, Instytut Pamięci Narodowej, Wrocław (Nov 2016)

“An Outline of the Contacts between the Nordic Left and Polish Communists, 1968-1989,” *Transnational Exchanges between the Nordic Left and the Soviet bloc - Dialogue and Impulses towards Political, Economic and Social Change during the Cold War*, Aalborg University (Sep 2016)

“From Kite-flying to Attack Dog: The Bulgarian Communist Party and the 1976 Conference of Communist and Workers Parties in Europe,” *Ost-West-Konflikt im europäischen Kommunismus – internationaler Workshop anlässlich des 40. Jahrestags der letzten europäischen Kommunistenkonferenz in Ost-Berlin 1976*, Centre Marc Bloch, Berlin (Jun 2016)

“Between Decolonisation and Social Revolution: Youth, the Anti-apartheid Struggle, and African Communism,” *Youth and Socialism: Transnational Perspectives*, University of Zurich (May 2016)

“Explaining Change from a Generational and Transnational Perspective: the Oppositional Student Movement in Communist Poland,” *New Perspectives in the Transnational History of Communism in East-Central Europe*, Instytut Pamięci Narodowej, Poznań (Oct 2014)

“From Destalinisation to the Year of the Student: A Leftist Challenge to Communist Rule in Poland,” *The Contradictions of Legacy: A Virtual Museum of Socialism*, Plovdiv University (Mar 2014)

“From Batons and Bullets to Bricks and Bombs: State Violence in Socialist Poland as a Generational Experience,” *Physical Violence and State Legitimacy in Late Socialism*, workshop organised by the Zentrum für Zeithistorische Forschung, Potsdam, at the Hungarian Academy of Sciences, Budapest (Jun 2013)

“No More Politics? 1989 and the End of the ‘Classical’ Student Movement in Poland,” *Blackbox Youth. New Perspectives on East-European Youth Cultures*, Freie Universität Berlin (Nov 2012)

“The Old Get Older, but the Young Get Stronger: Generational Change as a Factor in the Demise of Communism,” *BASEES Annual Conference*, Cambridge University: 31 March-2 April 2012 & *SHS Annual Conference*, University of Brighton (Apr 2012)

“Forging the Future Socialist Elite: the Case of Poland,” *Re-thinking European Politics and History*, Institut für die Wissenschaften vom Menschen, Vienna (Mar 2012)

“It Was Us Against Them: Generational Change and Rebellion as Precursor and Setting for Solidarity,” *ASEEES 43rd Annual Convention*, Washington DC (Nov 2011)

“The Student Movement in Communist Poland as a Historical and Generational Phenomenon,” *Młodość i Gniew - Antykomunistyczne Organizacje Młodzieżowe i Studenckie w Latach 1945-2010*, Jagiellonian University, Kraków (Feb 2011)

“We Don’t Need No Thought Control: Youth Counter-culture in Communist Poland,” *ASEEES 42nd Annual Convention*, Los Angeles (Nov 2010)

“Opening Pandora's Box: the Warsaw World Festival of Youth and Students,” *ICCEES VIII World Congress 2010*, Stockholm University (Jul 2010)

“From Stalinist Hubris to Generational Nemesis the 1955 Warsaw World Festival of Youth and Students,” *Ninth Annual Aleksanteri Conference*, University of Helsinki (Oct 2009)

“You Say You Want a Revolution: the Generation of 89 in Poland and Youth Rebellion in South Africa,” *1989, a New Generation*, Princeton University (Oct 2009)

“The Failed Revolution from Below: the Polish Oppositional Student Movement, 1988-1989,” *The 1989 Revolutions in Central and Eastern Europe: Twenty Years On*, Sheffield Hallam University (Sep 2009)

“The Forging of a New Elite: Student Politics in Communist Poland,” *Seventh European Social Science History Conference*, University of Lisbon (Feb-Mar 2008)

“Student Politics, Elite Formation and the Demise of Communism in Poland,” *Seventh Annual Aleksanteri Conference*, University of Helsinki (Nov-Dec 2007)

“Resisting Communism in Poland: Traditions of Student Self-Government,” *Warsaw East European Conference Fourth Annual Session*, Warsaw University (Jul 2007)

(iii) Service to the discipline

Co-coordinator of the Max Weber Fellows Research Group “Eastern Europe as a Laboratory of Change”, EUI (2020-2021)

Member of the Editorial Board: *Critique & Humanism* journal (2015-2022)

Member of the Advisory Board: “Studies in Political Transitions” (series editor: Klaus Bachmann) - Peter Lang (2014-2018)

Project Evaluator: National Humanities Center (United States); National Science Centre (Poland); HorizonEurope MSCA Research Executive Agency (Brussels)

Peer Reviewer:

journals: *Slavic Review*; *Europe-Asia Studies*; *Immigrants & Minorities: Historical Studies in Ethnicity, Migration and Diaspora*; *Digital Icons: Studies in Russian, Eurasian and Central European New Media*; *Romanian Journal of Political Science*; *Critique & Humanism*; *Sociological Problems*; *International Journal of Sociology*; *Swiss Political Science Review*

monographs: *Bloomsbury*; *Routledge*; *Rowman & Littlefield*

Journal Reviewer: *Eurozine* – content reviewer and discussant for Ukrainian member journals

MONIKA SUS

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EMPLOYMENT

- since Jan 2020 **Institute of Political Studies, Polish Academy of Sciences, Warsaw**
Associate professor (with habilitation)
- May 2022 - June 2024 **Centre of International Security, Hertie School, Berlin**
Visiting professor and PI of Horizon2020 [ENGAGE project](#) on EU external action
- Feb 2015 - Dec 2019 **Hertie School, Berlin & London School of Economics, London**
Postdoctoral Fellow at the [Dahrendorf Forum “Debating Europe”](#) and Fellow at the Centre for International Security
- Sept 2009 - Jan 2015 **University of Wrocław, Wrocław**
Assistant Professor at the DAAD-Willy Brandt Centre for German and European Studies
(on maternity leave Dec 2009 – Sept 2010)

OTHER ACADEMIC AFFILIATIONS

- since July 2024 **Centre of International Security, Hertie School, Berlin**
Fellow and Adjunct
- since Mar 2021 **Robert Schuman Center for Advanced Studies, European University Institute, Florence**
Visiting Fellow, ‘Europe in the World’ programme
- Sept 2016 - Aug 2017 **European University Institute, Florence**
Jean Monnet Fellow at the Robert Schuman Center for Advanced Studies and Fellow in ‘Europe in the World’ programme
- since Jan 2019 **National School of Public Administration, Warsaw**
Lecturer for Executive Education: Courses on EU’s foreign and security policy and Poland in the World

EDUCATION

- 2005 - 2009 **University of Wrocław, Institute of Political Science**

Doctor of Social Sciences (PhD scholarship from DAAD at the Free University of Berlin, East-Europe Institute and Otto Suhr Institute)

2000 - 2004 **Wroclaw University of Economics and Business**

Master in International Finances

2000 - 2004 **University of Wroclaw**

Master in International Relations

EXTERNALLY FUNDED PROJECTS

2025-2029 **PI, Engineering policy change: How do policy entrepreneurs leverage multi-level contextual and political factors to drive change in European Union foreign policy?**, National Science Centre (NCN), budget: EUR 355 000

2021 - 2024 **Work package leader, ENGAGE: Envisioning a New Governance Architecture for a Global Europe, European Commission, H2020 project**, budget: EUR 2 999 973

2021 **PI, Multidimensional dynamics of bilateral relations - Poland and Germany in the European Union**, Polish-German Academic Foundation, budget: EUR 40 000

2020 - 2025 **PI, High Representative as policy entrepreneur. The dynamics of EU foreign policy decision making after 2009**, National Science Centre (NCN), budget: EUR 160 000

2017 - 220 **PI, Poland and Germany in the EU. Poland and Germany in the EU. Towards a conceptual model of bilateral relations**, Polish-German Academic Foundation, budget: EUR 138 500

2014 - 2016 **PI, The EU foreign policy after the Treaty of Lisbon?** National Science Centre (NCN), budget: EUR 25 000

2012 - 2014 **PI, The transformative power of Europe. Case study: Poland**, National Science Centre (NCN), Budget: EUR 20 000

TEACHING

- *Supervision of Master thesis at the Hertie School and at LUISS*
- *Towards a New World Order(s)?*, Executive Master of Public Administration, Hertie School (2025)
- *The European Union as a security and defence actor in a multi-order world*, (MA), Hertie School (2025)
- *Poland in the World*, National School of Public Administration, Warsaw (since 2024)
- *Introduction to International Relations*, (BA), LUISS (2023, core course co-tought with Prof. R. Marchetti)
- *Democracy and Global Challenges*, Master in Global Economic Governance and Public Affairs, LUISS (since 2023)
- *Digital Governance and Foresight*, Executive Master of Public Administration, Hertie School (2020-2023)
- *Foreign Policy of the EU; Poland in the World*, National School of Public Administration, Warsaw (since 2020)

- *Strategic Foresight in Foreign Policy*, Diplomatic Academy of the Polish Ministry of Foreign Affairs (2022)
- *EU Foreign and Security Policy*, (BA and MA), course as a guest lecturer, University of Edinburgh (2022)
- *Introduction to International Relations* (BA); *Decision-making process in the EU*, (BA and MA), *International Organizations*, (BA and MA), University of Wrocław

PRIZES AND FELLOWSHIPS (selection)

Visiting professorship from the LUISS Guido Carli, School of Government, Rome: fall semester 2023 (Mentor: Prof. Raffaele Marchetti)

Fellowship from the Polish National Agency for Academic Exchange NAWA for visiting Fellowship at the Robert Schuman Center for Advanced Studies, European University Institute, Florence, Mar 2021 – Oct 2022 (Fellowship has been extended by the RSCAS until Aug 2025) (Mentor: Prof. Stephanie Hoffmann & Prof. Eric Jones)

Conference scholarship from DAAD for the participation at the ISA conference in San Francisco, Apr 2018

Jean Monnet Fellowship at the Robert Schuman Centre for Advanced Studies at the European University Institute, Florence, Sept 2016 – Aug 2017 (Mentor: Prof. Ulrich Krotz)

Scholarship from DAAD for research stay at the University of Leipzig, Oct – Nov 2014 (Mentor: Prof. Crister Garrett)

Summer grant from the College of Europe for research at the European University Institute, Jun - Aug 2013

Research grant from the European Union Center of Excellence at the University in Pittsburgh, Jun 2013 (Mentor: Prof. Alberta Sbragia)

Fellowship at the *Centre canadien d'études allemandes et européennes* at the University of Montreal, Sept – Oct 2012

PUBLICATIONS

Special issues

2025, SI of the *British Journal of Politics and International Relations*: “Winds of Change? National Responses in Europe to the Ukraine War”, (with B. Martill).

2023, SI of *Contemporary Security Policy*: “Differentiated cooperation in EU foreign policy”, 44(1), (with M.G. Vicere Amadio).

2019, SI of *Geopolitics*: “The rise of geopolitics in the EU’s approach in its Eastern Neighbourhood”, 24(1), (with C. Nitou).

2019, SI of *International Politics*: “Strategy in EU Foreign Policy”, 56(3), (with C. Nitou).

2018, SI of *Futures. The journal of policy, planning and futures studies*: “European Union in the World 2025 – Scenarios for the EU relationships with neighbours and strategic partners”, 97.

Journal articles

2025, “Status Seeking in Crises: Poland’s Leadership Aspirations and the Response to the Russian War in Ukraine”, *The British Journal of Politics and International Relations*, online first.

2025, “Organizing European Security through Informal Groups: Insights from the EU response to the Russian war in Ukraine”, *International Politics*, online first (with M.G. Vicere Amadio).

2024, “Breaking the silence: explaining the dynamics behind Poland’s desire to join NATO nuclear sharing in light of Russian aggression against Ukraine”, *Nonproliferation Review*, (with Ł. Kulesa).

2024, "Dare scholars look to the future? Academia and strategic foresight for the European Union's foreign policy", *European Law Journal*.

2024, "There and Back Again: How UK-EU De-Engagement after Brexit Shaped Re-Engagement after Ukraine", *Journal of Common Market Studies*, (with B. Martill).

2024, "Winds of Change? Neoclassical Realism, Foreign Policy Change, and European Responses to the Ukraine War", *British Journal of Politics and International Relations*, (with B. Martill).

2024, "(Not) Coming of Age? How the European Union's Rhetoric on Strategic Autonomy in Security and Defence Meets National Political Realities", *European Security*, 33(3), (with E. Michaels).

2023, "Explaining the Dynamics of Policy Change in EU Security and Defence: Policy Entrepreneurs Behind the Strategic Compass", *West European Politics*, 47(4).

2023, "How Does Delegation Structure Shape Agent Discretion in EU Foreign Policy? Evidence from the Normandy Format and the Contact Group on Libya", *Contemporary Security Policy*, 44(1).

2023, "Differentiated Cooperation as the Mode of Governance in EU Foreign Policy", *Contemporary Security Policy*, 44(1), (with M.G. Vicere Amadio).

2022, "With or Without EU: Differentiated Integration and the Politics of Post-Brexit EU-UK Security Collaboration", *European Papers*, 7(3), (with B. Martill).

2021, "Supranational Entrepreneurs: The High Representative and the EU Global Strategy", *International Affairs*, 97(3).

2021, "When Politics Trumps Strategy: UK-EU Security and Defence Collaboration after Brexit", *International Political Science Review*, 43(3), (with B. Martill).

2020, "The Transformation of Political Elites in the European Union After 2008. What Is Next After the Constraining Dissensus?", *Journal for European Integration*, 43(4), (with M. Hadeed).

2020, "Theory Infused and Policy Relevant – On the Usefulness of Scenario Analysis in IR Studies", *Contemporary Security Policy*, 41(3), (with M. Hadeed).

2019, "Great Expectations: The Brexit Moment in EU Security and Defence and the Return of the Capabilities-Expectations Gap", *Europe and the World – A Law Review*, (with B. Martill).

2019, "Introduction: The Rise of Geopolitics in the EU's Approach in its Eastern Neighbourhood", *Geopolitics*, 24(1), (with C. Nitoiu).

2019, "Post-Brexit EU/UK Security Cooperation: NATO, CSDP+ or 'French Connection'?", *The British Journal of Politics and International Relations*, 20(4), (with B. Martill).

2019, "Institutional Innovation of EU's Foreign and Security Policy: Big Leap for EU's Strategic Actorness or Much Ado About Nothing?", *International Politics*, 56(3).

2018, "Setting the Scene for Alternative Futures for European Union's Foreign Policy 2025", *Futures: The Journal of Policy, Planning and Futures Studies*, 97.

2018, "Towards the European Union's Foreign Policy 2025: Taking Stock of the Dahrendorf Foresight Project", *Global Policy*, 8(Supplement 4).

2017, "Uncovering the Impact of Think Tanks on Foreign Policy Making: Case Studies from Poland and Czech Republic", *International Spectator: Italian Journal of International Affairs*, 52(1), (with D. Cadier).

2016, "Member States as Strategy-Maker or Strategy-Taker? Analyzing Polish Involvement in the Development of the EU Global Strategy", *Polish Yearbook of Political Science*, 45.

2016, "Inventors and Gatekeepers? The EU Member States and the European External Action Service: Towards an Analytical Framework", *The Journal of Regional Security*, 11(1).

- 2016, "The European Parliament's Diplomacy – A Tool for Projecting EU Power in Times of Crisis? The Case of the Cox-Kwasniewski Mission", *Journal of Common Market Studies*, 55(1), (with C. Nitoiu).
- 2015, "The Polish EU Council Presidency in 2011: Master or Servant?", *Journal of European Integration*, 37(6), (with I.P. Karolewski, T. Mehlhausen).
- 2014, "Polish Role in Shaping the EU Foreign and Security Policy During Its Council Presidency in 2011", *Yearbook of Polish European Studies*, 17.

Monographs and co-editions

- 2021, *Poland and Germany in the European Union. The multi-dimensional dynamics of bilateral relations*, Routledge Advances in European Politics, Abingdon: Routledge, (co-edition with E. Opilowska).
- 2015, *The Transformative Power of Europe. The Polish case*, Baden-Baden: Nomos, (co-edition with I.P. Karolewski).
- 2013, *Poland's EU-Council Presidency under Evaluation. Navigating Europe through Stormy Water* Baden-Baden: Nomos, (co-edition with I.P. Karolewski, T. Mehlhausen).
- 2011, *Doradztwo w polityce zagranicznej Polski i Niemiec. Inspiracje dla Polski [Advisory in Foreign Policy of Poland and Germany. Lessons for Poland]*, Wrocław: Wrocław University Press.

Chapters in books (peer-reviewed) (selection)

- Forthcoming 2025*, Poland and the European Union's foreign policy, In: K. Walecka, S. Guerra and F. Casal Bértoa (eds.) *Oxford Handbook of Polish Politics*, Oxford: Oxford University Press.
- 2025, Foreign policy think tanks under populist governments. The case of Poland., In: D. Cadier, A. Chrysosgelos and S. Destradi (eds.) *Routledge Handbook of Populism and Foreign Policy*, Abingdon: Routledge, (with J. Dyduch).
- 2025, Strategic Autonomy in Security and Defence as an Impracticability? How the European Union's Rhetoric Meets Reality, In: O. Costa, E.S. Lecha, M. C. Vlaskamp (eds.) *EU Foreign Policy in a Fragmenting International Order*, London: Palgrave Macmillan, pp. 55-83, (with E. Micheals).
- 2024, Deprived of the Luxury of Non-Cooperation: EU-NATO Partnership in Wartime, In: R. Karp and R. W. Maass (eds.) *Alliances and Partnerships in a Complex and Challenging Security Environment*, Norfolk: SACT NATO HQ, pp. 44-58.
- 2022, Growing Apart Together? Brexit and the Dynamics of Differentiated Disintegration in Security and Defense, In: B. Leruth, S. Gänzle, J. Trondal (eds.) *The Routledge Handbook of Differentiation in the European Union: Routledge*, pp. 696-711 (with B. Martill).
- 2021, Polish– German cooperation in security and defence : falling short of potential or doomed to be fragile?, In: E. Opilowska, M. Sus (eds.) *Poland and Germany in the European Union : The multidimensional dynamics of bilateral relations*, Abingdon: Routledge, pp. 93-111, (with A.-L. Kirch).
- 2019, Channel Trouble? Challenges to UK-EU Security Collaboration After Brexit, In: C.-A. Baciuc and J. Doyle (eds.) *Peace, Security and Defence Cooperation in Post-Brexit Europe. Risks and Opportunities*, Chad: Springer, pp. 29-49 (with B. Martill).
- 2018, Germany in Polish security – 'Irreplaceable' neighbour but not an 'irreversible' partner, In: A. Sprüds and E. Vizgunova (eds.) *Perceptions of Germany in the Security of the Baltic Sea Region*, Riga: LIIA, pp. 156-174.
- 2018, Poland: Leading critic or marginalized hawk, In: M. Siddi (ed.) *EU member states and Russia: National and European debates in an evolving international environment*, FIIA Report 53, Helsinki: FIIA, pp. 77-92.

2016, Still lagging behind? Foreign Policy Think Tanks in Poland - the origins and contemporary challenges, In: D. E. Abelson, X. Hua and S. Brooks (eds.) Think Tanks, Foreign Policy and Geo-politics. Pathways to Influence, Abingdon: Routledge, pp. 154-165.

2015, The Polish foreign policy after 2004: How European is it really? The case of the eastern dimension of the ENP, In: I.P. Karolewski, M. Sus (eds.) The Transformative Power of Europe. The Polish case, Baden-Baden: Nomos, pp. 166-187.

2014, The European External Action Service and the Eastern Partnership. Towards a streamlined framework of European foreign policy?, In: I.P. Karolewski and M. Wilga (eds.) New Approaches to EU – Foreign Policy, Abingdon: Routledge, pp. 56-89.

2014, Common Foreign and Security Policy. A back seat brokerage over issues of national interest, In: I.P. Karolewski, T. Mehlhausen and M. Sus (eds.) Poland's EU-Council Presidency under Evaluation. Navigating Europe through Stormy Water, Baden-Baden: Nomos, pp. 99-117.

Policy Reports and op-ed's (selection)

Regular comments for Carnegie Europe's Taking the Pulse by Rym Momtaz and its predecessor, Judy Dempsey's Strategic Europe.

Razor-Thin and Deeply Divided: The Polish Election Shock, Carnegie Europe (May 2025)

How to make the EU's defence commissioner work, euobserver (1 Aug 2024), (with C. Adebahr, A. Saz-Carranza).

10 Recommendations to Make the European Union a Stronger Global Actor, ENGAGE White Paper (Jun 2024), (with C. Adebahr, A. Saz-Carranza).

UK-EU Security Cooperation After Ukraine, Carnegie Europe (Jan 2024).

Poland's (Lack of) Vision for Europe, Carnegie Europe (Mar 2023).

Is differentiated cooperation the way forward for EU foreign policy? LSE Europpblog (Jan 2023), (with M.G. Vicere Amadio).

The EU's Strategic Compass as a manual for the EU learning the language of power – but what kind of power?, Commentary for the UK in a Changing Europe (UKICE) (Apr 2023).

Germany in the EU after Merkel: A view from Poland, Commentary for the European Policy Center (Jan 2023).

Wachsende Skepsis, divergierende Prioritäten – Polens Blick auf die deutsch-französische Europapolitik, Commentary for Stiftung Genshagen (Oct 2023).

Diversification of International Relations and the EU: Understanding the Challenges, ENGAGE Working Paper Series Oct 2021, (with G. Müller, K. Raube and A. Deo).

Die deutsch-polnische Sicherheits- und Verteidigungszusammenarbeit: geprägt von unausgeschöpftem Potential oder struktureller Fragilität?, Polen-Analysen, 262 (Oct 2020), (with A.-L. Kirch).

Germany and NATO's Eastern Flank. Conclusions for Poland, Policy Papers 3 (2020), Instytut Europy Środkowej, (with M. Hadeed).

Pivotal Shifts in European Security – Implications for Poland, Policy Papers, 3 (2019), Instytut Europy Środkowej.

European Security 2030. The Results of the Dahrendorf Foresight Project, LSE Ideas Report (Sept 2019), (with M. Hadeed).

Known Unknowns: How to ensure Europe's security after Brexit, Blog article (Feb 2018), (with B. Martill).

The impact of foresight on policymaking: towards more transparency and participation, Policy Paper for the G20 Summit (Mar 2017), (with J. Himmrich).

European Union in the World 2025. Scenarios for EU relations with its neighbours and strategic partners, Dahrendorf Analysis (May 2016), (with F. Pfeifer).

Taking stock of Europe's role in the world. After the year of crises 2014, LSE IDEAS Policy Brief, 2.

LANGUAGES	Polish – native
	English – proficient (C2)
	German – proficient (C2)
MEMBERSHIPS	International Studies Association (ISA), ECPR Standing Group on the EU, European International Studies Association (EISA), European Initiative on Security Studies, British International Studies Association (BISA), Polish Association for Political Science, Polish Association for European Studies
PEER-REVIEWER	Journal of Common Market Studies, Journal of European Public Policy, The British Journal of Politics and International Relations, Cambridge Review of International Affairs, East European Politics, The Hague Journal of Diplomacy, East European Politics & Societies and Cultures, Journal of European Integration, International Spectator, European Security, Foreign Policy Analysis, Polish Political Science Yearbook, Polish Yearbook of International Law, Studia Międzynarodowe, Politique Européenne, Security and Defence Quarterly
OTHER ACADEMIC AND EXPERT EXPERIENCE	Editor of the book series “Central and Eastern European Perspectives on International Relations” (Palgrave Macmillan); member of the editorial board of “European Security”; member of the editorial board of “Czech Journal of International Relations” Member of Team Europe Direct Poland Member of the <u>High-Level Advisory Group of the Conference Observatory</u>, Conference for the Future of Europe 2021-2022 Course instructor at European Forum Alpbach Workshops organization, including: <u>ENGAGE stakeholder workshop series</u> in 10 European cities (2023-2024, over 250 policymakers and experts); strategic foresight workshops at the Hertie School and the LSE (2016 – 2019, over 150 policymakers and experts from 20 European and non-European countries); academic workshops for young researchers (e.g. a workshop in 2024 at the SGEU conference in Lisbon on the “Western fatigue and the Politics of European Support for Ukraine”; academic workshops at the RSCAS on EU foreign and security policy (2017, 2021) Supervision of PhD candidates and research Fellows at the Hertie School and at the Polish Academy of Sciences Member of the Academic Senate of the Hertie School (2015-2017) and of the Institute of Political Studies at the Polish Academy of Sciences (since 2022) Regular commentator for European and Polish media outlets; author of op-eds for i.a., Euobserver and Carnegie Europe; policy briefs for e.g. European Policy Center and Batory Foundation

CONFERENCE PAPERS (selection)

<i>Place and date</i>	<i>Name of the conference: title of the paper/panel</i>
Philadelphia, USA 4-6 May 2025	EUSA: “Explaining the dynamics behind Poland’s desire to join NATO nuclear sharing in light of the war in Ukraine”; “Organizing European Security Through Informal Groups: Insights from the EU’s Response to the Russian War in Ukraine”
Portugal, Lisbon 17-21 Jun 2024	ECPR Standing Group on the European Union: “Same Same but Different: Informal Groupings in EU Response to the 2014 Conflict and the 2022 War in Ukraine”; “Not coming of age as a sovereign security and defence actor?”
San Francisco, USA 3-6 Apr 2024	ISA: “Poland’s Changing Role in the North Atlantic Alliance – A Short-term Boost or Significant Reorientation?”; “Constrained by party politics: How do internal factors limit the opportunity to raise Polish diplomatic and military profile as a key player?”
Pittsburgh, USA 4-6 May 2023	EUSA, Program Committee Member and paper presenter: “Strategising with external threats and challenges: shaping or reacting to the global environment”, “Exploring the dynamics of policy change in EU security and defence: Policy entrepreneurs behind the Strategic Compass”
Miami, USA 14-17 May 2022	EUSA: “Agent discretion meets pathological delegation. The High Representative and the differentiated cooperation”; discussant on two panels for young scholars
(virtual event) 6-8 Sept 2021	UACES: “There and Back Again? The UK-EU Security and Defence Relationship after the Brexit Negotiations”
(virtual event) 10-11 Jun 2021	ECPR Standing Group on the European Union: “The High Representative as a Policy Entrepreneur During Drafting and Implementation of the European Union’s Global Strategy”
Wroclaw, Poland 4-7 Sept 2019	ECPR General Conference: panel discussant and paper presenter: “Redirection of Polish Foreign and Security Policy after 2015 and its Implications”
Kinneret, Israel 24-26 Jun 2019	Images and Realities: Land of Promise to Startup Nation? “The Emergence of the EU as a security actor and its implications for Israel”
Newcastle, UK 17-18 Jan 2019	BISA European Security Workshop: paper presenter: “Redirection of Polish Foreign and Security Policy after 2015”
San Francisco, USA 4-8 Apr 2018	ISA Conference: 1. “European strategic autonomy – Marching into a fairyland or setting the bar where it long belongs?”, 2. “The High Representative as a policy entrepreneur in CFSP”. A way to gain discretion?
Paris, France 14-16 Jun 2018	ECPR Standing Group on the European Union: “EU/UK Security Cooperation after Brexit: NATO, CSDP+ or ‘French Connection’?”
Florence, Italy 20-22 May 2018	Understanding the EU’s Foreign and Security and Defense Policy in Times of Crisis: “HR as a policy entrepreneur”

Trento, Italy 16-18 Jun 2016	ECPR Standing Group on the EU: “Can the EU do strategy? Means, Ends, Processes”
Philadelphia, USA 14-18 Apr 2016	23 rd Conference of Council for European Studies: “The European Parliament’s Diplomacy – a Tool for Projecting EU Power in Times of Crisis?”
Tübingen, Germany 6-8 Apr 2016	3 rd European Workshops in International Studies: Co-Chair of the workshop on Geopolitics and Strategic Thinking in EU foreign policy

INVITED TALKS AND PANELS (selection)

<i>Place and date</i>	<i>Organisation: topic of the talk</i>
Milano, Italy 11 June 2025	University of Bocconi: Roundtable on <i>Looking Forward – Integration in a Very Uncertain World</i>
London, UK 27-28 May 2025	British Academy: Roundtable on <i>The UK, Europe and the future of security and defence in the era of Trump 2.0</i>
Warsaw, Poland 1-2 Oct 2024	Warsaw Security Forum: Roundtable on <i>Poland & Germany Cooperation: At the Forefront of Restoring European Leadership?</i>
Brussels, Belgium 12 Jun 2024	Final conference of the ENGAGE project: <i>Making the EU Foreign Policy More Effective: Post-Electoral Perspectives</i>
Berlin, Germany 29-31 May 2024	Henry A. Kissinger Center at Johns Hopkins University SAIS & Hertie Centre for International Security: <i>Ideational obstacles. East-West divide</i>
Oxford, UK 14-15 Mar 2024	Rethinking Europe's East-West Divide - Network Launch Conference: <i>(How) has Europe's East-West divide and/or the process of European integration changed in a new geopolitical era?</i>
Norfolk, USA 10-13 Mar 2024	NATO's 2024 Academic Conference, presentation on EU-NATO Strategic Partnership in light of the Russian war in the panel: <i>Re-thinking the Notion of Alliances</i>
Warsaw, Poland 28 Feb 2024	Meeting in the Chancery of the Polish Prime Minister: <i>Recommendations for the new Polish European policy</i>
(virtual event) 5 Oct 2023	Foreign, Commonwealth & Development Office's International Academy: <i>Masterclass on the Polish Parliamentary Elections</i>
Bratislava, Slovakia 29-31 May 2023	Globsec Forum 2024: Roundtable <i>Breaking Taboos: A New Dawn for the European Defence & Security Policy</i>
Bruges, Belgium 6-7 Oct 2022	College of Europe: <i>Opportunities and constraints of strategic foresight in IR and EU Foreign Policy,</i>
(virtual event) 18 Oct 2021	German Council on Foreign Relations: <i>Deutsch-polnische Beziehungen nach der Bundestagswahl: Zeit für einen Neustart?</i>
(virtual event) 13 Jul 2021	Center for Advanced Security, Strategic and Integration Studies, University of Bonn: <i>Does the Weimar Triangle have a potential to become a driving force for EU security and defense cooperation?</i>
Warsaw, Poland 6 Dec 2019	Euractiv Warsaw: <i>Geopolitical European Commission</i> (debate with Minister Radoslaw Sikorski and Minister Katarzyna Pelczynska-Nalecz)
Budapest, Hungary 11-13 Jul 2019	Budapest European Agora: <i>Legitimacy and Decision-Making: How to Strengthen the European Institutions</i>

Washington, USA

5-8 May 2019

Bratislava, Slovakia

6-8 Jun 2019

US Department of State: *Brexit and the EU foreign and security policy: Implications for the US*

GLOBSEC Forum 2019: *Beyond PESCO: What is a Vision for a European Defence Union?*

**Rules of Admission to the Doctoral School of the Graduate School for Social Research,
GSSR, (in Polish, Szkoła Nauk Społecznych, SNS), of the Polish Academy of Sciences for the
Academic Year 2025/2026**

Admission rules to GSSR/SNS's Doctoral School are developed by the Coordinating Unit, the Institute of Philosophy and Sociology at the Polish Academy of Sciences, in agreement with the two Partner Units, the Institute of Psychology and the Institute of Political Studies, both at the Polish Academy of Sciences (PAN).

Depending on the doctoral candidate's choice of discipline, the admission process is conducted separately by each of the three partner Units, as follows:

- The Institute of Philosophy and Sociology, IFiS PAN admits PhD students in Sociology
- The Institute of Psychology, IP PAN admits PhD students in Psychology
- The Institute of Political Studies, IPS PAN admits PhD students in Political Science

The Director of each Institute appoints an Admissions Commission in the respective Institute, making every effort to maintain gender parity.

Pursuant to Article 200(1) of the Act of 20 July 2018 Law on Higher Education and Science (Journal of Laws 2018, item 1668, 2024, 2245) the Scientific Councils of IFiS PAN, IP PAN and IPS PAN, respectively, adopt the following resolution:

1. Eligibility. Admission to the Doctoral School is open to any candidate, irrespective of their gender, race, ethnicity, religion, age or country of origin, who:

- a. Holds a Master's degree or an equivalent degree,
or
- b. Holds a diploma certifying graduation from a higher education institution abroad that entitles them to continue their education or to open doctoral studies in the country whose higher education system includes the institution that awarded that diploma,
or
- c. Has achieved learning outcomes for a qualification at level 8 of the Polish Qualifications Framework,
and
- d. Has a thorough knowledge of written and spoken English (see point 11, Required documents).

If an applicant to GSSR/SNS's Doctoral School has not yet defended their Master's thesis but submits a certificate from the home university about the expected date of defense, the Director of GSSR/SNS decides about the possibility of conditional admission, while specifying the time within which the applicant is obliged to submit the diploma of graduation from the Master's program.

A candidate's field of pre-PhD study can differ from the discipline in which they intend to pursue their doctoral degree. As part of their application, candidates indicate the discipline in which they plan to prepare a doctoral dissertation.

2. The window for submitting applications to the Doctoral School for a subsequent academic year shall be announced by GSSR's Director on the website of GSSR (<https://www.gssr.edu.pl/admissions/important-dates/>). The Director of GSSR may also announce the opening of additional application windows in the course of an academic year, in particular as part of doctoral student recruitment within the implementation of specific research projects.

3. Applications to the Doctoral School shall be submitted electronically, by the deadline and following the rules detailed on GSSR's website.

To meet formal admission requirements, a candidate must submit, by **July 9, 2025**, a complete Application Package that includes the following documents, in English (exception is the MA thesis and/or publication, see point 7):

- 1) **Completed application form**
- 2) **Copy of Master's Degree diploma** or of an equivalent certificate of graduation or an official document from the applicant's university stating when the defense of the MA thesis is due to take place.
- 3) **Academic Curriculum Vitae**
- 4) **Letter of Intent** (800 - 1000 words) describing the applicant's experience to date in the given discipline, their academic interests, aims, and the reasons for choosing GSSR/SNS as the site for doctoral training.
- 5) **Concise description of planned research** (1200-1500 words, excluding Bibliography, Figures or Tables) that (i) describes the research problem and why it is important for the candidate's chosen discipline, (ii) states the research question(s), and, as applicable, testable hypotheses, (iii) briefly outlines the main theoretical framework(s) that the research ties to; (iv) introduces the research methods, and, as applicable, the data the candidate plans to use to address the research question(s); and (v) outlines the envisioned type(s) of data analysis (when applicable).
- 6) **Letter(s) of recommendation** – at most two letters, with at least one from the candidate's MA thesis supervisor, or a person who is familiar with their academic achievements and aptitude for conducting independent research.
- 7) **MA thesis or a selected (co-)authored academic publication**. Candidates must also provide a 700-words English-language summary of their MA thesis or academic publication if these studies were originally written in another language than English.
- 8) **Official transcript** issued by the candidate's university that lists all courses completed during MA studies or equivalent studies (cf. point 2) and corresponding grades.
- 9) **Photocopy of passport** (non-Polish applicants only)
- 10) **Payment Confirmation of Application Fee of 200 PLN** (the Application Fee is waived for candidates who are citizens of non-EU countries).
- 11) **Proof of English language proficiency**. Applicants who are non-native English speakers must submit one of the standardized English language test scores listed in Table 1. Candidates who take the TOEFL or IELTS should request a copy of their results to be sent directly to GSSR's Admissions Office. **The TOEFL institution code for the GSSR is 7962.**

Candidates who completed their studies in English (Bachelor's or MA degree) are exempt from providing results of a standardized tests.

- 12) In the case of recruitment of IP PAS: 1) declaration of a supervisor affiliated with IP PAS or 2) declarations of a supervisor from outside IP PAS and an auxiliary supervisor affiliated with IP PAS about readiness to take care of the doctoral student in the event of admission to the GSSR.

Table 1. Standardized English Language tests and required minimum scores

Test Type	Required Minimum Score/ CEFR level
(TOEFL) Test of English as a Foreign Language	80
(IELTS) International English Language Test	6.5
C1 Advanced, formerly (CAE) Cambridge Advanced English Test	B
B2 First, formerly (FCE) First Certificate in English	B2
C2 Proficiency, formerly (CPE) Cambridge Proficiency Test	C

Test Type	Required Minimum Score/ CEFR level
Certificate from university examination	B2

4. Admission to the Doctoral School is competitive and consists of two stages. The assessment in both stages of the competition is conducted by the Admissions Commission of the relevant Institute.

A positive evaluation of a candidate in Stage I is a necessary condition for qualifying for Stage II of the admission process.

Stage I. The Admissions Commission evaluates on formal grounds the documents that constitute the Application Package (see art. 3). If formal requirements are met, the Commission assesses each applicant's potential to conduct scientific activities and contribute to the Doctoral School, as reflected in the following documents:

1. The description of the planned research
2. The letter of intent
3. The MA thesis or scientific publication
4. The Academic CV
5. The recommendation letter(s)

Based on these documents, the Commission also evaluates the degree to which a candidate's planned research project matches the research themes and academic profile of IFiS PAN, IP PAN and IPS PAN, respectively.

As a result of the evaluation conducted at Stage I, the Commission selects the candidates who continue to the second stage of the admission process.

Stage II. Interview conducted in English

Candidates who successfully pass Stage I of the admission process are informed electronically by the Doctoral School about the date of the interview, and, if applicable, the date of the Psychology test (cf. details below).

Interviews are generally conducted online. Notification emails are sent to the email address that the candidate provides in the Application Package.

Candidates who choose Psychology as their doctoral dissertation discipline when this is not the discipline of their previous studies must, prior to the interview, take a test about core issues in psychology. Testing details are decided by IP PAN and communicated via GSSR's and IP's websites. During the interview, the IP Admissions Commission may refer to issues covered in the test.

During the interview, each candidate to GSSR's Doctoral School will be asked questions related to their planned research project and academic achievements. Regardless of a candidate's academic background, the Admissions Commission of the respective Institute may also test a candidate's knowledge of concepts and issues fundamental to the discipline within which the candidate seeks a PhD degree.

Candidates who fail to attend the scheduled interview without prior notification of the School and documented justification are considered to have withdrawn their application.

5. The decision process for admission to GSSR/SNS's Doctoral School

Following each interview, all members of the Admissions Commission, independently and via secret ballot, score the candidate's performance on a scale from 0 (lowest) to 10 (highest) points. A candidate's final score is the arithmetic mean (average) of these scores.

After completing all interviews, the Admissions Commission uses the final score each candidate received (i.e. the score based on the arithmetic mean) to rank interviewed candidates. The Commission uses secret ballots to vote on the resulting ranking, records the outcome of the voting, and communicates the results to GSSR.

The Admissions Commission of the respective Institute proposes supervisors for the candidates it recommends for admission to the Doctoral School.

On the basis of the Admissions Committee's recommendation and the minutes of the evaluation process, the Director of the relevant Institute decides whether a candidate is admitted or not to the Doctoral School.

Admission results will be announced after both competition stages are complete, and no later than August 21, 2025.

It is further stipulated that:

Candidates shall be notified of the results (protocol of admissions) by email and by post (letters of acceptance), and by means of a protocol posted on GSSR's website, in compliance with the provisions of GDPR (RODO). The administrative decision about refusal of admission to the Doctoral School is sent by post (registered mail) or by other means indicated in the Code of Administrative Procedure.

The decision of the Director of the relevant Institute to refuse admission to a doctoral program may be appealed against within 14 days of receipt of the decision. The written appeal must be submitted to GSSR/SNS's office electronically (sns@gssr.edu.pl) or in hard copy, at GSSR's office (room 261, Staszic Palace, Nowy Swiat 72, 00-330, Warsaw, Poland).

The Director of the Institute shall appoint an Appeals Committee that shall consider the candidate's appeal and make a written recommendation as to whether the original decision should be upheld or reversed. Such recommendation, to be made in writing within 15 days from the School having received the appeal, shall be submitted to the Institute's Director, who shall have the decisive voice. Their decision cannot be appealed within the Doctoral School.

6. The above admission rules apply to candidates who, on the date of the deadline for submitting applications to the Doctoral School, are not winners of doctoral scholarships in accepted research projects that foresee the financing of doctoral scholarships for at least 36 months.

7. Winners of competitions for doctoral scholarships referred to in pt. 6 shall become students of GSSR/SNS's Doctoral School provided that the Principal Investigator (PI) in whose grant they are hired submits in due time all required documents, as specified in the Call for doctoral scholarships that the applicant won. Among documents to be submitted to GSSR, the PI must include (i) the copy of the winner's MA diploma, an equivalent certificate of graduation, or an official document from the student's university stating when the defense of the MA thesis is due to take place, (ii) proof of the student's English language proficiency, and (iii) the selection protocol prepared by the Commission that evaluated the applicants to the PI's research project.

8. These rules of admission to the Doctoral School were adopted by the Scientific Councils of the Institute of Philosophy and Sociology PAN (27.11.2024), the Institute of Psychology PAN (13.12.2024) and the Institute of Political Studies PAN (13.12.2024).

9. These Admission Rules have been drawn up in two language versions: Polish and English.

10. This resolution comes into force on the date of its adoption.

Contact: Graduate School for Social Research (Szkoła Nauk Społecznych) Instytut Filozofii i Socjologii PAN, ul. Nowy Świat 72 00-330 Warszawa. Email: sns@gssr.edu.pl Tel. (+48) 22 657 28 78; www.gssr.edu.pl

Rationale for the Selection of Admissions Commission Members

At the Graduate School for Social Research, GSSR (Szkoła Nauk Społecznych), the Directors of the three constituent institutes of the Polish Academy of Sciences—IFiS (Institute of Philosophy and Sociology), IP (Institute of Psychology), and IPS (Institute of Political Studies)—appoint members of the Admissions Commissions for their respective disciplines. While formal procedures differ slightly across institutes, the rationale and principles guiding selection are consistent and aimed at ensuring the highest possible standards in the admissions process.

Commission members are selected to guarantee academic excellence, fairness, and transparency in evaluating candidates. All members must hold appropriate academic qualifications, including habilitation or equivalent supervisory rights, and have experience in doctoral education. Selection is based on research achievements and the ability to assess candidates across diverse subfields within the discipline, ensuring the methodological and thematic breadth necessary for rigorous evaluation.

Additional selection criteria applied across all institutes include:

- Familiarity with international academic standards, ensuring alignment with global benchmarks;
- Experience in assessing research potential, academic accomplishments, and motivation for doctoral training;
- Proficiency in English, as all admission interviews are conducted in English;
- Adherence to ethical standards, including the exclusion of individuals with any conflict of interest in relation to applicants;
- Attention to gender balance, cultural diversity, and inclusive representation of disciplinary approaches;
- Sensitivity to the needs of candidates requiring reasonable accommodations during the admissions process.

These shared criteria ensure that each Admissions Commission is composed of qualified and diverse academic staff capable of conducting fair, informed, and responsible evaluations, thereby upholding GSSR's commitment to high admission standards and equal opportunity.



Graduate School
for Social Research

**Regulations of the doctoral school
within the School of Social Sciences
Graduate School for Social Research
Polish Academy of Sciencesⁱ**

effective as of October 1, 2021

I. General provisions

§ 1

1. The Regulations of the doctoral school (hereinafter referred to as the Regulations), in accordance with the Act of July 20, 2018. *Law on Higher Education and Science* (Journal of Laws, item 1668, as amended; hereafter, 'the Law'), define the organization and course of training, as well as the rights and obligations of participants in training (also referred to as doctoral students) in the doctoral school operating within the Graduate School for Social Research (in Polish, Szkoła Nauk Społecznych) /GSSR PAN, at the Institute of Philosophy and Sociology PAN (IFiS PAN) as the leading unit.
2. Doctoral training is conducted in the scientific disciplines in which the institutes co-founding the doctoral school - i.e., IFiS PAN, the Institute of Psychology PAN and the Institute of Political Studies PAN - are authorized to confer the doctoral degree.
3. The training of doctoral students creates conditions for:
 - 1) implementation of the *Study Program*,
 - 2) conduct of independent scientific research, including outside the training unit,
 - 3) scientific cooperation in research teams, including multidisciplinary, interdisciplinary and international teams,
 - 4) preparation by the doctoral student of scientific publications and public presentations of research results,
 - 5) preparation of a doctoral dissertation under the supervision of a supervisor or supervisors, or a supervisor and an assistant supervisor,
 - 6) participation in the life of the scientific community at home and abroad.
4. Admission as a doctoral student occurs upon matriculation and taking the oath. The text of the oath is specified in the statutes of the institutes co-creating the doctoral school and reads: "I solemnly vow to pursue scientific work with the utmost diligence and observance of ethical principles, to respect academic laws and customs, and with all my conduct to care for the good name of the institute, its School and the dignity of the academic status." A certificate that the oath has been taken, signed by the doctoral student, is filed in the doctoral student's personal file.
5. At the request of a graduate, a certificate of the course of training and achievement of learning outcomes at PRK level 8, and a diploma confirming the achievement of a doctoral degree shall be issued in accordance with separate regulations.
6. At the request of a student who did not complete the doctoral studies, the school shall issue a certificate of the course of training.

§ 2

1. Recruitment to the doctoral school proceeds in accordance with the *Rules of Admission to the Doctoral School of the Graduate School for Social Research* (in Polish, *Zasady rekrutacji do szkoły doktorskiej w ramach Szkoły Nauk Społecznych*), approved by the Academic Council of each institute co-founding the doctoral school SNS/GSSR.
2. Recruitment to the doctoral school shall be conducted by the Recruitment Commission competent for each institute co-founding the School.
3. The Recruitment Commission shall be appointed by the Director of the relevant institute.

4. The Recruitment Commission shall forward the protocol with the documentation to the secretariat of the School and inform the director of the respective institute of the results of the recruitment.

5. The recruitment rules referred to in point 1 may provide for additional recruitment and commencement of education during the academic year, in particular for the purpose of admitting a doctoral student or doctoral students to the School as part of the implementation of a research project, or in the case of transfer to the School from another doctoral school.

§ 3

1. The doctoral school Council is an advisory body to the School's director. The Council cooperates in the development of the *Study Program*, as well as the scientific and didactic direction of the school, and creates the draft budget of the school.

2. The Council consists of nine members:

- two representatives each from the institutes co-founding the doctoral school, appointed by the directors of the parent institutes; in making the appointments, the directors are guided by the principle of gender diversity;
- a representative of the Doctoral Student Government;
- the director of the School and their deputy in the Coordinating Unit.

3. The tasks of the Council include, in particular:

- developing and proposing amendments to the *Rules of Admission to the Doctoral School*,
- developing and proposing amendments to the *Study Program for the Doctoral School*, with the participation of the Doctoral Student Self-Government (which has 14 days to express its opinion),
- developing and proposing amendments to the *Regulations of the Doctoral School*,
- developing, proposing amendments to, and approving the *PhD Handbook*,
- developing annual reports on the school's activities, and a draft budget for the next academic year.

II. Individual Study Program

§ 4

1. Each doctoral student has an Individual Study Program (ISP) and an Individual Research Plan (IRP), which he/she establishes together with his/her supervisor(s).

2. The Individual Study Program includes a work plan for the academic year, taking into account planned classes (courses), interdisciplinary training in the GSSR New Projects Seminar Series, GSSR Summer Schools, and other internationalization activities in the educational process (including conferences and workshops), as well as work on the dissertation.

3. The doctoral student shall submit the ISP and IRP within the deadlines specified in the *PhD Handbook*.

4. Amendments to the Individual Study Program and Individual Research Plan are allowed, provided that the learning objectives are achieved.

5. The rules for creating the ISP and IRP are detailed in the *PhD Handbook* posted on the Graduate School for Social Research/GSSR website.

6. PhD students make an overall assessment of the quality of education at the School through anonymous evaluations of classes (courses), as well as surveys on other aspects of the School's curriculum.

III. Bodies making decisions with respect to the education of doctoral students

§ 5

1. Substantive supervision of the operation of the doctoral school shall be exercised by the Scientific Council of each of the institutes co-creating the doctoral school.

2. The supervision referred to in paragraph 1 is specified in the agreement between the institutes on the establishment of the doctoral school dated April 8, 2019.

§ 6

1. The director of the doctoral school:

- 1) makes public the *Rules of Admission*,
- 2) announces the dates for submission of documents in the recruitment procedure, and subsequently the results of the recruitment,
- 3) organizes and supervises the implementation of the *Study Program*,
- 4) approves changes to a doctoral student's individual study program or individual research plan, after consulting with the supervisor,
- 5) requests the appointment or change of a supervisor, supervisors or assistant supervisors,
- 6) decides on the suspension of a doctoral student's education for documented reasons and in accordance with the Law,
- 7) decides on the extension of a doctoral student's training period
- 8) makes decisions on other matters not reserved to the competence of other bodies.

2. The Director of the school may appoint a deputy to perform certain activities.

§ 7

1. The directors of the institutes co-founding SNS/GSSR are jointly responsible for determining the amount of the School's budget for the next academic year.

2. The competence of the director of the relevant institute includes issuing decisions concerning removals from the list of doctoral students, in consultation with the director of the School, in addition to considering applications for reconsideration. The director of the institute may appoint an appeal committee for a given case.

IV. Status of a participant in the doctoral school

§ 8

1. A person admitted to the doctoral school shall acquire the rights of a doctoral student upon taking the oath referred to in § 1, point 4.

2. The rights and obligations of a doctoral student shall expire on the date of completion of the training, or the date on which the decision concerning removal from the list of doctoral students becomes final.

3. Doctoral students shall be represented by their Self-Government, which shall have the right to express opinions on all matters concerning them. The School administration will take these opinions into account in its decisions.

§ 9

1. A doctoral student shall receive an electronic doctoral student ID card. The electronic doctoral student ID card is a document certifying the status of a doctoral student.

2. The validity of the electronic doctoral student ID card shall be confirmed annually by placing a hologram in consecutively marked fields.

3. The right to use the electronic doctoral student ID card shall be held by doctoral students until the date of completion of training, suspension from doctoral school, or on which the decision on removal from the list of doctoral students becomes final.

4. In the event of destruction or loss of the electronic ID card, the doctoral student is obliged to immediately notify the school.

V. Scholarships

§ 10

1. In accordance with the *Law on Higher Education and Science*, Article 209, doctoral students at the doctoral school shall receive a scholarship. In addition, they may apply for scholarships from other sources:

- 1) the scholarship of the President of the Polish Academy of Sciences,
- 2) scholarships financed from other funds, according to the rules set forth in separate regulations,
- 3) research grants as a doctoral student of the GSSR.

2. Doctoral students may also apply for a scholarship from material assistance benefits.

VI. Method of appointment and change of supervisor, supervisors or assistant supervisor

§ 11

1. The Council of the doctoral school shall propose a supervisor or supervisors (including an assistant supervisor) taking into account the preferences of the doctoral student and the recommendations of the recruitment committee.

2. The Scientific Council of the institute responsible for the scientific discipline shall appoint the supervisor in a relevant resolution no later than in the third month after the start of the training.

3. A supervisor may not be a person who, within the last five years, (i) was the supervisor of four doctoral students who were removed from the list of doctoral students due to a negative mid-term evaluation, or (ii) supervised the preparation of the dissertations of two applicants for the doctoral degree, that did not receive positive reviews.

4. The basic duties of the supervisor - including establishing with the doctoral student, his/her individual program of study (for each academic year) - are defined in the *Study Program*. Detailed information on the role of the supervisor(s), guidelines for the supervisor, guidelines for preventing conflicts between the doctoral student and his/her supervisor(s), and methods for resolving conflicts are provided in the *PhD Handbook*.

5. In situations where the supervisor is unable to fulfill his/her role for more than 30 days, to ensure continuity of care for the doctoral student, the supervisor shall appoint their replacement - in consultation with the doctoral student and the school director - in the person of an appropriate academic staff member (or, if applicable, a co-supervisor or assistant supervisor).
6. The supervisor or doctoral student may apply to the School's director for a change of supervisor. The director, together with the Council of the doctoral school, recognizes the reasons for the request, and, in justified cases, proposes a new supervisor and - with the agreement of the doctoral student - makes a corresponding request to the Scientific Council of the relevant institute.

VII. Implementation of the Study Program

§ 12

1. The study program at GSSR is designed in such a way that doctoral students achieve learning outcomes - in the form of knowledge, skills and social competences - at level 8 of the Polish Qualification Framework. Implementation of the study program at the doctoral school is documented through:

- 1) credit records of compulsory and optional courses,
- 2) the annual report of the doctoral student on achievements in a given academic year with appropriate documentation, as indicated in the Individual Study Program,
- 3) the supervisor's opinion on the progress of education and work on the dissertation.

2. Progress in academic work and the preparation of the doctoral dissertation shall be evaluated annually by an evaluation committee appointed by the director of the relevant institute, except in the middle period of doctoral studies, when the evaluation required by Law shall take place, as specified in § 13.

3. Doctoral students with disabilities and neuro-disabilities may apply for support in the process of education and implementation of scientific activities. The type and forms of support are determined on an individual basis, upon the doctoral student's application to the School's director.

§ 13

1. In the middle of the doctoral student's training period specified in the PhD program, a mid-term evaluation shall be carried out, in which the implementation of the student's Individual Research Plan shall be assessed in accordance with Article 202 of the Law.

2. The commission for the mid-term evaluation shall be appointed by the director of the relevant institute co-founding the school.

3. At each institute, the mid-term evaluation commission shall consist of three persons holding at least a doctoral degree, with one person, from outside the institute, holding a postdoctoral degree (habilitation) or a professorship in the discipline relevant to the doctoral student's evaluation. A representative of the Doctoral Student Government may participate in the deliberations of the commission as an observer.

4. Neither the supervisor, nor co-supervisor or assistant supervisor, may be a member of the commission for the mid-term evaluation of his/her doctoral student. Supervisors shall provide the commission with feedback on the progress of their doctoral students in the implementation of Individual Research Plans.

5. The mid-term evaluation of a given doctoral student is carried out on the basis of the materials provided by him/her confirming the implementation of the Individual Research Plan. The materials, and the method and deadlines for their delivery are described in the *PhD Handbook*.
6. The commission thoroughly analyzes the materials provided and issues a positive or negative evaluation with written justification. The commission issues a positive evaluation if the doctoral student has so far fulfilled the obligations of the Individual Research Plan and shows promise of doing so in the future, submitting the dissertation within the prescribed period. If these conditions are not met, the commission gives a negative grade. In accordance with the Law, the result of the evaluation, is known.
7. Appeal against a negative decision of the mid-term evaluation commission may be lodged following administrative procedure.

§ 14

1. The main duties of doctoral students are:

- 1) implementation of the training program, including timely completion of classes included in the doctoral student's individual study program,
- 2) conducting scientific research, with particular emphasis on participation in research conducted with the institute,
- 3) systematic work on the dissertation, timely submission to the school director of the Individual Research Plan, of annual reports on the progress of the work and implementation of the individual study program, together with a proposal for the program for subsequent years,
- 4) regular contact with the supervisor, obtaining his/her opinion accompanying the annual report, and agreeing on the IPB and the proposal for the individual education program for the following year,
- 5) participation in the scientific and organizational life of the institute,
- 6) conduct in accordance with the principles of research ethics and observance of the oath taken.
- 7) Failure of a doctoral student to comply with his/her obligations, in particular, failure to submit the set of required work and documents in a given academic year, may be the basis for removal from the list of doctoral students; in special cases, the director of the school may withhold payment of the stipend, setting a deadline for completing the set of work and documents and obtaining a positive opinion from the supervisor.

2. It is also the duty of the doctoral student to:

- 1) immediately notify the school director of significant changes or irregularities in the course of study,
- 2) immediately notify the school administration of any change of name or address,
- 3) comply with the provisions of the *Regulations of the doctoral school*, and
- 4) other legal regulations of the institute.

§ 15

For violation of the regulations in force at the institute and for acts beneath the dignity of a doctoral student, including plagiarism, a doctoral student shall bear disciplinary responsibility under the rules set forth in separate regulations.

VIII. Conditions for extension of the period of study

§ 16

1. The Director of the school, at the request of a doctoral student, shall suspend the course of study for a period corresponding to the duration of maternity leave, leave on maternity leave conditions, paternity leave and parental leave - as defined in separate regulations.
2. During the suspension of the course of study on the basis of the conditions specified above, the doctoral student shall retain the entitlement to a doctoral stipend. During the suspension of the course of study, the legal provisions governing the granting of the corresponding allowance shall be taken into account.
3. In justified cases, the director of the School may suspend the doctoral studies at the request of the doctoral student due to, e.g., his/her illness, the need to care for a sick family member, to take care of his/her child (up to the age of six or with disability certificates).
4. In justified cases, the director of the School may extend the deadline for submission of the dissertation. The extension requires a positive opinion of the supervisor and the submission of a schedule of activities aimed at completing work on the dissertation.
5. During the period of suspension of education referred to in paragraphs (3) and (4), a doctoral student shall not be entitled to a doctoral stipend.
6. The total period of suspension of education may not exceed two years.

IX. Proceedings for the conferment of the degree of doctor

§ 17

Proceedings for the conferment of the doctoral degree shall be initiated at the request of the doctoral student put before the Scientific Council of the relevant institute, in accordance with the competences and powers of this Scientific Council. Details are provided in the *PhD Handbook*.

§ 18

These regulations have been drawn up in two language versions: Polish and English.

The regulations of the PhD school have been adopted by the Scientific Councils of the institutes co-founding the PhD school:

1. *The Institute of Philosophy and Sociology, IFiS PAN*
2. *The Institute of Psychology, IP PAN*
3. *The Institute of Political Studies, IPS PAN*

ⁱ The Regulations were amended by the Scientific Councils of IFiS (20.12.2024), IP (13.12.2024) and IPS (13.12.2024)

[Translated text]

**Order No. 8/2024
of the Director of the Institute of Philosophy and Sociology of the Polish Academy of
Sciences
of May 22, 2024
on the appointment of the Recruitment Committee to conduct the recruitment of
candidates for the Doctoral School for the academic year 2024/2025**

Pursuant to Article 200 of the Act of July 20, 2018, on Higher Education and Science (Journal of Laws of 2018, item 1668, as amended), it is hereby ordered as follows:

§ 1

I appoint the Recruitment Committee to conduct the recruitment of candidates for the Doctoral School in the discipline of Sociology for the academic year 2024/2025, composed of:

- Dr. hab. Dorota Hall, IFIS, Chair,
- Dr. hab. Krzysztof Niedziałkowski, IFIS,
- Dr. hab. Artur Pokropek, IFIS,
- Mgr. Aleksandra Filipowicz, Secretary of the Committee.

§ 2

Decisions of the Recruitment Committee may be made with the participation of no fewer than three members from the appointed individuals.

§ 3

The order comes into effect upon signature.

Director of the Institute of Philosophy and Sociology of the Polish Academy of Sciences
Prof. Dr. hab. Andrzej Rychard

[translated text]

[letterhead of Institute:

**Stefana Jaracza Street 1
00-378 Warsaw
POLAND
POLISH ACADEMY OF SCIENCES
INSTITUTE OF PSYCHOLOGY
tel./fax: 022 583-13-80/81
sekretariat@psych.pan.pl
www.psych.pan.pl]**

**Warsaw, 1 June 2023
Decision No. 10/DYR/2023**

Hereby, I appoint the following individuals to the Recruitment Committee for the Doctoral School of GSSR (academic year 2023/2024):

- Dr. hab. Katarzyna Hamer-den Heyer, Prof. IP PAS – Chair
- Prof. Dr. hab. Anna Kwiatkowska
- Dr. hab. Małgorzata Fajkowska, Prof. IP PAS
- Dr. hab. Łukasz Gawęda, Prof. IP PAS
- Dr. hab. Klaudia Modlińska, Prof. IP PAS
- Dr. hab. Robert Balas

Director of the Institute of Psychology PAS
Dr. hab. Robert Balas

[translated text]

[Logo ISP PAN

INSTITUTE OF POLITICAL STUDIES POLISH ACADEMY OF SCIENCES Decision

Director

Decision No. 6/2024

of the Director of the Institute of Political Studies of the Polish Academy of Sciences

dated July 3, 2024

On the Appointment of the Recruitment Committee for the Purpose of Conducting the Recruitment of Candidates to the Doctoral School for the Academic Year 2024/2025

Pursuant to Article 200 of the Act of July 20, 2018, the Law on Higher Education and Science, the Director of the Institute of Political Studies of the Polish Academy of Sciences appoints the Recruitment Committee to conduct the recruitment of candidates to the doctoral school for the academic year 2024/2025.

The Committee conducts the recruitment of candidates for the doctoral school jointly operated by ISP PAN, IFiS PAN, and IP PAN. The Committee is solely responsible for conducting the recruitment for candidates wishing to obtain a doctoral degree in the field of political science and administration.

The Committee, composed of:

Dr. hab. Anna Ciepielewska-Kowalik

Dr. Anna Grzywacz

Dr. hab. Piotr Osęka

Prof. dr hab. Ryszard Żelichowski

makes decisions by an absolute majority of votes in the presence of at least 3 members.

This Decree comes into force on the day of signing.

DIRECTOR

Prof. dr hab. Grzegorz Motyka

ul. Polna 18/20, 00-625 Warsaw, phone: +48 22 825 52 21 (22,23), fax: +48 22 825 21 46

Ordinance

of the **director of the Graduate School for Social Research, GSSR** (Szkoła Nauk Społecznych, in Polish)

from June 17, 2021

on the **Internal Regulations for the Mid-Term Evaluation of Doctoral Students at GSSR**

Pursuant to Article 202 of the July 20 2018 Polish Law on Higher Education and Science (hereafter, the Law), the **Regulations of the Doctoral School (Regulamin SNS GSSR)**, and the **PhD Handbook of the Graduate School for Social Research**,

the following **internal regulations** governing the **mid-term evaluation of doctoral students at GSSR** are hereby established.

§1. General Provisions

1. The mid-term evaluation is a mandatory assessment conducted at the midpoint of doctoral studies to verify the implementation of the student's Individual Research Plan (IRP) and determine the feasibility of completing the doctoral dissertation within the standard study period.
2. The mid-term evaluation applies to all doctoral students at GSSR.

§2. Mid-Term Evaluation Commissions

1. The director of each of GSSR's constituent institutes—
 - a) Institute of Philosophy and Sociology, Polish Academy of Sciences (IFiS PAN),
 - b) Institute of Political Studies, Polish Academy of Sciences (IP PAN),
 - c) Institute of Psychology, Polish Academy of Sciences (IPS PAN)—

following art 202(4) of the Law and internal procedures, appoints a separate Mid-Term Evaluation Commission responsible for assessing their respective doctoral students.

§3. Evaluation Criteria

1. The evaluation is based on the implementation of the student's Individual Research Plan (IRP) for Years 1 and 2.
2. The Commission assesses:
 - a) Completion of planned research activities in accordance with the IRP,
 - b) Feasibility of completing the doctoral dissertation within the planned timeframe.
3. The Commission does not assess:
 - a) The scientific quality of the dissertation,
 - b) Theoretical assumptions or research hypotheses,
 - c) Additional academic activities not included in the IRP.

§4. Evaluation Procedure

1. The doctoral student submits documentation confirming the implementation of their IRP according to the guidelines and by the deadline set in the PhD Handbook.

2. The supervisor submits an opinion on the student's progress on the implementation of the Individual Research Plan by the deadline set in the PhD Handbook.
3. The Commission members independently review the submitted materials.
4. After common discussions, the Commission prepares a written evaluation report for each student, which is sent to GSSR administration.
5. GSSR administration sends the report to the doctoral student and their supervisor, and adds it to the student's academic records.

§5. Openness of Evaluation Results

1. In compliance with Article 202(3) of Law, the results of the mid-term evaluation are open.
2. At GSSR, the results are formally communicated to the student and their supervisor, ensuring transparency while respecting academic confidentiality.
3. Upon request, a doctoral student representative may be provided with general statistical summaries of mid-term evaluations.

§6. Evaluation Outcomes and Consequences

1. Positive Evaluation:
 - a) Confirms that the student is making satisfactory progress.
 - b) Results in an increase in the doctoral stipend, in accordance with national regulations.
2. Negative Evaluation:
 - a) Indicates that the student has not met the IRP's requirements.
 - b) Results in the removal of the student from the list of doctoral students, unless successfully appealed.

§6. Appeals Process

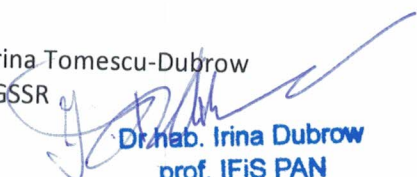
1. A doctoral student receiving a negative evaluation has the right to appeal following administrative procedure.
2. The appeal must be submitted within 14 days from the date of notification of the evaluation outcome to the Director of the institute appointing the Midterm Evaluation Commission, and with notification to GSSR administration.

§7. Final Provisions

1. The provisions of this ordinance apply to all doctoral students enrolled at GSSR.
2. The ordinance comes into effect on the date of its signature.

This ordinance was issued with the agreement of the GSSR Scientific Council (June 17, 2021)

dr. hab. Irina Tomescu-Dubrow
Director GSSR


Dr. hab. Irina Dubrow
prof. IFiS PAN

Dyrektor Szkoły Nauk Społecznych IFiS PAN



SD.012.12.2025

Warszawa, dnia 4 sierpnia 2025 r.

PEŁNOMOCNICTWO

Działając w imieniu Instytutu Filozofii i Socjologii PAN z siedzibą w Warszawie przy ul. Nowy Świat 72 00-330 Warszawa, udzielam niniejszym pełnomocnictwa **mgr Grażynie Drażyk** –w trakcie nieobecności Dyrektora IFiS PAN do:

- składnia i podpisu raportu samooceny Szkoły Doktorskiej w systemie SEDOK.

Pełnomocnictwo wygasa z dniem 31 grudnia 2025 r.

Zastępca Dyrektora Instytutu Filozofii i Socjologii PAN

Dr Katarzyna Krempleska

KEN

2023-2027



**NATIONAL
INFORMATION
PROCESSING**
INSTITUTE



Minister of Science and Higher Education
Republic of Poland

Assessment of the quality of education in doctoral schools
is made by the Science Evaluation Committee

The Evaluation System of Doctoral Schools
is financed by the Minister of Science and Higher Education
