Institute of History and Archival Studies

winter semester:

Module I

Uncovering the Ancient World – the Methods and Skills of Classical Studies	
New Perspectives on Contemporary History: Totalitarianisms in the 20th Century	
Iconography of power. Krakow and Poland as the important part of Europe	30 ECTS
Peasants in Polish and European History	
Memory Studies: Theory and Practices	

Summer semester:

Module I

Education, museum and culture	
Archival Education and Public History: Teaching and Learning in Archives	
Cultural heritage of Poland as a part of an educational process	30 ECTS
Teaching about the Holocaust – history and present	
Artificial Intelligence in School and Higher Education: Pedagogy, Ethics, and Practice	

Course card

Course title	**Uncovering the Ancient World – the Methods and Skills of Classical Studies**

Semester (winter/summer)	Winter	ECTS	6

Lecturer(s)	Adrian Szopa, PhD	

Department	Institute of History and Archival Studies	

Course objectives (learning outcomes)

The main aim of the course is to present distinctive features of the methods used in classical studies, which very often differ from those used in other historical periods. To achieve this aim, a teacher and students analyze wide range of auxiliary disciplines such as epigraphy, archeology, numismatic etc. and indicate the most important phenomena and tendencies which take place in classical studies. After completing the course students will be able to understand complexity and peculiarity of the ways by which scholars try to reveal the ancient past.

Prerequisites

Knowledge	Student has an overall knowledge at the high school diploma level.	
Skills	Student has basic skills in gathering and analyzing information form the historical primary and secondary sources at the high school diploma level.	
Courses completed	After completing the course students will be able to understand complexity and peculiarity of the ways by which scholars try to reveal the ancient past.	

Course organization							
Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours			15				

Teaching methods:

Lecture, discussion, exercises, e-learning, essay

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student' s presentation	Written assignment (essay)	Oral exam	Written exam	Other
	x							x		x			

Assessment criteria	At the end of the course students should deliver a short essay (max. 5 standard pages) on the topic chosen from the prepared list. The essay has to include the bibliography and references to the academic texts.

Comments	Not applicable

Course content (topic list)

Introduction Ancient Historiography I Ancient Historiography II Textual criticism. Greek epigraphy. Roman epigraphy. Archeology. Numismatic.

Compulsory reading (all necessary materials will be delivered by the teacher in due time)

1. Beard M., Henderson, J., *Classics: A Very Short Introduction*, Oxford 2000. (fragments)
2. *A Companion to Greek and Roman Historiography*, Ed. Marincola J., Malden MA, Oxford, Carlton, 2007. (fragments)
3. Maas P., *Textual Criticism*, Oxford 1958. (fragments)
4. Mclean B. H., *An Introduction to Greek Epigraphy of the Hellenistic and Roman Periods from Alexander the Great Down to the Reign of Constantine (323 B.C.-A.D. 337)*, Ann Arbor 2002. (fragments)
5. Cooley A. E., *The Cambridge Manual of Latin Epigraphy*, Cambridge 2012. (fragments)
6. *Classical archaeology*, eds. Alcock S. E., Osborne R., Oxford 2007. (fragments)
7. *The Oxford Handbook of Greek and Roman Coinage*, ed. Metcalf W. E., Oxford 2012. (fragments)

Recommended reading
Hornblower, Simon; Spawforth, Anthony, eds. (2012). *Oxford Classical Dictionary* (4 ed.). Oxford and New York: Oxford University Press.

Cambridge Ancient History

Course card

Course title	**Teaching about the Holocaust – history and present**	

Semester (winter/summer)	summer	ECTS	6

Lecturer(s)	dr hab. prof. UKEN Piotr Trojański	

Department	Institute of History and Archival Studies	

Course objectives (learning outcomes)

Students will discuss the major events in history of the Holocaust. Students will be able to criticize and analyze various texts on the Holocaust and its memory. Students learn the most important facts from the history of Auschwitz and its postwar ways of commemoration. Students will read and analyze articles on Holocaust education and its current challenges Students learn about the history and present of teaching about the Holocaust in Poland Students will be able to recognize the similarities and differences in Holocaust education in different countries

Prerequisites

Knowledge	General knowledge on the World War II and the Holocaust
Skills	
Courses completed	

Course organization							
Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours			15				

Teaching methods:

lecture, discussion, filed trip, presentation

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student·s presentation	Written assignment (essay)	Oral exam	Written exam	Other
				X		X		X	X	X			

Assessment criteria	Students are required to prepare an essay. The essay has to be at least 10 pages long and include the bibliography and references to the academic texts.

Comments	

Course content (topic list)

1. Presentation of the course: content and teaching methods 2. The Holocaust as historical event 3. The Holocaust and its significance – terminology and interpretations 4. Teaching about the Holocaust in Poland: a historical perspective 5. Symbolism of Auschwitz and its meaning for different national and religious groups 6. Why should we teach about the Holocaust? 7. Holocaust education in the world - opportunities and obstacles 8. Holocaust educational centers and memorial sites in Poland and abroad

Compulsory reading

- Ambrosewicz-Jacobs, J. & Hońdo, L. (Eds.) (2005). *Why Should we Teach about the Holocaust?* Kraków: Centre for Holocaust Studies, Jagiellonian University
- Szuchta, R. (2008). *Teaching about the Holocaust: Polish experiences on the threshold of the 21st Century*. In S. Rejak (Ed.), Thinking after the Holocaust. Voices from Poland. Warszawa-Kraków: Wydawnictwo MUZA SA.
- Trojański P., (2014) *The legacy of the Holocaust in Poland and its educational dimension*, In. Lynn W. Zimmerman (Ed.), Jewish Studies and Holocaust Education in Poland, (pp. 78-93) Jefferson, NC : McFarland & Company Inc., Publishers
- Mach, Z. (2006). *The Holocaust in public memory and collective identity of Poles*. D. Nałęcz & M. Edgaro (Eds). Fact and Lies in the Common Knowledge on the Holocaust (pp. 99-103). Warsaw-Cracow: Oficyna Wydawnicza ASPRA-JR.
- *The International status of education about the Holocaust. A global mapping of textbooks and curricula*, Georg Eckert Institute, UNESCO 2015 (http://unesdoc.unesco.org/images/0022/002287/228776e.pdf)
- Trojański, P., (2014) Teaching ABOUT or teaching FOR?: Holocaust education in the context of education for the prevention of crimes against humanity, In. *Korczakian reminiscences: selected aspects of the times and legacy of Janusz Korczak*, (Eds.) Agnieszka Chłosta-Sikorska, Hanna Stępniewska-Gębik, Piotr Trojański, Kraków: Wydawnictwo Naukowe Uniwersytetu Pedagogicznego

Recommended reading

- Chrobaczyński J, Trojański P. (2015), *Auschwitz and Katyn in Political Bondage. The Process of Shaping Memory in Communist Poland*, In. Malgorzata Pakier, Joanna Wawrzyniak (Eds.), Memory and Change in Europe. Eastern Perspectives, Volume 16, Contemporary European History, Berghahn Books (246-264)
- Ambrosewicz-Jacobs, J. (2006). Conflicts of Memory. *Case Study of Obstacles in Teaching about the Holocaust in Poland*. In D. Nałęcz & M. Edgaro (Eds). Fact and Lies in the Common Knowledge on the Holocaust, (pp. 189-198). Warsaw-Cracow: Oficyna Wydawnicza ASPRA-JR.
- Dziuban Z. (2014), *From national to transnational and back. Memorial sites in transistion*, "Studia nad Autorytaryzmem i Totalitaryzmem", Vol. 36, 4, Wrocław, (pp. 89-99)
- Ambrosewicz-Jacobs, J. (1998, Fall). *Teaching the Holocaust in Post-Communist Poland*. In: Y. Elliot & C.A. Zeltser (Eds.). Jews in Eastern Europe, 2 (36), 5-18.
- Ambrosewicz_Jacobs, J. (2011). *Do We Want to Remember? Commemorating the Holocaust in Practice in Post-Communist Poland from European Comparative Perspective*. In Misztal, M. & Trojański, P. (Eds.) Poles and Jews. History - Culture – Education. Kraków: Wydawnictwo Naukowe Uniwersytetu Pedagogicznego
- Białecka, A. & Oleksy, K. & Regard, F. Trojański, P. (Eds.). (2010). *European pack for visiting Auschwitz-Birkenau Memorial and Museum – Guidelines for teachers and educators*, Strasbourg: Council of Europe Publishing.
- Huener, J. (2003). Auschwitz, *Poland and the politics of commemoration, 1945-1975*. Athens: Ohio State University Press.
- Kucia, M. (2001). *KL Auschwitz in the social consciousness of Poles, A.D. 2000*. In Maxwell, E. & Roth, J.K. (Ed). Remembering for the Future: The Holocaust in an age of Genocide. Vol. 3. (oo. 632-651). London: Palgrave.
- Radziwił, A. (1989). *The teaching of the history of the Jews in secondary schools in the Polish People's Republic*, 1940-1988. POLIN: Studies in Polish Jewry, 4, 402-424.
- Steinlauf, M. (1997). *Bondage to the Dead: Poland and the Memory of the Holocaust.* Syracuse, NY: Syracuse University Press.
- Świebocka, T. (2000). *The Auschwitz-Birkenau Memorial and Museum: from Commemoration to Education*. POLIN: Studies in Polish Jewry, 13, (290-299).
- Węgrzynek, H. (2006). *The Holocaust and Jewish history as presented in current Polish Texbooks*. In D. Nałęcz & M. Edgaro (Eds.), Fact and lies in the common knowledge on the Holocaust (pp. 147-161).Warsaw-Cracow: Oficyna Wydawnicza ASPRA-JR.
- T. Lutz, D. Silberklang, P. Trojanski, J. Wetzel, M. Bistrovic (Eds), (2015) Killing Sites. Research and Remembrance, IHRA series, vol.1, Metropol, Berlin
- A. Mirga-Kruszelnicka, E. Acuña and P. Trojański (Eds), (2015), *Education for Remebrance of the Roma Genocide: Scholarship*, Commemoration and the Role of Youth, Kraków 2015
- Monique Eckmann, Doyle Stevick and Jolanta Ambrosewicz-Jacobs (Eds), *Research in Teaching and Learning about the Holocaust. A Dialogue Beyond Borders*, IHRA series, vol. 3, Metropol Verlag & IHRA, 2017 (http://holocaustremembrance.com/sites/default/files/research_in_teaching_and_learning_about_the_holocaust_web.pdf)

Course card

Course title	**Cultural heritage of Poland as a part of an educational process**

Semester (winter/summer)	Summer	ECTS	6

Lecturer(s)	dr Mateusz Drozdowski	

Department	Institute of History and Archival Studies	

Course objectives (learning outcomes)

Aim of the course is to provide students with a basic knowledge on the monuments of the cultural and historical heritage of Poland. Special emphasis will be put on the didactics of that issue, especially methods of presenting and interpreting the heritage used in an educational process. Therefore an additional objective is to train students in the techniques that can be useful in a future work as teachers.
From a substantive point of view widely presented is mainly the architecture: part of the cultural heritage that is visible in the Polish landscape and can be taught using multimedia presentations. Particular attention is paid to the monuments of Kraków and Małopolska as well as some elements of knowledge on the heritage protection. Examples of painting and literature are also briefly discussed.

Prerequisites

Knowledge	History of art at the high school level.
Skills	Ability to read and understand academic and popular science texts related to the history of culture, civilization, history of art and issues of a heritage protection. The ability to put questions on the basis of the literature and draw conclusions. Ability to write an essay/prepare a project based on the literature on the subject.
Courses completed	None

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			15					

Teaching methods:

Discussion during the classes, multimedia presentations shown by the lecturer, educational walk around Cracow, finally: individual project.

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
				X		X		X					

Assessment criteria	1. Presence during the classes (one absence without leave is allowed). 2. Students are required to prepare an individual project consisting of two parts: - plan of a tourist route presenting part of the cultural or historical heritage of Poland; - a short essay describing the places and monuments mentioned in the tourist route. The essay has to be at least 5 pages long and include bibliography and references to the academic texts.

Comments	None

Course content (topic list)

1. What is heritage? Cultural heritage of Poland on the UNESCO list.
2. The most important Polish museums and institutions responsible for the protection of a cultural heritage. Heritage routes in Poland.
3. Interpretation of the heritage: methods of presenting the cultural and historical heritage in educational process
4. Examples of the Polish architecture: Romanism, Gothic, Renaissance, Mannerism, Baroque and Classicism.
5. An educational walk of Krakow: Historicism, Art Nouveau, Modernism.
6. The most important monuments of painting in Poland.
7. Monuments of Polish literature.
8. Examples of folk culture in Poland.

Compulsory reading

Kolek L., *Polish culture: an historical introduction*, Lublin 1997.
Kowalska S., *Cultural Heritage in Poland – the Background, Opportunities and Dangers*, Poznań – Kalisz 2012.
Ostrowski J. K., *Sztuka Krakowa / Art of Cracow*, Kraków 2011.
Polskie dziedzictwo nauki i kultury u progu trzeciego tysiąclecia / Polish cultural and scientific heritage at the dawn of the Third Millennium, red. E. Szczepanik, Toruń 2012.

Recommended reading

Fabiański M., Purchla J., *Historia architektury Krakowa w zarysie*, Kraków 2001.
Kaczmarek S., *Architecture of Poland as the heritage of past and present: castles, palaces and mansions, historic cities*, in: Poland: history, culture and society: selected readings, ed. E. Bielawska-Batorowicz, Łódź 2015.

Kox B., *The architecture of Poland*, London 1971.
Miłobędzki A., *The architecture of Poland: a chapter of the European heritage*, Kraków 1994.
Polish painting, ed. by Andrzejewska H., Warszawa 1997.
Pruszyński J., *Dziedzictwo kultury Polski, jego straty i ochrona prawna*, t. I-II, Kraków 2001.
Rożek M., *Przewodnik po zabytkach Krakowa*, Kraków 2006.

Course card

Course title	**Iconography of power. Krakow and Poland as the important part of Europe**		

Semester (winter/summer)	winter	ECTS	6

Lecturer(s)	Dr Jarosław Pietrzak	

Department	Institute of History and Archival Studies	

Course objectives (learning outcomes)

This introductory lecture examines how images can convey very potent political and ideological messages. Students are introduced to the basic procedures and principles in iconographic analysis to learn to identify and interpret symbols, attributes, and emblems concealed in images of power and to reveal the underlying message and place it in the broader cultural context.

Prerequisites

Knowledge	Student has an overall knowledge at the high school diploma level.
Skills	Without special requirements
Courses completed	The lecture will end with a short test summarizing the knowledge of Polish history and culture acquired by the lecture participants, referring to the symbolism of power 1. Familiarization withe knowledge connected with European and Polish symbols of power 2. Knowledge resulting from familiarization with iconographic source materials and subject literature 3. Showing multicultural relations and connections between Krakow and general Poland withe West and East part of Europe 4. Competences in the field of language, learning about a new cultural and artistic circle

Course organization							
		Group type					
Form of classes	W (Lecture)	A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours	15						X

Teaching methods:

The teaching method is based on the author's lecture using multimedia presentation and other teaching aids. It is possible to lecture at cultural institutions, e.g. museums. Each lecture will be enriched with a summary and initiation of the final discussion, which will allow the exchange of knowledge and experience in the field of cultural contexts

Assessment methods:

E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student·s presentation	Written assignment (essay)	Oral exam	Written exam	Other

Assessment criteria	At the end of the course students should deliver a short essay (max. 5 standard pages) on the topic chosen from the prepared list. The essay has to include the bibliography and references to the academic texts.

Comments	Not applicable

Course content (topic list)

| 1. Organizational classes.
2. Polish symbols of power and its history.
3. The idea of power inscribed in numismatics (lecture connected with going to the Hutten-Czapski Museum in Krakow)
4. Iconography of power of Polish kings and queens from the Piast and Jagiellonian dynasties (Xth-XVIth century)
5. Iconography of power of Polish kings and queens - Times of elective rulers (XVIth-XVIIIth century)
6. Tadeusz Kosciuszko and Jozef Pilsudski - two Polish heroes and „uncrowned kings of Poland".
7. Power of science - Jagiellonian University and its symbols (lecture connected with going to the Collegium Maius, Church of Saint Anne, Collegium Novum.)
8. Polish burghers and the symbolism of its power from XVth to XIXth century. |
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Compulsory reading

| Michael J. Salevouris, The Methods and Skills of History: A Practical Guide
Roelof van Straten, An Introduction to Iconography: Symbols, Allusions and Meaning in the Visual Arts (Documenting the Image), Psychology Press, 1994. |
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Recommended reading

(all necessary materials will be delivered by the teacher in due time)

Course card

Course title	**Education, museum and culture**

Semester (summer/winter)	Summer	ECTS	6

Lecturer(s)	Dr Jarosław Pietrzak	

Department	Institute of History and Archival Studies	

Course objectives (learning outcomes)

The aim of the course is to discuss the development and achievements of Polish museology/museums and to introduce the principles of museum activity at the educational level. To familiarize students with the differences in the activities of museums and other institutions conducting cultural and exhibition activities, to characterize the types of exhibitions; discussion of the social and scientific function of shows and their importance for historical education.

Prerequisites

Knowledge	Student knows the most important threads of polish cultural heritage and museums and understand phenomena of cultural education for general process develop of humane.
Skills	Student is ready to use museum space, exhibitions and institution of culture to develop cultural competences in education and self-education.
Courses completed	Students will be able to transfer this knowledge to discuss cultural phenomena (past or present) and sharpened their research skills by conducting their own small scale research project.

Course organization							
Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours			15			15	

Teaching methods:

Lecture, discussion, essays, presentations, field trip, workshops, city and museum games

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student‐s presentation	Written assignment (essay)	Oral exam	Written exam	Other
		x	x	x						x			

Assessment criteria	Students are required to prepare an essay. The essay contains at least 8 pages long and include the bibliography and references to the academic texts. Attendance of 70% of lectures and trips

Comments	LOCAL GRADE / ECTS GRADE
	5,0 / A - excellent
	4,5 / B - very good
	4 / C - good
	3,5 / D - satisfactory
	3 / E - acceptable
	2 / F - failed
	Credited without marks / Pass

Course content (topic list)

1. Organizational classes.
2. The royal residences as a special type of cultural heritage and museum – The castle of Wawel.
3. The role of universities in museum education – case of Museum of Jagiellonian University and Documentation Centre of Deportations, Expulsions and Resettlement.
4. Archaeological methods in the study of history: The Archaeological Museum in Kraków – the oldest archeological museum in Poland.
5. Museum education in the field – field games and places of commemoration in the urban space, case of Kościuszko Mound, Park Jordana, Planty Park.
6. The industrial heritage in education: Museum of Nowa Huta and Nowa Huta like as example city-garden and architectural of Socialist realism.
7. Participatory museum – modern museums of contemporary art – MOCAK – Museum of Contemporary Art in Kraków
8. Multimedia in the development of museum education.

Compulsory reading

Michael J. Salevouris, *The Methods and Skills of History: A Practical Guide*
G.K. Talboys, *Using Museums as an Educational Resource: An Introductory Handbook for Students and Teachers 2nd Edition,* Ashgate Publishing Limited 2010.
Running a museum Practical Handbook, a *Trainer's Manual* (online)
F. Silverman, B. Bartley, *Who is Educating Whom? Two-way Learning in Museum/University Partnerships*, Journal of Museum Education vol. 38, 2013, p. 154-163.
S.K. Nichols, *Museums, Universities & Pre-Service Teachers,* Journal of Museum Education, Vol. 39, 2014, p. 3-9.
N. Prottas, *Where Does the History of Museum Education Begin?,* Journal of Museum Education, vol. 44, 2019, p. 337-341.
D.T. Schaller, *The Meaning Makes It Fun Game-Based Learning for Museums*, Journal of Museum Education, Vol. 36, 2011, p. 261-268.

Recommended reading

G. Wyrick, *All Together Now: Teens and Museums,* Journal of Museum Education, Volume 39, 2014, p. 231-235.
M. Deetsch, R. Glass, R. Jankowski, *Visual Literacy and Its Impact on Pre-literacy Development*, Journal of Museum Education, Vol. 43, p. 148-158.
B. Paynter, C. Zuleta, *Rooted in the Past, Active for the Future: Museums and Inspiring a New Generation of Citizens*, Journal of Museum Education, Vol. 43, 2018, p. 137-147.
H.R. Gray*, Geo-Caching. Place-Based Discovery of Virginia State Parks and Museums*, Journal of Museum Education, Vol. 32, 2007, p. 285-291.

Course card

Course title	**New Perspectives on Contemporary History: Totalitarianisms in the 20th Century**

Semester (winter/summer)	Winter	ECTS	6

Lecturer(s)	Dr Mateusz Drozdowski	

Department	Institute of History and Archival Studies	

Course objectives (learning outcomes)

Students are expected to read and learn about historical developments in the post-World War II era and appreciate the historical roots of these issues.

Prerequisites

Knowledge	Student has a background knowledge about the history and political geography.
Skills	Student is able to analyze basic issues connected with international relations.
Courses completed	n/a

Course organization							
Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours			15				

Teaching methods:

Lecture, collaborative discussion.

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other

Assessment criteria	Students are required to prepare an essay. The essay contains at least 5 pages long and include the bibliography and references to the academic texts.

Comments	

Course content (topic list)

1. Organizational classes
2. Totalitarian ideologies and the processes of the formation of "new type" states
3. Countries of a new type - USSR
4. Countries of a new type - the Third Reich and Fascist Italy
5. Appeasement as a phenomenon of satisfying totalitarian states
6. Everyday life in totalitarian systems
7. Disintegration of totalitarian systems
8. Problems with the settlement of past crimes

Compulsory reading

LEFFLER Melvyn, WESTAD Odd Arne (2010) The Cambridge History of the Cold War. Vol. I: Origins. Cambridge University Press, Cambridge e.a.
Mark Mazower, "The Deserted Temple: Democracy's Rise and Fall," in Dark Continent: Europe's Twentieth Century (New York: Knopf, 1999), pp. 1-39

Recommended reading

Deudney, Daniel, and G. John Ikenberry. "Who Won the Cold War?" Foreign Policy, no. 87, 1992, pp. 123–138.
Sasha D. Pack, "Tourism and Political Change in Franco's Spain," in Spain Transformed: The Late Franco Dictatorship, 1959-75, ed. Nigel Townson (New York: Palgrave Macmillan, 2007), pp. 47-66
Fitzpatrick, Sheila. The Russian Revolution. 3rd edition. Oxford University Press, 2000

Course card

Course title	**Peasants in Polish and European History**		

Semester (winter/summer)	winter	ECTS	6

Lecturer(s)	Prof. Mateusz Wyżga	

Department	Department of Humanities	

Course objectives (learning outcomes)

This course explores the history of rural life, which was for most of European history the experience of the vast majority of men and women. We begin the course with historical readings organized around a series of questions about the history of rural life.
The course is focused on presenting the basic themes from the economic, social, legal, administrative and religious history of the countryside of the Poland in the Modern Period, which are presented in the context of the period development of Europe.
Most important, however, this course is a research seminar, designed to offer you the opportunity to conduct your own research project in a group setting.

Prerequisites

Knowledge	
Skills	Good English reading and speaking skills
Courses completed	

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			15			15		

Teaching methods:

Discussion based on readings, presentation, writing essay, hands on data exercises

Assessment methods:

E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
							x		x			

Assessment criteria	Clarity of both spoken and written explanation Relevance of the arguments Originality of thought

Comments	

Course content (topic list)

1. Introduction - what is a rural history?
2. Outside and inside villages and agricultural technology
3. Village demographic situations and the social structure of the population
4. Legal conditions and administration
5. Working days and holidays in the village
6. Religion, magic and rituals
7. The perception of villagers by other social groups
8. Presentations

Compulsory reading

1. Eric Vanhaute, *Peasants in World History* (Themes in World History), London: Routledge 2021.

2. Wyżga, M., Korczak-Siedlecka, J. (2023). Liquid Identity? Peasants' Mobility and Migration Policies in the Polish-Lithuanian Commonwealth in the Seventeenth Century: The Case of the Microregions of Gdańsk and Krakow. In: Tikka, K., Uusitalo, L., Wyżga, M. (eds) Managing Mobility in Early Modern Europe and its Empires. Palgrave Studies in Migration History. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-031-41889-1_7

Recommended reading:

1. M. Wyżga, 2022. *Peasants' Serfdom, Freedom and Mobility in the Cracow Province (1501-1800)*, „Journal of Migration History" t. 8, nr 2, s. 267-290.
2. M. Wyżga, 2022, *Women's Labour Migration and Serfdom in the Polish-Lithuanian Commonwealth (Sixteenth to Eighteenth Centuries)*, W: *Gender and Migration in Historical Perspective: Institutions, Labour and Social Networks, 16th to 20th Centuries,* red. B. Zucca – Micheletto, Palgrave Macmillan, s. 175-213.
3. M. Wyżga, 2019. *Serfdom and Mobility in Eighteenth-Century Bohemia: On Josef Grulich's Book Migrační strategie: Město, předměstí a vesnice na panství České Budějovice ve druhé*

polovině 18. století, České Budějovice: Jihočeská univerzita v Českých Budějovicích, 2018, 286 pages, „Przeszłość Demograficzna Polski" t. 41, s. 233-247.

4. M. Wyżga, 2019, *Peasant immigrants in the city of Cracow in the 16th-17th centuries in the light of criminal records*, "Historickâ demografie" 43, nr 1, s. 47-65.

Course card

Course title	**Memory Studies: Theory and Practices**	

Semester (winter/summer)	Winter	ECTS	6

Lecturer(s)	Karolina Kwaśna, PhD	

Department	Institute of History and Archival Studies	

Course objectives (learning outcomes)

Memory studies is an academic field studying the use of memory as a tool for remembering the past. In this paradigm memory is the past made present and is a contemporary phenomenon, something that, while concerned with the past, happens in the present; and second, that memory is a form of work, working through, labor, or action. Memory studies emerged as a new and different way for scholars to think about past events at the end of the 20th century.

Prerequisites

Knowledge	Student understands how people have existed, acted and thought in the always different context of the past.
Skills	Student is able to read and analyse texts, primary and secondary sources, both critically and empathetically, while addressing questions of origins, content, perspective and purpose, value, and limitations. Has basic technical, analytical, decision-making and investigative skills
Courses completed	Students will be familiar with central topics and key theories in the interdisciplinary field of memory studies. Students will be able to transfer this knowledge to discuss cultural phenomena (past or present) and sharpened their research skills by conducting their own small scale research project.

Course organization							
Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours			X				

Teaching methods:

Lecture, discussion, essays, presentations, field trip

Assessment methods:

E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student' s presentation	Written assignment (essay)	Oral exam	Written exam	Other
			X		X		X		X			

Assessment criteria	Students are required to prepare an essay. The essay has to be at least 10 pages long and include the bibliography and references to the academic texts.

Comments	

Course content (topic list)

1. What is Collective Memory? 2. Testimony/Trauma 3. Communities of memory 4. Media of Memory 5. Memory and Popular Culture 6. Place and Memory 7. Forgetting 8. Critiques of Memory studies

Compulsory reading

Hutton, P. "Recent Scholarship on Memory and History."The History Teacher 33:4 (2000): 533-548.

Nora, P. 1989 „Between Memory and History: Les Lieux de Mémoire". Representations 26 : 7-24.

Burke, P. 1989. „History as Social Memory". In Memory, History, Culture and the Mind. Edited by T. Butler, pp. 97-113. Oxford, New York: Basil Blackwell.

Assmann, J. 2006. „What is Cultural Memory?" In Religion and cultural memory: ten studiem. Cultural memory in the present. Pp. 1-26. Stanford, Calif.: Stanford University Press

Confino, Alon. 1997. „Collective Memory and Cultural History: Problems of Method". AHR Forum. American Historical Review. Dec 1997, Vol. 102(5): 1386-1403.

Kapralski, S. and Wolentarska-Ochman. 2006 Memory and Commemoration: The Case of Jedwabne. In

History and Memory, Volume 18 (1), Spring/Summer 2006.

Lowenthal D., "Fabricating Heritage," History and Memory 10:1 (1998): 5–24.

Recommended reading

Hirsch, M. 2008. The Generation of Postmemory. Poetics Today 29(1): 103-128. Permanent link: www.columbia.edu/~mh2349/papers/generation.pdf

Boym, Svetlana. 2007. Nostalgia and Its Discontents. The Hedgehog Review 7-18. Permanent link: www.iasc-culture.org/eNews/2007_10/9.2CBoym.pdf

Savage, Kirk. Monument Wars: Washington, D.C., the National Mall, and the Transformation of the Memorial Landscape. Oakland, CA: University of California Press, 2009

Young, James E. The Texture of Memory: Holocaust Memorials and Meaning. New Haven: Yale University Press, 1993

Course card

Course title	Artificial Intelligence in School and Higher Education: Pedagogy, Ethics, and Practice

Semester (winter/summer)	Summer	ECTS	6

Lecturer(s)	Prof. Wiktoria Kudela-Świątek	

Department	Institute of History and Archival Studies	

Course objectives (learning outcomes)

By the end of the course, students will be able to:
- understand key concepts related to artificial intelligence (AI) and its applications in educational contexts;
- analyze the impact of AI tools on teaching, learning processes, assessment, and academic work in both school and university settings;
- critically evaluate the pedagogical benefits and limitations of AI-supported learning environments;
- identify ethical, legal, and social implications of AI use in education, including issues of bias, privacy, authorship, and academic integrity;
- design learning activities and assessment formats that responsibly integrate AI tools;
- develop strategies for teaching AI literacy and critical digital competencies to pupils and students;
- reflect on the changing role of teachers and academic staff in AI-enhanced educational environments.

Prerequisites

Knowledge	Students have a general understanding of educational processes and basic digital literacy.
Skills	Students are able to analyze academic texts, engage in critical discussion, and use digital tools at a basic level. No technical or programming background is required.
Courses completed	none

Course organization							
Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours			X				

Teaching methods:

- ☐ interactive lectures
- ☐ case study analysis (schools and universities)
- ☐ guided discussions and debates
- ☐ hands-on exploration of selected AI tools used in education
- ☐ individual project work (designing an AI-informed educational activity or policy guideline)
- ☐ student presentations

Assessment methods:

E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student`s presentation	Written assignment (essay)	Oral exam	Written exam	Other
			X		X		X					

Assessment criteria	The final grade is based on an individual project and active participation. **Evaluation components:** **1. Educational design project** Development of a lesson plan, course activity, assessment strategy, or institutional guideline meaningfully integrating (or critically regulating) the use of AI in education. **2. Critical understanding of AI tools** Ability to assess the pedagogical value, risks, and limitations of selected AI applications. **3. Ethical and responsible approach** Consideration of issues such as data protection, algorithmic bias, transparency, accessibility, and academic integrity. **4. Methodological quality** Clearly formulated learning outcomes, coherent structure, and alignment between objectives, methods, and assessment. **5. Presentation and reflection** Oral presentation of the project and reflective discussion on the role of AI in contemporary education.

Comments	The course combines theoretical reflection with practical experimentation. It is particularly relevant for future teachers, academic instructors, education specialists, and anyone interested in the transformation of education in the digital age.

Course content (topic list)

1. **(45 min)** Introduction: What is AI and why does it matter in education?
2. **(1.5 h)** AI in schools: personalized learning, tutoring systems, and classroom practice
3. **(1.5 h)** AI in higher education: academic writing, research support, and assessment
4. **(1.5 h)** Opportunities and risks: bias, misinformation, overreliance, and digital divides
5. **(1.5 h)** Ethics, law, and academic integrity in the age of generative AI
6. **(1.5 h)** Teaching AI literacy and critical digital skills
7. **(1.5 h)** Student project presentations and discussion

Compulsory reading

1. Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning.* Boston, MA: Center for Curriculum Redesign. ISBN 978-1-794-29370-0.
2. Karimi, H., & Khawaja, S. (2023). The impact of artificial intelligence on higher education in England. *Creative Education.*
https://doi.org/10.4236/ce.2023.1412154
3. UNESCO; Miao, F., & Holmes, W. (2023). *Guidance for generative AI in education and research.* Paris: UNESCO. https://doi.org/10.54675/EWZM9535.

Recommended reading

1. UNESCO. "UNESCO survey: Two-thirds of higher education institutions have or are developing guidance on AI use, https://www.unesco.org/en/articles/unesco-survey-two-thirds-higher-education-institutions-have-or-are-developing-guidance-ai-use." Accessed January 23, 2026.
2. European Commission, Directorate-General for Education, Youth, Sport and Culture. (2022). *Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for educators.* Publications Office of the European Union.
https://data.europa.eu/doi/10.2766/153756 (Print ISBN 978-92-76-57539-9; PDF ISBN 978-92-76-54190-5).
3. Selected policy documents from ministries of education and universities on AI use in teaching and assessment

Course card

Course title	Archival Education and Public History: Teaching and Learning in Archives

Semester (winter/summer)	Summer	ECTS	6

Lecturer(s)	Prof. Wiktoria Kudela-Świątek	

Department	Institute of History and Archival Studies	

Course objectives (learning outcomes)

By the end of the course, students will be able to:
- understand the role of archives not only as heritage-preserving institutions but also as active educational and cultural actors;
- analyze the functions of archival education within formal, non-formal, and lifelong learning contexts;
- design educational activities in archival settings (archival lessons, workshops, educational exhibitions, participatory projects) tailored to diverse audiences;
- critically use archival materials as teaching tools, taking into account their provenance, context of creation, informational value, and interpretative limitations;
- apply principles of accessibility and inclusiveness in planning educational initiatives in memory institutions;
- connect theory and practice by developing an original educational project based on archival sources;
- reflect on the role of the archivist as an educator and mediator between the past and contemporary audiences.

Prerequisites

Knowledge	Students have basic knowledge of history and understand the importance of historical sources in studying the past.
Skills	Students are able to read and analyze academic texts and historical sources, considering their origin, context, purpose, value, and limitations. They possess basic analytical, organizational, and research skills.
Courses completed	none

Course organization							
Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours			X				

Teaching methods:

☐ interactive lectures
☐ analysis of archival materials
☐ guided discussion
☐ individual project work (designing an educational programme)
☐ student presentations
☐ study visit to an archive or memory institution

Assessment methods:

E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student`s presentation	Written assignment (essay)	Oral exam	Written exam	Other
			X		X		X					

Assessment criteria	The final grade is based on an individual educational project. **Evaluation components:** **1. Educational project design** Preparation of a detailed plan for an archival lesson, workshop, educational pathway, exhibition concept, or other form of audience engagement in an archive. **2. Use of archival sources** Critical and meaningful integration of archival materials, with attention to their context and interpretative potential. **3. Audience awareness** Adaptation of the project to the age, needs, competencies, and possible barriers of the target group (e.g., linguistic, cultural, accessibility-related). **4. Methodological and substantive quality** Clearly defined learning objectives, coherent structure, and appropriate teaching methods. **5. Presentation and reflection** Oral presentation of the project and critical reflection on the role and challenges of archival education.

Comments	

Course content (topic list)

- ☐ **(45 min)** Introduction: The archive as a space of education
- ☐ **(1.5 h)** Social functions of archives and the development of archival education
- ☐ **(1.5 h)** Archival sources as educational tools
- ☐ **(1.5 h)** Methods of educational work in archives (lessons, workshops, projects)
- ☐ **(1.5 h)** Archival education, public history, and social memory
- ☐ **(1.5 h)** Designing an educational activity – project workshop
- ☐ **(1.5 h)** Project presentations and discussion

Compulsory reading

4. Bastian, J. A., & Flinn, A. (eds.). *Community Archives, Community Spaces.* Facet Publishing.
5. Nesmith, T. (2007). What Is an Archival Education? *Journal of the Society of Archivists*, 28(1), 1–17.
6. Theimer, K. (ed.). *Educational Programs: Innovative Practices for Archives and Special Collections.* Rowman & Littlefield. 2015

Recommended reading
1. Cook, T. Evidence, memory, identity, and community: four shifting archival paradigms. *Arch Sci* 13, 95–120 (2013). https://doi.org/10.1007/s10502-012-9180-7
2. ICA (International Council on Archives). *Principles of Access to Archives.*
3. Selected online educational resources provided by national and state archives in Europe