

## Institute of Sociology, Cognitive Science and Philosophy

**Winter semester:**

### Module I

<a href="#">Anthropocene and Environmental Philosophy</a>	30 ECTS
<a href="#">On Contemporary Sexuality and New Media</a>	
<a href="#">Psychoanalysis and Social Sciences</a>	
<a href="#">Sociology and Psychotherapy</a>	
<a href="#">Great Books of the Western World</a>	

**Summer semester:**

### Module I

<a href="#">Bioethics</a>	30 ECTS
<a href="#">Philosophical Anthropology</a>	
<a href="#">The Social Implications Of Climate Change</a>	
<a href="#">Contemporary Global Issues</a>	
<a href="#">Introduction to Population Studies</a>	

### Course card

Course title	<b>Anthropocene and Environmental Philosophy</b>		
Semester (winter/summer)	winter	ECTS	6
Lecturer(s)	dr Grzegorz Kubiński		
Department	Department of Sociology		

#### Course objectives (learning outcomes)

The knowledge of the contemporary, prevailing trends concerning the relation man-nature. Fundamentals of environmental philosophy give the students basic information on its historical development and its main theoretical assumptions. During a series of lectures main approaches to nature are presented, discussed and compared. The approaches are as follows: anthropocentric, individualist consequentialist, individualist deontological and holistic. In addition to this the animals' right theory is presented and considered.

#### Prerequisites

Knowledge	- The knowledge of the trends in contemporary environmental philosophy
Skills	The practical knowledge concerning the evaluation of the destructiveness or usefulness of actions undertaken in respect of the good of the environment.
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:

Individual, personal meetings

- discussion on texts selected by the lecturer.
- multimedia presentations (by both the lecturer and the students).
- videos and short movies.
- reading, analyse and discussion on websites and social media.

#### Assessment methods:

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

Assessment criteria	Paper evaluated -assessment of students' essays -assessment of students' presentations
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#### Course content (topic list)

1. The Evolutionary History of Man within Natural History
2. The Metaphysical Foundations of Environmental Philosophy
3. Aldo Leopold – the Father of Philosophy of Ecology
4. Donna Haraway - chthulucen.
5. Karen Barad - intra-actions.
6. Timothy Morton - hyper-objects.
7. Bruno Latour - the actor-network theory
8. Jane Bennett - political ecology.
9. Men and Animals. A Historical Presentation
10. The Essence of Holism. Endangered Species and the Ecosystemic Wholes
11. The Environment and Society.
12. The Perspectives of Environmental Philosophy

#### Compulsory reading

Note: The lectures may be changed by the lecturer.

Note: The texts will be provided by the lecturer.

1. Latour, B., *Reassembling the Social: An Introduction to Actor-Network-Theory*. Oxford University Press 2005.
2. Bennet J., *Vibrant Matter: A Political Ecology of Things*, Duke University Press Books 2010.
3. Morton T., *Hyperobjects: Philosophy and Ecology after the End of the World*, University Of Minnesota Press, 2013.
4. Parikka J., *A Geology of Media*, University Of Minnesota Press, 2015.
5. Bryant L.R., *The Democracy of Objects*, University of Michigan Library 2011
6. Harman G., *Immaterialism: Objects and Social Theory*, Polity 2016
7. Allenby B., Sarewitz D., *The Technohuman Condition*, The MIT Press, Cambridge 2011
8. Esposito R., *Persons and Things*, Polity, Cambridge 2015
9. DeLanda M., *Assemblage Theory*, Edinburgh University Press 2016

### Course card

Course title	<b>On Contemporary Sexuality and New Media</b>		
Semester (winter/summer)	winter	ECTS	6
Lecturer(s)	Grzegorz Kubiński Ph.D.		
Department	Department of Philosophy and Sociology		

#### Course objectives (learning outcomes)

Technological development has changed human sexuality rapidly. Rising of a new era of the Internet and social media like Instagram or Facebook, gave people have lots of opportunities to fulfil their desires. This lecture proposes socio-cultural approach to the future forms of artificially augmented sexuality. During this course, we will try to track down some of the new forms of modern sexuality. New media, as a space of expression of different kinds of human, often unusual, pleasures will be mostly analyzed. Besides that, we will take the trouble to understand why some people fall in love with inanimate things, like sexdolls or robots. We will also scrutinize some aspects of augmented intimacy, as a new form of maintaining on-distance relationships. Among others, as analytical tools will be used theories and concepts by M. Nussbaum, J. Lacan, B.Latour, A.Dworkin, R. Braidotti and more.

#### Prerequisites

Knowledge	-
Skills	Good skills of English in speech and writing
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 on texts selected by the lecturer.
- multimedia presentations (by both the lecturer and the students).
- videos and short movies.
- reading, analyse and discussion on websites and social media.

Assessment methods:

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

Assessment criteria	-assessment of students' essays -assessment of students' presentations
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Course content (topic list)

- 1.Theories of sexuality.
- 2.Elements of theories of deviance.
- 3.Paraphilias/fetishism and anormative sexual behaviours.
4. New forms of pornography.
5. Expressions of sexuality in the social media/Internet (e.g.Facebook, Instagram).
- 6.Augmented intimacy, virtual reality and artificial intelligence as new elements of sexual behaviours.
- 7.Sextoys design and aesthetics.
- 8.Fembots, gynoids and objectification of women.
9. Masculinity crisis and sexual internet-mediated behaviours.
- 10.Future of the sex/uality.

Compulsory reading

1. Best J., Bogle K.A., *Kids Gone Wild*, New York University Press, New York-London 2014
2. Davidson J., *Sexting. Gender and Teens*, Sense Publishers, Rotterdam 2014
3. Dworkin A., *Pornography. Men Possessing Women*, Plume Books, New York 1989
4. Ferguson A., *The Sex Doll. A History*, McFarland&Co., London 2010
5. Hester H., Walters C., *Fat Sex: New Directions in Theory and Activism*, Ashgate, Farnham 201
6. Levy D., *Love and Sex with Robots*, HarperCollins, New York 2007
7. Seidman S., Fischer N., *Introducing the New Sexuality Studies*, Routledge, New York 20 11
8. Tarrant S., *Men Speak Out*, Routledge New York-London 2008

### Course card

Course title	<b>Psychoanalysis and Social Sciences</b>		
Semester (winter/summer)	winter	ECTS	6
Lecturer(s)	Michał Warchala Ph.D.		
Department	Department of Sociology		

#### Course objectives (learning outcomes)

##### Knowledge

W\_01: The student knows various meanings of the "canon" in the field of humanities

W\_02: The student understands the criteria that decide the canonical position of any given work of literature, art or scholarship, as well as their historical changes

W\_03: The student knows various traditions (Greek, Christian, Enlightenment) that together make up the so-called "Western tradition"

##### Skills

U\_01: The student is able to analyze and discuss diverse elements of the "canonical" books

U\_02: The student is able to prepare presentations and write short essays in English, discussing the issues linked to the main subject of the course

##### Social competence

K\_01: The student is aware of the necessity to deepen his/her own knowledge and to widen his/her intellectual horizons.

K\_02: The student does not shy of putting his/her own opinions in the discussion is aware that plurality of views is a basic condition of free inquiry within the field of social sciences and humanities

K\_03: The student understands the role humanities can play in any society; of possible uses and abuses of their ideas in the social conflicts

#### Prerequisites

Knowledge	Rudimentary knowledge of the humanities (esp. philosophy) is welcome
Skills	Written & spoken English, as well as basic skills in text analysis will be of much help
Courses completed	Basic course of the history of philosophy

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	
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Teaching methods:

The principal teaching method will be a discussion of the texts selected by the lecturer. Graphic and multimedia presentations (by both the lecturer and the students) will occasionally be used during classes.

Assessment methods:

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

Assessment criteria	<p>3 (or “satisfying”) grade can be obtained by a student who accomplished all the tasks appointed by the lecturer and attained the learning outcomes for the course</p> <p>4 (or “good”) grade can be obtained by a student who met the criteria of grade 3 and, moreover, has a broader knowledge, and is able to formulate and justify his/her own opinions on the subject</p> <p>5 (or “very good”) grade can be obtained by a student who met the criteria of grade 4 and, moreover, has a broader knowledge, is able to formulate and justify his/her own opinions on the subject, and has a high degree of fluency in using the concepts typical for the field of sociology of religion or religious studies</p>
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Comments	
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Course content (topic list)

<ol style="list-style-type: none"> <li>1. The examples of Biblical narratives – their main topics and narrative techniques</li> <li>2. Main topics of Plato's philosophy as presented in the Symposium</li> <li>3. St. Augustine: the combination of pagan culture and Christian belief</li> <li>4. Montaigne and the Renaissance revision of Christianity</li> <li>5. Marx and the heritage of Enlightenment and Romanticism</li> <li>6. Freud's critique of modern culture</li> <li>7. Nietzsche's "hermeneutics of suspicion": the critique of culture, morality and religion 10. Max Weber and the sociological diagnosis of modernity</li> </ol>
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Compulsory reading

<ol style="list-style-type: none"> <li>1. The Bible (selected fragments esp. the Book of Genesis, the Book of Exodus; St. Paul's epistles – esp. the Epistle to Romans and to Corinthians)</li> <li>2. Plato, Symposium.</li> <li>3. St. Augustine, Confessions.</li> <li>4. Michel de Montaigne, Essays (a selection).</li> <li>5. Karl Marx, The Communist Manifesto (chapter 1&amp;2).</li> <li>6. Sigmund Freud, Civilization and Its Discontents.</li> <li>7. Friedrich Nietzsche, Thus Spake Zarathustra.</li> <li>8. Max Weber, Science as a Vocation.</li> </ol>
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Recommended reading:

H. Bloom, The Western Canon. The Books and School of the Ages, New York: Harcourt Brace & Company 1994.



## The social implications of climate change

Empirical data and analyses prove unambiguously that anthropogenic climate change (a growing impact of humans on climate) is real, whereas its consequences, such as flooding of coastal areas, fires, droughts, heat waves and other extreme weather events threaten the livelihoods of mostly the populations of the countries of the Global South, while increasingly affecting also the countries of the Global North. The aim of the course is to address the social consequences of these processes, focusing particularly on conflicts arising from competition for scarce resources and on environmental migrations. The course is open to students of all disciplines.

### Course card

Course title	The social implications of climate change		
Semester (winter/summer)	summer	ECTS	6
Lecturer(s)	Małgorzata Krywult-Albańska, PhD	m.krywult@autograf.pl	
Department	Department of Sociology		

### Course objectives (learning outcomes)

#### Knowledge:

W\_01: Students know key theories of climate, history and society.

W\_02: Students understand and are able to explain the cultural origins and social consequences of the climate change.

W\_03: Students understand the importance of climate change social issues.

#### Skills:

U\_01: Students are able to describe, explain and analyze the problems of economic, social or political regarding global climate change.

U\_02: Students are able to denote and explain main sociological theories concerning the problem of climate.

U\_03: The student is able to prepare presentations and write essays in English, discussing the issues within the field of sociology or anthropology.

#### Social competence:

K\_01: The student is aware of the necessity to deepen his/her own knowledge and to widen his/her intellectual horizons.

K\_02: The student does not shy of putting his/her own opinions in the discussion is aware that plurality of views is a basic condition of free inquiry within the field of social sciences and humanities.

K\_03: The student is aware of the role the problem of climate change.

### Prerequisites

Knowledge	
Skills	Good skills of English in speech and writing
Courses completed	

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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 on texts selected by the lecturer. - multimedia presentations (both by the lecturer and the students)
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Assessment methods:

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

Assessment criteria	Engagement/participation – 10% of the final grade; Presentation based on Required reading – 20% of the final grade; Project – 70% of the final grade.
	The policy on absences and arriving late/leaving early is as follows: Everybody is allowed to be absent twice, no questions asked, and everyone gets two late arrivals or early departures, no questions asked, without any injury to your Engagement/Participation score. After that, points are deducted from that score to reflect poor attendance and participation.

Comments	Further literature will be added during the course.
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Course issues

1.	Introduction: the notion of the anthropogenic climate change.
2.	Evidence of climate change. Historical data and current trends.
3.	Societies and nature: views on the relationship.
4.	Security concerns: research on conflicts arising from competition for scarce resources.
5.	Environmental migrations.

6. Capitalism and the contradictions of the market economy vs. the challenge of climate change.

Compulsory reading

1. Bremner Jason, Hunter Lori M. June 2014. Migration and the Environment. Population Bulletin, Vol. 69, No. 1, Population Reference Bureau, [www.prb.org](http://www.prb.org) [20.01.2017]
2. Moseley William G., Perramond Eric, Hapke Holly M., Laris Paul. 2014. An Introduction to Human-Environment Geography. Local Dynamics and Global Processes. Wiley Blackwell.
3. Foresight: Migration and Global Environmental Change. 2011. Final Project Report. The Government Office for Science, London.
4. GRID 2017 (Global Report on Internal Displacement). May 2017. Internal Displacement Monitoring Centre, Norwegian Refugee Council. [www.internal-displacement.org](http://www.internal-displacement.org)

Some further reading:

1. IPCC, 2014. Climate Change 2014: Synthesis Report. Contribution of Working Groups I, II and III to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change [Core Writing Team, R.K. Pachauri and L.A. Meyer (eds.)]. IPCC, Geneva, Switzerland

## Contemporary global issues

The aim of the course is to address some of the key concerns and issues which are increasingly being recognized as global in nature, which cannot be solved by any single nation alone. These issues are analyzed from the sociological perspective and include: the challenges of population growth in some countries and decline in others, increasing wealth inequalities and the persistence of poverty, as well as climate change. The course is open to students interested in global development, economics, politics, environmental science and geography.

### Course card

Course title	Contemporary global issues		
Semester (winter/summer)	summer	ECTS	6
Lecturer(s)	Małgorzata Krywult-Albańska, PhD	mkrywult@up.krakow.pl	
Department	Department of Sociology		

### Course objectives (learning outcomes)

#### Knowledge:

W\_01: Students know key theories of globalisation, economy and society.

W\_02: Students understand and are able to explain the importance of the cultural origins and social consequences of the contemporary global issues.

#### Skills:

U\_01: Students are able to describe, explain and analyze the contemporary global problems of economic, social or political.

U\_02: Students are able to denote and explain main sociological theories concerning the problem of contemporary global issues.

U\_03: The student is able to prepare presentations and write essays in English, discussing the issues within the field of sociology or anthropology.

#### Social competence:

K\_01: The student is aware of the necessity to deepen his/her own knowledge and to widen his/her intellectual horizons.

K\_02: The student does not shy of putting his/her own opinions in the discussion is aware that plurality of views is a basic condition of free inquiry within the field of social sciences and humanities.

K\_03: The student is aware of the role of contemporary global issues.

### Prerequisites

Knowledge	
Skills	Good skills of English in speech and writing
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 on texts selected by the lecturer.
- multimedia presentations (both by the lecturer and the students)

Assessment methods:

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

Assessment criteria	Engagement/participation – 10% of the final grade; Presentation based on Required reading – 20% of the final grade; Project – 70% of the final grade.
	The policy on absences and arriving late/leaving early is as follows: Everybody is allowed to be absent twice, no questions asked, and everyone gets two late arrivals or early departures, no questions asked, without any injury to your Engagement/Participation score. After that, points are deducted from that score to reflect poor attendance and participation.
Comments	Further literature will be added during the course.

Course issues

1. Introduction: what makes an issue a global one? Global issues vs. international affairs.
2. The changing population of the world. The relationship between population growth and development.
3. Geography of wealth and poverty. Income and wealth inequalities within countries: a sociological approach.
4. World food production and the causes of hunger. Food and development. Future food supplies.
5. The energy-climate crisis.

6. Climate change: evidence and impacts.
7. Benefits and challenges of technology.
8. The future.

#### Compulsory reading

5. Hite Kristen A., Seitz John L. 2016. Global Issues. An Introduction. Wiley Blackwell. (selected chapters)
6. United Nations, Department of Economic and Social Affairs, Population Division. 2017. World Population Prospects: The 2017 Revision, Key Findings and Advance Tables. Working Paper No. ESA/P/WP/248.
7. FAO 2017. The future of food and agriculture. Trends and challenges. Rome: Food and Agriculture Organization of the United Nations.

#### Some further reading:

2. OECD/IEA 2016. CO2 Emissions from Fuel Combustion Highlights (2016 edition). International Energy Agency. [www.iea.org](http://www.iea.org)
3. World Bank. 2015. Poverty Headcount Ratio at \$1.25 a Day (PPP), <http://data.worldbank.org/indicator/SI.POV.DDAY>

## Introduction to Population Studies

The purpose of the course is to introduce students to the field of population studies and demography. Specifically, the course demonstrates how some aspect of demography underlies nearly every political, economic or social issue of import, focusing on the impact of population processes and events on human societies. Topics covered will include (broadly): population history (especially since the 19<sup>th</sup> century); age-sex structures ("population pyramids"); fertility and mortality transitions; the social impact of demographic changes, such as the ageing of the world population; population health (including major epidemiological issues e.g. the HIV/AIDS epidemic); migrations: the forces behind human migration; the distribution and situation of the world's migrants today; population and resources; population issues in the 'developed' and 'the developing world'.

### Course card

Course title	<b>Introduction to Population Studies</b>		
Semester (winter/summer)	summer	ECTS	6
Lecturer(s)	Małgorzata Krywult-Albańska, PhD	malgorzata.krywult-albanska@uken.krakow.pl	
Department	Department of Sociology		

### Course objectives (learning outcomes)

#### Knowledge:

W\_01: Students know key sociological theories of demography.

W\_02: Students understand and are able to explain the cultural origins and social meaning of the populations, demography and migrations.

W\_03: Students understand the importance of population studies.

#### Skills:

U\_01: Students are able to describe, explain and analyze the problems of economic, social or political regarding populations and demographic issues.

U\_02: Students are able to denote and explain main sociological theories concerning the problem of populations studies.

U\_03: The student is able to prepare presentations and write essays in English, discussing the issues within the field of sociology or anthropology.

#### Social competence:

K\_01: The student is aware of the necessity to deepen his/her own knowledge and to widen his/her intellectual horizons.

K\_02: The student does not shy of putting his/her own opinions in the discussion is aware that plurality of views is a basic condition of free inquiry within the field of social sciences and humanities.

K\_03: The student is aware of the role the problem of populations studies.

### Prerequisites

Knowledge	
Skills	Good skills of English in speech and writing

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 on texts selected by the lecturer.
- multimedia presentations (both by the lecturer and the students)

Assessment methods:

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

Assessment criteria	<p>Engagement/participation – 10% of the final grade; Presentation based on Required reading – 20% of the final grade; Project – description of the demographic situation in your country/region (including a population pyramid) – 70% of the final grade.</p> <p>The policy on absences and arriving late/leaving early is as follows: Everybody is allowed to be absent twice, no questions asked, and everyone gets two late arrivals or early departures, no questions asked, without any injury to your Engagement/Participation score. After that, points are deducted from that score to reflect poor attendance and participation.</p>
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Comments	Participants shall comprehend how population structure, change, and growth affect the nature and quality of human life worldwide.
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## Course issues

- 1) Population studies – an overview. Examples of population issues, basic concepts.
- 2) A historical perspective on population – population transitions.
- 3) An overview of global population issues.
- 4) Sources of data on population: census of population, population registers.
- 5) Population structures: age and sex structure.
- 6) Economic, social and political consequences of population ageing.
- 7) Population structures – presentation of participants' projects.
- 8) Fertility and mortality.
- 9) Households and families. Contemporary changes.
- 10) Marriage and divorce.
- 11) Health inequalities.
- 12) Population and resources.
- 13) Migrations.
- 14) Population issues in China and India.
- 15) Demographic futures.

## Compulsory reading

8. Data and reports, as well as videos, will be analyzed and discussed during classes. The course content is based mostly on:
9. Textbook: Holdsworth, Clare; Finney, Nissa; Marshall, Alan, and Paul Norman. 2013. *Population and Society*. London: SAGE.
10. Additionally, students are asked to read and prepare a presentation based on one of the following books/articles:
- 11.
12. Caldwell J. 2002. *The Contemporary Population Challenge*. Background Paper from the United Nations Department of Economic and Social Affairs, Population Division's Expert Group Meeting on Completing the Fertility Transition, pp. 72-79.
13. Klinenberg, Eric. 2014. *Going Solo*. The Extraordinary Rise and Surprising Appeal of Living Alone, London: Duckworth Overlook (excerpt).
14. Moseley William G. et al. 2014. *An Introduction to Human-Environment Geography*. Local Dynamics and Global Processes. Wiley Blackwell. (Chapter 9: The Population – Consumption – Technology Nexus).
15. Omran, Abdel R. 2001. *The Epidemiologic Transition: A Theory of the Epidemiology and Population Change*. *The Milbank Quarterly*, Vol. 83(4), pp. 731–57.

### Demographic data and reports from :

- Central Statistical Office of Poland: <http://stat.gov.pl/en/>
- National Statistical Offices of other countries: <http://stat.gov.pl/en/international-statistics/>
- European Statistical System and Eurostat (Population and social conditions): <http://ec.europa.eu/eurostat>
- United Nations, Population Division: <http://www.un.org/en/development/desa/population/>
- Population Reference Bureau: <http://www.prb.org/>

## Some further reading:

4. Castles, Stephen i Mark J. Miller. 2009. *The Age of Migration*. International Population Movements in the Modern World. New York/London: The Guilford Press.
5. Chesnais, Jean-Claude. 1986. *La transition démographique*. Paris: PUF.
6. *The Economist* (12/19/2007), "Counting People: Census Sensitivity."

7. International Migration 2015. 2015. New York: United Nations. Dostępny:  
<http://www.un.org/en/development/desa/population/migration/publications/wallchart/index.shtml>
8. Livi-Bacci, Massimo. 2007. A Concise History of World Population. Singapore: Blackwell Publishing.
9. Pellissier, Jérôme. Juin 2013. “A quel âge devient-on vieux ?”, in: Le Monde diplomatique,  
<https://www.monde-diplomatique.fr/2013/06/PELLISSIER/49157>
10. Van Dalen, Hendrik P.; Kène Henkens. 2012. What is on a demographer’s mind? A worldwide survey. “Demographic Research” 26/16: 363-408.

## Philosophical Anthropology

The aim of the course is to answer the question: "What is man?" in historical terms. Presentation of varying views will have an epochal character. For every major historical epoch worked out an image of a human characteristic just for it. And on its background is (its culture) is understandable. Each of these images, belonging to the past, has a timeless meaning and importance. In each - from antiquity to the present day - appears universal topics such as: the nature of man, his relation to reality, the epistemological possibilities, and finally duty or happiness. To know them is to know ourselves, at least, a bit.

### Course card

Course title	Philosophical Anthropology		
Semester (winter/summer)	summer	ECTS	6
Lecturer(s)	Dr hab. Katarzyna Gurczyńska-Sady		
Department	Institute of Sociology		

### Course objectives (learning outcomes)

The aim of the course is to answer the question: "What is man?" in historical terms. Presentation of varying views will have an epochal character. For every major historical epoch, an image of a human characteristic is worked out, just for it. And on this background, its culture is understandable. Each of these images, belonging to the past, has a timeless meaning and importance. In each - from antiquity to the present day - there appear universal topics, such as: the nature of man, their relation to reality, the epistemological possibilities, and finally, duty or happiness. To know them is to know ourselves - at least, a little.

### Prerequisites

Knowledge	
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:

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Assessment methods:

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

Assessment criteria	To pass the course, students should take part in discussions and prepare a written essay on a chosen subject.
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Comments	
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Course content (topic list)

8. An essence of man: Plato and Aristotle 9. Greek school of life: human goodness and happiness 10. Man as the God's creature: mediaeval views on man 11. Man as a thinking soul: modern philosophy 12. Instincts in man: Nietzsche and Freud 13. Man without an essence: Heidegger and Wittgenstein 14. A speaking man: Foucault and Derrida 15. Man as a social being
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Compulsory reading

1. Descartes, R., Meditations on First Philosophy, tr. by J. Cottingham, Cambridge: Cambridge University Press, 1996. 2. M. Foucault, Discipline and Punish, The Birth of the Prison, edited by Alan Sheridan, New York: Vintage Books, 1977. 3. Z. Freud, The Ego and the Id. The Hogarth Press Ltd. London, 1949. 4. M. Heidegger, Being and Time, trans. By John Macquarrie and Edward Robinson (London: SCM Press, 1962); re-translated by Joan Stambaugh (Albany: State University of New York Press, 1996) 5. F. Nietzsche, On the Genealogy of Morals, translated by Michael A. Scarpitti and edited by Robert C. Holub (Penguin Classics) 2013. 6. L. Wittgenstein, Philosophical Investigations. Blackwell Publishing 2001.
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Recommended reading:

1. Donceel, J. F., Philosophical Anthropology, New York: Sheed & Ward 1967
2. Gilson, E., 1955) History of Christian Philosophy in the Middle Ages, London: Sheed &

Ward, 1985.

3. Harvey, David (The Condition of Postmodernity: an Enquiry into the Origins of Cultural Change. Oxford (Blackwell), 1989..
4. Mondin, B., Philosophical Anthropology, Man: an Impossible Project?, Rome: Urbaniana University Press, 1991.
5. Parkin, R. Kinship: an Introduction to Basic Concepts.

Course title	<b>Great Books of the Western world</b>		
	winter	ECTS*	6
Lecturer(s)	Michał Warchala PhD		
Department	Department of Sociology		

#### Course objectives (learning outcomes)

##### Knowledge

W\_01: The student knows various meanings of the "canon" in the field of humanities

W\_02: The student understands the criteria that decide the canonical position of any given work of literature, art or scholarship, as well as their historical changes

W\_03: The student knows various traditions (Greek, Christian, Enlightenment) that together make up the so-called "Western tradition"

##### Skills

U\_01: The student is able to analyze and discuss diverse elements of the "canonical" books

U\_02: The student is able to prepare presentations and write short essays in English, discussing the issues linked to the main subject of the course

##### Social competence

K\_01: The student is aware of the necessity to deepen his/her own knowledge and to widen his/her intellectual horizons

K\_02: The student does not shy of putting his/her own opinions in the discussion is aware that plurality of views is a basic condition of free inquiry within the field of social sciences and humanities

K\_03: The student understands the role humanities can play in any society; of possible uses and abuses of their ideas in the social conflicts

#### Prerequisites

Knowledge	Rudimentary knowledge of the humanities (esp. philosophy) is welcome
Skills	Written & spoken English, as well as basic skills in text analysis will be of much help
Courses completed	Basic course of the history of philosophy

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:

The principal teaching method will be a discussion of the texts selected by the lecturer. Graphic and multimedia presentations (by both the lecturer and the students) will occasionally be used during classes.

Assessment methods:

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

Assessment criteria	3 (or “satisfactory”) grade can be obtained by a student who attained all the learning outcomes presumed for the course
	4 (or “good”) grade can be obtained by a student who met the criteria of grade 3 and, moreover, is able to formulate synthetic opinions or hypotheses concerning the course topics.
	5 (or “very good”) grade can be obtained by a student who met the criteria of grade 4 and, moreover,

Comments	-
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Course content (topic list)

<ol style="list-style-type: none"> <li>1. The examples of Biblical narratives – their main topics and narrative techniques</li> <li>2. Main topics of Plato's philosophy as presented in the <i>Symposium</i></li> <li>3. St. Augustine: the combination of pagan culture and Christian belief</li> <li>4. Montaigne and the Renaissance revision of Christianity</li> <li>5. Marx and the heritage of Enlightenment and Romanticism</li> <li>6. Freud's critique of modern culture</li> <li>7. Nietzsche's "hermeneutics of suspicion": the critique of culture, morality and religion</li> <li>8. Max Weber and the sociological diagnosis of modernity</li> </ol>
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### Compulsory reading

1. The Bible (selected fragments esp. the Book of Genesis, the Book of Exodus; St. Paul's epistles – esp. the Epistle to Romans and to Corinthians)
2. Plato, *Symposium*
3. St. Augustine, *Confessions*
4. Michel de Montaigne, *Essays* (a selection)
5. Karl Marx, *The Communist Manifesto* (chapter 1&2)
6. Sigmund Freud, *Civilization and Its Discontents*
7. Friedrich Nietzsche, *Thus Spake Zarathustra*
8. Max Weber, *Science as a Vocation*

### Recommended reading

H. Bloom, *The Western Canon. The Books and School of the Ages*, New York: Harcourt Brace & Company 1994.



## Course card

Course title	<b>Bioethics</b>		
Semester (winter/summer)	summer	ECTS	6
Lecturer(s)	Katarzyna Gurczyńska-Sady		
Department	Departament of Sociology		

### Course objectives (learning outcomes)

The aim of the course is to familiarize students with the leading topics for bioethics, both medical, the one concerning the relationship between humans and other animals, and also (although to a lesser extent) bioethics of the natural environment. The first two thematic groups will be discussed in the perspective of four main ethical principles: respect for autonomy, justice, non-maleficence and beneficence. The application of these principles is associated with the emergence of many socially controversial issues such as the legalization of abortion, the legalization of euthanasia, the justification for conducting medical experiments on animals, obtaining stem cells, etc.

### Prerequisites

Knowledge	None prerequisites
Skills	None prerequisites
Courses completed	None prerequisites

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, presentations by students, and discussion

Assessment methods:

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

Assessment criteria	<p><b>For a grade of D, the student:</b>          Cannot define key concepts and discuss problems of bioethics.          Cannot use knowledge from the field of bioethics; Cannot take his/her own position and justify it.          Is NOT ready to understand problems of bioethics.</p> <p><b>For a grade of C, the student:</b>          Can define key concepts and discuss problems of bioethics in 50%.          Can use knowledge from the field of bioethics in 50%, take his/her own position and justify it.          Shows readiness to understand problems of bioethics.</p> <p><b>For a grade of B, the student:</b>          Can define key concepts and discuss problems of bioethics in 70%.          Can use knowledge from the field of bioethics in 70%, take his/her own position and justify it.</p> <p><b>For a grade of A, the student:</b>          Can define key concepts and discuss problems of bioethics in at least 90%.          Can use knowledge from the field of bioethics in at least 90%, take his/her own position and justify it.</p>
Comments	

Course content (topic list)

1. Bioethics as a Science: Objectives, Types, History
2. Types of Ethics
3. Problems of Medical Bioethics in the Light of Ethical Principles with Example Problems:  
The Principle of Respect for Autonomy (Legalization of Abortion)  
The Principle of Beneficence (Trade in Human Organs)  
The Principle of Justice (Distribution of Medical Resources)  
The Principle of Non-Maleficence (Legalization of Euthanasia)
4. Animal Rights (Medical Experiments on Animals)
5. Main Issues of Environmental Ethics

#### Compulsory reading

1. T.L. Beauchamp, J.F. Childress, „The Principles of Biomedical Ethics”, Oxford University Press
2. L. Vaughn, „Bioethics: Principles, Issues, and Cases”, Oxford University Press
3. J. A. Bryant, L. Baggott la Velle, J. F. Searle „Introduction to Bioethics”, Wiley

#### Recommended reading

1. U. Schüklenk, P. Singer, „Bioethics: An Anthology”, Wiley and Son
2. A.R. Jonsen, M. Siegler, W. J. Winslade, Clinical Ethics: A Practical Approach to Ethical Decisions in Clinical Medicine. Oxford University Press
3. Ch. Kaczor, Disputes in Biomedical Ethics, University of Notre Dame Press

## Course card

Course title	<b>Sociology and Psychotherapy</b>		
Semester (winter/summer)	winter	ECTS	6
Lecturer(s)	dr Grzegorz Kubiński		
Department	Institute of Sociology		

### Course objectives (learning outcomes)

Lecture of the socio-cultural proposal available and shared by the "culture of therapy". The researcher will focus mainly on the contemporary perspective of therapeutic schools and their influence and dependence on cultural and social assessment. During the lecture, explanations from the field of sociology will be discussed in relation to the treatment/psychotherapy process (the issue of language, relationship, the Other, trauma, illness, norms, group, social behavior) and the social consequences of therapeutic practices (e.g. self-advocacy, psychoeducation, social media, activism).

### Prerequisites

Knowledge	-
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:

Individual, personal meetings

- discussion on texts selected by the lecturer.
- multimedia presentations (by both the lecturer and the students).
- videos and short movies.
- reading, analyse and discussion on websites and social media.

#### Assessment methods:

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

Assessment criteria	Paper evaluated -assessment of students' essays -assessment of students' presentations
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#### Course content (topic list)

13. 1. Culture of therapy and therapy in culture 14. 2. The social role of the patient in therapeutic narrative 15. 3. Selected social theories in therapy 16. 4. The language of therapy - everyday language 17. 5. Psychotherapy and social media 18. 6. Positive thinking and trauma 19. 7. The culture of narcissism and the society of autism 20. 8. Neurodiversity and social movements 21. 9. Myth and narrative in therapy
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#### Compulsory reading

Note: The lectures may be changed by the lecturer. Note: The texts will be provided by the lecturer. 10. Törnqvall C., Autistic Women. About Women on the Spectrum, Osnova 2022 11. Gilbert P., Mindful Compassion, GWP 2019 12. Tabisz J., New Humanism, Bez Maski 2022 13. Levine P., Trauma and Memory, Czarna Owca 2022
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