

## Institute of Sociology

**Winter semester:**

### Module I

<a href="#">Cultural Studies 1. Reading Cultural Texts</a>	20 ECTS
<a href="#">Cultural Studies 2. Individual and Collective Identity</a>	
<a href="#">Psychoanalysis and Social Sciences</a>	
<a href="#">Theories of Secularization</a>	

### Module II

<a href="#">Gender Identity in Philosophical Perspective</a>	20 ECTS
<a href="#">The Religious and Social Aspects of American Puritanism</a>	
<a href="#">Mind-Body Problem in Philosophical Discourse</a>	
<a href="#">Great Books of the Western World</a>	

**Summer semester:**

### Module I

<a href="#">Biomedical Ethic</a>	20 ECTS
<a href="#">Environmental Philosophy</a>	
<a href="#">The Social Implications Of Climate Change</a>	
<a href="#">Contemporary Global Issues</a>	

**Module II**

<a href="#">Philosophical Anthropology</a>	20 ECTS
<a href="#">Introduction to Philosophy</a>	
<a href="#">Comparative Philosophy: Indian and Chinese Ethical Doctrines</a>	
<a href="#">Introduction to Population Studies</a>	

## Cultural Studies 1. Reading Cultural Texts

Cultural Studies is quite popular and dynamic academic field of contemporary culture study. What makes it specific is the emphasis on everyday life experiences of so called 'ordinary people'. This course is the first part of 'Cultural Studies' and its main focus is on various kind of cultural texts. That's why during the course we will focus on the way we all make sense of such cultural texts as everyday rituals, advertising, TV news, youth subculture, urban architecture or computer games. During the course students will find out how we can make a research on cultural texts. Beside theoretical framework which provides the basic concepts of Cultural Studies (representation, ideology, signifying practices), students will have an opportunity to apply these concepts in a wide range of practical activities and the final media project (photo reportage/social TV commercial).

### Course card

Course title	Cultural Studies 1. Reading Cultural Texts		
Semester (winter/summer)	winter	ECTS	5
Lecturer(s)	Dr. Mariusz Dzięglewski		
Department	Institute of Sociology		

### Course objectives (learning outcomes)

Cultural Studies is a quite popular and dynamic academic field of contemporary culture study. What makes it specific is the emphasis on everyday life experiences of so called 'ordinary people'. This course is the first part of 'Cultural Studies' and its main focus is on various kinds of cultural texts. That's why during the course we will focus on the way we all make sense of such cultural texts as everyday rituals, advertising, TV news, youth subculture, urban architecture or computer games. During the course students will find out how to conduct research on cultural texts. Besides acquiring the theoretical framework, which provides the basic concepts of Cultural Studies (representation, ideology, signifying practices), students will have an opportunity to apply these concepts in a wide range of practical activities and the final media project (photo reportage/social TV commercial).

### 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	
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#### Teaching methods:

The course consists of 8 two-hours lectures (16 hours) and 8 two-hours classes (16 hours). The course is designed in a blended learning format with e-learning platform (Ecourse) in use as a support in the process of learning.

#### Lectures:

The main issues of each lecture will be presented in the Power Point format. The lecture in a Power Point file will be available on the Ecourse platform. Every student is expected to download the presentation, print it out before the lecture and fill it with their own notes during the lecture. Students will find a ‘Check Yourself’ quiz which can be accessed through the platform. The quiz is voluntary, consists of 5 simple questions covering the lecture and is designed to check your knowledge after the lecture. The quiz is not treated as a part of Continuous Assessment. Students are encouraged to watch the video attached to lectures as an extra material (experts, case studies) which can widen the understanding of the topic.

#### Classes:

For each class, students are expected to be well-prepared. They are expected to download and print out all the handouts (readings, photos, etc.) for each meeting. Students are expected to read all the texts for each class (about 5-10 pages) and have all the handouts in a hard copy during the class. There is an emphasis on audiovisual materials to be presented during the course (movies, photos) as case studies. These materials and readings are the starting point for a discussion and practical exercises in the class. Students are provided with extra activities (dictionary, wiki, forum, exercise) which are obligatory and will be treated as a part of continuous assessment at the end of the course.

#### Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's 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>This module is assessed by three separate components:</p> <ol style="list-style-type: none"> <li>1. continuous assessment in the form of extra points for class activities and on-line tasks (30%) (max 30 points)</li> <li>2. student's project that will be presented in class 7 and 8. Project outline will be provided in the third class (50%) (max 50 points)</li> <li>3. student's presence at lectures and classes (only one absence is accepted) (20%) (max. 20 points)</li> </ol> <p>Final Grade Points:</p> <p>86 -100 A (5) 70-85 B (4) 55-69 C (3) 0-54 D (2)</p>
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## Comments

## Course content (topic list)

## Lecture 1. What is Cultural Studies? Introduction

Key issues: definition of culture, Cultural Studies as an academic field, key concepts: representation, signifying practices, ideology, text, identity

## Lecture 2. Intellectual Strands and Research in Cultural Studies

Key issues: Marxism, culturalism, structuralism, poststructuralism, feminism, methodology: ethnography, textual approaches, perception studies

## Lecture 3. Questions of Culture and Ideology

Key issues: low/high culture debate, culture and social formation, ideology, hegemony

## Lecture 4. Culture as a Text. The Linguistic Turn in Cultural Studies

Key issues: from linguistics to semiotics, discourse, language and psychoanalysis, language and use

## Lecture 5. Reading Media Texts and Audiences

Key issues: TV news and soap operas, television audiences, political economy of global television

## Lecture 6. Reading Digital Media Culture

Key issues: digital media, cyberspace and democracy, computer gaming, global economy of cyberspace

## Lecture 7. Reading Cultural Space and Urban Place

Key issues: space vs place, cities as places, global cities, postmodern city, city as a text

## Lecture 8. Reading Subcultures, Lifestyle and Resistance

Key issues: youth as cultural classification, youth subcultures, after subcultures, resistance revisited

## Class 1. From linguistics to semiotics. Analysing signifying practices

Key issues: de Saussure's legacy, Roland Barthes and myth, signifying practices

## Class 2. Discourse, power and the subject

Key issues: from language to discourse, from discourse to power/knowledge, the subject of/in representation

## Class 3. The material culture and meaning

Key issues: objects and meaning, the uses of texts, exhibition in an ethnographic museum

## Class 4. Representing the social in a visual image. French Humanists Photography

Key issues: dominant paradigm in photography, documentary as objective representation,

## Class 5. Reading advertising and social TV commercials.

Key issues: constructing the advertising text, analysing the ideology in advertising (J. Williamson) and social TV commercials

## Class 6. TV genre and ideology. Analysing TV news programme

Key issues: the notion of ideology, TV news programme and meaning, social commercial and the construction of social problems

## Class 7. Students' projects

## Class 8. Students' projects

## Compulsory reading

1. Barker, Ch. (2000) Cultural studies. Theory and practice. London: Sege Publications
2. During, S. (ed.) (1993). The Cultural Studies Reader. London: Routledge
3. Durham M.,G., Kellner D. M.(eds.) (2006), Media and Cultural Studies. KeyWorks, Blackwell Publishing Hall, S. (ed. ) (1997). Representation: cultural representation and signifying practices. London: Sege Publications
4. Publications
5. Thwaites, T., Davis, L., Mules, W. (1994). Introducing Cultural and Media Studies. A Semiotic Approach. New York: Pelgrave
6. Martin, F. (ed.) (2003) Interpreting everyday culture. London: Hodder Education

## Recommended reading:

### Lecture 1. What is Cultural Studies? Introduction

1. Barker C. (2008) *Cultural Studies. Theory and Practice*, Los Angeles, London, New Dehli, Singapore: Sage Publications, pp. 3-12.
2. Adorno T., Horkheimer M. (2006), *The Culture Industry: Enlightenment as Mass Deception* In Durham M.,G., Kellner D. M., *Media and Cultural Studies. KeyWorks*, Blackwell Publishing, pp. 41-72
3. de Saussure F. (2011) *Course in General Linguistics*, translated by Wade Baskin, eds., Perry Meisel, Haun Saussy, New York: Columbia University Press, pp. 65-100
4. Kroeber, A. L.; Kluckhohn, Clyde, (1952), *Culture: a Critical Review of Concepts and Definitions. Papers. Peabody Museum of Archaeology & Ethnology, Harvard University, Vol. 47(1)*.
5. Wittgenstein L. (1953), *Philosophical Investigations*, translated by G.E.M. Anscombe, Oxford: Blackwell.

### Lecture 2. Intellectual Strands and Research in Cultural Studies

1. Barker C. (2008) *Cultural Studies. Theory and Practice*, Los Angeles, London, New Dehli, Singapore: Sage Publications, pp. 12-38.
2. Hoggart, R. (1957) *The Use of Literacy, Aspects of Working Class Life*. Harmondsworth: Penguin
3. Thompson E. (1963) *The Making of the English Working Class*, New York: Vintage
4. Williams R., (1965) *The Long Revolution*, London: Penguin
5. Foucault M., (1973) *The Birth of Clinic*, London: Tavistock
6. Mc Robbie A., (2006), *Feminism, Postmodernism and the 'Real Me'*, In Durham M.,G., Kellner D. M., *Media and Cultural Studies. KeyWorks*, Blackwell Publishing, pp. 520-532.

### Lecture 3. Questions of Culture and Ideology

1. Barker C. (2008) *Cultural Studies. Theory and Practice*, Los Angeles, London, New Dehli, Singapore: Sage Publications, pp. 39-74
2. Althusser L. (2006) *Ideology and Ideological State Apparatuses (Notes Towards an Investigation)* In Durham M.,G., Kellner D. M., *Media and Cultural Studies. KeyWorks*, Blackwell Publishing, pp. 79-88
3. Gramsci A., (2006) (i) *History of the Subaltern Classes*; (ii) *The Concept of "Ideology"*; (iii) *Cultural Themes: Ideological Material* In Durham M.,G., Kellner D. M., *Media and Cultural Studies. KeyWorks*, Blackwell Publishing, pp. 13-17
4. Benjamin W., (2006) *The Work of Art in the Age of Mechanical Reproduction*, In Durham M.,G., Kellner D. M., *Media and Cultural Studies. KeyWorks*, Blackwell Publishing, pp. 18-40.
5. Williamson J., (1978) *Decoding Advertisements*, London: Marion Boyars

### Lecture 4. Culture as a Text. The Linguistic Turn in Cultural Studies

1. Barker C. (2008) *Cultural Studies. Theory and Practice*, Los Angeles, London, New Dehli, Singapore: Sage Publications, pp. 75-110.
2. de Saussure F. (2011) *Course in General Linguistics*, translated by Wade Baskin, eds., Perry Meisel, Haun Saussy, New York: Columbia University Press, pp. 65-100
3. Barthes R., (1972) *Mythologies*, London: Cape
4. Barthes R., (2006), (i) *Operation Margarine*; (ii) *Myth Today* In Durham M.,G., Kellner D. M., *Media and Cultural Studies. KeyWorks*, Blackwell Publishing, pp. 99-106.
5. Derrida J. (1976) *Of Grammatology*. Baltimore: John Hopkins University Press
6. Lacan J. (1977) *Ecris. Selection*. London: Tavistock
7. Wittgenstein L. (1953), *Philosophical Investigations*, translated by G.E.M. Anscombe, Oxford: Blackwell.

### Lecture 5. Reading Media Texts and Audiences

1. Barker C. (2008) *Cultural Studies. Theory and Practice*, Los Angeles, London, New Dehli,

- Singapore: Sage Publications, pp. 315-345.
2. Hartley J. (1982) *Understanding News*. London: Edward Arnold
  3. Galtung J. Ruge M. (1973) Structuring and selecting News' In S. Cohen, J. Young (eds.) *The Manufacture of News*. London: Constable
  4. Chomsky N., Herman E.(2006) , A Propaganda Model, In Durham M.,G., Kellner D. M., *Media and Cultural Studies*. KeyWorks, Blackwell Publishing, pp. 257-294
  5. Hall S., (2006) Encoding/Decoding In Durham M.,G., Kellner D. M., *Media and Cultural Studies*. KeyWorks, Blackwell Publishing, pp. 163-173
  6. Morley D. (1980) *The Nationwide Audience*, London: British Film Institute
  7. Ang I. (1985) *Watching Dallas: Soap Opera and the Melodramatic Imagination*. London:Methuen
  8. Liebes T., Katz E. (1991) *The Export of Meaning*. Oxford: Oxford University Press
- Lecture 6. Reading Digital Media Culture
1. Barker C. (2008) *Cultural Studies. Theory and Practice*, Los Angeles, London, New Dehli, Singapore: Sage Publications, pp. 346-372
  2. Gibson W. (1984) *Neuromancer*, London: HarperCollins
  3. Virilio P. (2005) Speed and Information: Cyberspace Alarm! In D. Trend (ed.) *Reading Digital Culture*. Oxford: Blackwell
  4. Landow G. (2005) Hypertext and Critical Theory' In D. Trend (ed.) *Reading Digital Culture*. Oxford: Blackwell
  5. Habermas J. (2006) The Public Sphere: An Encyclopedia Article, In Durham M.,G., Kellner D. M., *Media and Cultural Studies*. KeyWorks, Blackwell Publishing, pp. 73-78.
  6. Papacharissi Z. (2002) The Virtual Sphere, The Internet as a Public Space', *New Media and Society* 4 (1).
  7. Haraway D. (1985) A Manifesto for Cyborgs: Science, Technology and Socialist Feminism, *Social Review*, 5 (2)
  8. Castells M. (1993) The New Informational Economy in the New International Division of Labor In M. Carnoy (ed.) *The New Global Economy in the Information Age*. University Park, PA: Pennsylvania State University Press
- Lecture 7. Reading Cultural Space and Urban Place
- Key issues: space vs place, cities as places, global cities, postmodern city, city as a text
1. Barker C. (2008) *Cultural Studies. Theory and Practice*, Los Angeles, London, New Dehli, Singapore: Sage Publications, pp. 373-405.
  2. de Certeau M. (1984) *The Practice of Everyday Life*. Berkeley: University of California Press
  3. Giddens A. (1984) *The Constitution of Society*, Cambridge: Polity Press
  4. Massey D. (1994) *Space, Place and Gender*. Cambridge: Polity Press
  5. Nzegwu N. (1996) Bypassing New York in Re-Presenting Eko: Production of Space in a Nigerian City' In A.D. Kin (ed.) *Re-presenting the City*. London: Macmillan
  6. Clark D. (1996) *Urban World/Global City*, London: Routledge
  7. Zukin S. (1996) *The Culture of Cities*. Oxford: Blackwell
  8. Soja E. (1989) *Postmodern Geographies: The Reassertion of Space in Critical Theory*
- Lecture 8. Reading Subcultures, Lifestyle and Resistance
- Key issues: youth as cultural classification, youth subcultures, after subcultures, resistance revisited
1. Barker C. (2008) *Cultural Studies. Theory and Practice*, Los Angeles, London, New Dehli, Singapore: Sage Publications, pp. 406-439
  2. Hebdige D. (1979) *Subculture: The Meaning of Style*. London and New York: Routledge
  3. Hebdige D (1988) *Hiding in the Light*, London: Comedia
  4. Brake M. (1985) *Comparative Youth Culture. The Sociology of Youth Culture and Youth Subcultures in America, Britain and Canada*, London: Routledge and Kegan Paul
  5. Willis P. (1980) *Profane Culture*, London: Routledge and Kegan Paul
  6. Hall S., Jefferson T. (eds.) (1976) *Resistance through Rituals: Youth Subcultures in Post-War*



Britain. London: Hutchinson

7. Cohen S. (1980) *Folk Devils and Moral Panics: The Creation of the Mods and Rockers*. London: Martin Robertson

8. Clifford J. (1992) *Travelling Cultures* In L. Grossberg, C. Nelson and P. Treichler (eds.) *Cultural Studies*. London and New York: Routledge



## Cultural Studies 2. Individual and Collective Identity

The course is the continuation of the first part of Cultural Studies (Reading Cultural Texts). In this part we focus on issues of identity in its individual (gender) or collective (ethnic/national group) dimension. Cultural Studies sees the identity mainly as a social construct. Though, we will study the way these phenomena are constructed in various historical and social contexts. During the classes students will become familiar with such concepts as: hybrid identity, transnationalism, gender, 'third culture kids' and will have opportunity to apply this concepts in their own practical activities in class as well as in their final project: recording their own 'ID narrative' programme.

### Course card

Course title	Cultural Studies 2. Individual and Collective Identity		
Semester (winter/summer)	winter	ECTS	5
Lecturer(s)	Dr. Mariusz Dzięglewski		
Department	Institute of Sociology		

### Course objectives (learning outcomes)

The course is the continuation of the first part of Cultural Studies (Reading Cultural Texts). In this part we focus on issues of identity in its individual (gender) or collective (ethnic/national group) dimension. Cultural Studies sees the identity mainly as a social construct, however, we will study the way these phenomena are constructed in various historical and social contexts. During the classes students will become familiar with such concepts as: hybrid identity, transnationalism, gender, 'third culture kids' and will have the opportunity to apply these concepts in their own practical activities in class as well as in their final project: recording their own 'ID narrative' programme.

### 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:

The course consists of 8 two-hours lectures (16 hours) and 8 two-hours classes (16 hours). The course is designed in a blended learning format with e-learning platform (Ecourse) in use as a support in the process of learning.

#### Lectures:

The main issues of each lecture will be presented in the Power Point format. The lecture in a Power Point file will be available on the Ecourse platform. Every student is expected to download the presentation, print it out before the lecture and fill it with their own notes during the lecture. Students will find a 'Check Yourself' quiz which can be accessed through the platform. The quiz is voluntary, consists of 5 simple questions covering the lecture and is designed to check your knowledge after the lecture. The quiz is not treated as a part of Continuous Assessment. Students are encouraged to watch the video attached to lectures as an extra material (experts, case studies) which can widen the understanding of the topic.

#### Classes:

For each class, students are expected to be well-prepared. They are expected to download and print out all the handouts (readings, photos, etc.) for each class. Students are expected to read all the texts for each class (about 5-10 pages) and have all the handouts in a hard copy during the class. There is an emphasis on audiovisual materials to be presented during the course (movies, photos) as case studies. These materials and readings are the starting point for a discussion and practical exercises in the class. Students are provided with extra activities (dictionary, wiki, forum, exercise) which are obligatory and will be treated as a part of continuous assessment at the end of the course.

#### 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	<p>This module is assessed by three separate components:</p> <ol style="list-style-type: none"> <li>1. continuous assessment in the form of extra points for class activities and on-line tasks (30%) (max 30 points)</li> <li>2. student's project that will be presented in class 7 and 8. Project outline will be provided in the third class (50%) (max 50 points)</li> <li>3. student's presence at lectures and classes (only one absence is accepted) (20%) (max. 20 points)</li> </ol> <p>Final Grade Points:</p> <p>86 -100 A (5) 70-85 B (4) 55-69 C (3) 0-54 D (2)</p>
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Comments	
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## Course content (topic list)

Lecture 1. Issues of Subjectivity and Identity Key issues: definitions of identity and subjectivity, 'broken' identity, agency and politics of identity
Lecture 2. Sex, Gender and Identity Key issues: cultured body, feminism, sex and gender, sexed subjects, gender and representations (male/female)
Lecture 3. Race and Ethnicity Key issues: 'race formation', ethnicity and ethnic pluralism, representations of race and ethnicity
Lecture 4. Nation-state, Nationalism and National Identity Key issues: concept of national identity, civic- and ethno-nationalism, 'imagined communities', diaspora, hybrid identities
Lecture 5. Postmodernism and Identity Key issues: modern and postmodern knowledge, postmodern culture, postmodern understanding of Identity
Lecture 6. Globalisation and Troubled Identity Key issues: economy, technology and social class, global flows, the state and identity, new social movements
Lecture 7. Summary of the Course
Class 1. Exhibiting masculinity and femininity Key issues: conceptualising masculinity/femininity, discourses and representation, visual codes of masculinity/femininity
Class 2. The poetics of exhibiting other cultures (case study) Key issues: case study of 'Paradise': structure, the exhibit as artefact and the myth of 'Paradise'
Class 3. The politics of exhibiting other cultures Key issues: knowledge and power, museum and the construction of cultural, colonial spectacles
Class 4. Stereotyping as a signifying practice (race and racism) Key issues: commodity racism, representation of difference and power, fetishism and disavowal
Class 5. Constructing ethnic boundaries. Case study Key issues: types of ethnic pluralism, conflict regulation in deeply divided societies, case study: the Armenian Genocide
Class 6. Nationalism and Its Representations in Contemporary Europe Key issues: case studies: Germany and Ireland
Class 7. Students' projects

## Compulsory reading

7. Barker, Ch. (2000) Cultural studies. Theory and practice. London: Sege Publications
8. During, S. (ed.) (1993). The Cultural Studies Reader. London: Routledge
9. Durham M., G., Kellner D. M. (eds.) (2006), Media and Cultural Studies. KeyWorks, Blackwell Publishing Hall, S. (ed.) (1997). Representation: cultural representation and signifying practices. London: Sege Publications
10. Publications
11. Hutchinson J., Smith A. (1996) Nationalism. London: Oxford University Press
12. Hutchinson J., Smith A. (1996) Ethnicity, London: Oxford University Press

## Recommended reading:

- Lecture 1. Issues of Subjectivity and Identity
6. Barker C. (2008) Cultural Studies. Theory and Practice, Los Angeles, London, New Dehli, Singapore: Sage Publications, pp. 215-245.
7. Giddens A. (1991) Modernity and Self-Identity. Cambridge: Polity Press
8. Bauman Z. (1991) Modernity and Ambivalence. Cambridge: Polity Press
9. Hall S. (1992) The Question of Cultural Identity' In S. Hall, D. Held and T. McGrew (eds.)

Modernity and Its Futures

10. Foucault M. (1977) *Discipline and Punish*, London: Allen Lane
  11. Foucault M. (1979) *The History of Sexuality, Vol. 1: The Will to Truth*. London: Allen Lane
  12. Giddens A. (1984) *The Constitution of Society*, Cambridge: Polity Press
  13. Nicholson L. (1995) *Interpreting Gender* In L. Nicholson and S. Seidman (eds.) *Social Postmodernism*. Cambridge: Cambridge University Press
- Lecture 2. Sex, Gender and Identity
7. Barker C. (2008) *Cultural Studies. Theory and Practice*, Los Angeles, London, New Dehli, Singapore: Sage Publications, pp. 111-138, 280-314
  8. Moir A., Jessel D. (1991) *Brain Sex: The Real Differences between Men and Women*. London: HarperCollins Publishers
  9. Foucault M., (1973) *The Birth of Clinic*, London: Tavistock
  10. Mc Robbie A., (2006), *Feminism, Postmodernism and the 'Real Me'*, In Durham M., G., Kellner D. M., *Media and Cultural Studies. KeyWorks*, Blackwell Publishing, pp. 520-532.
  11. Chodorow N. (1989) *Feminism and Psychoanalytic Theory*, Cambridge: Polity Press
  12. Biddulph S. (1994) *Manhood*. Sydney: Finch
  13. Meehan D. (1983) *Ladies of the Evening: Women Characters of Prime-Time Television*, Metuchen, NJ: Scarecrow Press
  14. Krishnan P., Dighe A. (1990) *Affirmation and Denial: The Construction of Femininity on Indian Television*. London and Newbury Park, CA: Sage
  15. Butler J. (1990) *Gender Trouble*, New York and London: Routledge
- Lecture 3. Race and Ethnicity
6. Barker C. (2008) *Cultural Studies. Theory and Practice*, Los Angeles, London, New Dehli, Singapore: Sage Publications, pp. 246-278
  7. Hall S. (1990) *Cultural Identity and Diaspora*, In J. Rutherford (ed.) *Identity: Community, Culture, Difference*. London: Lawrence & Wishart
  8. Hutchinson J., Smith A. (1996) *Ethnicity*, London: Oxford University Press, pp. 209-220.
  9. Jenkins R. (1998) *Rethinking Ethnicity: Arguments and Explorations*, London: Sage, pp. 25-88
  10. Dyer R. (1977) *Gays and Film*, London: British Film Institute
  11. Bogle D. (1973) *Toms, Coons, Mulattoes, Mammies and Bucks: An Interpretative History of Blacks in American Films*. New York: Viking Press
- Lecture 4. Nation-state, Nationalism and National Identity
8. Barker C. (2008) *Cultural Studies. Theory and Practice*, Los Angeles, London, New Dehli, Singapore: Sage Publications, pp. 246-278
  9. Hall S. (1992) *The Question of Cultural Identity'* In S. Hall, D. Held and T. McGrew (eds.) *Modernity and Its Futures*
  10. Anderson B. (1983) *Imagined Communities: Reflections on the Origins and Spread of Nationalism*. London: Verso
  11. Canclini N. (2006) *Hybrid Cultures, Oblique Powers* In Durham M., G., Kellner D. M., *Media and Cultural Studies. KeyWorks*, Blackwell Publishing, pp. 422-444
  12. Maffessoli M. (1996) *The Time of Tribes: The Decline of Individualism in Mass Society*
  13. Pieterse J. (1995) *Globalization as Hybridization* In M. Featherstone, S. Lash and R. Robertson (eds) *Global Modernities*. London and Newbury Park, CA: Sage
  14. Dunn S., Fraser T. (eds.) (1996) *Europe and Ethnicity: World War 1 and Contemporary Ethnic Conflict*, London: Routledge, pp. 30-46, 88-128
  15. Hutchinson J., Smith A. (1996) *Nationalism*. London: Oxford University Press, pp. 15-159
  16. Ignatieff M. (1993) *Blood and Belonging: Journeys into the New Nationalism*. London:

BBC

Books, pp. 12-41

Lecture 5. Postmodernism and Identity

9. Barker C. (2008) *Cultural Studies. Theory and Practice*, Los Angeles, London, New Dehli, Singapore: Sage Publications, pp. 177-212

10. Lyotard J-F. (1984) *The Postmodern Condition*. Manchester: Manchester University Press

11. Featherstone M. (1991) *Consumer Culture and Postmodernism*. London and Newbury Park, CA: Sage

12. Boudrillard J. (2006) *The Procession of Simulacra*, In Durham M.,G., Kellner D. M., *Media and Cultural Studies. KeyWorks*, Blackwell Publishing, pp. 453-481

13. Jameson F. (2006) *Postmodernism, or the Cultural Logic of Late Capitalism*, In Durham M.,G., Kellner D. M., *Media and Cultural Studies. KeyWorks*, Blackwell Publishing, pp. 482-519

14. Bauman Z. (1998) *Globalisation: The Human Consequences*, Columbia University Press

### Course card

Course title	<b>Biomedical Ethics</b>
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Semester (winter/summer)	summer	ECTS	5
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Lecturer(s)	Dr hab. Katarzyna Gurczyńska-Sady
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Department	Institute of Sociology
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#### Course objectives (learning outcomes)

The aim of this course is to give basic knowledge concerning medical ethics. Subject publicly discussed like: abortion, euthanasia, animal research, or organ sales should have their preexisting theoretical structure. This course is to provide one. Students learn about four main biomedical principles like: respecting autonomy of a patient, nonmaleficence, beneficence and justice to have a good basis for further discussion on mentioned subjects.

#### 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:

On the basis of reading matters there is a discussion on given subject with an element of a lecture in between.

#### 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 should be prepared for each seminar, give a speech on chosen subject and write an essay about it.
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Comments	
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### Course content (topic list)

<ol style="list-style-type: none"> <li>1. Respecting patient autonomy</li> <li>2. Abortion</li> <li>3. Non-maleficence</li> <li>4. Euthanasia</li> <li>5. Beneficence</li> <li>6. Organ Sales</li> <li>7. Animal Research</li> <li>8. Justice</li> </ol>
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### Compulsory reading

<ol style="list-style-type: none"> <li>1. Andre, J., „Bioethics as Practice”, Chapel Hill and London: University of North Carolina Press, 2002.</li> <li>2. Beauchamp, T.; Childress, P. „Principles of Biomedical Ethics”, Oxford, New York: Oxford University Press, 2001.</li> <li>3. Khushf, G. (ed), „Handbook of Bioethics: taking stock of the field from a philosophical perspective”, Dordrecht, Boston, London: Kluwer Academic Publishers, 2004.</li> <li>4. Singer, P. A.; Viens, A.M, „Cambridge Textbook of Bioethics”, Cambridge: Cambridge University Press, 2008</li> <li>5. Tauber, A.I. „Patient Autonomy and the Ethics of Responsibility”, Cambridge: MIT Press, 2005</li> </ol>
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### Recommended reading:

1. Ashcroft, F. Life at the Extremes. Univ California Press, 2002.
2. Dawkins, R. The Selfish Gene. Oxford University Press, 2006.
3. Langton, P.D. „Essential Guide to Reading Biomedical Papers: Recognising and Interpreting Best Practice”, Wiley Blackwell 2012
4. Sugarman, J., Sulmasy D., Methods in Medical Ethics, Washington: Georgetown University Press, 2002.

## Gender Identity in Philosophical Perspective

This course will introduce you to the field of Gender Studies. The students will be encouraged to reflect critically on the issue of gender identity as it is represented, defined, conditioned and constructed in various socio-cultural contexts. To detect the tacit assumptions accepted in a naïve pop cultural discourse and to deconstruct some of the traditional axiological hierarchies we are going to refer to the recent theories elaborated by the authors representing such currents as subaltern studies, eco-feminism, feminist theology, and also criticism of androcentric agenda in psychology, epistemology and ethics.

### Course card

Course title	<b>Gender Identity in Philosophical Perspective</b>		
Semester (winter/summer)	winter	ECTS	5
Lecturer(s)	Dr hab. Marzenna Jakubczak		
Department	Institute of Sociology		

### Course objectives (learning outcomes)

This course will introduce the student to the field of Gender Studies. The students will be encouraged to reflect critically on the issue of gender identity as it is represented, defined, conditioned and constructed in various socio-cultural contexts. To detect the tacit assumptions accepted in a naïve pop cultural discourse and to deconstruct some of the traditional axiological hierarchies, we are going to refer to the recent theories elaborated by the authors representing such currents as subaltern studies, eco-feminism, feminist theology, and also criticism of androcentric approach in psychology, epistemology and ethics.

### 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:

Lectures, PPT presentations, regular in-class discussions over the assigned readings



Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's 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	25% Lecture attendance; regular reading and discussing issues presented in the assigned texts. 25% Short summaries of the assigned papers (oral or written) 50% Final in-class reviewing test
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Comments	
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Course content (topic list)

<p>(1) Terminological and conceptual introduction to the field (sex versus gender, feminism(s) and postfeminism, misogyny, androgyny, subversion, transgression, camp, queer, hetero-normativity; varieties of discourses: descriptive versus normative, essentialist versus constructivist, etc.)</p> <p>1. Simone de Beauvoir, <i>The Second Sex</i>, Paris 1949, trans. by H. M. Parshley, Penguin 1972 - <a href="http://www.marxists.org/reference/subject/ethics/de-beauvoir/2nd-sex/index.htm">http://www.marxists.org/reference/subject/ethics/de-beauvoir/2nd-sex/index.htm</a> (Introduction: Woman as Other).</p> <p>2. Vigdis Songe Møller, chap. 1: “The Greek Dream of a Womanless World”, [in:] <i>Philosophy Without Women. The Birth of Sexism in Western Thought</i>, London-New York: Continuum, 2002, 3-19.</p> <p>3. Vigdis Songe Møller, chap. 6: “Virginity and Masculine Reproduction: Plato in a Woman's Looking-Glass Irigaray's reading of the cave myth”, <i>ibid.</i>, 113-128.</p> <p>(2) Development of feminist theories; three waves of feminism; woman in philosophy as an object and a subject (gendered human nature, mind-body dichotomy, universality and relativity of self-knowledge, inequality of rights and duties, the origin of gender difference and demand of social justice; public versus private sphere)</p> <p>Lynne Segal, “After Judith Butler: Identities, who needs them?” <i>Subjectivity</i> (2008) 25, 381–394 - <a href="http://www.palgrave-journals.com/sub/journal/v25/n1/full/sub200826a.html">http://www.palgrave-journals.com/sub/journal/v25/n1/full/sub200826a.html</a></p> <p>(3) Gender identity across cultures (archaic and modern patterns of masculinity and femininity; matriarchy, patriarchy, variety of gender representations in myths, symbols, art and literature; Western versus Oriental traditions; justification of sexual abuse)</p> <p>Stephanie Lahar, chapter 4. “Roots: Rejoining Natural and Social History”, [in:] <i>Ecofeminism. Women, Animals, Nature</i>, ed. Greta Gaard, Philadelphia: Temple University Press, 1993, 91-117.</p> <p>(4) Gender identity across religions (abrahamic and dharmic traditions; the ideal of virginity, taboo, gendering of god/goddess; rituals and power; eco-feminism; ‘feminine’ and ‘masculine’ values and gender hierarchies)</p> <p>Chap. 11: Richard L. Brubaker, “The Untamed Goddesses of Village India”, [in:] <i>The Book of the Goddess. Past and the Present. An Introduction to Her Religion</i>, ed. Carl Olson, New York: Waveland Press, 2002, pp. 145-160.</p> <p>Chap 17: Carol P. Christ, “Symbols of Goddess and God in Feminist Theology”, [in:] <i>The</i></p>
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Book of the Goddess. Past and the Present..., pp. 231-250.

Documentary (short story of Malala, a Pakistani girl propagating girls' education in the Muslim culture): [http://www.nytimes.com/2013/10/08/world/asia/the-making-of-Malala.html?hp&\\_r=0](http://www.nytimes.com/2013/10/08/world/asia/the-making-of-Malala.html?hp&_r=0)

(5) Psychological theories of sexual and moral development (bodily aspect of human identity; selected issues in feminist ethics: abortion, pregnancy, trans-sexuality; androgenic modeling of psyche)

Em Griffin, "In a different voice of Carol Gilligan", [in:] *A First Look at Communication Theory*, New York: McGrawHill 2006, 81-91.

Documentary (interview with a feminist psychologist Carol Gilligan) - <http://www.feministvoices.com/carol-gilligan/>

(6) Contemporary philosophical perspective on the self (elements of philosophy of mind and feminist epistemology; deconstructivist and anti-logocentric approach; fluid gender identity)

Elizabeth Anderson, "Feminist Epistemology: An Interpretation and a Defense", *Hypatia* (1995) 10, 50-84 - <http://onlinelibrary.wiley.com/doi/10.1111/j.1527-2001.1995.tb00737.x/full>

(7) Feminist Perspectives on the Self

Diana Meyers, "Feminist Perspectives on the Self", [in:] *Stanford Encyclopedia of Philosophy* - <http://plato.stanford.edu/entries/feminism-self/>

### Compulsory reading

Simone de Beauvoir, *The Second Sex*, Paris 1949, trans. by H. M. Parshley, Penguin 1972 (esp. Introduction: Woman as Other).

*Philosophy without Women. The Birth of Sexism in Western Thought*, London-New York: Continuum, 2002.

*Ecofeminism. Women, Animals, Nature*, ed. Greta Gaard, Philadelphia: Temple University Press, 1993.

*The Book of the Goddess. Past and the Present. An Introduction to Her Religion*, ed. Carl Olson, New York: Waveland Press, 2002.

### Recommended reading:

Elizabeth Anderson, "Feminist Epistemology: An Interpretation and a Defense", *Hypatia* (1995) 10, 50-84.

Diana Meyers, "Feminist Perspectives on the Self", [in:] *Stanford Encyclopedia of Philosophy*.

Lynne Segal, "After Judith Butler: Identities, who needs them?" *Subjectivity* (2008) 25, 381– 394.

### **Mind-Body Problem in Philosophical Discourse**

The first part of the course is devoted to a brief survey of the most influential ideas of mind-body interaction discussed by the ancient and modern philosophers, including Plato, Descartes, Hume, Leibniz, Locke or La Mettrie. Subsequently, the participants develop their understanding of the more complex positions put forward in contemporary philosophical debate. They will also get some basic knowledge about the findings of neuro and cognitive sciences. Among the assigned readings there are some commonly debated papers by J. Searle, T. Nagel, D. Parfit, J. Perry, D. Dennett and P. Churchland.

### Course card

Course title	<b>Mind-Body Problem in Philosophical Discourse</b>		
Semester (winter/summer)	winter	ECTS	5
Lecturer(s)	Dr hab. Marzenna Jakubczak		
Department	Institute of Sociology		

#### Course objectives (learning outcomes)

The course is devoted to a survey of the most influential solutions of mind-body problem discussed by the ancient and modern philosophers, starting from Plato, Descartes, Hume, Leibniz, and La Mettrie. However, the main focus is on the arguments for and against the complex positions put forward in the contemporary philosophical debate. The students get some basic knowledge about the findings of neuro- and cognitive science but among the assigned readings there are mostly papers of the leading philosophers of mind. The authors represent a variety of views, such as behaviourism, antyreductionism, eliminativism, functionalism, mysterianism, etc.

#### Prerequisites

Knowledge	Basics of philosophy
Skills	Analysis of the philosophical texts
Courses completed	Introductory course in 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		

#### Teaching methods:

Lectures, PPT presentations, regular in-class discussions over the assigned readings

#### 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	25% Lecture attendance; regular reading and discussing issues presented in the assigned texts. 25% Short summaries of the assigned papers (oral or written) 50% Final in-class reviewing test
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Comments	
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#### Course content (topic list)

<p>(1) Introductory lecture (historical background of the mind studies, the subject, methods, and main objectives of contemporary philosophy of mind; terminological distinctions and scope of the research field) Oliver Sacks, <i>The Man Who Mistook His Wife for Hat: And Other Clinical Tales</i>, A Touchstone Books 1984 (first three chapters of the book).</p> <p>(2) Reductionism John R. Searle, <i>The irreducibility of consciousness</i>, [in:] <i>Philosophy of Mind: A Guide and Anthology</i>, ed. John Heil, Oxford University Press 2004, chap. 40, pp.700-708. John R. Searle, <i>I don't understand a word of Chinese</i>, [in:] Susan Blackmore (ed.), <i>Conversations on Consciousness</i>, Oxford University Press 2005, pp.198-212.</p> <p>(7) Behaviourism Gilbert Ryle, <i>Descartes' Myth</i>, [in:] <i>Philosophy of Mind Classical and Contemporary Readings</i>, ed. David Chalmers, Oxford University Press 2002, pp.32-38. Hilary Putnam, <i>Brains and behavior</i>, [in:] <i>Philosophy of Mind: A Guide and Anthology</i>, ed. John Heil, Oxford University Press 2004, chap. 6, pp.96-104.</p> <p>(4) Functionalism Ned Block, <i>What is functionalism?</i> [in:] <i>Philosophy of Mind: A Guide and Anthology</i>, ed. John Heil, Oxford University Press 2004, chap. 13, pp.183-199.</p> <p>(5) Eliminativism Paul Churchland, <i>Eliminative Materialism and the Propositional Attitudes</i>, [in:] <i>Philosophy of Mind: A Guide and Anthology</i>, ed. John Heil, Oxford University Press 2004, chap. 23, 382-400. Francis Crick, <i>You're just a pack of neurons</i> [in:] Susan Blackmore (ed.), <i>Conversations on Consciousness</i>, Oxford University Press 2005, pp.68-78.</p> <p>(6) Challenges to contemporary subjectivism &amp; materialism Daniel C. Dennett, <i>Quining Qualia</i>, [in:] <i>Philosophy of Mind Classical and Contemporary Readings</i>, ed. David Chalmers, Oxford University Press 2002, pp.226-245.</p> <p>(7) Is the mind-body problem insoluble? Colin McGinn, <i>Can we solve the mind-body problem?</i> [in:] <i>Philosophy of Mind: A Guide and Anthology</i>, ed. John Heil, Oxford University Press 2004, chap. 45, pp.781-797.</p>
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#### Compulsory reading



Philosophy of Mind: A Guide and Anthology, ed. John Heil, Oxford University Press 2004.  
Philosophy of Mind Classical and Contemporary Readings, ed. David Chalmers, Oxford University Press 2002.

Recommended reading:

Oliver Sacks, *The Man Who Mistook His Wife for a Hat*, Summit Books 1985.

*Conversations on Consciousness*, ed. Susan Blackmore, Oxford University Press 2005.

## Introduction to Philosophy

This course is designed for the students not necessarily acquainted with history of philosophy but these who are bothered, at least from time to time, with some serious philosophical questions. It will let you understand better what philosophy is good for and what makes this subject so important and useful for each human being. The students will be introduced to some of the most important areas of research in ancient, modern and contemporary philosophy. Referring to the assigned readings, we will talk through some of the crucial issues in different areas of philosophical expertise, like metaphysics, epistemology, moral philosophy, philosophy of language, philosophy of mind, etc.

### Course card

Course title	<b>Introduction to Philosophy</b>		
Semester (winter/summer)	summer	ECTS	5
Lecturer(s)	Dr hab. Marzenna Jakubczak		
Department	Department of Sociology		

#### Course objectives (learning outcomes)

This course is designed for the students not necessary acquainted with the history of philosophy but for those who are bothered, at least from time to time, with some serious philosophical questions. It will let you understand better what philosophy is good for and what makes this subject so important and useful for each human being. The students will be introduced to some of the most important areas of research within ancient, modern and contemporary philosophy. Referring to the assigned readings, we will talk through some of the crucial issues in different branches of philosophical expertise, such as metaphysics, epistemology, moral philosophy, philosophy of language and philosophy of mind, etc.

#### 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:

Lecturing, PPT presentations, regular in-class discussions over the assigned readings.

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	<p>25% Lecture attendance. Participation in and preparation for discussion. If you have to miss a meeting, please email me in advance or as soon as possible.</p> <p>25% A response paper (c. 5 pages) by the end of December 2014.</p> <p>50% Final exam, the topics and resources given in advance.</p>
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Comments	
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Course content (topic list)

<p>(1) Introductory lecture Course objectives. Diversity of philosophy, main branches &amp; philosopher's toolkit: what is philosophy good for? what makes philosophy good or bad? Philosophical methods. Kinds of argument. Criticism of language (Wittgenstein, Laozi).</p> <p>(2) Knowledge and certainty What is knowledge and how can humans attain it? Range and major questions of epistemology. Sources of knowledge (rationalism, empiricism, etc.). Descartes', Locke's, Berkeley's and projects. Representing reality. Hume's criticism of the self. Three means of valid knowledge in Indian philosophy.</p> <p>(3) Being and reality What is internal / external, objective / subjective? Pre-Socratic materialists. What is time? is change possible? does the world make any sense at all? Parmenides and Heraclitus understanding of being and reality. Plato's theory of forms and allegory of cave. Hierarchies of being (St Augustine). Modern metaphysical dualism, monism and pluralism (Descartes, Spinoza, Leibniz). Berkeley's and Buddhist idealism. Basic foundation of Kant's idealism.</p> <p>(4) Mind and body problem Crucial issues in contemporary philosophy of mind. Traditional ontological positions on mind-body relationship. Mind – body interaction. Are my mental states reducible to neurological processes? Embodied ego. Contemporary methods of brain diagnostics. Is the mind-body problem insoluble?</p> <p>(5) Perception, cognition and behaviour Empirical philosophy &amp; experimental psychology. The Turing test and the perspective of functionalism. Thought experiments and their application in philosophical debate. Mentalism vs. behaviourism. Social psychology and the problem of personal identity (Milgram and Stanford experiments).</p> <p>(6) Ethics, morality and good life Basic distinctions: axiology, ethics and aesthetics, and morality and eudaimonism. Applied and</p>
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normative ethics. Major position in ethics: from absolutism to relativism. How should I live to become happy? why should I strive to be a good person? Representative ethical views: consequentialist theories (Epicurus, Hindu and Buddhist doctrine of karman, utilitarianism), nonconsequentialist theories (St. Augustine, Kant, Schopenhauer), virtue ethics (Aristotle, St. Thomas, Nietzsche, Kohlberg, Gilligan).

### Compulsory reading

1. Aristotle, "The Nichomachean Ethics": <http://classics.mit.edu/Aristotle/nicomachaen.html>
2. Block, Ned, What is functionalism? [in:] Philosophy of Mind: A Guide and Anthology, ed. John Heil, Oxford University Press 2004, chap. 13, 183-199.
3. Churchland, Paul, Eliminative Materialism and the Propositional Attitudes, [in:] Philosophy of Mind: A Guide and Anthology, ed. John Heil, Oxford University Press 2004, chap. 23, 382-400.
4. Descartes, Rene. "Meditations": <http://www.wright.edu/cola/descartes/>
5. Hume, David (1739–1740), A Treatise of Human Nature, Part III (Of Knowledge and Probability: sec. I-VI) - <http://www.gutenberg.org/files/4705/4705-h/4705-h.htm>
7. Laozi, "Tao-te Ching": <http://classics.mit.edu/Lao/taote.html>
8. Locke, John (1689), An Essay Concerning Human Understanding, Vol. 1, Chapter I (No Innate Speculative Principles) - <http://www.gutenberg.org/cache/epub/10615/pg10615.html>
10. Plato, The Republic, (part of book VII), translated by Benjamin Jowett.
11. Searle, John R., The irreducibility of consciousness, [in:] Philosophy of Mind: A Guide and Anthology, ed. John Heil, Oxford University Press 2004, chap. 40, 700-708.
13. Wittgenstein, Ludwig, Tractatus Logico-Philosophicus (1-3) - <http://www.tractatuslogico-philosophicus.com>

### Recommended reading

General on-line resources on philosophy:

<http://plato.stanford.edu/contents.html>

<http://www.iep.utm.edu/>

[http://www.gutenberg.org/wiki/Main\\_Page](http://www.gutenberg.org/wiki/Main_Page)

<http://www.marxists.org/reference/subject/philosophy/index.htm>



## Environmental Philosophy

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.

### Course card

Course title	<b>Environmental Philosophy</b>		
Semester (winter/summer)	summer	ECTS	5
Lecturer(s)	dr Grzegorz Kubiński		
Department	Institute of Sociology		

#### Course objectives (learning outcomes)

The knowledge of the contemporary, prevailing trends concerning the relation man-nature.

#### 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

#### Assessment methods:

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

Assessment criteria Paper evaluated

Comments

Course content (topic list)

1. Nature Conceived as the Source of Life. The Changing Concept of Nature. Abiotic and Biotic Nature.
2. The Evolutionary History of Man within Natural History
3. The Metaphysical Foundations of Environmental Philosophy
4. The Roots of Environmental Philosophy
5. Aldo Leopold – the Father of Philosophy of Ecology
6. J. Baird Callicot, the Representative of Ecological Axiology
7. The Problem of the Shift from Facts to Values Once more Reconsidered
8. Holmes Rolston III's Axiology. The Problem of the Existence of Values
9. The Theory of the Natural Value
10. Men and Animals. A Historical Presentation
11. The Essence of Holism. Endangered Species and the Ecosystemic Wholes
12. Passmore-Taylor Controversy
13. The Environment and Society. Policy and Environmental Problems
14. Business and the Environmental Problems.
15. The Perspectives of Environmental Philosophy

Compulsory reading

15. Passmore, John. 1974. *Man's Responsibility for Nature: Ecological Problems and Western Traditions*. New York: Charles Scribner's Sons.
16. Pyra, Leszek S. 2003. *Environment and Values. Holmes Rolston III's Environmental Philosophy*, Kraków: Zeszyty Naukowe Akademii Rolniczej im. H. Kołłątaja, Zeszyt 290.
17. Holmes Rolston III. 2012. *A New Environmental Ethics*. New York: Routledge.
18. Singer, Peter. 1990. *Animal Liberation*, New York: New York Review of Books.

Recommended reading

- Taylor Paul. 1986. *Respect for Nature. A Theory of Environmental Ethics*, Princeton: Princeton University Press.
- Environmental Ethics. An Anthology*. 2008. Ed. Andrew Light, Holmes Rolston III, Oxford: Blackwell Publishing Ltd.
- Regan Tom. 1983. *The Case for Animal Rights*. Berkeley: University of California Press.

### Course card

Course title **Psychoanalysis and Social Sciences**

Semester (winter/summer)	winter	ECTS	5
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		

#### 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)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E-learning
			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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Course content (topic list)

<ol style="list-style-type: none"> <li>8. The examples of Biblical narratives – their main topics and narrative techniques</li> <li>9. Main topics of Plato's philosophy as presented in the Symposium</li> <li>10. St. Augustine: the combination of pagan culture and Christian belief</li> <li>11. Montaigne and the Renaissance revision of Christianity</li> <li>12. Marx and the heritage of Enlightenment and Romanticism</li> <li>13. Freud's critique of modern culture</li> <li>14. Nietzsche's "hermeneutics of suspicion": the critique of culture, morality and religion</li> <li>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.



## Theories of Secularization

Secularization is still one of the hotly debated issues in contemporary social sciences and the purpose of this course is to introduce the student to the present state of that debate. Is secularization still on in the world, or does its wave, perhaps, recede as many observers argue? Is secularization inextricably linked to the processes of modernization? What are the variants of secularizing process? Do we live in “post-secular” societies? To answer these (and many other) questions we will deal with both classical “straight-line” theories of secularization (M. Weber, E. Durkheim) and the so-called “revisionary” theories (P. Berger, D. Martin, J. Casanova). These latter question both the meaning of secularization and its social and cultural consequences.

### Course card

Course title	<b>Theories of Secularization</b>		
Semester (winter/summer)	winter	ECTS	5
Lecturer(s)	Michał Warchala Ph.D.		
Department	Department of Sociology		

### Course objectives (learning outcomes)

#### Knowledge

W\_01: The student knows the principal theories of secularization that appeared in the field of sociology of religion – both classical and contemporary

W\_02: The student knows the specific features of the secularizing processes in Western and non-Western societies; he/she recognizes their social, cultural and economical aspects

W\_03: The student knows the basic terminology used in the field of sociology of religion and religious studies

W\_04: The student is able to recognize the relations between the process of secularization and such social phenomena as modernization and the rise of the individualistic culture

#### Skills

U\_01: The student is aware of the social conflicts provoked by the secularizing processes both in Western and non-Western societies

U\_02: The student is able to read thoroughly and interpret the texts dealing with the secularizing processes, written or published in English

U\_03: The student is able to prepare presentations and write short essays in English, discussing the issues within the field of sociology of religion and religious studies

#### 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 religion plays in any society; of the possible uses and abuses of it in the social conflicts

### Prerequisites

Knowledge	Basic knowledge of sociology and social theory, as well as basic knowledge of the leading world religions
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Skills	Good reading and oral skills in English
Courses completed	Basic course of sociology or sociology of religion

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:

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	Student's 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)

## I. General description

Secularization is still one of the hotly debated issues in contemporary social sciences and the purpose of this course is to introduce the student to the present state of that debate. Is secularization still on in the world, or does its wave, perhaps, recede as many observers argue? Is secularization inextricably linked to the processes of modernization? What are the variants of secularizing process? Do we live in “post-secular” societies? To answer these (and many other) questions we will deal with both classical “straight-line” theories of secularization (M. Weber, E. Durkheim) and the so-called “revisionary” theories (P. Berger, J. Casanova). These latter question both the meaning of secularization and its alleged social and cultural consequences.

## II. Program

1. Introduction: sociology of religion as a discipline – main concepts and categories
2. Classical theories of the secularizing process
3. Transformation of religion and religiosity in modern society – religion as a private matter
4. Persisting and “invisible” religion in contemporary societies
5. Revision of the mainstream theory of secularization
6. Changes in religiosity: individualism vs. communalization
7. The concept of “post-secular age” and “post-secular society”
8. The new postmodern spirituality and religious experience

## Compulsory reading

19. Max Weber, *The Protestant Ethic and the Spirit of Capitalism*, trans. Talcott Parsons, London: Routledge 2001, chapter 5: Asceticism and the spirit of capitalism
20. Max Weber, *Science as a Vocation*, in: *From Max Weber. Essays in Sociology*, trans. H.H. Gerth and J. Wright Mills, New York: Oxford University Press 1946.
21. Emile Durkheim, *Elementary Forms of Religious Life*, trans. Karen E. Fields, New York & London: The Free Press 1995, concluding chapter
22. Peter Berger, *The Sacred Canopy*, Garden City NY: Doubleday 1967, part I, chapter & part II, chapter 5.
23. Peter Berger, *A Rumor of Angels*, New York: Anchor Books 1990, chapter 1
24. Thomas Luckmann, *The Invisible Religion*, New York: Macmillan 1967, chapter 6-7.
25. José Casanova, *Public Religions in the Modern World*, Chicago: University of Chicago Press 1994, part I, chapter 2
26. Steve Bruce, *The Social Process of Secularization*, in: Richard K. Frenn (ed.), *The Blackwell Companion to Sociology of Religion*, Oxford: Blackwell Publishing 2001, p. 249-263.
27. Grace Davie, *Patterns of Religion in Western Europe: An Exceptional Case*, in *The Blackwell Companion to Sociology of Religion*, p. 264-278
28. Danielle Hervieu-Leger, *Individualism, the Validation of Faith, and the Social Nature of Religion in Modernity*, in *The Blackwell Companion to Sociology of Religion*, p. 161-175
29. Jürgen Habermas, *Faith and Knowledge*, in: *The Future of Human Nature*, trans. Hella Beiser & Max Pensky, London: Polity 2003, p. 101-115.
30. Jürgen Habermas, *Notes on a post-secular society*, in: [www.signandsight.com](http://www.signandsight.com)
31. Charles Taylor, *The Varieties of Religion Today*, Cambridge Mass: Harvard University Press 2002, chapter 3.

## Recommended reading

William James, *The Varieties of Religious Experience*, New York: Touchstone 2004.  
Richard K. Fenn (ed.), *The Blackwell Companion to Sociology of Religion*, Oxford: Blackwell Publishing 2001  
Peter Berger (ed.), *The Desecularization of the World*, Washington DC: Ethics and Public Policy Center 1999. Publishing Ltd.



## The Religious and Social Aspects of American Puritanism

The subject of the lectures is the religious and social history of seventeenth-century Puritan colonization of New England including the issues concerning characteristics of the movement known as Puritanism, the difficulty in describing precisely the phenomenon, the idea of special destiny, the mission given by God which cherished by the settlers motivated their heroic journey across the ocean and the establishment of the Christian Commonwealth based on the theological interpretations and the Biblical patterns.

### Course card

Course title	<b>The Religious and Social Aspects of American Puritanism</b>		
Semester (winter/summer)	winter	ECTS	5
Lecturer(s)	Dr hab. Piotr Stawiński, prof.UKEN		
Department	Department of Sociology		

### Course objectives (learning outcomes)

The main goal of the course is to provide the students with general overview of chosen religious and social aspects of American Puritanism in the 17th century. The subject of the lectures is the religious and social history of Puritan colonization of New England including the issues concerning characteristics of the movement known as Puritanism, the difficulty in describing precisely the phenomenon, the idea of special destiny, the mission given by God which cherished by the settlers motivated their heroic journey across the ocean and the establishment of the Christian Commonwealth based on the theological interpretations and the Biblical patterns.

### Prerequisites

Knowledge	
Skills	Reading ability in English, critical thinking. Students read and reflect on articles in the professional journals.
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					30			

### Teaching methods:

Consultations, discussion, individual work of the students.

Assessment methods:

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

Assessment criteria	<p>The student will write a 10-12 page paper (12 pt. font and 1,5 spaced) with appropriate footnoting and bibliography. The paper must a proper structure, clear thesis, introduction and conclusion.</p> <p>Assessment criteria of essay: information, structure, use of evidence, presentation skills and academic referencing</p>
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Comments	
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Course issues

<ol style="list-style-type: none"> <li>1. Who Were the Puritans? The problem of definition.</li> <li>2. Covenant theology in early reformed orthodoxy.</li> <li>3. Puritan theology and lifestyle</li> <li>4. Types of Puritan piety</li> <li>5. Salem witch trials of 1692</li> <li>6. The Puritan conception of religion's role in the state in the seventeenth century</li> </ol>
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Compulsory reading

<ol style="list-style-type: none"> <li>1. R.C. Gleason, K.M. Kapic, Who Were the Puritans?, [in:] The Devoted Life: An Invitation to the Puritan Classics, InterVarsity Press, Downers Grove 2004, pp.15-37.</li> <li>2. B.H. Cosby, Toward a Definition of 'Puritan' and 'Puritanism': A Study in Puritan Historiography, „Churchman”, 2008, Vol.122, No. 4, pp.297-314.</li> <li>3. M.L. Sargent, The Conservative Covenant: The Rise of the Mayflower Compact in American Myth, „The New England Quarterly”, 1988, Vol. 61, No. 2, pp. 233-251.</li> <li>4. S. Bush, Jr., America's Origin Myth: Remembering Plymouth Rock, „American Literary History”, 2000, Vol. 12, No. 4, pp. 745-756.</li> <li>5. D. Harley, Explaining Salem: Calvinist Psychology and the Diagnosis of Possession, „The American Historical Review”, 1996, Vol. 101, No. 2 , pp. 307-330.</li> </ol>
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Some further reading:

1. J.D. Wilsey, The Puritan Conception of Religion's Role in the State in the Seventeenth Century, [in:], America as the City Upon the Hill: An Historical, Philosophical, and Theological Critique of the Historiographical construal of America as a Christian Nation, A Dissertation Presented to the Faculty of Southeastern Baptist Theological Seminary Wake Forest, North Carolina 2009, pp 5-13,



- [[http://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1103&context=fac\\_dis](http://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1103&context=fac_dis)].
2. L.D. Bierma, The Role of Covenant Theology in Early Reformed Orthodoxy, „The Sixteenth Century Journal”, 1990, Vol. 21, No. 3, pp. 453-462.

## 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	<b>The social implications of climate change</b>		
Semester (winter/summer)	summer	ECTS	5
Lecturer(s)	Małgorzata Krywult-Albańska, PhD	m.krywult@autograf.pl	
Department	Department of Sociology		

### Course objectives (learning outcomes)

<p><b>Knowledge:</b>  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.</p> <p><b>Skills:</b>  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.</p> <p><b>Social competence:</b>  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.</p>
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### 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:

<ul style="list-style-type: none"> <li>- discussion on texts selected by the lecturer.</li> <li>- multimedia presentations (both by the lecturer and the students)</li> </ul>
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#### 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	<p>Engagement/participation – 10% of the final grade;            Presentation based on Required reading – 20% of the final grade;            Project – 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	Further literature will be added during the course.
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#### Course issues

<ol style="list-style-type: none"> <li>1. Introduction: the notion of the anthropogenic climate change.</li> <li>2. Evidence of climate change. Historical data and current trends.</li> <li>3. Societies and nature: views on the relationship.</li> <li>4. Security concerns: research on conflicts arising from competition for scarce resources.</li> <li>5. Environmental migrations.</li> <li>6. Capitalism and the contradictions of the market economy vs. the challenge of climate change.</li> </ol>
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### Compulsory reading

6. 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]
7. Moseley William G., Perramond Eric, Hapke Holly M., Laris Paul. 2014. An Introduction to Human-Environment Geography. Local Dynamics and Global Processes. Wiley Blackwell.
8. Foresight: Migration and Global Environmental Change. 2011. Final Project Report. The Government Office for Science, London.
9. 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:

3. 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	5
Lecturer(s)	Małgorzata Krywult-Albańska, PhD	mkrywult@up.krakow.pl	
Department	Department of Sociology		

### Course objectives (learning outcomes)

<p><b>Knowledge:</b>  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.</p> <p><b>Skills:</b>  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.</p> <p><b>Social competence:</b>  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.</p>
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### 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)

#### 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			

<b>Assessment criteria</b>	<p>Engagement/participation – 10% of the final grade;            Presentation based on Required reading – 20% of the final grade;            Project – 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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<b>Comments</b>	Further literature will be added during the course.
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#### 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

10. Hite Kristen A., Seitz John L. 2016. Global Issues. An Introduction. Wiley Blackwell. (selected chapters)
11. 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.
12. FAO 2017. The future of food and agriculture. Trends and challenges. Rome: Food and Agriculture Organization of the United Nations.

#### Some further reading:

4. OECD/IEA 2016. CO2 Emissions from Fuel Combustion Highlights (2016 edition). International Energy Agency. [www.iea.org](http://www.iea.org)
5. 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	5
Lecturer(s)	Małgorzata Krywult-Albańska, PhD	mkrywult@up.krakow.pl	
Department	Department of Sociology		

#### Course objectives (learning outcomes)

<p><b>Knowledge:</b>  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.</p> <p><b>Skills:</b>  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.</p> <p><b>Social competence:</b>  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.</p>
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#### 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:

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	<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

13. Data and reports, as well as videos, will be analyzed and discussed during classes. The course content is based mostly on:
14. Textbook: Holdsworth, Clare; Finney, Nissa; Marshall, Alan, and Paul Norman. 2013. *Population and Society*. London: SAGE.
15. Additionally, students are asked to read and prepare a presentation based on one of the following books/articles:
- 16.
17. 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.
18. Klinenberg, Eric. 2014. *Going Solo*. The Extraordinary Rise and Surprising Appeal of Living Alone, London: Duckworth Overlook (excerpt).
19. 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).
20. 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:

6. Castles, Stephen i Mark J. Miller. 2009. *The Age of Migration*. International Population Movements in the Modern World. New York/London: The Guilford Press.
7. Chesnais, Jean-Claude. 1986. *La transition démographique*. Paris: PUF.
8. *The Economist* (12/19/2007), "Counting People: Census Sensitivity."
9. *International Migration 2015*. 2015. New York: United Nations. Dostępny:  
<http://www.un.org/en/development/desa/population/migration/publications/wallchart/index.shtml>

10. Livi-Bacci, Massimo. 2007. *A Concise History of World Population*. Singapore: Blackwell Publishing.
11. Pellissier, Jérôme. Juin 2013. “A quel âge devient-on vieux ?”, in: *Le Monde diplomatique*, <https://www.monde-diplomatique.fr/2013/06/PELLISSIER/49157>
12. Van Dalen, Hendrik P.; Kène Henkens. 2012. What is on a demographer’s mind? A worldwide survey. “*Demographic Research*” 26/16: 363-408.

## Comparative Philosophy: Indian and Chinese Ethical Doctrines

The purpose of this course is to give both the beginner and the more experienced student of philosophy a brief guide to metaphysics, epistemology and, above all, moral philosophy elaborated in non-Western traditions. Although the Indian, let it be Hindu or Buddhist, and Chinese philosophical conceptions are original, well-argued and relevant to the moral dilemmas of a contemporary man, they are often neglected in the regular expositions of ethical views. Here, a special emphasis will be put on such problems as cultural contextualism, pluralism, universalism and relativism. All issues will be discussed in a comparative perspective with reference to the Western versus major Asian ethical doctrines.

### Course card

Course title	<b>Comparative Philosophy: Indian and Chinese Ethical Doctrines</b>		
Semester (winter/summer)	summer	ECTS	5
Lecturer(s)	Dr hab. Marzenna Jakubczak		
Department	Institute of Sociology		

### Course objectives (learning outcomes)

The purpose of this course is to introduce students to moral philosophy elaborated in non-Western traditions. Although the Indian, let it be Hindu or Buddhist, and Chinese philosophical conceptions are original, well-argued and relevant to the moral dilemmas of a contemporary man, they are often neglected in the regular expositions of ethical views. Here, special emphasis will be put on such problems as cultural contextualism, pluralism, universalism and relativism. All issues will be discussed in a comparative perspective with reference to the Western and major Asian ethical doctrines. We will examine selected writings (in English translation) associated with the major currents and primary figures of the classical Indian and Chinese intellectual traditions.

### Prerequisites

Knowledge	
Skills	
Courses completed	Introductory course in 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	

### Teaching methods:

Lectures, PPT presentations, regular in-class discussions over the assigned readings

### 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	25% Lecture attendance; regular reading and discussing issues presented in the assigned texts. 25% Short summaries of the assigned papers (oral or written) 50% Final in-class reviewing test
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Comments	
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### Course content (topic list)

1. Introductory lecture. The problem of Orientalism, interculturalism, ethical relativism and universalism. Historical background of the Indian civilisation; basic concepts (karma, dharma, samsara, varna, caste, etc.).
2. History of Indian asceticism and Yoga tradition. The multiplicity of streams of Indian asceticism. The tradition of classical yoga.
3. The foundations of Hindu ethics. The ideal of selfless activity (karmayoga, svadharma)
4. Introduction to Buddhism and Jainism. The main assumptions of Buddhist ethics. The principle of non-harm (ahimsa) and the Jaina arguments in favour of vegetarianism.
5. The main currents of Chinese philosophy.
6. Introduction to ethics of Daoism. The principle of dao and de, and the spontaneous and effortless action (wu wei).
7. The principles of Confucianism ethical doctrine. The theory of ethical virtues (humaneness, filial piety, loyalty, altruism, etc.).

### Compulsory reading

13. Perrett Roy W., Hindu Ethics. A Philosophical Study, University of Hawai'i Press, 1998 (part).
14. Harvey Peter, An Introduction to Buddhist Ethics: Foundations, Values and Issue, Cambridge University Press, 2000 (part)
15. Wong, David, "Chinese Ethics", The Stanford Encyclopedia of Philosophy (Spring 2013 Edition),
16. Edward N. Zalta (ed.), URL = <<http://plato.stanford.edu/archives/spr2013/entries/ethics-chinese/>>.

### Recommended reading:

1. Hamilton Sue, *Indian Philosophy. A very short introduction*, Oxford University Press 2001.
2. *Spiritual Masters of the World Religions*, eds. Victoria Kennick & Arvind Sharma, SUNY Press
3. 2012. (Hindu Spiritual Masters, pp. 111-126, Buddhist Spiritual Masters, p. 155-188, Confucian Spiritual Masters, pp. 189-224, Daoist Spiritual Masters, pp. 225-240).
4. Douglas Allen, Mahatma Gandhi on Violence and Peace Education, *Philosophy East & West* 57, no. 3, 2007, pp. 290–310.
5. Nelson S. Eric, Responding with dao: early daoist ethics and the environment, *Philosophy East & West* 59, no. 3, 2009, pp. 294–316.
6. Kennick Urubshurow Victoria, *Introducing World Religions*, Routledge 2008.



## 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	5
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:

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's 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)

15. An essence of man: Plato and Aristotle
16. Greek school of life: human goodness and happiness
17. Man as the God's creature: mediaeval views on man
18. Man as a thinking soul: modern philosophy
19. Instincts in man: Nietzsche and Freud
20. Man without an essence: Heidegger and Wittgenstein
21. A speaking man: Foucault and Derrida
22. Man as a social being

Compulsory reading

7. Descartes, R., *Meditations on First Philosophy*, tr. by J. Cottingham, Cambridge: Cambridge University Press, 1996.
8. M. Foucault, *Discipline and Punish, The Birth of the Prison*, edited by Alan Sheridan, New York: Vintage Books, 1977.
9. Z. Freud, *The Ego and the Id*. The Hogarth Press Ltd. London, 1949.
10. 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)
11. F. Nietzsche, *On the Genealogy of Morals*, translated by Michael A. Scarpitti and edited by Robert C. Holub (Penguin Classics) 2013.
12. L. Wittgenstein, *Philosophical Investigations*. Blackwell Publishing 2001.

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*	5
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:

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	<p>3 (or “satisfactory”) grade can be obtained by a student who attained all the learning outcomes presumed for the course</p> <p>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.</p> <p>5 (or “very good”) grade can be obtained by a student who met the criteria of grade 4 and, moreover,</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 <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.