Institute of Sociology

Winter semester:

Module I

Cultural Studies 1. Reading Cultural Texts	
Cultural Studies 2. Individual and Collective Identity	
Psychoanalysis and Social Sciences	30 ECTS
Theories of Secularization	
Great Books of the Western World	

Summer semester:

Module I

Biomedical Ethic	
Philosophical Anthropology	
The Social Implications Of Climate Change	30 ECTS
Contemporary Global Issues	
Introduction to Population Studies	

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	6

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	

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:

	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	This module is assessed by three separate components: 1. continuous assessment in the form of extra points for class activities and on-line tasks (30%) (max 30 points) 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) 3. student's presence at lectures and classes (only one absence is accepted) (20%) (max. 20 points) Final Grade Points: 86 -100 A (5) 70-85 B (4) 55-69 C (3) 0-54 D (2)

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. Intelectual 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
4. Publications
5. Thwaites, T., Davis, L., Mules, W. (1994). Introducing Cultural and Media Studies. A Semiotic

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: Enlightment 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. Intelectual 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	6

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	This module is assessed by three separate components: 1. continuous assessment in the form of extra points for class activities and on-line tasks (30%) (max 30 points) 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) 3. student's presence at lectures and classes (only one absence is accepted) (20%) (max. 20 points) Final Grade Points: 86 -100 A (5) 70-85 B (4) 55-69 C (3) 0-54 D (2)

Comments	

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
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. Jenkinks 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	**Biomedical Ethics**

Semester (winter/summer)	summer	ECTS	6

Lecturer(s)	Dr hab. Katarzyna Gurczyńska-Sady	

Department	Institute of Sociology	

Course objectives (learning outcomes)

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

One 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 sholud be prepared for each seminar, give a speech on chosen subject and write an essay about it.

Comments	

Course content (topic list)

1. Respecting patient autonomy 12. Abortion
2. Nonmeleficene
3. Euthanasia
4. Beneficence
5. Organ Sales
6. Animal Research
7. Justice

Compulsory reading

1. Andre, J., „Bioethics as Practice", Chapel Hill and London: University of North Carolina Press, 2002. Beauchamp, T.; Childress, P. „Principles of Biomedical Ethics", Oxford, New York: Oxford
2. University Press,2001.
3. Khushf, G. (ed), „Handbook of Bioethics: taking stock of the field from a philosophical
4. perspective", Dordrecht, Boston, London: Kluwer Academic Publishers, 2004.
5. Singer, P. A.; Viens, A.M, „Cambridge Textbook of Bioethics", Cambridge: Cambridge University Press, 2008
6. Tauber, A.I. „Patient Autonomy and the Ethics of Responsibility", Cambridge: MIT Press, 2005

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", Willey Blackwell 2012
4.Sugerman, 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	**Gender Identity in Philosophical Perspective**		

Semester (winter/summer)	winter	ECTS	6

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:

	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

Comments	

Course content (topic list)

(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.)
1. Simone de Beauvoir, The Second Sex, Paris 1949, trans. by H. M. Parshley, Penguin 1972 - http://www.marxists.org/reference/subject/ethics/de-beauvoir/2nd-sex/index.htm (Introduction: Woman as Other).
2. Vigdis Songe Møller, chap. 1: "The Greek Dream of a Womanless World", [in:] Philosophy Without Women. The Birth of Sexism in Western Thought, London-New York: Continuum, 2002, 3-19.
3. Vigdis Songe Møller, chap. 6: "Virginity and Masculine Reproduction: Plato in a Woman's Looking-Glass Irigaray's reading of the cave myth", ibid., 113-128.
(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)
Lynne Segal, "After Judith Butler: Identities, who needs them?" Subjectivity (2008) 25, 381–394 - http://www.palgrave-journals.com/sub/journal/v25/n1/full/sub200826a.html
(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)
Stephanie Lahar, chapter 4. "Roots: Rejoining Natural and Social History", [in:] Ecofeminism. Women, Animals, Nature, ed. Greta Gaard, Philadelphia: Temple University Press, 1993, 91-117.
(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)
Chap. 11: Richard L. Brubaker, "The Untamed Goddesses of Village India", [in:] The Book of the Goddess. Past and the Present. An Introduction to Her Religion, ed. Carl Olson, New York: Waveland Press, 2002, pp.

145-160.

Chap 17: Carol P. Christ, "Symbols of Goddess and God in Feminist Theology", [in:] The 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

(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	**Psychoanalysis and Social Sciences**

Semester (winter/summer)	winter	ECTS	6

Lecturer(s)	Michał Warchala Ph.D.	

Department	Department of Sociology	

Course objectives (learning outcomes)

Knowledge
W_01: The student knows various meanings of the "canon" in the field of humanities W_02: The student understands the criteria that decide the canonical position of any given work of literature, art or scholarship, as well as their historical changes W_03: The student knows various traditions (Greek, Christian, Enlightenment) that together make up the so-called "Western tradition" Skills U_01: The student is able to analyze and discuss diverse elements of the "canonical" books U_02: The student is able to prepare presentations and write short essays in English, discussing the issues linked to the main subject of the course Social competence K_01: The student is aware of the necessity to deepen his/her own knowledge and to widen his/her intellectual horizons. K_02: The student does not shy of putting his/her own opinions in the discussion is aware that plurality of views is a basic condition of free inquiry within the field of social sciences and humanities K_03: The student understands the role humanities can play in any society; of possible uses and abuses of their ideas in the social conflicts

Prerequisites

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

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

Contact hours			15			15	

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	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 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 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

Comments	

Course content (topic list)

8. The examples of Biblical narratives – their main topics and narrative techniques 9. Main topics of Plato's philosophy as presented in the Symposium 10. St. Augustine: the combination of pagan culture and Christian belief 11. Montaigne and the Renaissance revision of Christianity 12. Marx and the heritage of Englightenment and Romanticism 13. Freud's critique of modern culture 14. Nietzsche's "hermeneutics of suspicion": the critique of culture, morality and religion 10. Max Weber and the sociological diagnosis of modernity

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.

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	**Theories of Secularization**		

Semester (winter/summer)	winter	ECTS	6

Lecturer(s)	Michał Warchala Ph.D.	

Department	Department of Sociology	

Course objectives (learning outcomes)

Knowledge
W_01: The student knows 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
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	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 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 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

Comments	

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

1. Max Weber, The Protestant Ethic and the Spirit of Capitalism, trans. Talcott Parsons, London: Routledge 2001, chapter 5: Asceticism and the spirit of capitalism
2. 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.
3. Emile Durkheim, Elementary Forms of Religious Life, trans. Karen E. Fields, New York & London: The Free Press 1995, concluding chapter
4. Peter Berger, The Sacred Canopy, Garden City NY: Doubleday 1967, part I, chapter & part II, chapter 5.
5. Peter Berger, A Rumor of Angels, New York: Anchor Books 1990, chapter 1
6. Thomas Luckmann, The Invisible Religion, New York: Macmillan 1967, chapter 6-7.
7. José Casanova, Public Religions in the Modern World, Chicago: University of Chicago Press 1994, part I, chapter 2
8. 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.
9. Grace Davie, Patterns of Religion in Western Europe: An Exceptional Case, in The Blackwell Companion to Sociology of Religion, p. 264-278
10. 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
11. Jürgen Habermas, Faith and Knowledge, in: The Future of Human Nature, trans. Hella Beiser & Max Pensky, London: Polity 2003, p. 101-115.
12. Jürgen Habermas, Notes on a post-secular society, in: www.signandsight.com
13. 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 social implications of climate change

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

Course card

Course title	The social implications of climate change		

Semester (winter/summer)	summer	ECTS	6

Lecturer(s)	Małgorzata Krywult-Albańska, PhD	m.krywult@autograf.pl

Department	Department of Sociology	

Course objectives (learning outcomes)

Knowledge:
W_01: Students know key theories of climate, history and society.
W_02: Students understand and are able to explain the cultural origins and social consequences of the climate change.
W_03: Students understand the importance of climate change social issues.

Skills:
U_01: Students are able to describe, explain and analyze the problems of economic, social or political regarding global climate change.
U_02: Students are able to denote and explain main sociological theories concerning the problem of climate.
U_03: The student is able to prepare presentations and write essays in English, discussing the issues within the field of sociology or anthropology.

Social competence:
K_01: The student is aware of the necessity to deepen his/her own knowledge and to widen his/her intellectual horizons.
K_02: The student does not shy of putting his/her own opinions in the discussion is aware that plurality of views is a basic condition of free inquiry within the field of social sciences and humanities.
K_03: The student is aware of the role the problem of climate change.

Prerequisites

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

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

Comments	Further literature will be added during the course.

Course issues

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

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

Compulsory reading

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

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

Contemporary global issues

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

Course card

Course title	Contemporary global issues		

Semester (winter/summer)	summer	ECTS	6

Lecturer(s)	Małgorzata Krywult-Albańska, PhD	mkrywult@up.krakow.pl

Department	Department of Sociology	

Course objectives (learning outcomes)

Knowledge:
W_01: Students know key theories of globalisation, economy and society.
W_02: Students understand and are able to explain the importance of the cultural origins and social consequences of the contemporary global issues.

Skills:
U_01: Students are able to describe, explain and analyze the contemporary global problems of economic, social or political.
U_02: Students are able to denote and explain main sociological theories concerning the problem of contemporary global issues.
U_03: The student is able to prepare presentations and write essays in English, discussing the issues within the field of sociology or anthropology.

Social competence:
K_01: The student is aware of the necessity to deepen his/her own knowledge and to widen his/her intellectual horizons.
K_02: The student does not shy of putting his/her own opinions in the discussion is aware that plurality of views is a basic condition of free inquiry within the field of social sciences and humanities.
K_03: The student is aware of the role of contemporary global issues.

Prerequisites

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

Course organization

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

Teaching methods:

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

Assessment methods:

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

Course issues

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

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

Compulsory reading

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

Some further reading:

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

Introduction to Population Studies

The purpose of the course is to introduce students to the field of population studies and demography. Specifically, the course demonstrates how some aspect of demography underlies nearly every political, economic or social issue of import, focusing on the impact of population processes and events on human societies. Topics covered will include (broadly): population history (especially since the 19th 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	**Introduction to Population Studies**		

Semester (winter/summer)	summer	ECTS	6

Lecturer(s)	Małgorzata Krywult-Albańska, PhD	mkrywult@up.krakow.pl	

Department	Department of Sociology		

Course objectives (learning outcomes)

Knowledge:
W_01: Students know key sociological theories of demography.
W_02: Students understand and are able to explain the cultural origins and social meaning of the populations, demography and migrations.
W_03: Students understand the importance of population studies.

Skills:
U_01: Students are able to describe, explain and analyze the problems of economic, social or political regarding populations and demographic issues.
U_02: Students are able to denote and explain main sociological theories concerning the problem of populations studies.
U_03: The student is able to prepare presentations and write essays in English, discussing the issues within the field of sociology or anthropology.

Social competence:
K_01: The student is aware of the necessity to deepen his/her own knowledge and to widen his/her intellectual horizons.
K_02: The student does not shy of putting his/her own opinions in the discussion is aware that plurality of views is a basic condition of free inquiry within the field of social sciences and humanities.
K_03: The student is aware of the role the problem of populations studies.

Prerequisites

Knowledge	
Skills	Good skills of English in speech and writing

Courses completed	

Course organization

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

Teaching methods:

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

Assessment methods:

	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	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. The policy on absences and arriving late/leaving early is as follows: Everybody is allowed to be absent twice, no questions asked, and everyone gets two late arrivals or early departures, no questions asked, without any injury to your Engagement/Participation score. After that, points are deducted from that score to reflect poor attendance and participation.

Comments	Participants shall comprehend how population structure, change, and growth affect the nature and quality of human life worldwide.

Course issues

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

Compulsory reading

8. Data and reports, as well as videos, will be analyzed and discussed during classes. The course content is based mostly on: 9. Textbook: Holdsworth, Clare; Finney, Nissa; Marshall, Alan, and Paul Norman. 2013. Population and Society. London: SAGE. 10. Additionally, students are asked to read and prepare a presentation based on one of the following books/articles: 11. 12. Caldwell J. 2002. The Contemporary Population Challenge. Background Paper from the United Nations Department of Economic and Social Affairs, Population Division's Expert Group Meeting on Completing the Fertility Transition, pp. 72-79. 13. Klinenberg, Eric. 2014. Going Solo. The Extraordinary Rise and Surprising Appeal of Living Alone, London: Duckworth Overlook (excerpt). 14. Moseley William G. et al. 2014. An Introduction to Human-Environment Geography. Local Dynamics and Global Processes. Wiley Blackwell. (Chapter 9: The Population – Consumption – Technology Nexus). 15. Omran, Abdel R. 2001. The Epidemiologic Transition: A Theory of the Epidemiology and Population Change. The Milbank Quarterly, Vol. 83(4), pp. 731–57. Demographic data and reports from : • Central Statistical Office of Poland: http://stat.gov.pl/en/ • National Statistical Offices of other countries: http://stat.gov.pl/en/international-statistics/ • European Statistical System and Eurostat (Population and social conditions): http://ec.europa.eu/eurostat • United Nations, Population Division: http://www.un.org/en/development/desa/population/ • Population Reference Bureau: http://www.prb.org/

Some further reading:

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

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

Philosophical Anthropology

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

Course card

Course title	Philosophical Anthropology		

Semester (winter/summer)	summer	ECTS	6

Lecturer(s)	Dr hab. Katarzyna Gurczyńska-Sady	

Department	Institute of Sociology	

Course objectives (learning outcomes)

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

Prerequisites

Knowledge	
Skills	
Courses completed	

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

Teaching methods:

| |

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	To pass the course, students should take part in discussions and prepare a written essay on a chosen subject.

Comments	

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	**Great Books of the Western world**

	winter	ECTS*	6

Lecturer(s)	Michał Warchala PhD	

Department	Department of Sociology	

Course objectives (learning outcomes)

Knowledge
W_01: The student knows various meanings of the "canon" in the field of humanities

W_02: The student understands the criteria that decide the canonical position of any given work of literature, art or scholarship, as well as their historical changes

W_03: The student knows various traditions (Greek, Christian, Enlightenment) that together make up the so-called "Western tradition"

Skills

U_01: The student is able to analyze and discuss diverse elements of the "canonical" books

U_02: The student is able to prepare presentations and write short essays in English, discussing the issues linked to the main subject of the course

Social competence
K_01: The student is aware of the necessity to deepen his/her own knowledge and to widen his/her intellectual horizons

K_02: The student does not shy of putting his/her own opinions in the discussion is aware that plurality of views is a basic condition of free inquiry within the field of social sciences and humanities

K_03: The student understands the role humanities can play in any society; of possible uses and abuses of their ideas in the social conflicts

Prerequisites

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

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

Teaching methods:

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

Assessment methods:

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

Comments	-

Course content (topic list)

1. The examples of Biblical narratives – their main topics and narrative techniques 2. Main topics of Plato's philosophy as presented in the *Symposium* 3. St. Augustine: the combination of pagan culture and Christian belief 4. Montaigne and the Renaissance revision of Christianity 5. Marx and the heritage of Englightenment and Romanticism 6. Freud's critique of modern culture 7. Nietzsche's "hermeneutics of suspicion": the critique of culture, morality and religion 8. Max Weber and the sociological diagnosis of modernity

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.