**Course Syllabus**

1. **General Information**

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| Course name | Knowledge about culture |
| Programme | Social communication and media |
| Level of studies (BA, BSc, MA, MSc, long-cycle MA) | BA |
| Form of studies (full-time, part-time) | Full-time |
| Discipline | Social Communication and Media Studies |
| Language of instruction | English |

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| Course coordinator/person responsible | Dr habil. Dariusz Wadowski |

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| Type of class *(use only the types mentioned below)* | Number of teaching hours | Semester | ECTS Points |
| lecture | 30 | 4 | 3 |
| tutorial |  |  |
| classes |  |  |
| laboratory classes |  |  |
| workshops |  |  |
| seminar |  |  |
| introductory seminar |  |  |
| foreign language classes |  |  |
| practical placement |  |  |
| field work |  |  |
| diploma laboratory |  |  |
| translation classes |  |  |
| study visit |  |  |

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| Course pre-requisites | Basic knowledge of culture at the high school level |

1. **Course Objectives**

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| O1 - students acquire knowledge about the interpretative and research approaches to culture and the development of cultural studies |
| O2 – students learn basic skills in recognizing cultural contexts and conditions of human behaviours and activities of social institutions |
| O3 – students understand the essence, features, and complexity of cultural phenomena |

1. **Course learning outcomes with reference to programme learning outcomes**

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| --- | --- | --- |
| Symbol | Description of course learning outcome | Reference to programme learning outcome |
| KNOWLEDGE | | |
| W\_01 | The student characterizes the main interpretations of culture and the dominant research approaches to culture | KW\_05 |
| W\_02 | The student explains the basic concepts used in reflection and research on culture | KW\_05 |
| W\_03 | The student describes the features and qualities of selected areas of culture and types of culture | KW\_05 |
| SKILLS | | |
| U\_01 | The student uses specialist terminology to describe cultural phenomena and processes and applies selected theoretical approaches to culture | KU\_05 |
| U-02 | The student interprets the phenomena of the present, paying attention to their cultural background and consequences | KU\_04 |
| SOCIAL COMPETENCIES | | |
| K\_01 | The student critically assesses his/her knowledge and skills in understanding the cultural dimension of modern times | KK\_01 |

1. **Course Content**

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| 1. Culture and its definitions  2. Main approaches in the studies of culture  3. Selected areas of symbolic culture and their transformations: religion, science, art, play  4. Values and norms in culture  5. Culture and communication - cultural codes, signs, and symbols  6. Typologies of cultures  7. Globalization of culture and national, ethnic, regional, and local cultures  8. Organizational cultures  9. Culture in the family |

1. **Didactic methods used and forms of assessment of learning outcomes**

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| --- | --- | --- | --- |
| Symbol | Didactic methods  *(choose from the list)* | Forms of assessment  *(choose from the list)* | Documentation type  *(choose from the list)* |
| KNOWLEDGE | | | |
| W\_01 | Traditional lecture | Test | Assessment sheet |
| W\_02 | Traditional lecture | Test | Assessment sheet |
| W\_03 | Traditional lecture | Test | Assessment sheet |
| SKILLS | | | |
| U\_01 | Conversation lecture | Test, essay | Assessment sheet |
| U\_02 | Conversation lecture | Test, essay | Assessment sheet |
| SOCIAL COMPETENCIES | | | |
| K\_01 | Conversation lecture | Test, essay | Assessment sheet |

e.g.: methods: Conversation lecture, traditional lecture, discussion, case study; forms: test, essay, presentation, writing assignment; doc: assessment sheet,

1. **Grading criteria, weighting factors**

Assessment consists of two factors:

* Test – 80% of assessment
* Essay – 20% of assessment

Very good

The student broadly and completely characterizes the main interpretations of culture and the dominant research approaches to culture. He/she comprehensively explains the basic concepts used in reflection on culture. He/she thoroughly describes the features and qualities of selected areas of culture and types of culture. He/she fluently uses specialist terminology and applies selected theoretical approaches to interpret cultural phenomena. He/she pays attention to cultural background and consequences in commenting current phenomena every time. He/she critically assesses his/her knowledge and skills in understanding culture.

Good

The student broadly enough characterizes the main interpretations of culture and the dominant research approaches to culture. He/she properly explains the basic concepts used in reflection on culture. He/she correctly describes the features and qualities of selected areas of culture and types of culture. He/she rightly uses specialist terminology and applies selected theoretical approaches to interpret cultural phenomena. He/she pays attention to cultural background and consequences in commenting current phenomena often enough. He/she critically assesses his/her knowledge and skills in understanding culture.

Satisfactory

The student characterizes the main interpretations of culture and the dominant research approaches to culture at a basic level. He/she mostly correctly explains the basic concepts used in reflection on culture. He/she mostly correctly describes the features and qualities of selected areas of culture and types of culture. He/she mostly correctly uses specialist terminology and applies selected theoretical approaches to interpret cultural phenomena. He/she pays attention to cultural background and consequences in commenting current phenomena sometimes. He/she critically assesses his/her knowledge and skills in understanding culture at a basic level.

Poor

The student is not able to characterize the main interpretations of culture and the dominant research approaches to culture at a basic level. He/she does not correctly explain the basic concepts used in reflection on culture. He/she does not correctly describe the features and qualities of selected areas of culture and types of culture. He/she does not correctly use specialist terminology and applies selected theoretical approaches to interpret cultural phenomena. He/she does not pay attention to cultural background and consequences in commenting current phenomena. He/she is not able to critically assess his/her knowledge and skills in understanding culture at a basic level.

1. **Student workload**

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| --- | --- |
| Form of activity | Number of hours |
| Number of contact hours (with the teacher) | **30** |
| Number of hours of individual student work | **30** |

1. **Literature**

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| Basic literature |
| Appadurai A. (1996). *Modernity at Large: Cultural Dimensions of Globalisation*. Minneapolis: University of Minnesota Press.  Clifford, J. (1988). *The Predicament of Culture: Twentieth-Century Ethnography, Literature, and Art*. Cambridge, MA: Harvard University Press.  Combs, J.E. (2000). *Play World: The Emergence of the New Ludenic World.* Westport, CT: Praeger.  Dyczewski, L. (ed.) (2002). *Values in the Polish Cultural Tradition.* Washington: Council for Research in Values and Philosophy.  Gidddens, A. (1991). *Modernity and Self-Identity: Self and Society in the Late Modern Age.* Stanford University Press  Huizinga, J. (1938). *Homo Ludens: A Study of the Play Element in Culture*. Boston: Beacon  Storey, J. (2009). *Cultural Theory and Popular Culture: An Introduction.* Harlow: Pearson |
| Additional literature |
| Beyers, J. (2017). Religion and culture: Revisiting a close relative, *HTS Teologiese Studies/Theological Studies* 73(1): 1-9.  Crozet, C. (2017). Globalisation and Culture. In: A. Farazmand (ed.) *Global Encyclopedia of Public Administration, Public Policy, and Governance*. New York: Springer International Publishing, 1-8.  Dyczewski, L. (2016). Values – The core of culture. *Politeja* 13 (5/44): 143-169.  Geertz, C. (1976). Art as a Cultural System, *Comparative Literature* 91(6): 1473-1499.  Hofstede, G. (2011). Dimensionalizing Cultures: The Hofstede Model in Context. *Online Readings in Psychology and Culture*, Unit 2.  Lebrón, A. (2013). What is culture? *Merit Research Journal of Education and Review* 1(6):126-132.  Schwartz, Sh. (1995). Identifying Culture-Specifics in the Content and Structure of Values, *Journal of Cross Cultural Psychology* 26 (1): 92-116  White, L.A. (2005). Symbol: The Basic Element of Culture. In: *The Science of Culture: A Study of Man and Civilization*. Clinton Corners, NY: Percheron Press/Eliot Werner Publications, 2005. Print. |