COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I. **General Information**

Course name	Key theme in Anthropology: Religion and Totemism
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Culture and Religion Studies 50%, Philosophy 50%
Language of instruction	English

Course coordinator/person responsible	dr hab. **Robert T. Ptaszek**, prof. KUL

Type of class	Number of teaching hours	Semester	ECTS Points
tutorial	30	2	3

Course pre-requisites	W 1. Basic knowledge of religion. W 2. An ability to find relationships among religious and anthropological ideas

II. **Course Objectives**

C 1. To acquaint students with issues of essence and origin of religion.
C 2. To acquaint students with various types of religions and their roles in human life.
C 3. Presentation of various concepts of totemism and their significance for the understanding of man and his culture.

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	Student presents ordered knowledge about religion, its meaning for man and his culture. He knows various concepts of totemism and the ways of their use in different currents of anthropology.	K_W03
W_02	Student describes different ways of seeing religion and its cultural role. He shows the connections between religions and civilizations. Student discusses the importance of religion as a factor that evokes and stabilizes social and political conflicts.	K_W05
	SKILLS	
U_01	Student selects the appropriate methods to examine anthropological and cultural aspects of different religions	K_U03
	SOCIAL COMPETENCIES	
K_01	Student is able to point out religious inspirations in various	K_K03

	dimensions of the functioning of culture, is open to new cultures and ideas, and at the same time sees the need for responsibility for preserving cultural heritage. Student develops the ability to work in a multicultural team taking into account the cultural differences in the perception of reality.	

IV. Course Content

Religion

1. Definitions of religion
2. Essence of religion
3. Elementary forms of religion
4. Theories of the evolution of religion (Edward B. Tylor, John Lubbock)
5. The origin of religion - Wilhelm Schmidt position
6. Religions and civilisations

Totemism

1. History, definitions and ways to understand the term
   1.1. Totemism as a form of animal worship
   1.2. Totemism as a manifestation of religious life
   1.3. Totemism as a tool for building social relations
   1.4. Totemism as a way to Transcendence
2. Emile Durkheim's totemism concept
3. Theory of totemism by Sigmund Freud and its social and cultural consequences
4. Bronisław Malinowski: Totemism at functional anthropology
5. Claude Levi-Strauss: totemism and structuralism
6. Adam Kuper and his critique of totemism

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
		KNOWLEDGE	
W_01 W_02	Conversational lecture	Presentation	Presentation rating card
		SKILLS	
U_01	Textual analysis	Presentation	Presentation rating card
		SOCIAL COMPETENCIES	
K_01	Discussion	Observation	Observation report

VI. Grading criteria, weighting factors …

Students' presentations (60%), work with text and discussion (35%) attendance (5%).

Knowledge

Grade 2: Student does not prepare the presentation, does not participate in discussions, is absent more than 3 times.

Grade 3: Student prepares the presentation, participates in discussions, is absent maximally 3 times.

Grade 4: Student prepares a good presentation, gives a real contribution to the discussion, is absent maximally 2 times.

Grade 5: Student prepares an excellent presentation, gives a very good contribution to the discussion, is absent maximally 1 time.

Skills
Grade 2: Student cannot use appropriate methods to examine anthropological and cultural aspects of different religions; cannot prepare a presentation on issues of religion and basic anthropological aspects of totemism.

Grade 3: Student with some difficulties can: use appropriate methods to examine anthropological and cultural aspects of different religions; prepare a presentation on issues of religion and basic anthropological aspects of totemism.

Grade 4: Student can: use appropriate methods to examine anthropological and cultural aspects of different religions; prepare a presentation on issues of religion and anthropological aspects of totemism.

Grade 5: Student easily can: use appropriate methods to examine anthropological and cultural aspects of different religions; prepare a presentation on issues of religion and anthropological aspects of totemism.

Social competences

Grade 2: Student cannot point out religious inspirations in different dimensions of the functioning of culture, is not open to new cultures and ideas, does not see the need for responsibility for preserving cultural heritage, does not develop the skills of working in a multicultural team.

Grade 3: Student can point out some religious inspirations in various dimensions of the functioning of culture, is basically open to new cultures and ideas, sees the need for responsibility for preserving cultural heritage, develops the ability to work in a multicultural team.

Grade 4: Student can point out religious inspirations in different dimensions of the functioning of culture, is open to new cultures and ideas, clearly sees the need for responsibility for preserving cultural heritage, develops the ability to work in a multicultural team.

Grade 5: Student independently can indicate religious inspirations in various dimensions of the functioning of culture, is wide open to new cultures and ideas, clearly sees and can justify the need for responsibility for preserving cultural heritage, effectively and independently develops the ability to work in a multicultural team.

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**60**

VIII.   Literature

Basic literature
Fiona Bowie, *Anthropology of Religion: an introduction*, Oxford, 2006
Robert Alun Jones, *The Secret of the Totem: Religion and Society from McLennan to Freud*, New York 2005
Adam Kuper, *The Reinvention of Primitive Society. Transformations of a Myth,* London, New York 2005
Additional literature
Emile Durkheim, *Elementary Forms of Religious Life*, New York, London, Toronto, Sydney, Tokyo, Singapore 1995
Claude Lévi-Strauss, *Totemism*, London 1964

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   General Information

Course name	Key Themes in Anthropology: Culture, Society, Ethnicity, Identity
Programme	Applied Anthropology
Level of studies	BA
Form of studies	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr. Edyta Kuzian

Type of class	Number of teaching hours	Semester	ECTS Points
lecture	30	4	2

Course pre-requisites	None

II.   Course Objectives

C1: After completing this course students will have basic knowledge of the key themes in anthropology, culture, society, ethnicity, and identity.
C2: They will be able to critically examine and relate these themes in interdisciplinary contexts, focusing on the philosophical perspective and integrate the course materials with every day experience.
C3: Through stimulating in-class discussions students will generate thought-provoking presentation and questions from the readings. Moreover, students will demonstrate a command of the readings during course meetings and strengthen their written skills through writing assignments.

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	Students critically approach and asses the methodology and key themes in applied anthropology	K_W01
W_02	Students master key anthropological English terms	K_W02
W_03	Students improve interdisciplinary knowledge of disciplines related to anthropology, primarily philosophy	K_W03
	SKILLS	
U_01	The ability to analyze different scientific studies about humans, with a primary focus on socio-cultural anthropology	K_U01
U_02	The ability to observe and formulate research problems, including the use of appropriate research tools	K_U02
U_03	The ability to communicate the results of research and activities to the target groups, uses specialist terminology and methods of expression corresponding to current situations	K_U17
	SOCIAL COMPETENCIES	
K_01	Student takes care of maintaining methodological standards in research, openness and sensitivity to problems in the field of human and social	K_K02
K_02	Student is open and critical of new ideas, concepts, theories, arguments and challenges related to socio-cultural anthropology of the 20th and 21st century	K_K03

IV.   Course Content

> This course is designed to provide an overview of the key themes in anthropology, culture, society, ethnicity, and identity. We will explore these themes using *Key Themes in Anthropology: Culture, Society, Ethnicity, Identity* (2012) by Gary Ferraro and Susan Andreatta.

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Lecture	Research paper	Graded research paper
W_02	Lecture	4 short written assignments	Graded assignments
W_03	Lecture	Exam	Graded exam
SKILLS			
U_01	Discussion	Evaluation of discussion	Evaluation of the performance
U_02	Discussion	Research paper	Graded research paper
U_03	Discussion	Evaluation of discussion	Evaluation of the performance
SOCIAL COMPETENCIES			
K_01	Discussion	Evaluation of discussion	Evaluation of the performance
K_02	Discussion	Evaluation of discussion	Evaluation of the performance

VI. Grading criteria, weighting factors:

It is essential for students to attend and participate in zoom class meetings. Participation represents 20% of the final grade. Students are required to have completed the day's assigned readings by the date indicated.

MindTap assignments worth 20% of the final grade (assignments are here: https://www.cengage.com/dashboard/#/course-confirmation/MTPP7FFQ9B69/initial-course-confirmation **Course Key:** MTPP-7FFQ-9B69

The final 7–8 page paper worth 20% of your final grade is required by the end of the semester (11:59PM, June 16, 2021).

Final exam 20%

Each student should cover two of the following rotating presentations. Each presentation is worth 10% of your final grade.

VII. Student workload

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

VIII. Literature

Primary Literature
Key Themes in Anthropology: Culture, Society, Ethnicity, Identity (2012) by Gary Ferraro and Susan Andreatta
Secondary literature
Nigel Rapport, Joanna Overing, Social and Cultural Anthropology. The Key Concepts, Routledge, London 2000. Gary Ferraro, Classic Readings in Cultural Anthropology, Cengage Learning, Boston, MA 2016. Barbara Miller, Cultural Anthropology in a Globalizing World, Pearson, Boston MA 2017. Ted C. Lewellen, The Anthropology of Globalization. Cultural Anthropology Enters the 21st Century, Bergin & Garvey, London 2002. Carla Cuerrón-Montero, Introduction: Preparing Anthropologists for the 21st Century, "National Association for the Practice of Anthropology Bulletin 29(1), March 2008, pp. 1-13. Brian Morris, Religion and Anthropology. A Critical Introduction, Cambridge University Press, Cambridge 2006.R. Jon McGee, Richard L. Warms (eds.), Theory in Social and Cultural Anthropology. An Encyclopedia, Sage, London 2013. Chris Jenks, Culture. Key Ideas, Routledge, London 2001. Ralph Linton, The Study of Man. An Introduction, Appleton-Century-Crofts, Inc., New York 1936.

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   General Information

Course name	Key themes in Applied Anthropology: Justice, Charity and Humanitarianism (Good Life)
Programme	Applied Anthropology
Level of studies	BA
Form of studies	full-time
Discipline	Philosophy 50%, Social Communication Studies and media Studies 50%
Language of instruction	English

Course coordinator/person responsible	Rev. Dr. Krzysztof Smykowski

Type of class	Number of teaching hours	Semester	ECTS Points
lecture	30	III	2

Course pre-requisites	W1. Interest in the issues
	W2. Basic knowledge of philosophical anthropology

II.   Course Objectives

C1 – presenting moral aspects of basic areas of social life
C2 – presenting theological and moral interpretation of the principles of social life
C3 – making a moral evaluation of selected social phenomena and problems

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	The student discusses the current state of civilization in social and moral aspects	K_W05
W_02	The student knows the ethical norms and rules governing the institutions supervising activities in the field of anthropology	K_W07
SKILLS		
U_01	The student integrates various anthropological approaches and concepts in social and moral aspects	K_U18
SOCIAL COMPETENCE		
K_01	The student coordinates the process of moral formation and, improving social competences	K_K01
K_02	The student is involved in social activity	K_K06

IV.   Course Content

1. World and community 2. The biblical vision of the community 3. Extreme models of community life: liberalism and collectivism 4. Person as a center of community life 5. Principles of community life 6. Love and mercy 7. Justice 8. Freedom 9. The truth 10. Missions as an example of the Church's activity for the community

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conventional lecture, conversational lecture	Oral exam	Protocol
W_02	Conventional lecture, conversational lecture	Oral exam	Protocol
SKILLS			
U_01	Textual analysis	Oral exam	Protocol
SOCIAL COMPETENCE			
K_01	Discussion	Observation	Observation report
K_02	Discussiom	Observation	Observation report

VI.   Grading criteria, weighting factors.....

Oral exam

Poor grade
the student has no knowledge of the anthropological and dogmatic foundations of social life, has no knowledge of the process of moral development and its social conditions, and does not know at the specialist and interdisciplinary level the issues of social life and the assessment of selected social issues

Fair grade
the student has partial knowledge of the anthropological foundations of social life, the process of moral development and its social conditions, and knows selected issues regarding the principles of social life

Good grade:
the student knows the anthropological foundations of social life well, the process of moral development and its social conditions as well as the issues of the principles of social life, including the assessment of basic social issues

Very good grade
the student has specialist and integrated knowledge of the anthropological foundations of social life, moral development and its social conditions, principles of social life; is familiar with social issues - knows the rules of social life and is able to apply them in solving moral and social dilemmas

VII.　　Student workload

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

VIII.　　Literature

Basic literature
Pontifical Council for Justice and Peace. *Compendium of the Social Doctrine of the Church*. Rome 2004.
Wojtyla K. *Person and Act and Related Essays*. Washington 2021.
Additional literature
John Paul II. Encyclical letter *Dives in miserocordia*. Rome 1980.
John Paul II. Encyclical letter *Centesimus annus*. Rome 1991.
II Vatican Council. Pastoral Constitution on the Church in the Modern Worl *Gaudium et spes*. Rome 1965.
Nagórny J. *Posłannictwo chrześcijan w świecie*. T. 1: *Świat i wspólnota*. Lublin 1998.
Peschke K.H. *Christian Ethics. Moral Theology in the Light of Vatican II*. Vol. 1-3. Winchester 1979.

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   **General Information**

Course name	Language as the means of communication
Programme	Applied Anthropology
Level of studies	BA
Form of studies	full-time
Discipline	Social Communication Studies and media Studies
Language of instruction	English

Course coordinator/person responsible	dr hab. Henryk Duda prof. KUL

Type of class	Number of teaching hours	Semester	ECTS Points
classes	30	I	2

Course pre-requisites	Knowledge of basic linguistic terminology, knowledge of English (≥B2)

II.   **Course Objectives**

Preparation of the theoretical and methodological base for the implementation of all studies in applied anthropology.

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	The student knows the basic linguistic terminology in English and in his native language	K_W02
W_02	The student knows the structure of natural language, its functions and varieties.	K_W02
W_03	The student knows what linguistics is and has a basic knowledge of linguistic research.	K_W_02
SKILLS		
U_01	The student is able to talk about the language, its structure and functioning with specialists from various anthropological areas and with other target groups, using different languages, techniques and channels of communication.	K_U06
U_02	The student is able to apply the basic principles of the art of translation in matters related to his life, situation and field of study.	K_U11

SOCIAL COMPETENCIES		
K_01	The student is ready to actively participate in the social discourse about language and its functioning in social life, especially in a multicultural environment.	K_K07
K_02	Student is open to new ideas and concepts in linguistics, discourse and culture.	K_K07

IV. **Course Content**

1) What is linguistics – introductory remarks
2) The sounds of speech (1) – phonetics
3) The sounds of speech (2) – phonology
4) Morphology (1) – inflection
5) Morphology (2) – Word formation
6) Sentence structure
7) Words and their meanings
8) Speech acts and the functions of language
9) Language power
10) Language styles and dialects
11) Other language varieties (sociolects, genderlects etc.)
12) Writing systems

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Class	Graded pass	evaluation card
W_02	Class	Graded pass	evaluation card
W_03	Class	Graded pass	evaluation card
W_04	Class	Graded pass	evaluation card
SKILLS			
U_01	Class	observations	evaluation card
U_02	Class	observations	evaluation card
SOCIAL COMPETENCIES			
K_01	Class	observations	evaluation card
K_02	Class	observations	evaluation card
K_03	Class	observations	evaluation card

VI. **Grading criteria, weighting factors…**

Knowledge criteria: for grade 2 - Insufficient mastery of the material; **for grade 3** - Basic acceptance and understanding of issues and concepts presented in class; **for grade 4**: Active participation in classes indicating good mastery of the teaching material; **for grade 5**: Very good knowledge of the material in question and the same intellectual activity.

Skill criteria: for grade 2 - Inability to use acquired knowledge in practice; **for grade 3** - The student is able to use the acquired knowledge at the basic level; **for grade 4**: The student demonstrates freedom in operating the lectured content; **for grade 5**: Very good ability to use acquired knowledge.

Criteria for social competences: for grade 2 - The student does not have any competences in transferring acquired knowledge; **for grade 3** - The student knows how to draw on the acquired knowledge in a barely satisfactory way; **for grade 4**: The student can pass his / her skills to others; **for grade 5**: Student may be an authority among other people.

VII.   **Student workload**

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

VIII.   **Literature**

Basic literature
Aitchison Jean, *Linguistics made easy*, [London, Hodder Education], 2012.
Akmajian Adrian, Demers Richard A.,FarmerAnn K. [et al.], *Linguistics An Introduction to Language and Communication*, Cambridge Mass: The MIT Press, 2001.
Fromkin Victoria, Rodman Robert, Hyams Nina, *An introduction to language*, 2003.

Additional literature
Aitchison Jean, *The articulate mammal: an introduction to psycholinguistics*, New York, Routledge, 2015.
Aronoff Mark, Rees-Miller Janie,*The Handbook of Linguistics*, Wiley-Blackwell, 2017.
Bünting Karl-Dieter, *Einführung in die Linguistik* [in German], Athenäum: Weinheim Beltz 1996. Also available in Polish: Bünting Karl-Dieter, *Wstęp do lingwistyki*, Warszawa: PWN 1989.
Dechaine Rose-Marie, Vatikiotis-Bateson Eric, Burton, Strang, *Linguistics for Dummies*, Hoboken, CANADA: For Dummies, 2018.
Grzegorczykowa Renata, *Wstęp do językoznawstwa* [Introduction to linguistics – in Polish], Warszawa, 2007.
Milewski Tadeusz, *Introduction to the study of language*, The Hague: Mouton – Warszawa: PWN-Polish scientific publ., 1973.
Wierzbicka Anna, *O języku dla wszystkich* [in Polish], Warszawa 1967.

COURSE SYLLABUS
Course from study programme for the cycle: 2023/2024

I. General Information

Course name	Linguistic Anthropology – Diversity and similarity
Programme	Applied Anthropology
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	BA
Form of studies (full-time, part-time)	full-time
Discipline	Culture and Religion Studies 50%, Social Communication Studies and Media Studies 50%
Language of instruction	English

Course coordinator/person responsible	

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
tutorial	30	V	5

Course pre-requisites	

II. Course Objectives

1. Knowledge of linguistic dynamics and social linguistic issues
2. Ability to implement linguistic knowledge in adequate social circumstances
3. Openness to linguistic and social diversity

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	has ordered basic knowledge of linguistic anthropology and its relation to social issues and language dynamics	K_W03
SKILLS		
U_01	Student has integrated knowledge in the field of various scientific disciplines about human beings (esp. in the socio-cultural anthropology, but philosophical anthropology also).	K_U01
U_02	Student has developed interpersonal and intercultural communication skills in the various social and cultural environ-	K_U07

	ments	
U_03	has developed skills in interpersonal and intercultural communication in social context, mitigating social conflicts, leading to settlement	K_U14
SOCIAL COMPETENCIES		
K_01	coordinates the process of acquiring linguistic and social knowledge, acquiring new, flexible skills, enriching knowledge required in research situations and the work of an anthropologist involved in intercultural social activities	K_K01

IV. Course Content

Linguistic relativities. Foundations of ethnolinguistics. Methodological issues in cross-culture linguistic naming. Bilingualism. Intimate grammars. Maximizing ethnopoetics: fine-tuning anthropological experience. Interpreting language variation and change

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_01			
SKILLS			
U_01			
U_02			
U_03			
SOCIAL COMPETENCIES			
K_01			

VI. Grading criteria, weighting factors.....

VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**120**

VIII. Literature

Basic literature
Additional literature

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I. **General Information**

Course name	Linguistic Anthropology: Source and development of the world's languages
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Culture and Religion Studies 50%, Philosophy 50%
Language of instruction	English

Course coordinator/person responsible	dr hab. Henryk Duda prof. KUL

Type of class	Number of teaching hours	Semester	ECTS Points
Tutorial	30	II	2

Course pre-requisites	Knowledge of basic linguistic terminology, knowledge of English (≥B2)

II. **Course Objectives**

Preparation of the theoretical and methodological base for the implementation of all studies in applied anthropology.

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	Student situates linguistics in relation to sciences and knows the relationship between language, linguistics and anthropology	K_W01
W_02	Student knows the role of languages in culture and the consequences of intercultural and inter-linguistic contacts.	K_W01
W_03	Student knows English and Polish/their native language terminology used in applied anthropology	K_W02
W_04	Knows the basics of linguistics as a science, knows the structure of language, its origin and evolution, as well as the relationship with man's material and spiritual culture.	K_W03
	SKILLS	
U_01	Student describes properly the observed phenomena, formulates research problems, and uses or constructs appropriate tools to solve them	K_U02
	SOCIAL COMPETENCIES	

K_01	Student cares about languages as an intangible cultural heritage	K_K02
K_02	Student is ready to apply linguistic and anthropological knowledge in the current public discourse	K_K02

IV. Course Content

1. Linguistics as a scientific discipline. Subdisciplines of linguistics.
2. Language structure (from phonetics to text).
3. The concept of natural language. Languages in a figurative sense.
4. Diagram of the language communication act. Language features.
5. Biological basics of language.
6. Animal language.
6. Language diversity (geographical, social, gender, functional etc.).
7. Evolution of language.
8. Basics of historical and comparative linguistics
8. The discovery of Sanskrit. The concept of a language family. Indo-European language family.
9. Nostratic hypothesis. Non-Indo-European languages.
10. Artificial languages. Esperanto
11. Language and culture. Cultural relativism. The concept of linguistic image of the world. Cognitive linguistics.
12. The language future of the world. Threats to the language.

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Tutorial	Oral exam	Evaluation card
W_02	Tutorial	Oral exam	Evaluation card
W_03	Tutorial	Oral exam	Evaluation card
SKILLS			
U_01	Tutorial	Oral exams	Evaluation card
SOCIAL COMPETENCIES			
K_01	Tutorial	Observations	Evaluation card
K_01	Tutorial	Observations	Evaluation card

VI. Grading criteria, weighting factors

Knowledge criteria: for grade 2 - Insufficient mastery of the material; **for grade 3** - Basic acceptance and understanding of issues and concepts presented in class; **for grade 4**: Active participation in classes indicating good mastery of the teaching material; **for grade 5**: Very good knowledge of the material in question and the same intellectual activity.

Skill criteria: for grade 2 - Inability to use acquired knowledge in practice; **for grade 3** - The student is able to use the acquired knowledge at the basic level; **for grade 4**: The student demonstrates freedom in operating the lectured content; **for grade 5**: Very good ability to use acquired knowledge.

Criteria for social competences: for grade 2 - The student does not have any competences in transferring acquired knowledge; **for grade 3** - The student knows how to draw on the acquired knowledge in a barely satisfactory way; **for grade 4**: The student can pass his / her skill to others; **for grade 5**: Student may be an authority among other people.

VII. **Student workload**

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

VIII. **Literature**

Basic literature
Encyklopedia językoznawstwa ogólnego [Encyclopedia of general linguistics], ed. by K. Polański, Wrocław 1993 (or the next edition). V. Fromkin, R. Rodman, N. Hyams, *An introduction to language*, 2003. R. Grzegorczykowa, *Wstęp do językoznawstwa* [Introduction to linguistics], Warszawa 2007. A. Heinz, *Dzieje językoznawstwa w zarysie* [An outline of the history of linguistics], Warszawa 1978. W.P. Lehmann, *Historical Linguistics*, London 1995. A. Weinsberg, *Językoznawstwo ogólne* [General linguistics], Warszawa 1983.
Additional literature
J. Aitchison, *The seeds of speech : language origin and evolution*, Warszawa 2010. J. Bartmiński, *Aspects of cognitive ethnolinguistics*, London 2009. I. Bobrowski, *Zaproszenie do językoznawstwa* [An invitation to linguistics], Kraków 1998. R.M.W. Dixon, *The rise and fall of languages*, London 1997. R. Dunbar, *Grooming, Gossip, and the Evolution of Language*, Cambridge, Mass. 2002. Jourdan, Christine, *Language, Culture, and Society Key Topics in Linguistic Anthropology*, Cambridge: Cambridge University Press, 2008. A. Majewicz, *Języki świata i ich klasyfikowanie* [World languages and their classification], Warszawa 1989. T. Milewski, *Językoznawstwo* [Linguistics] (latest available edition). Salzmann Zdenek, James Stanlaw, and Nobuko Adachi, *Language, Culture, and Society: An Introduction to Linguistic Anthropology*, Boulder, CO: Westview Press, 2012. E. Tabakowska (ed.), *Kognitywne podstawy języka i językoznawstwa* [Cognitive basics of language and linguistics], Kraków 2001. A. Wierzbicka, O języku dla wszystkich, Warszawa 1967.

COURSE SYLLABUS
Course from study programme for the cycle: 2023/2024

I. General Information

Course name	**Linguistic Anthropology – Tribal languages and world languages**
Programme	Applied Anthropology
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	BA
Form of studies (full-time, part-time)	full-time
Discipline	Culture and Religion Studies 50%, Social Communication Studies and Media Studies 50%
Language of instruction	English

Course coordinator/person responsible	

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
tutorial	30	V	5

Course pre-requisites	

II. Course Objectives

1. Knowledge of tribal and world languages
2. Ability to apply principles of linguistic anthropology in fieldwork
3. Readiness to intercultural communication

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	has ordered basic knowledge of linguistic anthropology	K_W03
SKILLS		
U_01	has developed skills in interpersonal and intercultural communication with tribal languages; recognizes social problems, designs activities and prepares the environment for communicative purposes	K_U14
		K_U07
SOCIAL COMPETENCIES		
K_01	coordinates the process of acquiring knowledge, continuous	K_K01

	education, improving competences, acquiring new, flexible skills regarding linguistic abilities, enriching knowledge required in research situations and the work of an anthropologist involved in intercultural social activities	

IV. Course Content

Languages, Dialects, and Accents. Language Families - Comparative Reconstruction. Linguistic Diversity. Field Linguistics. Language Maps. Languages of Europe:The Indo-European Language Family, The Indo-European Controversy, Non-Indo-European Languages of Europe, Endangered Languages of Europe. Languages of Iran and South Asia: Indo-European Languages of Iran and South Asia, Iranian Languages, Indo-Aryan Languages, Dravidian Languages, Other Languages of South Asia. Universals and the Parametric Theory of Language. Languages of Northern Eurasia: Finno-Ugric Languages, Other Uralic Languages, Turkic Languages, Other Languages of Siberia. Languages of the Caucasus: Northwest Caucasian Languages, Northeast Caucasian Languages, Kartvelian Languages, Indo-European Languages in the Caucasus, Focus on: Head-Marking vs. Dependent-Marking, Languages of the Greater Middle East: Afroasiatic Languages, Semitic Languages, Berber Languages. Language Contact. Languages of Sub-Saharan Africa: Nilo-Saharan Languages, Niger-Congo Languages, Khoisan Languages. Official Languages, Trade Languages, and Creole Languages in Sub-Saharan Africa. Languages of Eastern Asia: Sino-Tibetan Languages, Austro-Asiatic Languages, Tai-Kadai Languages, Japanese and Korean. Languages of the South Sea Islands: Discovery of the Austronesian Family and the Austronesian Homeland, Today's Austronesian Languages and the Internal Classification of the Family, Linguistic Properties of Austronesian Languages. The Mystery of Malagasy. Aboriginal Languages of New Guinea and Australia: Languages of New Guinea, Overview of Papuan Languages, Areal Papuan Features, Tok Pisin, Languages of Australia. Native Languages of the Americas: Languages of North America, Languages of Meso-America, Languages of South America. The Pirahã Controversy. Macro Families, Sign Languages, and Constructed Languages. Macro Families. The Dene-Yeniseian Hypothesis. Altaic and Ural-Altaic Macro Families. The Nostratic and Eurasiatic Hypotheses. Other Hypothesized Macro Families. Sign Languages. Constructed Languages.

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_01			
W_02			
W_…			
SKILLS			
U_01			
U_02			
U_….			
SOCIAL COMPETENCIES			
K_01			
K_02			
K_…			

VI. Grading criteria, weighting factors.....

VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**120**

VIII. Literature

Basic literature
Additional literature

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I. **General Information**

Course name	Logics and critical thinking
Programme	Applied Anthropology
Level of studies	BA
Form of studies	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	
	Marcin Czakon, PhD

Type of class	Number of teaching hours	Semester	ECTS Points
lecture	15	I	2
classes	15	I	

Course pre-requisites	General knowledge about mathematics of high school level.

II. **Course Objectives**

C1 Presentation and discussion about main concepts, problems and achievements of philosophical logic, taking into account metalogic.
C2. Presentation of Propositional Calculus, First Order Logic and selected topics of non-classic logic.
C3. Developing skills in solving logic problems.
C4. Developing skills in paying attention to logical fallacies and logical correctness.

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	Student has knowledge about basic types of formulas, main ways to justification the theorems, main types of knowledge and he/she understands specificity of them.	K_W04
W_02	Student has knowledge and understanding the features and way to construction logical theories and he/she knows the importance and way to proof of limitations theorems.	K_W04
	SKILLS	
U_01	Student has a skill to analyzing, evaluating of correctness and reading the structure of logical reasoning.	K_U16, K_U17
U_02	Student has a skill to solve the problems in Propositional Calculus and First Order Logic.	K_U16, K_U17
U_03	Student has a skill to solve the problems in non-classical logics.	K_U16, K_U17
U_04	Student has a skill to examine the correctness of the formal proofs.	K_U16, K_U17
U_05	Student has a skill to recognize and naming basic logical fallacies.	K_U16, K_U17
	SOCIAL COMPETENCIES	
K_01	Student is open and critical to new ideas, concepts, theories and arguments; understands how different perspectives for perceiving reality work and various cognitive and life contexts of communities, especially as communities from countries or cultures other than anthropologist	K_K03

IV. Course Content

Structure, types and features of arguments, correctness and logical fallacies in reasoning. Induction, deduction, inconsistency and similar relations. Structure of logical theory, concepts of model and interpretation. Selected concepts of set theory, algebry and arithmetic of natural numbers. Propositional Calculus. First Order Logic, theory of identity, logics of higher order. The sources of non-classical logics, formal logic in philosophical and worldview discussion, selected non-classical logics. Structure and features of logical theories, axioms, proofs, definitions. Limitatnion theorems: I and II Godel's theorem, Tarski's theorem, Church's theorem. Variety of types of knowledge and sciences.

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
	KNOWLEDGE		
W_01	Lecture	oral examination	exam protocol
W_02	Lecture	oral examination	exam protocol
	SKILLS		
U_01	Discussion	Evaluation of discussion	Evaluation of the performance
U_02	Discussion	Evaluation of discussion	Evaluation of the performance
U_03	Discussion	Evaluation of discussion	Evaluation of the performance
U_04	Discussion	Evaluation of discussion	Evaluation of the

			performance
U_05	Discussion	Evaluation of discussion	Evaluation of the performance
SOCIAL COMPETENCIES			
K_01	Discussion	Evaluation of discussion	Evaluation of the performance

VI. Grading criteria, weighting factors

Fail:

Knowledge: Student doesn't have required knowledge about reasonings and definitions. Student doesn't have basic knowledge about constructing a logical theory, types of knowledge or limitation theorems.

Skills: Student doesn't have a skill to analyse arguments, recognize the logical fallacies and solve logical problems.

Social competences: The student is not involved in the learning process.

Barely Pass:

Knowledge: Student has required knowledge about types, features and correctness of reasonings and definitions. Student has knowledge about constructing a logical theory, types of knowledge and limitation theorems.

Skills: Student has a skill to analyse arguments, recognize and naming the logical fallacies and solve logical problems. Student can solve logical problems with the help of the teacher.

Social competences: The student is involved in the learning process.

Good Pass:

Knowledge: Student has knowledge about all topics presented during the course, but he/she can have insignificant gaps in detail.

Skills: Student has a skill to solve typical problems in all presented topics.

Social competences: The student is involved in the learning process.

Very Good Pass:

Knowledge: Student has systematized and wide knowledge about all topics presented during the course.

Skills: Student has a skill to solve typical and difficult problems in all presented topics. He/she can put the problems, find the answers and illustrate them by examples.

Social competences: student is very active at the classes**.**

VII. Student workload

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

VIII. Literature

Basic literature
D. Bonevac*, Deduction. Introductory Symbolic Logic*, Blackwell Publishers Ltd., 2003.
Additional literature
J. C. Beall, B. C. van Fraassen, *Possibilities and Paradox. An Introduction to Modal and Many-Valued Logic*, Oxford 2003. R. M. Smullyan, *Goedel's Incompleteness Theorems*, Oxford 2001.

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   General Information

Course name	Media discourse - analytical workshop
Programme	Applied Anthropology
Level of studies	BA
Form of studies	full-time
Discipline	Social Communication Studies and media Studies 50%, Philosophy 50%
Language of instruction	English

Course coordinator/person responsible	Dr hab. Robert Kublikowski

Type of class	Number of teaching hours	Semester	ECTS Points
Workshops	30	IV	2

Course pre-requisites	basic critical thinking skills

II.   Course Objectives

C1 to show the basic knowledge concerning semiotics and methodology.
C2 to develop critical thinking.

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	student has well-ordered particular knowledge from the area of semiotics and methodology.	W_06
SKILLS		
U_01	Student is able to find, analyze, evaluate, arrange and use information by employing sources both printed and digital.	U_01
U_02	Student possesses basic research skills - including formulating and analyzing research problems, choosing research methods and instruments, elaborating and presenting results - which allow to solve philosophical problems.	U_02
U_03	Student selects the appropriate methods; uses the methodology of humanities and social sciences, translates	U_03

	oral and written statement	
U_04	Student selects, develops, presents and interprets research results, draws conclusions within the selected specialty	U_04
U_05	Student is able to select proper and adequate instruments for interpreting and analyzing philosophical texts, to summarise and analyse philosophical arguments as well as to identify their key theses, assumptions and consequences.	U_05
SOCIAL COMPETENCIES		
K_01	Student understands the need for lifelong learning and developing critical thinking skills.	K_01
K_02	Student is open and critical to new ideas, concepts, theories and arguments; understands how different perspectives for perceiving reality work and various cognitive and life contexts of communities from different countries or cultures	K_03
K_03	Student is able to analyse situations and problems and formulate on his own propositions how to solve them.	K_04

IV. Course Content

1. Basic knowledge concerning semiotics (philosophy of language) and methodology.
2. Different types of sciences concerning language.
3. Semiotics as a formal science about language.
4. Language: a definition, types, functions (roles) and structure.
5. Methodology as a science concerning methods.
6. Analysing.
7. Classifying and typologisation.
8. Defining.
9. Questionig.
10. Reasoning.
11. Arguing.
12. Persuasion.
13. Manipulation.
14. Discussion.

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Lecture	2 oral revisions and a student presentation	Grades of the work in a group
SKILLS			
U_01	Analysis of a text	Observation	Grades of the work in a group
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Grades of the work in a group

VI. Grading criteria, weighting factors …

KNOWLEDGE

2 (unsatisfactory - fail) Student does not obtain basic knowledge concerning semiotics and methodology.

3 (satisfactory) Student obtains basic knowledge concerning semiotics and methodology.

4 (good) Student obtains knowledge concerning semiotics and methodology.

5 (very good) Student obtains a precise, well-ordered knowledge concerning semiotics and methodology.

COMPETENCE

2 (unsatisfactory - fail) Student is not able to analyse and understand basic knowledge concerning semiotics and methodology.

3 (satisfactory) Student is able to analyse and understand basic knowledge concerning semiotics and methodology.

4 (good) Student is able to analyse and understand in a fluent way basic knowledge concerning semiotics and methodology.

5 (very good) Student is able to analyse and understand in a fluent way advanced knowledge concerning semiotics and methodology. Student is able to put many interesting questions and to search for correct answers.

SOCIAL COMPETENCE

2 (unsatisfactory - fail) Student is not active in the learning process. Student is not able to put an interesting question and take a part in a discussion concerning semiotics and methodology.

3 (satisfactory) Student is active in the learning process. Student is able to put interesting questions and take a part in a discussion concerning semiotics and methodology.

4 (good) Student is very active in the learning process. Student is able to put interesting questions and take a part in a discussion concerning semiotics and methodology.

5 (very good) Student is very active in the learning process. Student is able to put many interesting questions and take a part in a discussion concerning semiotics and methodology.

VII. Student workload

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

VIII. Literature

Basic literature
Ziembiński Z., *Practical Logic*, Warsaw: PWN
Additional literature
Kublikowski R., Definition Within the Structure of Argumentation, *Special Issue on Informal Logic and Argumentation Theory,* red. M. Koszowy, "Studies in Logic, Grammar and Rhetoric" 16 (29) 2009, s. 229-244.

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

   I.   **General Information**

Course name	Obligatory practice
Programme	Applied Anthropology
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	BA
Form of studies (full-time, part-time)	Full-time
Discipline	Culture and Religion Studies/Social Communication Studies and media Studies/ Management and quality sciences
Language of instruction	English

Course coordinator/person responsible	
	Dr hab. Anna Kawalec, prof. KUL

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
practice	60	IV	2

Course pre-requisites	3 semesters of studies completed

   II.   **Course Objectives**

application of theoretical knowledge to carry out various tasks facing an anthropologist (applied)

Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student knows the legal and organizational norms and rules governing the institutions supervising activities in the field of applied anthropology, esp. in the field of intercultural and pro-social activities	K_W07
SKILLS		
U_01	Student formulates research problems, uses the adequate research tools, and is able flexibly treats research tools	K_U02
U_02	plans and implements his knowledge and developing professional skills, using various sources of information	K_U21
SOCIAL COMPETENCIES		
K_01	Student is involved in intercultural social activity, preparing pro-social and integration projects (especially in the intercultural contexts)	K_K06
K_02	applies the basic principles of research work ethics as a committed anthropologist	K_K12

III. Course Content

the subject of the internship may be two main areas of interest: interculturalism and humanitarianism. They define the fields of the trainee

IV. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_01	Praca pod kierunkiem Ćwiczenia praktyczne	observation	Protocol (Internship journal)
SKILLS			
U_01	Praca pod kierunkiem Ćwiczenia praktyczne	observation	Protocol (Internship journal)
U_02	Praca pod kierunkiem Ćwiczenia praktyczne	observation	Protocol (Internship journal)
SOCIAL COMPETENCIES			
K_01	Praca pod kierunkiem Ćwiczenia praktyczne	observation	Protocol (Internship journal)
K_02	Praca pod kierunkiem Ćwiczenia praktyczne	observation	Protocol (Internship journal)

V. Grading criteria, weighting factors.....
involved participation in practical work   **100%**

VI.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**60**
Number of hours of individual student work	**0**

VII.   Literature

Basic literature
Selected according to the practical needs of solving problems in work situations
Additional literature
Selected according to the practical needs of solving problems in work situations

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I. **General Information**

Course name	Prejudices and Communication – case studies
Programme	Cultural Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Philosophy 50%, Social Communication Studies and Media Studies 50%
Language of instruction	English

Course coordinator/person responsible	Dr Marcin Iwanicki

Type of class	Number of teaching hours	Semester	ECTS Points
Classes	30	IV	2

Course pre-requisites	Basic knowledge of logic and basic critical thinking skills

II. **Course Objectives**

The goal of the course is to introduce students to theories and empirical findings concerning the main forms of prejudices present in the contemporary world. The classes will focus on psychological and philosophical literature. Through readings, class discussions, group activities and short weekly "reflections on the reading" assignments students will be able to confront the problem of prejudices in their own lives, as well and to develop their own views on this topic.

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	discusses the current state of civilization in many aspects; this knowledge covers the area of the hottest outbreaks of social, political and religious conflicts, humanitarian crises, with a special emphasis on knowledge of global institutions and remedial methods	K_W05
SKILLS		
U_01	perfects interpersonal and intercultural communication skills;	K_U07

	undertakes intermediary activities between individuals and groups from various social or cultural environments	
U_02	integrates various anthropological approaches and concepts, and related disciplines, including ways of communication in everyday life	K_U18
SOCIAL COMPETENCIES		
K_01	coordinates the process of acquiring knowledge, continuous education, improving competences, acquiring new, flexible skills, enriching knowledge required in research situations and the work of an anthropologist involved in intercultural social activities	K_K03
K_02	takes care of maintaining methodological standards in research, openness and sensitivity to problems in the field of human and social sciences and making independent attempts to develop them	K_K07

IV.   Course Content

This course is about prejudices and ways they influence our lives. Lately, the topic of prejudices has have been highly salient in the news, due to the so-called immigration crisis and the discussions concerning the rights of sexual minorities. The goal of this class is to set this moment into a larger theoretical perspective. All sides agree that prejudices, both explicit and implicit, play important role in lives of individuals and societies. But what exactly are prejudices, and how do they differ from stereotypes and discrimination? What are their main forms and the most effective ways to combat them? What do we know about their psychological, social, linguistic mechanisms? We will address these and other questions about prejudices and reflect on their relation to such philosophical ideals as social justice and epistemic justice. The topics covered include the development of prejudices in children, cognitive biases and heuristics, sexism, ageism, speciesism and discrimination against religion. Throughout, we will bring contemporary texts in philosophy – mostly social and political philosophy - to bear on the subject of prejudices.

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Mini-lectures	Written test	
SKILLS			
U_01	Weekly readings, class discussions and case-based problems	In-class observation and feedback	
SOCIAL COMPETENCIES			
K_01	Group activities	In-class observation and feedback	
K_02	Group activities	In-class observation and feedback	

VI.   Grading criteria, weighting factors

Grades will be based upon weekly assignments, final test, regular attendance, and civil and respectful, regular participation.

VII.   Student workload

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

VIII.   Literature

Basic literature
Rupert Brown, *Prejudice Its Social Psychology*, Wiley-Blackwell 2010 Daniel Kahneman, *Thinking, Fast and Slow*, Farrar, Straus and Giroux 2013 (selections) S. M. Okin, *Is Multiculturalism Bad for Women?*, Princeton University Press 1999 (selections) Martha C. Nussbaum, *The New Religious Intolerance. Overcoming the Politics of Fear in an Anxious Age*, Harvard University Press 2013, chapter 4 Martha C. Nussbaum and Saul Levmore, *Aging Thoughtfully: Conversations about Retirement, Romance, Wrinkles, and Regret*, Oxford University Press 2017, chapter 4
Additional literature Kasper Lippert-Rasmussen , *The Routledge Handbook of the Ethics of Discrimination*, Routledge 2018

COURSE SYLLABUS
Course from study programme for the cycle: 2023/2024

- **General Information**

Course name	Reading group in anthropology: Arabic language
Programme	Applied Anthropology
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	BA
Form of studies (full-time, part-time)	Full-time
Discipline	Culture and Religion Studies
Language of instruction	English

Course coordinator/person responsible	

Type of class	Number of teaching hours	Semester	ECTS Points
translation classes	15	6	1

Course pre-requisites	Passed language classes

- **Course Objectives**

C1. Getting to know the anthropological literature of various cultural worlds.
C2. Improving translation skills.

- **Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	knows the terminology in the field of anthropology in English and in the basic range in languages implemented as part of education (Western and non-Western)	K_W02
W_02	has ordered basic knowledge of basic disciplines for anthropology (according to linguistic and national anthropological traditions)	K_W03,
	SKILLS	
U_01	Student uses a modern foreign language at a level enabling translation into selected language (and vice versa) of texts in the field of anthropology	K_U10
U_02	knows and uses at least at a basic level (A1) at least one modern language of non-Western culture (Arabic / Chinese), for the purpose of	K_U12

	daily communication with representatives of these communities	
	SOCIAL COMPETENCIES	
K_01	student understands how different perspectives for perceiving reality work and various cognitive and life contexts of communities, especially as communities from countries or cultures other than anthropologist (for Western students and for non-Western students)	K_K03

- **Course Content**

Translation of anthropological foreign-language texts and their cultural interpretation.

- **Didactic methods used and forms of assessment of learning outcomes**

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
	KNOWLEDGE		
W_01			
W_02			
W_...			
	SKILLS		
U_01			
U_02			
U_....			
	SOCIAL COMPETENCIES		
K_01			
K_02			
K_...			

Grading criteria, weighting factors.....

-

- **Student workload**

Form of activity	Number of hours
Number of contact hours (with the teacher)	**15**
Number of hours of individual student work	**15**

- **Literature**

Basic literature
Selected according to the preferences of the lecturer and the group
Additional literature
Selected according to the preferences of the lecturer and the group

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   General Information

Course name	Reading group in anthropology: Modern language (Russian)
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Culture and Religion Studies
Language of instruction	English

Course coordinator/person responsible	

Type of class	Number of teaching hours	Semester	ECTS Points
translation classes	15	V	1

Course pre-requisites	P_01: English proficiency at level B2 of the Common European Framework of Reference for Languages (CEFR) P_02: Experience in reading and discussing academic texts in the Humanities in English P_03: Passing the course 'Anthropologist's toolkit: Anthropological reading (in Russian/Ukrainian)'

II.   Course Objectives

O1: Developing skills in using Russian/Ukrainian as a tool of anthropological reading
O3: Enhancing students' skills in reading and translating anthropological texts from Russian/Ukrainian into English.

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	Student understands the specific of anthropological reading, taking into account the integrated nature of applied anthropology.	K_W01
W_02	Student knows the terminology in the field of anthropology in Russian/Ukrainian in the basic scope.	K_W02
W_03	Student has ordered basic knowledge of Russian/Ukrainian as a language of anthropological reading.	K_W03

SKILLS		
U_01	Student knows and uses Russian/Ukrainian at a level enabling translation into native language of texts in the field of anthropology; can prepare a conference poster and multimedia studies in a foreign language.	K_U10
U_02	Student independently plans and implements expanding her knowledge and developing professional skills, using various sources of information (in English, native and Russian/Ukrainian) and modern technologies (ICT).	K_U21
SOCIAL COMPETENCIES		
K_01	Student coordinates the process of acquiring knowledge, continuous education, improving competences, acquiring new, flexible skills, enriching knowledge required in research situations and the work of an anthropologist involved in intercultural social activities.	K_K01
K_02	Student is open and critical to new ideas, concepts, theories and arguments; understands the ways of functioning of different perspectives of perceiving reality and various cognitive and life contexts of communities, especially as communities from states or cultures that are different than an anthropologist.	K_K03

IV.   Course Content

The course is designed to train students to read, analyse and translate anthropological texts from Russian/Ukrainian into English using dictionaries and online translation tools, with focus on the stylistic aspects of the academic discourse. In class, student discuss and compare different approaches to translating the same text. The course also covers the issues of transferring references and bibliography from Russian into English.

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Discussion	Observation	Observation report
W_02	Conversational lecture	Observation	Observation report
W_03	Conversational lecture, work with text	Observation	Observation report
SKILLS			
U_01	Text analysis	Written assignment	Evaluated written assignment
U_02	Practical classes	Written assignment	Evaluated written assignment
U_03	Practical classes	Written assignment	Evaluated written

			assignment
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Observation report
K_02	Discussion	Observation	Observation report

VI.   Grading criteria, weighting factors..…

The final grade includes the following components:

- written assignment – 70%

- participation in discussion – 30%

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**15**
Number of hours of individual student work	**0**

VIII.   Literature

Basic literature
Abašin S. (2012), "Vlast′ i fotografiâ: vizual′naâ reprezentaciâ v imperskoj ramke." *Neprikosnovennyj zapas*, no 4 (84), pp. 120–138. Muller V. K. (2013) *Complete English-Russian Russian English Dictionary*. Moscow: Eksmo. Slepovich V.S. (2006), *Russian-English Translation Handbook*. TetraSystems. Strelkova N. (2013), *Introduction to Russian-English Translation: Tactics and Techniques for the Translator*. Moscow: R. Valent.
Additional literature and internet resources
https://www.lexilogos.com https://www.multitran.com https://www.ushuaia.pl/transliterate/?ln=en

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   General Information

Course name	Research Methods in Anthropology: Humanities and Social Sciences
Programme	applied anthropology
Level of studies	BA
Form of studies	full-time
Discipline	philosophy
Language of instruction	English

Course coordinator/person responsible	Paweł Kawalec

Type of class	Number of teaching hours	Semester	ECTS Points
lecture	30	I	3

Course pre-requisites	none

II.   Course Objectives

C1. To familiarize students with the basic concepts in the methodology of anthropological research and their ethical principles, as well as ways of communicating their results.
C2. Ability to create a research plan, adequate selection of methods, interpretation and data analysis as well as communication of research results.
C3. Shaping the basis for independent undertaking research tasks in the field of anthropology.

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to pro-gramme learning outcome
KNOWLEDGE		
W_01	Knowledge of the methodology of anthropological research in the context of the methodology of scientific research, esp. in humanities and social sciences along with the basics of ethics of scientific research	K_W04
SKILLS		
U_01	Ability to choose a research plan for a research problem and adequate research methods; collecting ethnographic and soci-ological data as well as interpreting and analyzing this data, as well as communicating the results obtained	K_U02
SOCIAL COMPETENCIES		
K_01	Willingness to maintain methodological standards in research, openness and sensitivity to problems in the field of human and social sciences, and independent attempts to develop them	K_K02

IV. Course Content

Theory and methodology of research process in anthropology. Approaches to anthropological re-search and research design. Methodology of fieldwork. Modern methods of data collection, ana-lysis and interpretation. Research ethics in anthropology. Communicating and publishing research.

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	conversational lecture	written exam	assessment of the written exam
SKILLS			
U_01	case study	observation	assessment sheet for group work
SOCIAL COMPETENCIES			
K_01	discussion	observation	assessment sheet for group work

VI. Grading criteria, weighting factors.....

The final grade consists of:

1. Active participation in classes 20%

2. 80% written exam.

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**60**

VIII.   Literature

Basic literature
Angrosino M., *Doing Ethnographic and Observational Research*, London 2008.
Additional literature
Chalmers A., What Is This Thing Called Science: An Assessment of the Nature and Status of Science and Its Methods, OUP 1999. Kawalec P., Wierzchosławski R., red. Social Responsibility and Science in Innovation Economy, Wydawnictwo KUL, Lublin 2015 Kawalec P., Moderately Pluralistic Methodology, „Roczniki Filozoficzne", 2012, t.60, nr 4, s. 233–247. Kawalec P., On the origin and meta-principles of causal inference. The case of T. Haavelmo, „Zagadnienia Naukoznawstwa", 2017, t.53, nr 4(214), s. 453–466. Lincoln Y.S., Denzin N.K. (eds.), *Qualitative Research*, New York 2003.

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I. General Information

Course name	Selected topics in German Anthropology
Programme	applied anthropology
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	BA
Form of studies (full-time, part-time)	full-time
Discipline	Culture and Religion Studies
Language of instruction	English

Course coordinator/person responsible	Paweł Kawalec

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
tutorial	30	IV	2

Course pre-requisites	none

II. Course Objectives

C1. Getting acquainted with the specificity of cultural texts translation
C2. Acquiring the ability to analyze cultural texts
C3. Acquiring the ability to discuss the specificity of cultural messages

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	knows the terminology in the field of anthropological research in English and in the basic range in German	K_W02
SKILLS		
U_01	knows and uses a basic research concepts in anthropology in German	K_U02
SOCIAL COMPETENCIES		
K_01	takes care of maintaining methodological standards in research, openness and sensitivity to problems in the field of human and social sciences considering the tradition of German-speaking anthropology and making independent	K_K02

	attempts to develop them	

IV. Course Content

The aim of the course is to introduce some anthropological concepts introduced by German-speaking texts. Participants get acquaintance with some classical anthropological contributions of German anthopologists from Middle Ages through the 20th century post-WWII theories. The selection of texts to be included takes into account the interests of the participants.

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_01	textual analysis	online quiz	online report
SKILLS			
U_01	textual analysis	online quiz	online report
SOCIAL COMPETENCIES			
K_01	textual analysis	online quiz	online report

VI. Grading criteria, weighting factors.....

The final grade consists of:

1. Active participation in class 50%

2. Assessment card of online reports 50%.

VII. Student workload

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

VIII. Literature

Basic literature
Young J., *German philosophy in the twentieth century: Lukács to Strauss*, Routledge, Abingdon, Oxon ; New York, NY 2020.

Additional literature
The selection of literature will be proposed taking into account the interests of participants and the specificity of the group.

Course Syllabus

Course from study programme for the cycle: 2023/2024

I. General Information

Course name	Tutoring
Programme	applied anthropology
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	BA
Form of studies (full-time, part-time)	full-time
Discipline	philosophy
Language of instruction	English

Course coordinator/person responsible	Paweł Kawalec

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
workshops	15	I	1

Course pre-requisites	Knowledge of the English language at the communicative level (A2). Understanding basic concepts related to labor. Ability to define needs related to the labor market. Willingness to learn. For students of applied anthropology only.

II. Course Objectives

1. To familiarize students with the basic concepts of tutoring (e.g. educational, social and humanitarian goals, learning methods, time management, setting development goals).
2. Talent development and learning about tutoring tools.
3. Shaping attitudes and habits related to educational, social and humanitarian processes.

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Presents selected concepts and conceptions in the field of time and project management in the field of humanitarian and social projects as well as the psychology of stress.	Un_T_W_01
W_02	Has basic knowledge in the field of tutoring.	Un_T_W_02
SKILLS		
U_01	Performs a self-assessment of resources and talents and is able to adapt them to specific situations of humanitarian and professional aid and labor market.	Un_T_U_01
U_02	Communicates with the group in an understandable way and expresses his opinion in an assertive manner in multicultural context.	Un_T_U_02
U_03	Can formulate learning goals and use learning methods to achieve them.	Un_T_U_03
SOCIAL COMPETENCIES		
K_01	Demonstrates commitment to the implementation of didactic tasks, including individual and team.	Un_T_K_01
K_02	Improves and complements the knowledge, skills, attitudes and tools (including ICT) necessary to achieve the assumed didactic goals (Lifelong and Lifewide Learning).	Un_T_K_01

IV. Course Content

1. Basics of tutoring 2. Defining educational goals 3. The importance of talents in personal development 4. Communication and self-presentation (Elevator pitch) 5. Team work: group dynamics, feedback, synergies and barriers 6. Preparation of educational, social and humanitarian aid projects (active, experience-based learning) 7. Time management 8. Coping with stress in multicultural context 9. Completion of the final project (presentation of team projects)

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
Un_T_W_01	Case study	Presentation	Observation report
Un_T_W_02	Discussion, case study, literature analysis	Presentation	Observation report
SKILLS			

Un_T_U_01	Didactic game	Test	Test results
Un_T_U_02	Team work	Observation	Team work report
Un_T_U_03	Problem based learning	Test of practical skills	Observation report
SOCIAL COMPETENCIES			
Un_T_K_01	Project method	Preparation of the project	Project rating card
Un_T_K_02	Project method	Preparation of the project	Project rating card

VI.   Grading criteria, weighting factors.....

The final grade consists of accumulation by students of the appropriate number of points for:

1. Active participation in classes (25%)

2. Performing specific tasks set by the lecturer on

various stages of the implementation of the program of activities (including tests and colloquia checking knowledge) (25%)

3. Implementation of a business project (50%)

Criteria for assessing the achieved learning outcomes

Accumulation of the appropriate number of points in 3 ranges:

1. Active participation: 0-100 points, passing from 50 points.

2. Performing tasks commissioned during the program implementation: 0-100 points,

Passing from 50 points.

3. Implementation of a business project: 0-100 points. Passing from 70 points.

Total minimum number of points required to pass the course: 170

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**15**
Number of hours of individual student work	**15**

VIII.   Literature

Basic literature
Ankersen R. (2014). *Kopalnie talentów*. Sine Qua Non
Clayton M. (2012). *Zarządzanie stresem czyli jak sobie radzić w trudnych sytuacjach*. Wydawnictwo Samo Sedno
Davis M., McKay M., Fanning P. (2017). *Sztuka skutecznego porozumiewania się*. Gdańskie Wydawnictwo Psychologiczne
Heszen I. (2016). *Psychologia stresu*. PWN

Maddux R.B. (2006). *Budowanie zespołu*. Onepress

Maj-Osytek M. (2014). *Komunikacja niewerbalna. Autoprezentacja, relacje, mowa ciała*. Samo sedno.

Niermeyer R. (2009). *Umiejętności osobiste. Kadry, płace i BHP*. BECK

Rzepka B. (2016). *Work-life balance. Jak osiągnąć równowagę w pracy i w życiu*. Wydawnictwo One Press

Szczepanik R. (2001). *Budowanie zespołu. Organizacja szkoleń team building i wypraw incentive*. Onepress

Tracy B. (2011). *Zarządzanie czasem*. HELION

Cardona P., Rey C. (2009). Management by Missions. Palgrave

Boeri T., van Ours J., (2013). The Economics of Imperfect Labor Markets. Princeton

Additional literature

Klein, G. (2010). Sztuka podejmowania decyzji. Dlaczego mądrzy ludzie dokonują złych wyborów. Wydawnictwo: Onepress.

Leary M. (2017). Wywieranie wrażenia. Strategie autoprezentacji. Wydawnictwo: GWP.

Smółka, P. (2016). Kompetencje społeczne. Metody pomiaru i doskonalenia umiejętności interpersonalnych. Wydawnictwo: Wolters Kluwer

Klein, G. (2010). Decision Making in Action: Models and Methods. Praeger.

Rudkin Ingle, B. (2013). Design Thinking for Entrepreneurs and Small Businesses. Apress

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   **General Information**

Course name	Variety of religious doctrines and interreligious dialogue
Programme	Applied Anthropology
Level of studies	BA
Form of studies	full-time
Discipline	Philosophy 50%, Culture and Religion Studies 50%
Language of instruction	English

Course coordinator/person responsible	Dr hab. Marek Słomka, prof. KUL

Type of class	Number of teaching hours	Semester	ECTS Points
lecture	30	III	2

Course pre-requisites	basic understanding of religious ideas, interest in the interreligious dialogue

II.   **Course Objectives**

C1: providing basic knowledge on the religious doctrines and interreligious dialogue
C2: providing the ability to understand important aspects of religious doctrines and interreligious dialogue
C3: enabling participation in rational discussions concerning important problems of religions and interreligious dialogue, developing the ability to distinguish between correct and incorrect arguments, encouraging independent thinking subordinated to methodological rules

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Students discuss the current state of religious doctrines and interreligious dialogue in many aspects; this knowledge covers the area of the hottest outbreaks of religious conflicts, with a special emphasis on knowledge of global institutions and remedial methods	K_W05
SKILLS		
U_01	Students have skills in interpersonal and intercultural and interreligious communication; recognize religious problems, can properly describe foundations of religious doctrines and interreligious dialogue, formulate research problems, and use appropriate tools to solve them	K_U14
SOCIAL COMPETENCIES		
K_01	Students are open and critical to new ideas, concepts, theories and arguments; can organize debates on religious doctrines and interreligious dialogue	K_K03

IV.   **Course Content**

Among others: basic religious terms, the idea of God and the ways of its presentation, main religions, foundations of religious doctrines, uniqueness of religious doctrines, the problem of revelation; interreligious dialogue: short history, institutions, representatives, unsolved problems, perspectives for the future, The Catholic Church impact to the interreligious dialogue.

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conventional lecture	Oral statement	Assessment sheet
SKILLS			
U_01	The analysis of texts and problems	Observation	Assessment sheet
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Assessment sheet of team-working

VI.   **Grading criteria, weighting factors**

An active participation 30%

an oral exam 70%

VII.   Student workload

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

VIII.   Literature

Basic literature
Keith Ward, Religion in the Modern World. Celebrating Pluralism and Diversity, Cambridge: Cambridge University Press 2019; Michael L. Fitzgerald, Nostra Aetate, a Key to Interreligious Dialogue, "Gregorianum" 87 (4):2006, p. 700-713; William A. Christian, Oppositions of Religious Doctrines. A Study in the Logic of Dialogue among Religions, London: Macmillan 1972.
Additional literature
Qodratollah Qorbani, Relation Between Exclusivism and Criteria of Rationality of Religious Traditions Dialogue, "Philosophical Investigations" 13 (27):2019, p. 273-292; Marina V. Vorobjova, Religious Tolerance as the Basic Component of Inter-Religious Dialogue, "Journal for the Study of Religions and Ideologies" 3 (9):2004, p. 19-26; Michael H. Mitias, Mysticism as a Basis of Inter-Religious Dialogue, "Dialogue and Universalism" 29 (2): 2019, p. 89-107.

COURSE SYLLABUS
Course from study programme for the cycle: 2023/2024

- **General Information**

Course name	Verbal and Non-Verbal communication
Programme	Applied Anthropology
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	BA
Form of studies (full-time, part-time)	full-time
Discipline	Social Communication Studies and Media Studies
Language of instruction	English

Course coordinator/person responsible	Anna Kawalec

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
tutorial	30	V	5

Course pre-requisites	

- **Course Objectives**

1. Knowledge of natural pragmatics and non-verbal communication methods
2. Ability to use natural codes and non-verbal contact
3. Readiness to intercultural interaction

- **Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	basic knowledge of natural pragmatics and non-verbal communication	K_W03
SKILLS		
U_01	perfects interpersonal and intercultural communication skills using natural codes and non-verbal communication	K_U07
SOCIAL COMPETENCIES		
K_01	active participation in non-verbal communication and social activities in the intercultural context	K_K05

- **Course Content**

Principles of natural pragmatics and codes. Natural and non-natural meaning. Interjections and language. Prosody and gesture. Mind reading. Continuum of showing-meaning. Methods and techniques of non-verbal communication.

- **Didactic methods used and forms of assessment of learning outcomes**

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_01			
W_02			
W_…			
SKILLS			
U_01			
U_02			
U_….			
SOCIAL COMPETENCIES			
K_01			
K_02			
K_…			

Grading criteria, weighting factors.....

-

- **Student workload**

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**120**

- **Literature**

Basic literature
Additional literature

COURSE SYLLABUS
Course from study programme for the cycle: 2023/2024

- **General Information**

Course name	Western and Oriental – Comparative studies
Programme	Applied Anthropology
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	BA
Form of studies (full-time, part-time)	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
tutorial	30	5	5

Course pre-requisites	none

- **Course Objectives**

C1. Acquainting students with the characteristics of Oriental and Western cultures on the basis of selected "cultural texts"
C2. Comparison and interpretation of comparative conclusions of the specificity of cultural worlds
C3. Shaping comparative skills

- **Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student discusses the current state of civilization and cultural circles	K_W05
SKILLS		
U_01	perfects interpersonal and intercultural communication skills on the basis of the „cultural texts"	K_U07
U_02	has developed skills in interpersonal and intercultural communication on the basis of comparative skills	K_U14
SOCIAL COMPETENCIES		
K_01	student is open and critical to new and foreign ideas, concepts, theories and arguments; understands various cognitive and life	K_K03

	contexts of communities	

- **Course Content**

Presentation the main specifics of Oriental and Western cultures on the basis of selected cultural texts: artefacts and lectures. Discussions about the selected ideas and fundamental concepts of these cultures. Comparison and interpretation of the specificity of cultural circles in the context of history of the discipline of anthropology and philosophy.

- **Didactic methods used and forms of assessment of learning outcomes**

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_01			
W_02			
W_…			
SKILLS			
U_01			
U_02			
U_….			
SOCIAL COMPETENCIES			
K_01			
K_02			
K_…			

Grading criteria, weighting factors.....

-

- **Student workload**

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**120**

- **Literature**

Basic literature
selected according to the preferences of the group and the lecturer
Additional literature
selected according to the preferences of the group and the lecturer

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   **General Information**

Course name	Work with the excluded – child and youth
Programme	Applied Anthropology
Level of studies	BA
Form of studies	full-time
Discipline	Social Communication Studies and Media Studies
Language of instruction	English

Course coordinator/person responsible	dr hab. Ewa Domagała-Zyśk prof. KUL

Type of class	Number of teaching hours	Semester	ECTS Points
workshops	30	III	2

Course pre-requisites	English – level B2

II.   **Course Objectives**

1. To know various aspects of exclusion, especially exclusion connected with disability 2. To acquire tools for education the children and youths with different special needs 3. To acquire tools for teaching and promoting disability awareness and special needs awareness

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	discusses the current state of civilization in many aspects; this knowledge covers the area of the hottest outbreaks of social, political and religious conflicts, humanitarian crises, with a special emphasis on knowledge of global institutions and remedial methods	K_W05
	SKILLS	
U_01	Perfects interpersonal and intercultural communication skills; undertakes intermediary activities between individuals and groups from various social or cultural environments	K_U07
	SOCIAL COMPETENCIES	
K_01	creatively uses acquired knowledge and skills to solve theoretical and practical problems of the community in which the anthropologist works, in justified cases he consults experts	K_K04

K_02	diagnoses and inspires the need for pro-social activities, especially in the intercultural context, promotes scientific knowledge in the contexts of various cultures and communities, especially groups excluded for social, political or economic reasons	K_K08

IV. Course Content

1. Definitions and classifications of disabilities, models of disability research 2. Mapping children's needs 3. Universal design for teaching children with special needs 4. Reasonable adjustments and modifications for inclusive curricula 5. Online teaching, blended and hybrid tools for inclusive education.

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Text analysis brainstorming discussion problematic method teamwork case study	group project active participation in discussion	Recording on the grade sheet
SKILLS			
U_01	Text analysis brainstorming discussion problematic method teamwork case study	group project active participation in discussion	Recording on the grade sheet
U_02	Text analysis brainstorming discussion problematic method teamwork case study	group project active participation in discussion	Recording on the grade sheet
SOCIAL COMPETENCIES			
K_01	Text analysis brainstorming discussion problematic method teamwork case study	group project active participation in discussion	Recording on the grade sheet
K_02	Text analysis brainstorming discussion problematic method teamwork case study	group project active participation in discussion	Recording on the grade sheet
K_03	Text analysis brainstorming	group project active participation in discus-	Recording on the grade sheet

	discussion problematic method teamwork case study	sion	

VI.   Grading criteria, weighting factors

Active participation in discussions based on text analysis - 50%
Groups projects -50%

VII.   Student workload

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

VIII.   Literature

Basic literature
Rieser R. (2012). Implementing Inclusive Education: A Commonwealth Guide to Implementing Article 24 of the UN Convention on the Rights of Persons with Disabilities. Commonwealth Secretariat. Domagała-Zyśk E., Knopik T. (2020). Functional diagnosis as a strategy for implementing inclusive education in Poland. *Revista Brasileira de Educação Especial,* 26,2,203-330. ScorgieK., Sobsey D. (2017). Working with families for inclusive education. Emerald. Gajewski A. (2017). Ethics, equity and inclusive education. Emerald.

Additional literature
Online materials from World of inclusion site: http://worldofinclusion.com/ Online books from European Agency on Special Needs and Inclusive Education https://www.european-agency.org/ Online tools from CAST website http://www.cast.org/impact/universal-design-for-learning-udl

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I. **General Information**

Course name	Worker's Law
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Social Communication Studies and media Studies
Language of instruction	English

Course coordinator/person responsible	Paweł Nowik, PhD, Associate Professor

Type of class	Number of teaching hours	Semester	ECTS Points
classes	30	II	1

Course pre-requisites	W1. The knowledge of elementary issues of state and law theory; W2. The ability to think logically, to formulate statements independently; W3. The ability to work in a team; W4. The ability to interpret the provisions of applicable law.

II. **Course Objectives**

Knowledge:

C 1 - acquainting students with basic knowledge about the place and importance of labour law and social security in the system of private law and relations to other sciences;
C 2 - acquainting students with the basic notions of daily social security law and gaining knowledge about the basic definitions of labour law and norms of this law, taking into account the sources of law, popularization of the binding and so-called autonomous labour law;
C 3 - transfer of knowledge of the entities involved in legal relations relevant to labour and social security law;
C 4 - acquaint students with basic institutions of labour and social security law;

Skills:

C 1 - develop skills in the use of basic labour law concepts, develop skills in the use of oral and written labour law terminology and use this terminology in a way that is consistent and understandable with different audiences;

C 2 - develop skills in using different sources of labour law (common and autonomous);

C 3 - to develop the ability to solve simple legal problems on their own; to obtain information on various events and to verify them using various sources of communication;

C 4 - get to know the workshop of the HR and payroll specialist, HR manager, HR manager;

Social competences:

C 1 - to be aware of one's knowledge and skills, to understand the need for lifelong learning in the face of dynamically changing socio-economic relations determining the shape of labour law and social security;

C 2- to develop skills of acquired knowledge in professional practice, including supplementing and improving acquired knowledge and skills;

C 3 - developing the skills of a reliable and responsible approach to problems;

C 4 - acquiring necessary, practical skills in the field of individual and collective labour law - getting to know the basic principles of cooperation between the employer and trade unions, acquiring practical skills in social security.

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	she/he knows the legal and organizational standards in the field of labour law and the rules of functioning of institutions supervising activities in the field of labour law and social security	K_W07
SKILLS		
U_01	she/he recognizes social problems concerning labour law and social security issues, is able to use theoretical knowledge of labour law and social security, in particular the knowledge of labour law, labour protection law and collective labour law to analyse and interpret certain legal, economic and social processes and phenomena in the field of employment and performance of work, is able to formulate statements in legal and legal language about labour relations and relations not related to employment, mitigating social conflicts and leading to their resolution.	K_U14
SOCIAL COMPETENCIES		
K_01	She/ he actively participates in discussions and activities aimed at improving working conditions and other aspects of labour law and social security.	K_K05
K_02	She/ he engages in social activities, preparing pro-social and integration projects (especially in the context of labour law and social security)	K_K06
K_03	She/ he Inspires, organizes and manages the activities of others	K_K11

IV.   **IV. Course Content**

PROBLEM BLOCKS: Preliminary issues, labour law sources, labour law functions Content of the employment relationship - general information Obligations of employer and employee Establishment of an employment relationship Termination of an employment relationship Change of employment relationship Remuneration for work Working time Staff vacations Protection of health and life of the employee Legal liability of the parties to the employment relationship Labour protection authorities The concept and subject matter of collective labour law. Collective labour law entities. Trade unions and employer organisations. Collective labour law principles. Solving collective disputes. Employee participation. The concept and essence of social insurance. Methods of financing social insurance benefits. Principles of social insurance coverage.

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	a conversation lecture, case study,	Colloquium/activity in class	Protocol/ List of student activities
W_02	a conversation lecture, case study,	Colloquium/activity in class	Protocol/ List of student activities
W_03	a conversation lecture, case study,	Colloquium/activity in class	Protocol/ List of student activities
SKILLS			
U_01	Discussion, case study	Colloquium/activity in class	Protocol/ List of student activities
U_02	Discussion, case study	Colloquium/activity in class	Protocol/ List of student activities
U_03	Discussion, case study	Colloquium/activity in class	Protocol/ List of student activities
SOCIAL COMPETENCIES			
K_01	Discussion	Activity in the practice classes	List of student activities
K_02	Discussion	Activity in the practice classes	List of student activities

K_03	Discussion	Activity in the practice classes	List of student activities

VI. Grading criteria, weighting factors.....

Conditions to pass the exercises:

- attendance at all classes
- homework for a grade

- obtain positive ratings (at least sufficient) from 2 colloquia. The colloquium is a single-choice test (20 questions) with a combination of descriptive question elements (2 essay questions).

The assessment from the colloquia is numerical on a scale from 2 to 5. The condition for obtaining a score of 3.0 is to obtain 50% of the points plus 1 point from all possible points.

Assessments:

5 - 100%-94,00%

4,5 - 93,99%-89,00%

4,0 - 88,99%-80,00%

3,5 - 79,99%-70,00%

3 - 69,99%-50% plus 1 point

2 - 50%-0%

The final assessment is a resultant:

a. All colloquia were counted: a.

b. Assessments of involvement in the exercises

Inadequate evaluation - no evaluation of the colloquium, unjustified absences.

3 - knowledge of basic labour law regulations concerning the scope of the exercises.

4 - knowledge of the basic labor law regulations concerning the scope of the exercises + ability to make the necessary interpretation.

5 - knowledge of basic labor law regulations concerning the scope of exercises + ability to make necessary interpretation + ability to act during exercises + ability to apply regulations in practice.

*In the case of conducting classes in a remote form, the credits will be taken using the platform provided by the University. The conditions of passing remain unchanged.

VII. Student workload

Form of activity	Number of hours

Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	

VIII. Literature

Basic literature
K.W. Baran, Principles of Polish Labour Law, Warsaw 2018 B. Bercusson, Cambridge University Press, 2 edition 2007,
Additional literature
K.W. Baran, Labour law disputes in Polish legal system, Warsaw 2018 K. W. Baran, Polish Collective Employment Law, Warsaw 2019

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I. **General Information**

Course name	World's organizations for humanitarian aid (esp. refugees and immigrants)
Programme	Applied Anthropology
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	BA
Form of studies (full-time, part-time)	full-time
Discipline	Social and Economic Geography and spatial management 50%, Social Communication Studies and media Studies 50%
Language of instruction	English

Course coordinator/person responsible	
	Dr hab. Anna Kawalec, prof. KUL

Type of class	Number of teaching hours	Semester	ECTS Points
lecture	30	III	2

Course pre-requisites	none

II. **Course Objectives**

C1: providing basic knowledge on the world's organizations for humanitarian aid (esp. refugees and immigrants)
C2: providing the ability to understand intergovernmental, interpersonal and intercultural communication; identifies social problems realizing by international organizations
C3: coordinates the process of gaining knowledge, gaining new, flexible skills, enriching knowledge required in research situations and the work of an anthropologist involved in intercultural and international social organizations.

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	discusses the humanitarian crises, with a special emphasis on knowledge of global institutions and remedial methods, providing basic knowledge on the world's organizations for humanitarian aid (esp. refugees and immigrants)	K_W05
W_02	knows the legal and organizational norms and rules governing the institutions supervising activities in the field of	K_W07

	anthropology, esp. engaged anthropology	
SKILLS		
U_01	providing the ability to understand and identifies social problems, prepares and edits the project, writes a research report and esp. application forms (to work in worlds pro-social institution)	K_U05
U_02	realizes project goals or application documents to humanitarian work independently or in a group, effectively cooperates in a group, takes active roles in a team	K_U19
SOCIAL COMPETENCIES		
K_01	diagnoses and inspires the need for pro-social activities, especially in the intercultural context, promotes anthropological knowledge in the contexts of various cultures and communities, especially groups excluded for social, political or economic reasons	K_K08

IV. Course Content

Among others: What is an humanitarian aid, Institutions for humanitarian aid, , international humanitarian system, specifics of GO and NGO (including INGOs), list and specifics of national and international organisations (Inter-Agency Standing Committee (IASC) organizations and recording the assessment in the RC/HC/DO and UNCT performance…), application forms.

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conventional lecture	Written exam	Assessment sheet
W_02	Conventional lecture, discussion	Written exam	Assessment sheet
SKILLS			
U_01	Discussion	Observation	Assessment sheet
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Assessment sheet

VI. Grading criteria, weighting factors

A written exam: 60%, an active participation: 40%.

VII. Student workload

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

VIII. Literature

Basic literature
A Brief Guide for Humanitarian Aid (IASC),   Nolan R., Development Anthropology, NY, Routledge 2002,   websites of global humanitarian organizations.
Additional literature
J. Von Willigen, Applied Anthropology. An Introduction, Westport, Bergin&Garvey 2002,   C. Ellick, J. E. Watkins, , The Anthropology Graduate's Guide, C. Ellick, J. E. Watkins, London, Routledge 2016.

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

     I.   **General Information**

Course name	Academic and Research Practice
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Anna Kawalec, Piotr Szałek

Type of class	Number of teaching hours	Semester	ECTS Points
workshops	30	I	2

Course pre-requisites	none

     II.   **Course Objectives**

1. Integration and adaptation of a group of students from different cultural areas. Adaptation to European and university rules, also specific to the field of study.
2. Prepares for independent research and publication work, implementation in the system of scientific work in Western culture.
3. Understanding the importance of research work and consciously coordinating the process of acquiring knowledge, the requirements of university culture, especially in the area of self-education and commitment (according to the specificity of the field of Applied Anthropology study at KUL)

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student recognixes ethical, substantive and cultural principles in scientific research, including social research in Western culture and specifically university culture. Understands the specificity of the "Good Life" principle in the context of engaged anthropology	K_W06
SKILLS		
U_01	Reads, prepares and edits a scientific text, research and project (initially), discuss with the rigors of academic culture, also represent the student's attitude in a (often new) cultural situation	K_U05
SOCIAL COMPETENCIES		

K_01	Coordinates the process of acquiring knowledge specific to the field of Applied Anthropology and competences, acquiring new, flexible skills, knowledge necessary in research situations and during the work of an anthropologist involved in intercultural social activities. Additionally, they will acquire socio-cultural competences necessary in the Western and university environment.	K_K01

IV. Course Content

It is an introduction to university culture and practice. Its aim is to adapt and integrate a multicultural group of Applied Anthropology students to the conditions of education in the European system and the culture of behavior and speech, as well as research and publication work, often in new cultural and academic conditions. Additionally, during the classes, guests will be invited as speakers and advisers in the above-mentioned areas of academic and Polish culture.

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Problem method	observation	Assessment sheet
SKILLS			
U_01	Practice method	observation	Assessment sheet
SOCIAL COMPETENCIES			
K_01	Project method	observation	Assessment sheet

VI. Grading criteria, weighting factors

Class attendance and discussion: 70%
Involvement in workshop activities: 30%

VII. Student workload

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

VIII. Literature

Basic literature
Brick J. &others, Academic Culture: A Student's Guide to Studying at University, Okamoto Kazumi, Academic Culture -- An Analytical Framework for Understanding Academic Work [A Case Study in Japan], 2016. Materials adapted to the current needs of the group.
Additional literature
Materials adapted to the current needs of the group.

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

    I.   **General Information**

Course name	Academic writing
Programme	General academic
Level of studies	BA
Form of studies	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Aleksandra Zakrzewska

Type of class	Number of teaching hours	Semester	ECTS Points
classes	15+15	V+VI	2+4

Course pre-requisites	B2 level of English according to the Common European Framework of Reference for Languages

    II.   **Course Objectives**

Preparing a student for an individual work on a written scientific thesis
Preparing a student to write various forms of formal academic texts (comparing and contrasting different formal academic texts and presenting how to write them, presenting how to use footnotes, bibliography, resources)
Preparing a student to recognise various forms of formal academic texts

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	Student knows how to precisely, logically and correctly express their views and opinions in the academic register	K_W09
W_02	Student knows vocabulary, fixed expressions and grammatical structures that allow them to prepare correctly structured academic texts.	K_W09
	SKILLS	
U_01	Student perfects interpersonal and intercultural communication skills to discuss differences in the academic register of various texts; undertakes intermediary activities between individuals and groups from various social or cultural environments	K_U07
U_02	Student recognises main types of academic texts and knows their function, knows how to describe their structure as well as	K_U09

	grammatical and lexical features.	
U_03	Student creates a coherent text using a proper style and correct beginning and ending.	K_U09
SOCIAL COMPETENCIES		
K_01	Student individually coordinates the process of gaining knowledge and self-studying with the use of various resources of written academic texts	K_K02
K_02	Student recognises changes in register	K_K02
K_03	Student manages knowledge and writing skills to meet immediate needs for the highest efficiency in problem solving and task fulfilling	K_K09

IV.   Course Content

The final effect of the classes is to prepare students to write a bachelor's thesis in English and to familiarize them with various forms of academic written texts. It is assumed that the course will contain the in-depth analysis of formal texts written in the academic register and students will be familiar with copyright law, creating bibliographies, avoiding plagiarism.

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Work on text	Written work	report
W_02	Discussion	Observation	report
W_03	Team work		report
SKILLS			
U_01	Discussion	Observation	report
U_02	Work with resources	Observation	report
U_03	Presentation	Observation	report
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	report

VI.   Grading criteria, weighting factors …
Attendance 50%

Systematic, reliable and timely submission of written work 50%

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**150**

VIII.   Literature

Basic literature
V. Evans *Successful Writing* Upper Intermediate PTE Academic Expert B2

S.Bailey *Academic Writing a Handbook for International Students*

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   **General Information**

Course name	Anthropological Theory and Ethnographical Research
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Philosophy 50%, Culture and Religion Studies 50%
Language of instruction	English

Course coordinator/person responsible	Anna Kawalec, Piotr Szałek

Type of class	Number of teach-ing hours	Semester	ECTS Points
seminar	30+30	V+VI	5+5

Course pre-requisites	Interest (documented with assessment) in the areas: theoretical-anthro-pological and philosophical-anthropological

II.   **Course Objectives**

1. Preparing for independent research work
2. Preparation of a bachelor's thesis, respecting the requirements of research work at this level
3. Preparing the student for mature and independent functioning in the areas of engaged anthro-pology

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

Symbol	Description of course learning outcome	Reference to pro-gramme learning outcome
KNOWLEDGE		
W_01	Student situates anthropology in relation to the sciences (esp. problem of deconstruction of discipline – T. Ingold) and under-stands the specific (and methodological specificity) of anthro-pology	K_W01
W_02	Student discusses the current state of civilization in many as-pects; esp. the hottest outbreaks, humanitarian crises (esp. knowledge of global institutions and remedial methods, also remedial world projects)	K_W05
SKILLS		
U_01	Student integrates knowledge in the field of various anthropo-logical subdisciplines about human beings, in addition philo-sophical anthropology (original at CUL)	K_U01
U_02	prepares and edits project, writes a research report and pre-pares a scientific text (according to the requirements of thesis	K_U05

	at BA level)	
U_03	prepares a written essay and other forms (e.g. a multimedia presentation, an oral speech) in the field of anthropology and dimensions of the application of anthropological theories	K_U09
	SOCIAL COMPETENCIES	
K_01	coordinates the process of acquiring knowledge and competences, acquires new, flexible skills, enriching knowledge and skills in intercultural social activities	K_K01

IV.   Course Content

The final effect of the course is the preparation of a BA thesis. Therefore, it is assumed that the subject area chosen by the students will be implemented in depth and that the methods of research and publication will be used.

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Case study	observation	sheet
W_02	Brainstorming	observation	sheet
SKILLS			
U_01	Textual analysis	observation	sheet
U_02	Fieldwork	observation	sheet
U_03	Textual analysis	observation	sheet
SOCIAL COMPETENCIES			
K_01	Fieldwork, Brainstorming/ discussion group	observation	sheet

VI.   Grading criteria, weighting factors
Class attendance 30%

Regularity, reliability and efficiency of work on assignements 70%

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**60**
Number of hours of individual student work	**240**

VIII.   Literature

Basic literature
adapted to the individual research needs of the student during the preparation of the BA thesis
Additional literature
adapted to the individual research needs of the student during the preparation of the BA thesis

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   General Information

Course name	Anthropologist's toolkit: Ethnographical re-search (in Spanish)
Programme	Applied Anthropology
Level of studies	BA
Form of studies	full-time
Discipline	Culture and Religion Studies
Language of instruction	English

Course coordinator/person responsible	Ks. dr hab. Andrzej Pietrzak, prof. KUL

Type of class	Number of teaching hours	Semester	ECTS Points
workshop	30	II	3

Course pre-requisites	-

II.   Course Objectives

C1 acquisition of basic knowledge about ancient and contemporary Ibero-Latin American cultures
C2 Improvement of self-perception and social skills using ethnographic and anthropological know-ledge, based on the example of Ibero-Latin American cultures,
C3 Improvement of communication in individual and collective intercultural contacts, intercultural conflicts and personal development, based on the example of Ibero-Latin American cultures,

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to pro-gramme learning outcome
KNOWLEDGE		
W_01	the student knows the terminology in anthropology in Spanish and Portuguese	K_W02
W_02	the student has a structured basis of anthropological knowl-edge in the area of the Spanish language	K_W04
W_03	the student is familiar with the methodology of scientific re-search of current state of the Ibero-Latin American cultures	K_W04
SKILLS		
U_01	the student applies the achievements of various scientific dis-	K_U01

	ciplines on Ibero-Latin American cultures	
U_02	identifies the observed phenomena and formulates research problems, uses appropriate research tools, and if necessary, deploys existing or constructs new research tools flexibly	K_U02 K_U07
SOCIAL COMPETENCIES		
K_01	coordinates the process of acquiring knowledge, continuous education, improving competences, acquiring new, flexible skills, enriching knowledge required in research situations and the work of an anthropologist involved in intercultural social activities	K_K03
K_02	diagnoses and inspires the need for pro-social activities, especially in the intercultural context, promotes scientific knowledge in the contexts of various cultures and communities, especially groups excluded for social, political or economic reasons	K_K08
K_03	applies the basic principles of research work ethics as a committed anthropologist, draws conclusions from negative practices, improves incorrect decisions and projects, applies "best practices" in the field of anthropology, also as a discipline whose research has a special nature of social application	K_K012

IV. Course Content

Lecture topics:
1. preliminary issues;
2. overview of the history of the Ibero-Latin American world;
3. Iberian cultures and religions;
4. Indian cultures and religions;
5. Afro-Latin American cultures and religions;
6. cultures and religions of Asian immigrants in Latin America;
7. cultures and religions of European immigrants in Latin America;
8. folk cultures and elites in Latin America;
9. cultures and subcultures of Latin American urban agglomerations;
10. acculturation and inculturation processes in Latin America;
11. anti-Colonialism and cultural identity movements in Latin America;
12. culture of new religious movements in Latin America;
13. social conflicts in Latin America.

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Text-based activity	Observation	Protocol
W_02	Debate	Observation	Protocol
W_03	Project	Written text review	Protocol
SKILLS			
U_01	Text analysis	Observation	Protocol
U_02	Discussion	Observation	Protocol

SOCIAL COMPETENCIES			
K_01	Brainstorming	Observation	Protocol
K_02	Brainstorming	Observation	Protocol
K_03	Brainstorming	Observation	Protocol

VI.   Grading criteria

Insufficient

(W) - The student does not know the basic content of the discussed issues;

(U) - The student is not able to apply basic knowledge in the debate;

(K) - The student is not able to describe the basic principles of ethnography and anthropology;

Sufficient

(W) - The student knows selected concepts, theories and interpretations discussed during the class;

(U) - The student is able to apply selected elements of knowledge in the discussion;

(K) - The student understands the need for a multidimensional view of the culture issues;

Good

(W)- The student knows most of the concepts, theories and interpretations discussed in class;

(U)- The student is able to use most of the concepts, theories and interpretations discussed during the class;

(K)- The student understands well the need for a multidimensional view of man, society, culture and religion;

Very good

(W)- The student knows all the content discussed in class;

(U)- The student is able to apply all the knowledge gained during the class;

(K)- The student understands very well the need for a multidimensional view of man, society, culture and religion.

The final grade is made up of grades of engagement in class (60%) and project reviews (40%).

### VII.	Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**60**

### VIII.	Literature

Basic literature
Bethell, L. (ed.) Historia de America Latina. T. 1-16 Gawrycki, M. (red.). Dzieje kultury latynoamerykańskiej. PWN, Warszawa 2019 González Ochoa, J. M. Atlas histórico de América Latina del Descubirmiento. Acento, Madrid 2004 Merrell, F., DePaoli, M. T. Las Culturas y Civilizaciones Latinoamericanas. Lanham, UPA, 2016

Additional literature
Kottak C. Ph. Cultural Anthropology. New York 1994 Schultz E. A., Lavenda R. H. Cultural Anthropology. A Perspective on the Human Condition, New York 1990 https://www.britannica.com

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

    I.   **General Information**

Course name	Anthropologist's toolkit: Humanistic and social methods and new technologies (in English)
Programme	Applied Anthropology
Level of studies	BA
Form of studies	full-time
Discipline	philosophy
Language of instruction	English

Course coordinator/person responsible	prof. dr hab. Paweł Kawalec

Type of class	Number of teaching hours	Semester	ECTS Points
workshops	30	II	3

Course pre-requisites	none

    II.   **Course Objectives**

C1. To acquaint students with the basic concepts in the methodology of anthropological research and their ethical principles, as well as the ways of communicating their results.
C2. Ability to create a research plan, adequate selection of methods, interpretation and analysis of data and communication of research results.
C3. Preparing to undertake independent research tasks in the field of anthropology.

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	Knowledge of the relationship of anthropology to other humanities and social sciences, understanding the subject and methodological specificity of anthropology, taking into account the integrated nature of applied anthropology and various research traditions	K_W04
	SKILLS	
U_01	prepares a short written essay in the field of social, applied or anthropological research	K_U09
U_02	knows and uses a modern foreign language at a level enabling	K_U10

	translation into native language (and vice versa) of methodological texts in the field of anthropology	
U_03	evaluates and draws conclusions from the completed research project	K_U16
U_04	independently plans and implements expanding their knowledge and developing professional skills concerning published literature, using various sources of information (in English, native and foreign) and reference databases	K_U21
SOCIAL COMPETENCIES		
K_01	manages research design related knowledge and skills to meet immediate needs for the highest efficiency in problem solving	K_K09

IV.   Course Content

Theory and methodology of research process in anthropology. Approaches to anthropological research and research design. Methodology of fieldwork. Modern methods of data collection, analysis and interpretation with application of new technologies. Research ethics in anthropology. Communicating and publishing research.

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	conversation lecture	presentation	presentation evaluation report
SKILLS			
U_01	text analysis	observation	observation report
U_02	text analysis	observation	observation report
U_03	case study	paper	evaluated paper
U_04	working with data sets	observation	observation report
SOCIAL COMPETENCIES			
K_01	text analysis	observation	observation report

VI.   Grading criteria, weighting factors.....

The final grade consists of:

1. Active participation in classes 20%

2. Paper 60%

3. Presentation 20%

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**

Number of hours of individual student work	**60**

VIII.   Literature

Basic literature
Angrosino M., *Doing Ethnographic and Observational Research*, London 2008.
Additional literature
Fife W., *Doing Fieldwork: Ethnographic Methods for Research in Developing Countries and Beyond*, New York 2005. Lincoln Y.S., Denzin N.K. (eds.), *Qualitative Research*, New York 2003.

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   General Information

Course name	Anthropologist's toolkit: Anthropological reading (in Russian/Ukrainian)
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Culture and Religion Studies
Language of instruction	English

Course coordinator/person responsible	Andrij Saweneć, Ph.D.

Type of class	Number of teaching hours	Semester	ECTS Points
workshops	30	II	2

Course pre-requisites	P_01: English proficiency at level B2 of the Common European Framework of Reference for Languages (CEFR) P_02: Experience in reading and discussing academic texts in the Humanities in English

II.   Course Objectives

O1: Acquiring basic skills in using Russian/Ukrainian as a tool of anthropological reading
O2: Getting familiar with the notion of thick description/thick translation as a method of anthropological reading
O3: Developing skills in reading, translating and discussing anthropological texts in Russian/Ukrainian based on the thick description/thick translation approach.

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	Student understands the specific of anthropological reading, taking into account the integrated nature of applied anthropology.	K_W01
W_02	Student knows the terminology in the field of anthropology in Russian/Ukrainian in the basic scope.	K_W02
W_03	Student knows the methodology of anthropological reading.	K_W04

	SKILLS	
U_01	Student knows and uses Russian/Ukrainian at a level enabling translation into native language of texts in the field of anthropology; can prepare a conference poster and multimedia studies in a foreign language.	K_U10
U_02	Student plans and organizes targeted activities, implements them as a leader or active participant in the executive team.	K_U15
U_03	Student independently plans and implements expanding her knowledge and developing professional skills, using various sources of information (in English, native and Russian/Ukrainian) and modern technologies (ICT).	K_U21
	SOCIAL COMPETENCIES	
K_01	Student coordinates the process of acquiring knowledge, continuous education, improving competences, acquiring new, flexible skills, enriching knowledge required in research situations and the work of an anthropologist involved in intercultural social activities.	K_K01
K_02	Student is open and critical to new ideas, concepts, theories and arguments; understands the ways of functioning of different perspectives of perceiving reality and various cognitive and life contexts of communities, especially as communities from states or cultures that are different than an anthropologist.	K_K03

IV.   Course Content

The course starts with practical instruction on the basics of using Russian/Ukrainian as a tool for antropological reading (using dictionaries and online learning tools and data resources, typing in Cyrillic alphabets and transliteration) and discussing the thick description/thick translation approach as a method of anthropological reading based on source texts. The next part of the course includes reading, translating and discussing simpler types of texts in Russian/Ukrainian (simple forms of folk verbal art and poetry) used as a preparation for the key part of the course, which is reading, translating and discussing an anthropological text based on the thick reading/thick translation approach.

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
	KNOWLEDGE		
W_01	Discussion	Observation	Observation report
W_02	Conversational lecture	Test	Evaluated test
W_03	Conversational lecture, work with text	Test	Evaluated test
	SKILLS		
U_01	Text analysis	Written assignment	Evaluated written assignment
U_02	Practical classes	Written assignment	Evaluated written assignment

U_03	Practical classes	Written assignment	Evaluated written assignment
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Observation report
K_02	Discussion	Observation	Observation report

VI.   Grading criteria, weighting factors..…

The final grade includes the following components:

- test – 30%

- written assignment – 30%

- participation in discussion and exercices – 40%

Assessment criteria for the written test:

91 – 100% points - grade 5,0
81 – 90% points - grade 4,5
71 – 80% points - grade 4,0
61 – 70% points - grade 3,5
50 – 60% points - grade 3,0

VII.   Student workload

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

VIII.   Literature

Basic literature
Appiah, K. A. (1993) 'Thick Translation', in: L. Venuti. ed. (2000) *The Translation Studies Reader*, London: Routledge, 417-29.
Brown N. J. (1996) *The New Penguin Russian Course: A Complete Course for Beginners*. Penguin Books.
Geertz, C. (1929) 'Thick description: toward an interpretive theory of culture', in: C. Geertz (1973) *The interpretation of cultures: selected essays*. NY etc.: Basic Books, 3-30.
Hermans, Th. (2003) *Cross-Cultural Translation Studies as Thick Translation*, *Bulletin of the School of Oriental and African Studies*, University of London. *Vol. 66*, No. 3 (2003), 380-389
Ryle, G. (1968) 'The Thinking of Thoughts. What is Le Penseur Doing?', reprinted in G. Ryle (2009) Collected Papers, Vol. 2, J. Tanney (ed.). London: Routledge.
Šuvalova S. (1998) *"Svoe" i "čužoe" v russkih poslovicah i pogovorkah*, "Russkaâ reč'" no 5, 103–111.

Additional literature and internet resources
Muller V. K. (2013) *Complete English-Russian Russian English Dictionary*. Moscow: Eksmo. https://www.multitran.com https://www.lexilogos.com

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I. General Information

Course name	Anthropologists's toolkit: How to teach (key issues of education)
Programme	Applied Anthropology
Level of studies	BA
Form of studies	full-time
Discipline	Social Communication Studies
Language of instruction	English

Course coordinator/person responsible	Dr Piotr Steinbrich

Type of class	Number of teaching hours	Semester	ECTS Points
classes	30	II	2

Course pre-requisites	working knowledge of English at the B2 level (according to the descriptors specified in the CEFR)

II. Course Objectives

1. To provide the students with the concepts of TEFL (Teaching English as Foreign Language) at the early stages of education.
2. To provide the students with the experience necessary to build the skills required of a foreign language instructor.
3. To build the awareness of intercultural differences and varied educational backgrounds in order to conduct effective teaching practices.

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome

KNOWLEDGE		
W_01	The student lists subject-related, didactic and educational competences of a teacher, conventional and unconventional teaching methods, describes the methodology of the teaching material, the organization of work in various types of classrooms and ways of organizing classroom space.	K_W04
W_02	The student discusses teaching methods relevant to particular types of learners as well as the significance of the development of inter- and intrapersonal skills in the learners and the need of strengthening a positive attitude towards learning, developing curiosity, critical thinking, creativity and problem solving.	K_W04
SKILLS		
U_01	The student links the teaching content with other subjects creating optimal learning environments for developing knowledge and skill in the learners.	K_U14
U_02	The student analyzes learners' level of cognitive, personal, social and language development in selecting appropriate teaching methods and techniques as well as modes of communication with the learners.	K_U20
SOCIAL COMPETENCIES		
K_01	The student shapes relevant ethical and educational attitudes in the learners by providing a role model in pursuing creative, ethical and active attitudes.	K_K01, K_K11

IV. Course Content

1. Teaching English to young learners and teenagers: cognitive and affective aspects.
2. Information channels: The age factor.
3. Piaget's stages of development: The implications for TEFL.
4. The zone of proximal development and the notion of scaffolding in designing tasks and activities.
5. Teaching methods and techniques: Drama activities.
6. Teaching methods and techniques: Visuals, games and the TPR.
7. Teaching methods and techniques: Songs and rhymes.
8. Teaching methods and techniques: Vocabulary.
9. Teaching methods and techniques: Receptive and productive skills.
10. The integration of skills and subskills: Towards a holistic model.
11. Lesson structure and planning.
12. Interactive discourse and teacher talk.
13. Microteaching.
14. Microteaching.
15. Review of the semester

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Introductory lecture/ Explanation of relevant concepts/ Group discussion	Observation/ Monitoring and feedback from the instructor and / or other students	Record in the teaching log
W_02	Introductory lecture/ Explanation of relevant concepts/ Group discussion	Observation/ Monitoring and feedback from the instructor and / or other students	Record in the teaching log
SKILLS			
U_01	Practical activities/ Discussion/ Individual work/ Task / text analysis	Observation/ Monitoring and feedback from the instructor and / or other students	Record in the teaching log
U_02	Practical activities/ Discussion/ Individual work/ Task / text analysis	Observation/ Monitoring and feedback from the instructor and / or other students	Record in the teaching log
SOCIAL COMPETENCIES			
K_01	Pairwork/ Groupwork/ Discussion	Observation/ Monitoring and feedback from the instructor and / or other students	Record in the teaching log

VI. Grading criteria, weighting factors

Student assessment is conducted on the basis of their active participation in classes, meeting task deadlines and preparation and execution of the microteaching sessions.

VII. Student workload

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

VIII. Literature

Basic literature

Brewster, J., Ellis, G., & Girard, D. (1992). The primary English teacher's guide. Harlow: Pearson Education.

Halliwell, S. (1992). Teaching English in the Primary Classroom London: Longman

Komorowska, H. (2001). Metodyka nauczania języków obcych, Warszawa: Fraszka Edukacyjna.

McKay, P., & Cameron, L. (2010). Bringing creative teaching into the young learner classroom. Oxford: Oxford University Press.

Moon, J. (2000). Children Learning English. Oxford: Macmillan Heinemann.

Pamuła M., Metodyka nauczania języków obcych w kształceniu zintegrowanym, Warszawa 2006.

Phillips, S. (1993). Young learners. Oxford: Oxford University Press.

Pinter, A. (2006). Teaching Young Language Learners. Oxford, Oxford University Press.

Scott, A. W., & Ytreberg, L. H. (1990). Teaching English to children. London and New York: Longman.

Slattery, M., & Willis, J. (2001). English for primary teachers. A handbook of activities and classroom language. Oxford: Oxford University Press.

Szpotowicz, M., Szulc-Kurpaska, M. (2009).Teaching English to Young Learners. Warszawa, Wydawnictwo Naukowe PWN.

Vale, D., & Feunteun, A. (1995). Teaching children English. Cambridge: Cambridge University Press.

Additional literature

Cameron, L. (2003). Challenges from the expansion in teaching children. ELT Journal 57 (2), 105-112.

Edelenbos, P., Johnstone, R., & Kubanek, A. (2006). The main pedagogical principles underlying the teaching of languages to very young learners. Languages for the children of Europe. Published research, good practice & main principles. Final report of the EAC 89/04, Lot 1 study. Brussels: European Commission, Education and Culture, Culture and Communication, Multilingualism Policy.

Komorowska, H. 2009 (red.). Skuteczna nauka języka obcego. Struktura i przebieg zajęć językowych. Warszawa: CODN.

Linse, C, T. (2005). Practical English language teaching: Young learners. New York: McGraw-Hill.

McKay, P. (2006). Assessing young language learners. Cambridge: Cambridge University Press.

Robson, S. (2006). Developing thinking and understanding in young children. Abingdon and New York: Routledge.

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   **General Information**

Course name	Anthropologist's toolkit: Humanistic methods (Western archeological literature and artifacts, Classical Greek and Latin)
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Arkadiusz Gudaniec, prof. KUL

Type of class	Number of teaching hours	Semester	ECTS Points
classes	30	I	3

Course pre-requisites	---

II.   **Course Objectives**

1.	learning the basics of classical culture and the ideas of ancient humanism
2.	mastering the elements of ancient Greek and (especially) Latin grammar, along with the cultural characteristics of these languages and a discussion of their impact on contemporary culture

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	knows the terminology in the field of anthropology in English and in the basic scope in ancient Latin and Greek	K_W02
W_02	has a structured basic knowledge of classical culture and the ideas of ancient humanism, as well as of the Western archeological literature and artifacts	K_W03
W_03	knows the methodology of humanities and social sciences	K_W04
SKILLS		
U_01	calls the phenomena observed in the classical culture and formulates research problems, uses humanistic research tools, treats existing or constructs new research tools flexibly	K_U02
U_02	creates a multimedia and oral presentation in the field of ancient Latin and Greek phenomena with an application of anthropological theories	K_U09
U_03	integrates knowledge in the field of various scientific disciplines about humans, sees classical Greek and Latin as linguistic and cultural roots of Western civilization	K_U01
SOCIAL COMPETENCIES		
K_01	coordinates the process of gaining knowledge and education based on the elements of the classical Western culture, improving competences, gaining new, flexible skills, enriching knowledge required in the work of an anthropologist involved in intercultural social activities	K_K01
K_02	is open and critical to new ideas, concepts, theories and arguments; understands how distant and culturally basic perspectives for perceiving reality work, is aware of cognitive and life contexts of ancient Western culture	K_K03

IV. Course Content

1. presentation of basic knowledge about the culture of ancient Greece and Rome, with an emphasis on anthropological aspects
2. discussion and analysis of selected cultural phenomena in the field of ancient Greek and Roman literature and art (fine literature, theatre, architecture, art, philosophy, rhetoric)
3. learning the basics of Greek and Latin grammar (inflection, the most important grammatical forms, methods of translation)
4. discussion of the relationship of Greek and Latin with contemporary European languages and with contemporary Western culture

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Work with text	Practical skills check	Evaluation card
W_02 W_03	Discussion	Observation	Observation report
SKILLS			
U_01 U_02	Text analysis	Presentation	Presentation evaluation card
U_03	Discussion	Observation	Observation report
SOCIAL COMPETENCIES			
K_01 K_02	Discussion	Observation	Observation report

VI.   Grading criteria, weighting factors.....

50% presentation, 25% work with text, 25% discussion

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**60**

VIII.   Literature

Basic literature
1.   *The Oxford Companion to Classical Civilization*, ed. S. Hornblower et al., Oxford 1998
2.   J. Doug, *Latin Made Simple: A complete introductory course in Classical Latin*, New York 2010
Additional literature
1.   W. Jaeger, *Paideia: The Ideals of Greek Culture*, vol. 1-3, New York – Oxford 1986
2.   *Edinburgh Companion to Ancient Greece and Rome*, ed. E. Bispham et al., Edinburgh 2006

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I. General Information

Course name	Anthropologist's toolkit: Philosophical research (Human cognition and knowledge about the person)
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	dr Jacek Jarocki

Type of class	Number of teaching hours	Semester	ECTS Points
workshops	30	I	3

Course pre-requisites	W1 – basic knowledge of the liberal arts

II. Course Objectives

C1 – Knowledge of the main concepts and methods in contemporary philosophical anthropology
C2 – Ability to read with understanding and analyse philosophical anthropology texts
C3 –Ability to reconstruct and evaluate arguments of philosophical anthropology, as well as to formulate and defend one's own views in the field

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student knows English terminology used in philosophical anthropology	K_W02
W_02	Student knows general methodology of scientific research in philosophical anthropology	K_W04
SKILLS		
U_01	Student integrates knowledge in the field of philosophical anthropology	K_U01
U_02	Student describes properly the observed phenomena, formulates research problems, and uses or constructs appropriate tools to solve them	K_U02
U_03	Student has developed philosophical skills (incl. open-	K_U14

	mindedness, critical thinking, and respect to various opinions) that might be helpful in interpersonal and intercultural communication	
U_04	Student communicates the results of research and activities to specialists from philosophical anthropology and philosophy in general, and speaks and argues his views in a precise manner, uses specialist terminology and appropriate methods of philosophical expression	K_U17
SOCIAL COMPETENCIES		
K_01	Student coordinates the process of acquiring knowledge and skills, continuous education, and improving competences	K_K01
K_02	Student is open to, yet can critically assess, new ideas, conceptions, theories, and arguments. He understands that reality can be seen from different perspectives and in different cognitive contexts	K_K03
K_03	Student creatively uses acquired knowledge and skills to solve theoretical and practical problems	K_K04
K_04	Student diagnoses and inspires the need for pro-social activities and cooperation considering differences and similarities in various worldviews and philosophical opinions	K_K08

## IV.	Course Content

The workshops are methodologic and problem oriented and introduce the basic tools of philosophical anthropology in human cognition and knowledge about the person. Starting with the classical philosophical anthropology, the workshops focus on the most important tools elaborated in phenomenological, analytical, and existential philosophy. It aims to enable students to operate competently with the methods and concepts about human being from the said philosophical traditions, and to understand the relationship between philosophical anthropology and other types of anthropology as well as related issues such the relationship of anthropology to various types of sciences: formal, natural, social sciences, and humanities.

## V.	Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01 W_02	A Conventional Lecture/A Discussion	An Essay/An Observation	An Essay Evaluation/A Group Working Evaluation Card
SKILLS			
U_01 U_02	A Classical Text Analysis/A Discussion	An Observation	A Group Working Evaluation Card
U_03 U_04	A Discussion	An Observation	A Group Working Evaluation Card
SOCIAL COMPETENCIES			
K_01 K_02 K_04	A Discussion	An Observation	A Group Working Evaluation Card
K_03	A Discussion	An Essay/An Observation	An Essay Evaluation/A

			Group Working Evaluation Card

VI.   Grading criteria, weighting factors

Fail:
(W) – a student does not have a basic knowledge of the main concepts and methods in contemporary philosophical anthropology
(U) – a student does not have a competence in analysing philosophical anthropology classical texts and does not understand the basic content of the tutorials; the student is not able to offer any conceptual solution for the discussed problem
(K) – student is not engaged in the process of acquiring the knowledge offered within tutorials and does not fulfil tutorial's aims and tasks, does not engage himself into the discussion of the raised problems

Barely Pass:
(W) – a student gained general but limited knowledge of the main concepts and methods in contemporary philosophical anthropology
(U) – a student barely can analyse and understand the contents of tutorials; with tutor's assistance student is able to analyse and reconstruct philosophical anthropology classical texts
(K) – student attends the classes, but is passive

Good Pass:
(W) – a student has gained a good knowledge of the main concepts and methods in contemporary philosophical anthropology
(U) – a student is able easily to demonstrate his knowledge on the main concepts and methods in contemporary philosophical anthropology and is able to apply the knowledge to a puzzling situation; the student can analyse philosophical anthropology classical texts without any serious difficulty
(K) – student is active at the classes and is willing to broaden his knowledge

Very Good Pass:
(W) – a student has systematized and wide knowledge of the main concepts and methods in contemporary philosophical anthropology
(U) – a student is highly competent as regards the analysis of the philosophical anthropology classical texts and is able easily to refer to the secondary sources
(K) – student is continually active at the classes and takes an initiative with broadening his knowledge

I.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**60**

II.   Literature

Basic literature
(1) Leslie Stevenson, David L. Haberman, Peter Matthews Wright, and Charlotte Witt, Thirteen Theories of Human Nature, New York-Oxford: Oxford University Press 2018; (2) Roger Scruton, On Human Nature, Princeton-Oxford: Princeton University Press 2017; (3) Thomas Nagel, Mortal

Questions, Cambridge: Cambridge University Press 2012.
Additional literature
(1) Simon Blackburn, The Big Questions: Philosophy, London: Quercus 2009; (2) Simon Blackburn, The Oxford Dictionary of Philosophy, Oxford: Oxford University Press 1994; (3) John Cottingham (ed.), Western Philosophy: An Anthology, Oxford: Blackwell 1996; (4) Karol Wojtyła, Considerations on the Essence of Man, Lublin-Roma: SITA 2016; (5) Gabriel Marcel, Homo Viator: Introduction to the Metaphysic of Hope, Gloucester, MA: Peter Smith 1978; (6) Ludwig Wittgenstein, Bemerkungen über Frazers Golden Bough&Remarks on Frazer's Golden Bough, Rhees, R. (ed.), New Jersey: Brynmill 1979; (7) Arnold Gehlen, Man. His Nature and Place in the World, New York: Columbia University Prss 1988; (8) Mieczysław A. Krąpiec, I-Man. An Outline of Philosophical Anthropology, New Britain, Conn.: Mariel Publications 1983; (9) John Hospers, An Introduction to Philosophical Analysis, London: Routledge 1956/1997; (10) R.H. Popkin (red.), The Columbia History of Western Philosophy, New York: Columbia University Press 2006; (11) Simon Blackburn, Think: A Compelling Introduction to Philosophy, Oxford: Oxford University Press 1999; (12) Thomas Nagel, What Does It All Mean?: A Very Short Introduction to Philosophy, New York: Oxford University Press 1987; (13) Relevant entries from E. Craig's "Routledge Encyclopaedia of Philosophy" and online Stanford Encyclopaedia of Philosophy (http//plato.stanford.edu/). Appropriate excerpts from the classic and contemporary sources will be distributed in the course of the class.

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   **General Information**

Course name	Arabic language and culture
Programme	Applied Anthropology
Level of studies	BA
Form of studies	full-time
Discipline	Culture and Religion Studies
Language of instruction	English

Course coordinator/person responsible	o. dr Krzysztof Modras

Type of class	Number of teaching hours	Semester	ECTS Points
class	30 + 30	II + IV	2 + 2

Course pre-requisites	W 1. Desire to acquire the new language. W 2. An ability to work through the semester in coordination with the given materials.

II.   **Course Objectives**

Students should form a basic knowledge of both the Arabic culture and language. They must be able to have basic communication skills in the Arabic language.

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student knows the terminology and main issue in the field of anthropology in the basic range in languages implemented as part of education (esp. Arabic)	K_W02
SKILLS		
U_01	knows and uses at least at a basic level (A1) at least one modern language of non-Western culture (esp. Arabic), for the purpose of daily communication with representatives of these communities	K_U12
SOCIAL COMPETENCIES		
K_01	Student understands how different perspectives for perceiving reality work and various cognitive and life contexts of communities, especially as communities from countries or cultures other than anthropologist	K_K03

IV. Course Content

1- Introduction to the Arabic language
2- What is meant by Arabic culture
3- The history of the Arab World
4- The geography of the Arab World
5- Language Workshop
6- How to ease pronunciation
7- From Language to culture and vice versa

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conversational lecture	Presentation	Card of presentation evaluation
SKILLS			
U_01	Text analysis	Discussion	Observation report
SOCIAL COMPETENCIES			
K_01	Discussion	Discussion	Observation report

VI. Grading criteria, weighting factors …

Students' presentations (50%), contributions to the discussion (40%), and attendance (10%).

The ability to communicate in basic Arabic, being active during the course, achieving reasonable attendance hours, submitting the requried assignments, and having a good knowledge of the cultural aspects given during the course.

VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**60**
Number of hours of individual student work	**60**

VIII. Literature

Basic literature:
Printed materials given by the teacher and related articles to discuss.
Additional literature
Multimedia materials, audio tracks, and simplified text in Arabic prepared by the lecturer.

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   General Information

Course name	Arabic language and culture
Programme	Applied Anthropology
Level of studies	BA
Form of studies	full-time
Discipline	Culture and Religion Studies
Language of instruction	English

Course coordinator/person responsible	o. dr Krzysztof Modras

Type of class	Number of teaching hours	Semester	ECTS Points
class	30	IV	2

Course pre-requisites	W 1. Desire to acquire the new language and culture. W 2. An ability to work through the semester in coordination with the given materials.

II. Course Objectives

Students should form a basic knowledge of both the Arabic culture and language. They must be able to have basic knowledge communication skills in the Arabic language.

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	Student knows the terminology and main issue in the field of anthropology in the basic range in languages implemented as part of education (esp. Arabic)	K_W02
	SKILLS	
U_01	knows and uses at least at a basic level (A1) at least one modern language of non-Western culture (esp. Arabic), for the purpose of daily communication with representatives of these communities	K_U12
	SOCIAL COMPETENCIES	
K_01	Student understands how different perspectives for perceiving reality work and various cognitive and life contexts of communities, especially as communities from countries or cultures other than anthropologist	K_K03

IV. Course Content

1- Introduction to the Arabic language 2- What is meant by Arabic culture 3- The history of the Arab World 4- The geography of the Arab World 5- Language Workshop 6- How to ease pronunciation 7- From Language to culture and vice versa

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conversational lecture	Presentation	Card of presentation evaluation
SKILLS			
U_01	Text analysis	Discussion	Observation report
SOCIAL COMPETENCIES			
K_01	Discussion	Discussion	Observation report

VI. Grading criteria, weighting factors …

Students' presentations (50%), contributions to the discussion (40%), and attendance (10%).

The ability to communicate in basic Arabic, being active during the course, achieving reasonable attendance hours, submitting the required assignments, and having a good knowledge of the cultural aspects given during the course.

VII. Student workload

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

VIII. Literature

Basic literature:
Printed materials given by the teacher and related articles to discuss.
Additional literature
Multimedia materials, audio tracks, and simplified text in Arabic prepared by the lecturer.

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   General Information

Course name	Archeology and Anthropology: World's case studies
Programme	General academic/Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Culture and Religion Studies
Language of instruction	English

Course coordinator/person responsible	Dr hab. Piotr Plisiecki

Type of class	Number of teaching hours	Semester	ECTS Points
tutorial	30	I	2

Course pre-requisites	W 1.: Basic knowledge of History (European level)
	W 2.: Basic knowledge of Geography (European level)

II.   Course Objectives

C 1. Recognition of main periods in Archaeology and Anthropology.
C 2. Knowledge of human's life in prehistoric society.
C 3. Recognition of scientific workshop in Archaeology and Anthropology.

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Graduate knows the terminology in the field of Anthropology and Archaeology in English and in the basic range in languages implemented as part of education.	K_W02
W_02	Graduate knows the methodology of scientific research especially in Archaeology and humanities.	K_W04
W_03	Graduate knows the basic Archaeological periods and cultures.	K_W03
SKILLS		

U_01	Graduate integrates knowledge in the field of various scientific disciplines about humans, especially those that are part of the world's Anthropology and Archaeology.	K_U01
U_02	Graduate names the observed phenomena uses the right research tools and formulates research problems in Archaeology and Anthropology.	K_U02
U_03	Graduate selects, develops, presents and interprets research results, draws conclusions, indicates directions for further research in the field of Archaeology and Anthropology.	K_U04
SOCIAL COMPETENCIES		
K_01	Graduate coordinates the process of acquiring knowledge, continuous education, improving competences, acquiring new, flexible skills, enriching knowledge required in research situations in Archaeology.	K_K01
K_02	Graduate takes care of maintaining methodological standards in research, openness and sensitivity to problems in the field of Archaeology and Anthropology and making independent attempts to develop them.	K_K02
K_03	Graduate designs research activities and practical plans to adapt the theory.	K_K10

IV.   Course Content

1. What is Archaeology?
2. Methods of Archaeological research.
3. Dating of artefacts.
4. The oldest artefacts of human being.
5. Prehistoric economy.
6. Archaeological research in Kenya.
7. The Stone Age – chronology, artefacts and sites.
8. Prehistory of religion. Archaeological sites on Malta.
9. The Megalithic Culture.
10. Bronze Age - chronology, artefacts and sites.
11. Iron Age - settlement sites.
12. Introduction to Prehistoric Anthropology.
13. Prehistoric Art.

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Tutorial, lecture	Graded Pass	Student's book (report)
W_02	Tutorial, analysis	Graded Pass	Student's book (report)
W_02	Tutorial, lecture	Graded Pass	Student's book (report)
SKILLS			
U_01	Tutorial, exercises	Graded Pass	Student's book (report)
U_02	Tutorial, exercises	Graded Pass	Student's book (report)
U_03	Tutorial, exercises	Graded Pass	Student's book (report)
SOCIAL COMPETENCIES			

K_01	Tutorial, observation	Graded Pass	Student's book (report)
K_02	Tutorial, lecture	Graded Pass	Student's book (report)
K_03	Tutorial, lecture	Graded Pass	Student's book (report)

VI. Grading criteria, weighting factors.....

Very good / optimal: Student knows perfectly the main Archaeological periods, is able to recognize the main artefacts and can join them with main Archaeological cultures. He knows very well the specificity of Archaeological research and workshop; knows very well the problems of prehistoric existence and society.

Good: Student knows well the main Archaeological periods, is able to recognize the main artefacts and can join them with main Archaeological cultures. He knows well the specificity of Archaeological research and workshop; student is well aware of problems of prehistoric existence and society.

Pass mark / Sufficient: Student has an idea of the main Archaeological periods, is able to recognize the main artefacts and can join them with main Archaeological cultures. He knows the specificity of Archaeological research and workshop; has an idea of problems of prehistoric existence and society.

Unclassified: Student doesn't know the main Archaeological periods, is not able to recognize the main artefacts and can not join them with main Archaeological cultures. He doesn't know the specificity of Archaeological research and workshop; has no idea of problems of prehistoric existence and society.

VII. Student workload

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

VIII. Literature

Basic literature
Albright W. F., From the Stone Age to Christianity, 1957.
Clark G. Archaeology and Society. Reconstructing the Prehistoric Past, London 1957.
Eliade M., Histoire des croyances et des idées religieuses, Paris 1976.
Eliade M., Traité d'histoire des religions, 1992.
Frazer J. G., The Golden Bough, 1922.
Gowlett J., Ascent to Civilization. The Archaeology of Early Man, New York 1990.
Petzinger von G., First Signs: Unlocking the Mysteries of the World's Oldest Symbols, 2016.
Renfrew C., Archaeology and Language. The Puzzle of Indo – European Origins, 1987.

Additional literature
Binford S.R., Binford L. R., New Perspectives in Archaology, Chicago 1968.
Borders F., A Tale of Two Caves, New York 1972.
Butzer K.W., Environtment and Archaeology, Chicago 1964.
Chronologies in Old World Archaeology, red. R.W. Ehrich, Chicago 1965.
Daniel G. E., The Megalith Buildiers of Western Europe, London 1958.

Hodder I., Theory and Practice in Archaeology, London 1996.

Isaac G., Olorgesaile, Chicago 1977

Leakey M.D., Olduvai Gorge: Excavations in Beds I and II, III, Cambridge 1972.

Leroi – Gourhan A., Préhistoire de l'art occidental, Paris 1965.

Phillips P., Early Farmers of West Mediterranean Europe, London 1975.

The Archaeology of Human Origins. Papers by G. Isaac, red. B. Isaac, Cambridge 1986.

The Mesolitic in Europe, red. S. K. Kozłowski, Warszawa 1973.

Watkinson D. (red.), The First Aids for Finds, London 1987.

Whitehouse D, Whitehouse R., Archaeological Atlas of the World, London 1975.

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   **General Information**

Course name	Broker in an educational environment
Programme	Applied Anthropology
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	First level of studies
Form of studies (full-time, part-time)	full-time studies
Discipline	Social Communication Studies and Media Studies
Language of instruction	English

Course coordinator/person responsible	Ks. dr hab. Piotr Goliszek, prof. KUL

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
classes	15	IV	1

Course pre-requisites	

II.   **Course Objectives**

C -1: Ethics of scientific dialogue;
C - 2: Interpersonal communication in various social groups;
C - 3: Skill and responsibility in organizing and managing human resources;

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	describes the importance of ethical principles in scientific research and ethical and legal conditions in the field of research activities, including the principles of entrepreneurial activities in the application of the anthropological significance of the "Good Life" principle;	K_W06
SKILLS		
U_01	communicates with specialists from various	K_U06

	anthropological areas and with other target groups, using various languages, techniques and communication channels;	
U_02	can listen, speak, arguing carefully, uses language and terminology that is both specialized and relevant to the target group;	K_U06
U_03	perfects interpersonal and intercultural communication skills; undertakes intermediary activities between individuals and groups from various social or cultural environments;	K_U07
SOCIAL COMPETENCIES		
K_01	inspires, organizes and manages the activities of others;	K_K11

IV.   Course Content

Ethics of scientific dialogue; the ethical principles of scientific and ethical research; the rules of scientific dialogue; the anthropological principle of "Good Life";
Interpersonal communication in various social groups; starting technique to establish communication with various people and groups of people using various techniques of interpersonal communication; starting technique listen, speak and argue among various social groups;
Skill and responsibility in organizing and managing human resources; introducing to literacy inspire, organize and manage the activities of other people and groups of various social and cultural environments;

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_01	Conversation lecture	Written test	Passing card
SKILLS			
U_01	Work under the guidance	Multimedia presentation	Presentation file
U_02	Discussion	Observation	Passing card
U_03	Teamwork	Observation	Documentation of the effects of teamwork
SOCIAL COMPETENCIES			
K_01	Practical exercises	Observation	Documentation of exercises

VI.   Grading criteria, weighting factors …

The student knows the ethical principles of scientific and ethical research; Can list the rules of scientific dialogue; can discuss the anthropological principle of "Good Life"; The student is able to establish communication with various people and groups of people using various

techniques of interpersonal communication; The student can listen, speak and argue among various social groups; The student is able to inspire, organize and manage the activities of other people and groups of various social and cultural environments; Integration of didactic and educational interactions;

Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**15**
Number of hours of individual student work	**0**

VII. Literature

Basic literature
John Paul II, Encyclical Letter *Veritatis Splendor*, Vatican, 6 August 1993; idem. Encyclical Letter *Evangelium vitae,* Vatican, 25 March1995; idem. Encyclical Letter *Fides et Ratio*, Vatican, 4 September 1998; John Paul II. *Springtime of evangelization. The complete texts of the Holy Father's 1998 ad Limina addresses to the Bishops of the United States*. Ed. Th. D. Williams. San Francisco 1999; Bartnik Cz. S.: *Studies in personalist system*. Lublin: Wydawnictwo KUL 2007; Mortensen J. N. *The Common Good. An Introduction to Personalism*. Frederiksvaerk: Boedal Publishing 2014; Goliszek P. T.: *Personalistic concept of moral formation*. „Roczniki Teologiczne" 67:2020 z. 11 s. 79-93; Gacka B. *The personalism od Edith Stein and European Personalism*. Wrocław: Towarzystwo im. Edyty Stein 2017.

Additional literature
Hayes E. J., Hayes P. J., Drummey J. J.: *Catholicism and society*, Norwood, MA: C.R. Publications 1997; Manello M. P.: *Evangelising for the Third Millenium. The Maynooth Conference on the New Catechism, Veritas*. Dublin 1997; Goliszek P. T.: *Dialog medium wychowania*. in: *Człowiek – kultura – rodzina a Internet*. ed. R. Podpora. Lublin: Gaudium 2007 s. 111 –127; Parker Malaka, Alfaro Pablo. *Education during the COVID-19 pandemic. Access, inclusion and psychosocial support*. Santiago: United Nations 2022.

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   **General Information**

Course name	Broker in health environment
Programme	Applied Anthropology
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	BA
Form of studies (full-time, part-time)	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	MA Sociology, PhD Health Sciences Kinga Zdunek

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
classes	30	III	2

Course pre-requisites	All students need to verify English language proficiency (minimum B2 level)

II.   **Course Objectives**

1.	Students will acquire knowledge of current problems related to brokering in health environment in anthropology
2.	Students will acquire skills that will enable an analytical view of contemporary problems related to brokering in health environment in anthropology
3.	Students will acquire competences enabling creative and active solving of problems related to brokering in health environment in anthropology

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
K_W06	understands the importance of health issues in anthropologist work and describes theoretical and practical concepts of the contemporary problems related to brokering in health environment	K_W06
SKILLS		
K_U18	integrates various approaches and concepts in order to be able to identify the determinants of various threats in health environment in anthropologist work	K_U18
SOCIAL COMPETENCIES		

| K_K09 | manages knowledge and skills to meet immediate needs for the highest efficiency in problem solving and presents a creative attitude in determining priorities for the implementation of a given task | K_K09 |

IV.   Course Content

The course content is going to be divided into three parts.
1. **Discussion on the contemporary problems related to brokering in health environment in anthropology**
   Students will take part in weekly analysis of contemporary problems related to brokering in health environment in anthropology. After presentation of the weekly report the discussion on the current issues will be initiated.
2. **Theory & Practice of health brokering for anthropologists. Work with text and discussion**
   Students are going to read every week the text provided by the teacher. During the class the text will be discussed. The texts are going to explain basic processes in brokering in health environment and will stress the main problems in various health environments.
3. **Broker in health environment in action for anthropologists**
   Students are going to prepare the anthropological strategy which will aim to plan actions in the health environment from the broker perspective. Every week students are going to work in groups in order to plan brokering actions in specific environment.
   The main topics of the projects and the target groups are going to be defined based on the professional interest of students.

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
K_W06	Work with text	Written test	Written test
SKILLS			
K_U18	Project based learning	Strategy draft	Rating card
SOCIAL COMPETENCIES			
K_K09	Project based learning	Strategy draft	Rating card

VI.   Grading criteria, weighting factors

Components of the final grade:
1. Test composed of 20 questions. The score obtained during the test constitutes 50% of the final score. To pass the test, student must exceed the threshold of 60% of points.
2. Proposal of the brokering strategy. The score obtained for the proposal of the strategy constitutes 50% of the final score. To pass the test, student must exceed the threshold of 60% of points.
3. Additional bonus points will be added to the final scoring for the active participation in discussion. Student can obtain up to 3 additional points.
4. Final scoring
   a. 100,00 %   92,00 %   5,0
   b. 91,99 %   84,00 %   4,5

c.	83,99 %	76,00 %	4,0
d.	75,99 %	68,00 %	3,5
e.	67,99 %	60,00 %	3,0
f.	59,99 %	0,00 %	2,0

VII.   Student workload

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

VIII.   Literature

Basic literature
Willson F., Mabhala M, Key Concepts in Public Health, Sage, London 2009
Additional literature
Sources avaliavle at Internet: • https://www.bbc.co.uk/news/health, https://elpais.com/noticias/salud/, https://www.who.int/ and others depending on the linguistic abilities of students   • https://www.who.int/health-topics/   • https://www.who.int/

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   **General Information**

Course name	Business and charity attitudes – case studies
Programme	Applied anthropology
Level of studies	I
Form of studies	Full-time
Discipline	Management and quality sciences
Language of instruction	English

Course coordinator/person responsible	Bogusław Żero

Type of class	Number of teaching hours	Semester	ECTS Points
Tutorial	30	VI	5

Course pre-requisites	None

II.   **Course Objectives**

C1. To familiarise students with basic definitions and concepts of business and charity works in the multicultural context and globalisation.
C2. To examine business and charity attitudes in Poland (Europe) and in the developing world of Africa by the case studies taken from the contemporary events and form the experience of participants.
C3. To identify elements that would create a balanced model of development where business goes hand in hand with charity. To learn basic skills helpful in the development and charity work. Finding cultural and social elements that boost or hinder development.

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

Symbol	Description of course learning outcome	Reference to programme learning

		outcome
KNOWLEDGE		
W_01	In relation to anthropology knowledge of different development theories and policies, the influence of multicultural interactions on the development	K_W01
W_02	Comparing of the work experience in the business and charity organisations in the developing and developed world.	K_W05
W_03	Rules and guidelines necessary for the community work in the developing world in the field of anthropology. Finding a balance between business and charity approach	K_W07
SKILLS		
U_01	Student selects, develops, presents and interprets research results, draws conclusions on the chosen problem	K_U04
SOCIAL COMPETENCIES		
K_01	Assessment of the influence of multicultural interactions on the business and charity work. Ability to point out elements necessary for the sustained development.	K_K08

IV.   Course Content

Through the case studies taken from the participants experience coming to the sustained development model that can strike a balance between charity and business approach.

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Textual analysis	Test of practical skills	Evaluated written paper
W_02	Project based learning	Presentation	Written Paper
W_03	Brainstorming discussion group	Preparation of the project	Observation report
SKILLS			
U_01	Case study	Observation	Evaluation card
SOCIAL COMPETENCIES			

K_01	Discussion	Observation	Group work and evaluation card

VI.   Grading criteria, weighting factors …

The final grade consists of:

1. Active participation 30 %
2. Presentation of case study 40 %
3. Written report from the case study 30 %

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**120**

VIII.   Literature

Basic literature
Frances, N., Cuskelly M., *The end of charity time for social enterprise*, Crows Nest, N.S.W. : Allen & Unwin 2008.   Goldman, B. M., Shapiro, D. L., *The Psychology of Negotiations in the 21st Century Workplace: New Challenges and New Solutions*, London: Routledge; 2012.
Additional literature
Books: Sembene D., IMF Working Paper. Poverty, Growth, and Inequality in Sub-Saharan Africa: Did the Walk Match the Talk under the PRSP Approach?, International Monetary Fund, Washington, DC 2015, https://www.imf.org/external/pubs/ft/wp/2015/wp15122.pdf (access on 25 IX 2021).   Klaits F., *The Request and the Gift in Religious and Humanitarian Endeavors*, Cham 2017.   Shivji I., Silences in NGO discourse, Pambazuka Press, Nairobi 2007, https://www.oozebap.org/biblio/pdf/2011/shivji_forweb.pdf (access on 25 IX 2021).   United Nations. Department of Economic and Social Affair. World social report 2020. Inequality in a rapidly changing world, https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/02/World-

Social-Report2020-FullReport.pdf (access on 25 IX 2021).

Articles:

Mastromatteo G., Russo, F. F., Inequality and Charity, World development, 2017, Vol.96, p. 136-144.

Social-Report2020-FullReport.pdf (access on 25 IX 2021).

Articles:

Mastromatteo G., Russo, F. F., Inequality and Charity, World development, 2017, Vol.96, p. 136-144.

COURSE SYLLABUS

I.   General Information

Course name	Communication and negotiations
Programme	Applied anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Social Communication Studies and Media Studies
Language of instruction	English

Course coordinator/person responsible	

Type of class	Number of teaching hours	Semester	ECTS Points
Tutorial	30	V	5

Course pre-requisites	None

II.   Course Objectives

C1. To familiarize students with basic concepts of communication and technics of negotiations in the context of multiculturality so that they can be applied to the chosen cases coming from the experience of the course participants.
C2. To acquire skills of effective communication and negotiations in the situation of conflicts on the base of reflection on the chosen contemporary examples influenced by interculturality
C3. Understanding the role of the language and symbols in effective communication favouring conflict resolution, peace-making and social trust building.

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student discusses the current state of civilization in many aspects; esp. social, political and religious conflicts, humanitarian crises	K_W05
SKILLS		
U_01	Student has developed interpersonal and intercultural communication skills; undertakes intermediary activities between various social or cultural individuals and groups	K_U7
U_02	Student has developed skills in interpersonal and intercultural communication; recognizes social problems and mitigates social conflicts	K_U14
U_03	Communicates the results of research and activities to specialists from a wide area of sciences related to anthropology, corresponding to current situations	K_U17
SOCIAL COMPETENCIES		
K_01	participates in public debates, can adapt the information transfer to the different recipients	K_K07

IV. **Course Content**

Theory and definitions of communication in the process of negotiation. Methods of negotiations in the conflict situations. Data collection and analyse of chosen conflicts.

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

Symbol	Didactic methods	Forms of assessment	Documentation type
SKILLS			
W_01	Disscusion	observation	Observation report
U_01	Textual analysis	Paper	Evaluated written paper
U_02	Brainstorming discussion group	Preparation of the project	Observation report
U_03	Field Observation	Presentation	Observation report
K_01	Disscusion	Observation	Observation report

VI. **Grading criteria, weighting factors …**

1. Active participation in classes 30%
2. Presentation of the chosen case study concerning communication and negotiations 40 %
3. Submitted paper with the case study concerning communication and negotiations 30%

VII. **Student workload**

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**120**

VIII. **Literature**

Basic literature
Stadler S., *Conflict, Culture and Communication*, Routledge: London and New York 2020. Varner I., Beamer L., *Intercultural Communication in the Global Workplace*, McGraw-Hill Irwin: New York 2005 (3rd ed.).
Additional literature
Blok V., Look who's talking: responsible innovation, the paradox of dialogue and the voice of the other in communication and negotiation processes, "Journal of responsible innovation", 2014, vol.1, nr 2, pp. 171-190. Błeszyńska, K. M., Intercultural communication as negotiation of reality, "Pogranicze (Białystok)", 2013, vol. 21, pp. 107-119. Çiftçi, E. Y., Karaman, A. C., 'I do not have to love them, I am just interested in their language' : preparation for a study abroad period and the negotiation(s) of intercultural competence, "Language and intercultural communication", 2018, vol.18, nr 6, pp. 595-612. Donohue (ed.) W. A., Rogan R. G., Kaufman S., *Framing Matters. Perspectives on Negotiation Research and Practice in Communication*, Peter Lang: New York 2011. Gamble T. K., Gamble M., *Communication Works*, Random House: New York 1987 (2nd ed.). Ivanovski I., Gruevski D., Usage of Virtual Communication Tools in Business Communication and Negotiation – A Factor of Increased Efficiency, "TEM Journal", 2014, vol.3, nr 2, p.167-174. Bibliography in Polish:

Wilczyńska W., Mackiewicz M., Krajka J., *Komunikacja Interkulturowa. Wprowadzenie*, WydawnictwoNaukowe UAM: Poznań 2019.

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

> I. **General Information**

Course name	Defense practices (workshop)
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Social Communication Studies and Media Studies
Language of instruction	English

Course coordinator/person responsible	dr Pablo de la Fuente de Pablo

Type of class	Number of teaching hours	Semester	ECTS Points
workshops	30	IV	1

Course pre-requisites	None

> II. **Course Objectives**

1.- Provide capabilities to the student as CIMIC officer. A Civil-Military Cooperation Officer is the closest military employment to a civil anthropologist. Increasingly, the CIMIC officers are reserve officers whom theirs civil professions are useful for this kind of service.
2.- Develop the knowledge, the skills and social competencies described in the point III.

> III. **Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	discusses the current state of civilization in many aspects; this knowledge covers the area of the hottest outbreaks of social, political and religious conflicts, humanitarian crises, with a special emphasis on knowledge of global institutions and remedial methods	K_W05
W_02	knows the legal and organizational norms and rules governing the institutions supervising activities in the field of anthropology	K_W07
SKILLS		
U_01	perfects interpersonal and intercultural communication skills; undertakes intermediary activities between individuals and groups from various social or cultural environments	K_U07
U_02	has developed skills in interpersonal and intercultural communication; recognizes social problems, designs activities and	K_U14

	prepares the environment for communicative purposes, mitigating social conflicts, leading to settlement	
U_03	independently plans and implements expanding their knowledge and developing professional skills, using various sources of information (in English, native and foreign) and modern technologies (ICT)	K_U21
SOCIAL COMPETENCIES		
K_01	coordinates the process of acquiring knowledge, continuous education, improving competences, acquiring new, flexible skills, enriching knowledge required in research situations and the work of an anthropologist involved in intercultural social activities	K_K01
K_02	creatively uses acquired knowledge and skills to solve theoretical and practical problems of the community in which the anthropologist works, in justified cases he consults experts	K_K04
K_03	actively participates in discussions and social activities in the intercultural context, in personnel crisis in the work environment	K_K05
K_04	diagnoses and inspires the need for pro-social activities, especially in the intercultural context, promotes scientific knowledge in the contexts of various cultures and communities, especially groups excluded for social, political or economic reasons	K_K08
K_05	manages knowledge and skills to meet immediate needs for the highest efficiency in problem solving	K_K09

IV. Course Content

The main target of this course is to form an anthropologist as his closest military version: a CIMIC officer. The goal of this course is form teams for a hypothetic deployment in a future scenario as peacekeepers under UN or NATO command. This hypothetic scenario will be chosen by the professor depending on the previous skills of the team of students and the geopolitical situation in this moment. The students will form teams of 2 or 3 members in order to elaborate:
   a) An Area Handbook previously to the deployment of the peacekeepers forces; or
   b) A project of civil cooperation implemented by the military forces in its area; or
   c) A project of liaison with NGO's acting in the zone.

V. Grading criteria, weighting factors …

The final mark of the student depends on two points:
- The quality of his final work.
- The behaviour and his collaborative attitude during the classes.

VI. Student workload

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

VII. Literature

Basic literature
NATO CIMIC Handbook. The Hague : Civil-Military Cooperation Centre of Excellence, 2020

Additional literature
Additional literature will be provided depending on the subject of study of every team of students

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I. General Information

Course name	Dialogue and Support
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Social Communication Studies and Media Studies
Language of instruction	English

Course coordinator/person responsible	Ewa Pankiewicz

Type of class	Number of te-aching hours	Semester	ECTS Points
workshops	15	IV	1

Course pre-requisites	None

II. Course Objectives

C1. To develop social skills useful in teamwork and functioning in a multicultural environment.
C2. To identify the needs of the local environment.
C3. To familiarise students with project management cycle and project method.

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	discusses the current state of civilization in many aspects; this knowledge covers the area of the hottest outbreaks of social, political and religious conflicts, humanitarian crises, with a special emphasis on knowledge of global institutions and remedial methods	W_05
SKILLS		
U_01	has developed skills in interpersonal and intercultural communication; recognizes social problems, designs activities and prepares the environment for communicative purposes, mitigating social conflicts, leading to settlement	K_U14
SOCIAL COMPETENCIES		
K_01	actively participates in discussions and social activities in the	K_K05

	intercultural context, in personnel crisis in the work environment	
K_02	inspires, organizes and manages the activities of others	K_K11

IV. Course Content

Value hierarchy. Group and team roles. Group processes. Characteristics of a good leader. Communication in teamwork. Creativity. Assertiveness. Stress coping strategies. Effective time management. Elements of developmental psychology. Conflict dissolving. Project Management Cycle (PMC), project method.

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Discussion	Observation	Protocol
SKILLS			
U_01	Group work	Observation	Protocol
SOCIAL COMPETENCIES			
K_01	Project-based learning	Observation	Protocol

VI. Grading criteria, weighting factors …

1. Active participation in classes 30%
2. Application of project management standards (project planning) 70%

VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	15
Number of hours of individual student work	15

VIII. Literature

Basic literature
Stewart S., Capabilities and Human Development: Beyond the individual—the critical role of social institutions and social competencies, New York 2013. Papadimitrov R., Nikolovski I., Handbook for EU project design and Project Cicle Management, Skopje 2017.
Additional literature
Halle C., Mareschal S., Project Cicle Management in Emergencies and Humanitarian Crisises Handbook, 2018. Simone Rychen D., Hersh Salganik L., Key Competencies for a successful life and well-functioning society, 2003.

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   **General Information**

Course name	English language: writing legal documents and customs of immigration
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Social Communication Studies and media Studies
Language of instruction	English

Course coordinator/person responsible	Dr Tomasz Sieniow

Type of class	Number of teaching hours	Semester	ECTS Points
classes	30	IV	2

Course pre-requisites	None

II.   **Course Objectives**

The aim of this course is to introduce students to the legal terminology used in the field of migration regulation and to present to them the organizational framework of the institutions overseeing and controlling the migration flows.

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student knows the legal and organizational norms and rules governing the institutions supervising activities in the field of migration.	K_W07
SKILLS		
U_01	Student translates and completes basic legal forms in the field of immigration law (using English and the necessary language of the local community).	K_U11
Competences		
K_01	Student actively participates in discussions and social activities involving integration of migrants.	K_K05

IV.   **Course Content**

1: Introduction

2. Exodus article from the "Statesman", Paul Collier, Facts and Myths about Migration – Prof. Hein de Haas lecture

3. International Institutions: IOM, UNHCR, ICMPD, EASO, FRA, FRONEX, DG HOME and MIGRATION, European Courts
4. Geneva convention principles
5. Migration in Europe statistics (EASO yearly Asylum report and EuroSTAT data)
6. Competence of EU to regulate Immigration and Asylum Policy – Treaty on the Functioning of the EU
7. Area of Freedom Security and Justice – The position of the Third Country National
8. Provisions of the Charter of the Fundamental Rights and the European Convention for the Protection of Human Rights applicable to foreigners
9. Filling out Application for International Protection (asylum or subsidiary protection)
10. Filling out Application for International Protection (asylum or subsidiary protection) – continued
11. Application for the Long Term resident of the European Union
12. Application for the Residence Permit
13. Application for Assisted Voluntary Return (IOM)
14. Visa application forms (Short, long-term, Schengen, etc)
15: Wrap-up class

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Socratic lecture, seminar discussion, problem based learning	Participation in the in-class discussion, written open ended question test	Written works / Chart of evaluation
SKILLS			
U_01	Text analysis and practical excercises	Written application form submitted	Written works / Chart of evaluation

VI.   **Grading criteria, weighting factors …**

Student's final grade will depend on three factors:

50% - final written test **concerning use of migration glossary**
20% - filling out in English asylum application form stating reasons for applying for international protection
30% - Weekly class participation (student will get 1% for every attendance in the workshop +1% for active input into discussion)

Grading system:

Less than 51% - Fail (2,0)

51-57% – Satisfactory (3,0)

58-64% - Satisfactory plus (3,5)

65—72 % - Good (4,0)

73-79% - Good Plus (4,5)

80-100% - Very Good (5,0)

VII.   **Student workload**

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

VIII.   **Literature**

Basic literature
FRA and ECtHR, Handbook on European law relating to asylum, borders and immigration, 2014, available at https://fra.europa.eu/node/6768
European Commission's DG Migration and Home Affairs Website content
Additional literature
Materials distributed during the semester.

Course Syllabus

Course from study programme for the cycle: 2023/2024

    I.   **General Information**

Course name	Entrepreneurship
Programme	applied anthropology
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	BA
Form of studies (full-time, part-time)	full-time
Discipline	philosophy
Language of instruction	English

Course coordinator/person responsible	Paweł Kawalec

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
workshops	15	I	1

Course pre-requisites	Knowledge of the English language at the communicative level (A2). Understanding basic concepts related to labor. Ability to define needs related to the labor market. Willingness to learn. For students of applied anthropology only.

    II.   **Course Objectives**

1. To familiarize students with the basic concepts of entrepreneurship and economic anthropology (e.g. demand-supply, entrepreneurial attitude, anthropology of organization and business, labor, job market, business ethics).
2. Development of entrepreneurial skills in humanitarian aid.
3. Shaping attitudes and habits related to educational, social and humanitarian aid processes.

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Presents selected concepts and conceptions in the field of entrepreneurship and economic anthropology, job market, team work and project management in the field of humanitarian and social projects as well as the psychology of stress.	Un_P_W_01
W_02	Has basic knowledge on economic activity, business planning and accounting.	Un_P_W_02
SKILLS		
U_01	Is able to plan professional career in the fields of applied anthropology using knowledge on economic assets and job market and to adapt it to specific situations of humanitarian and professional aid.	Un_P_U_01
U_02	Interpersonal and intragroup communication in multicultural context of organizational activities.	Un_P_U_02
SOCIAL COMPETENCIES		
K_01	Demonstrates commitment to the implementation of organizational tasks, including individual and team.	Un_P_K_01
K_02	Networking by setting individual and group contacts.	Un_P_K_01

IV. **Course Content**

1. Economic markets
2. Job search in applied anthropology: source and barriers
3. Business project part 1. Vision, mission and strategy (design thinking)
4. Business project part. 2. Market analysis: micro- and macroeconomic conditions, legal and administrative, demographic, socio-cultural and technological administrative programs.
5. Business project part. 3. Consulting in the scope of the product / service reaching the needs and needs of the market, definition of market positioning, basics of the strategy.
6. Business project part. 4. Planning social entrepreneurship: setting up a business and the basics of management.
7. Completion of the final project (presentations of business projects)

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

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
Un_P_W_01	Case study	Presentation	Observation report
Un_P_W_02	Case study	Presentation	Observation report
SKILLS			
Un_P_U_01	PBL	Report	Report

Un_P_U_02	Team work	Observation	Team work report
SOCIAL COMPETENCIES			
Un_P_K_01	Project method	Preparation of the project	Project rating card
Un_P_K_02	Project method	Preparation of the project	Project rating card

VI.   Grading criteria, weighting factors.....

The final grade consists of accumulation by students of the appropriate number of points for:

1. Active participation in classes (25%)

2. Performing specific tasks set by the lecturer on

various stages of the implementation of the program of activities (including tests and colloquia checking knowledge) (25%)

3. Implementation of a business project (50%)

Criteria for assessing the achieved learning outcomes

Accumulation of the appropriate number of points in 3 ranges:

1. Active participation: 0-100 points, passing from 50 points.

2. Performing tasks commissioned during the program implementation: 0-100 points,

Passing from 50 points.

3. Implementation of a business project: 0-100 points. Passing from 70 points.

Total minimum number of points required to pass the course: 170

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**15**
Number of hours of individual student work	**15**

VIII.   Literature

Basic literature
Armstrong G., Kotler P. (2018). *Marketing. Wprowadzenie.* Gab Cardona P., Rey C. (2009). *Zarządzanie poprzez misje*. Oficyna Cieślik J. (2010). *Przedsiębiorczość dla ambitnych. Jak uruchomić własny biznes*. [wersja online]. Wydawnictwo Akademickie i Profesjonalne <http://nowybiznes.edu.pl> Gierszewska G., Romanowska M. (2017). *Analiza strategiczna przedsiębiorstwa*. PWE Harrington-Mackin D. (2011). *Budowanie zespołu: zestaw narzędzi*. Rebis Ingle B.R. (2015). *Design thinking dla przedsiębiorców i małych firm. Potęga myślenia projektowego w codziennej pracy*. HELION Kotlorz D. (red.) (2011). *Współczesny rynek pracy. Wybrane problemy.* Wydawnictwo Uniwersytetu Ekonomicznego w Katowicach

Koźmiński A.K., Piotrowski W. (2018). *Zarządzanie. Teoria i praktyka.* PWN

Kryńska E., Kwiatkowski E. (2013). *Podstawy wiedzy o rynku pracy*. Wydawnictwo Uniwersytetu Łódzkiego

Niermeyer R. (2009). *Umiejętności osobiste. Kadry, płace i BHP*. BECK

Pogorzelski J. (2009). *Pozycjonowanie produktu.* PWE

Pujer K. (red) (2016). *Rynek pracy w Polsce – szanse i zagrożenia*. Exante

Raport: *Młodzi na rynku pracy. Jak jej szukają? Gdzie ją znajdują?*, [online], Absolvent.pl, Warszawa, <https://swresearch.pl/pdf/raport_mlodzi_o_rynku_oracy_SWR.pdf>

Wojewódzki Urząd Pracy w Lublinie (2017). *7 dni poszukiwania pracy. Poradnik,* [online] <https://www.kul.pl/files/971/7_dni_poszukiwania_pracy.pdf >

Wojewódzki Urząd Pracy w Warszawie (2016). *Rodzaje umów przy podejmowaniu zatrudnienia*. Wojewódzki Urząd Pracy w Warszawie <https://wupwarszawa.praca.gov.pl/documents/47726/695264/ABC%20um%C3%B3w%20o %20prac%C4%99/516aac3d-131c-4972-8b3b-35756a406549?t=1426760452000

Additional literature

Dweck, C. (2017). Nowa psychologia sukcesu. Wydawnictwo: Muza.

Godlewska-Majkowska, H. (red.) (2009). Przedsiębiorczość: jak założyć i prowadzić własną firmę. Wydawnictwo: SGH.

Lisowska R., Ropęga J. (2016). Przedsiębiorczość i zarządzanie w małej i średniej firmie. Wydawnictwo Uniwersytetu Łódzkiego.

Lubrańska A. (2017). Psychologia pracy - Podstawowe pojęcia i zagadnienia. Wydawnictwo: Difin.

Rudkin Ingle, B. (2015). Design thinking dla przedsiębiorców i małych firm. Potęga myślenia projektowego w codziennej pracy. Wydawnictwo: Helion.

Skrzypek, J. (2014). Biznesplan w 10 krokach. Wydawnictwo Poltext.

Strycharczyk D., Clough P. (2017). Odporność psychiczna - Strategie i narzędzia rozwoju. Wydawnictwo GWP.

Tokarski, A., Tokarski M., Wójcik J. (2017). Jak solidnie przygotować profesjonalny biznesplan. Wydawnictwo: CeDeWu.

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I. **General Information**

Course name	Ethics
Programme	Applied Anthropology
Level of studies	BA
Form of studies	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	prof. dr hab. Jan Kłos

Type of class	Number of teaching hours	Semester	ECTS Points
lecture	30	III	2

Course pre-requisites	None

II. **Course Objectives**

C1 – the first aim is to offer an analysis of the main trends in contemporary ethics
C2 – the second aim is to provide students with skills necessary for a critical way of thinking
C3 – the third aim is to show how moral reflection is important in our daily and public life.

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	the student knows and understands, in general, the role of ethical reflection in developing social life, knows the philosophical foundations governing the institutions supervising activities in the field of anthropology	K_W06, K_W01, K_W07
SKILLS		
U_01	the student can use the basic theoretical concepts, research paradigms and notions that are the most appropriate for studying a particular discipline in the arts within the most typical professional situations	K_U01, K_U04
SOCIAL COMPETENCIES		
K_01	the student is able to analyse moral problems, and is able to formulate own well-argued view; applies the basic principles of research work ethics as a committed anthropologist, draws conclusions from negative practices, improves incorrect decisions and projects, applies "best practices" in the field of anthropology, also as a discipline whose research has a special nature of social application	K_K04, K_K12
K_02	the student is aware of the role of critical ethical discussion in establishing good society	K_K04

IV. **Course Content**

Ethics as philosophical studies over morality. Structure of human action. Moral theory, its methods, aims, features. Consequential and deontological argumentation in ethics (Kantian and utilitarian ethics). Contemporary virtue ethics and ethical personalism. Some issues in applied ethics, e.g moral problem of abortion, in vitro, euthanasia (bioethics), the problem of death penalty (social ethics) etc.

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	conventional lecture	exam	examination card
SKILLS			
U_01	Text analysis	written work	Written work
U_02	Text analysis	test	test
SOCIAL COMPETENCIES			
K_01	discussion	observation	evaluation card
K_02			

VI. **Grading criteria, weighting factors …**

Lecture: exam 100%

Fail

(W) – the student does not have a basic knowledge of discussed moral issues

(U) – the student is not able to offer any conceptual solution for the discussed moral problem

(K) – the student is not engaged in the process of acquiring the knowledge

Pass

(W) – the student gained general but limited knowledge on the main topics of the lecture

(U) – the student barely can formulate some solution for the discussed moral problem

(K) – the student attends the lecture but is not interested in discussed problems

Merit

(W) – the student has gained a good knowledge of the moral issues presented in lecture

(U) – the student is able easily to present gained knowledge

(K) – the student is active in the lecture and is willing to broaden his knowledge

Distinction

(W) – the student has systematized and wide knowledge on the main topics presented in lecture

(U) – the student is able to present gained knowledge and formulate his own argumentation

(K) – the student is active and takes an initiative with broadening his knowledge

VII. **Student workload**

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

VIII. **Literature**

Basic literature

H. LaFolette, Oxford Handbook of Practical Ethics, Oxford 2005.
M. Baron, Ph.Pettit, M.A. Slote, Three Methods of Ethics, Blackwell 1997.
R. Shafer-Landau, The Fundamentals of Ethics, Oxford University Press, New York – Oxford 2010
Additional literature
R. Shafer-Landau (ed.), The Ethical Life. Fundamental Readings in Ethics and Moral Problems, Oxford University Press, New York – Oxford 2012.

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   **General Information**

Course name	Ethnography and Anthropology
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Culture and Religion Studies
Language of instruction	English

Course coordinator/person responsible	
	Ks. dr hab. Andrzej Pietrzak prof. KUL

Type of class	Number of teaching hours	Semester	ECTS Points
classes	30	II	1

Course pre-requisites	-

II.   **Course Objectives**

C1 Improvement of basic anthropological knowledge
C2 Improvement of self-perception and social skills using ethnographic and anthropological knowledge
C3 Improvement of communication in individual and collective intercultural contacts, intercultural conflicts and personal development

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
K_W_01	situates anthropology in relation to the sciences and understands the specific and methodological specificity of anthropology, taking into account the integrated nature of applied anthropology	K_W01
K_W_02	has ordered basic knowledge of basic disciplines for anthropology	K_W03
SKILLS		
K_U_01	selects the appropriate methods; uses the methodology of humanities and social sciences, including collects ethnographic and sociological data, translates oral and written statements	K_U03
SOCIAL COMPETENCIES		
K_K_01	takes care of maintaining methodological standards in research, openness and sensitivity to problems in the field of human and social sciences and making independent attempts to develop them	K_K02

IV. **Course Content**

1) Anthropology as a science
Socio-cultural anthropology: holistic perspective, comparativeism and cultural relativism.
3. Emic vs. etic approach in research
4. Ethnographic research methods.
5 The stages of research.
6 Problems in research: stereotypes, selection of informants and defining the role of the researcher (missionary, government official or anthropologist).
7. Research as a ritual of coming for an anthropologist/ethnographer.
8) Ethics and anthropology based on the "Code of Ethics (A Code of Ethics) developed by AAA.
9 The concept, dimensions and symptoms of cultural shock.
10. Paradigms in the study of culture.
11. Selected problems of anthropology and ethnography.
12. Myth, magic and religion.

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
K_W_01	Text-based activity	Observation	Protocol
K_W_02	Debate	Observation	Protocol
SKILLS			
K_U_01	Text analysis	Observation	Protocol
SOCIAL COMPETENCIES			
K_K_01	Brainstorming	Observation	Protocol

VI. **Grading criteria**

Insufficient

(W) - The student does not know the basic content of the discussed issues;

(U) - The student is not able to apply basic knowledge in the debate;

(K) - The student is not able to describe the basic principles of ethnography and anthropology;

Sufficient

(W) - The student knows selected concepts, theories and interpretations discussed during the class;

(U) - The student is able to apply selected elements of knowledge in the discussion;

(K) - The student understands the need for a multidimensional view of the culture issues;

Good

(W)- The student knows most of the concepts, theories and interpretations discussed in class;

(U)- The student is able to use most of the concepts, theories and interpretations discussed during the class;

(K)- The student understands well the need for a multidimensional view of man, society, culture and religion;

Very good

(W)- The student knows all the content discussed in class;

(U)- The student is able to apply all the knowledge gained during the class;

(K)- The student understands very well the need for a multidimensional view of man, society, culture and religion.

The final grade is made up of grades of engagement in class (60%) and project reviews (40%).

VII. **Student workload**

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

VIII. **Literature**

Basic literature
Ember C. R., Ember M. Cultural Anthropology, Upper Saddle River 2004. Peoples J., Bailey G. Humanity. An Introduction to Cultural Anthopology. 2nd ed. New York 1991.
Additional literature
Kottak C. Ph. Cultural Anthropology. New York 1994. Schultz E. A., Lavenda R. H. Cultural Anthropology. A Perspective on the Human Condition, New York 1990.

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   General Information

Course name	First Aid (in conditions of international threats and disasters)
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Health sciences
Language of instruction	English

Course coordinator/person responsible	

Type of class	Number of teaching hours	Semester	ECTS Points
workshops	30	3	2

Course pre-requisites	none

II.   Course Objectives

C1. Knowledge and understanding of the principles of first aid and resuscitation algorithms in the field of basic life support (BLS)
C2. Rules of medical examination of victims condition & consciousness evaluation under the circumstances of disaster
C3. Transport accidents. Procedures at the scene of accident
C4. Trauma examination
C5. Respiratory protection
C6. Putting victims into suitable rescue position
C7. Rules for improvised transport and evacuation.
C8. Improvisation in first aid and elements of survival techniques, environmental threats.
C9. Introduction to disaster medicine; stages and organization scheme of a rescue action.

C1. Provides safety for themselves, fellow team members and victims

C2. Medical examination of victims condition & consciousness evaluation under the circumstances of disaster

C3. Adult CPR (Cardio pulmonary resuscitation) Child and infant CPR. Cardiac arrest. AED (automated external defibrillator).

C4. Dealing with trauma victims e.g. evacuation and transport of the wounded and sick.

C5. Puts causality in a rescue position depending on bodily injury and immediate danger to life. Recovery position.

C6. Wounds and bleeding - pre-hospital management and treatment.

C7. Dressing various parts of the body.

C8. First aid for fractures and sprains.

C9. Conducts medical segregation (triage) Evacuate victims to point of medical aid with improvised transport equipment and methods.

C1. Co-operation with other team members; plays different roles in team

C2. Readiness to predict and consider the factors influencing own and patients' reactions.

C3. Readiness to consult the experts in case of difficulties with finding the solutions independently

C4. Readiness to bear responsibility for the professional duties.

C5. Readiness to respecting the patients' rights.

C6. Developing decision-making skills in difficult situations stress overload with limited resources.

C7. Providing help in difficult field conditions, day and night, and in conditions of considerable physical and mental strain.

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	discusses the current state of civilization in many aspects; this knowledge covers the area of the hottest outbreaks of social, political and religious conflicts, humanitarian crises, with a special emphasis on Knowledge and understanding of the principles of first aid and medical support.	K_W05
SKILLS		
U_01	plans and organizes targeted activities, implements them as a leader or active participant in the executive team of first aid providers.	K_U15
SOCIAL COMPETENCIES		
K_01	coordinates the process of acquiring knowledge, continuous education, improving competences, acquiring new, flexible skills, Shaping the attitude of sensitivity, conscientiousness, discipline, personal involvement during rescue operations in situations of direct threat to human life or health.	K_K01
K_02	creatively uses acquired knowledge and skills to solve theoretical and practical problems of the community in which the anthropologist works, in justified cases he consults experts.	K_K04

IV. Course Content

Selected aspects of first aid, travel/tropical medicine, based on the international guidelines, including the European Resuscitation Council and The Committee for Tactical Casualty Combat Care. The details of the subject include correct actions and behaviors in situations of threat to health or life during international crises and disasters. Practical aspects based solely on the knowledge necessary to work in conditions of increased risk following the safety, evacuation, and lifesaving principles. With particular emphasis on dealing with

trauma victims' care and medical evacuation.

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conversational lecture	Exam	Rated written text
SKILLS			
U_01	Case study	Observation	Group work evaluation card
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Group work evaluation card

I.   Grading criteria, weighting factors.....

The final grade consists of:

1. Active participation in classes 20%

2. Written exam 80%.

II.   Student workload

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

III.   Literature

Basic literature
1.   Textbook of Adult Emergency Medicine, Edition 5 Edited by Peter Cameron, MBBS, MD, FACEM, Mark Little, MBBS, FACEM, MPH&TM DTM&H IDHA, Biswadev Mitra, MBBS MHSM PhD FACEM and Conor Deasy, MB DCH Dip IMC Dip Tox FRCEM PhD Publication Date: 02 Aug 2019 2.   PHTLS 9E: Print PHTLS Prehosp Trauma Life Support 201 National Association of Emergency Medical Technicians (NAEMT) 3.   ITLS: International Trauma Life Support for Emergency Care Providers Miękka oprawa – 4 listopada 2019 by International Trauma Life Support 4.   IFRC. *Emergency appeal: Iran flood*. Geneva: International Federation of Red Cross and Red Crescent Societies; 2019.

Additional literature

1. https://deployedmedicine.com/content/40

2. https://books.allogy.com/web/tenant/8/books/b729b76a-1a34-4bf7-b76b-66bb2072b2a7/#idd73ab8ea-e0bd-489d-9f84-a743787595eb

3. Emergency and Trauma Care for Nurses and Paramedics, Edition 3 By Kate Curtis , RN, Grad-DipCritCare, MNurs , PhD, FCENA, Clair Ramsden , RN, GradCertCardiol, MHealthcareEthics, MHlthServMgt, Ramon Z. Shaban , RN, CICP-E, BSc(Med), BN, GradCertInfCon, PGDipPH&TM, MEd, MCommHealthPrac , PhD, FCENA, FACN, Margaret Fry , RN, NP, BSc(Nurs), MEd, PhD, FCENA and Julie Considine , RN, RM, GDipNurs(AcuteCare), GradCer-tHEd, MNurs, PhD, FACN, FCENA; 03 Sept 2019

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   **General Information**

Course name	Geography of world conflict: politics, religion, economy
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Social and Economic Geography and spatial management
Language of instruction	English

Course coordinator/person responsible	
	Aleksandra Kuczyńska-Zonik, dr

Type of class	Number of teaching hours	Semester	ECTS Points
tutorial	30	III	2

Course pre-requisites	None

II.   **Course Objectives**

To give a solid grounding of international wars and conflicts
To introduce the concepts, vocabulary, and theories of international wars and conflicts
To use these concepts and theories to analyze contemporary challenges related to different dimensions: political/ religious/economic wars

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	discusses the current state of civilization in conflict aspects; this knowledge covers the area of the hostile relations, social, political and religious conflicts, humanitarian crises, with a special emphasis on knowledge of global institutions and remedial methods	W_05
W_02	knows the legal and organizational norms and rules governing the institutions supervising activities in the field of conflict prevention	W_07
SKILLS		
U_01	has developed skills in interpersonal and intercultural communication; recognizes social problems, designs activities and prepares the environment for communicative purposes, mitigating social conflicts, leading to settlement	U_07
U_02	integrates various theoretical approaches and concepts, and related disciplines regarding war and conflicts in everyday life	U_18
SOCIAL COMPETENCIES		
K_01	creatively uses acquired knowledge and skills to solve theoretical and practical problems, react to a crisis properly	K_04
K_02	participates in public debates, adhering to the formal and substantive requirements of the discussion; can adapt the information transfer to the recipient	K_07
K_03	designs research activities and practical plans to adapt the theory of wars and conflict	K_10

IV.   Course Content

1. Security theory 2. Nature of threats 3. War and conflict – theories and definitions 4. What is war? Purposes and means of war 5. Types of war 5. Effect of war on society 6. Role of International Organizations 7-11. World conflicts: political, economic, ethnic, religious, environmental 12. Global conflict trends

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	A Conventional Lecture	An Exam	An Exam Form
W_02	A Conventional Lecture	An Exam	An Exam Form
SKILLS			
U_01	A Conventional Lecture	An Exam	An Exam Form
U_02	A Conventional Lecture	An Exam	An Exam Form
SOCIAL COMPETENCIES			
K_01	A Conventional Lecture	An Exam	An Exam Form
K_02	A Conventional Lecture	An Exam	An Exam Form

| K_03 | A Conventional Lecture | An Exam | An Exam Form |

VI.   Grading criteria, weighting factors.....

Activity during discussion: 40%

Oral exam: 60%

VII.   Student workload

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

VIII.   Literature

Basic literature
Buzan B., Little R., International systems University Press, 2010
Weaver O., Chapter 3, Securitization and desecuritization [in:] R.D. Lipschutz, On security, Columbia University Press 1995, p. 46-86
Th.S. Szayna, A. O'Mahony, J. Kavanagh, S. Watts, B. Frederick, T.C. Norlen, Ph. Voorhies, Conflict Trends and Conflict Drivers. An Empirical Assessment of Historical Conflict Patterns and Future Conflict, Rand, 2017
M. Gersovitz, N. Kriger, What is a Civil War? A Critical Review of its Definition and (Econometric) Consequences, „Research Observer" 2013, Volume 28, Issue 2, p. 159-190
Dobroczyński M., The United Nations Organization in new international conditions [in:] United Nations Organization and International Security System, ed. W. Michowicz, Łódź 2010, p. 11-30
Multan W., Problems in Implementation a UN conception of Security in Europe, [in:] United Nations Organization and International Security System, ed. W. Michowicz, Łódź 2010, p. 67-93
The Role of OSCE Missions and Other Field Activities in Managing Conflict [in:] Building Security in Post–Cold War Eurasia The OSCE and U.S. Foreign Policy, P. Terrence Hopmann, p. 15-40

Additional literature
Goldgeier J. , NATO's role in European Security - and Beyond [in:] European Security and the Future of Transatlantic Relations, R. Alcaro, E. Jones (eds.), p. 41-53
Laṭici T., European Deterrence Initiative: the transatlantic security guarantee, July 2018.
H.J. Brinkman, C.S. Hendrix, Food Insecurity and Violent Conflict: Causes, Consequences, and Addressing the Challenges , "Occasional Paper" 2011, nr 24

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

● **General Information**

Course name	„Good life" and human rights
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Culture and Religion Studies
Language of instruction	English

Course coordinator/person responsible	dr hab. Krzysztof Motyka prof. KUL

Type of class	Number of teaching hours	Semester	ECTS Points
Lecture	30	II	3

Course pre-requisites	-

● **Course Objectives**

C 1To acquaint students with the idea of human rights, in particular with its anthropological dimension, its origin as well as with the international and constitutional protection of these rights and their role in the life of the individual, society and international community.
C2 The student's acquisition of understanding of interrelationships, sometimes tensions / conflicts between some human rights and between them and the common good.

● **Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	The student knows and understands the concept of human rights and its link to philosophy, including philosophy of law, philosophical anthropology and cultural anthropology.	K_W01
W_02	The student knows legal and juristic terminology in relation to human rights .	K_W02
W_03	The student has a structured knowledge of human rights, its link	K_W03, K_W05

	to good life and systems and instruments of their protection.	
SKILLS		
U_01	The student is able to analyze the facts from the perspective of human rights standards and tensions /conflicts between particular rights.	K_U02
U_02	The student is able to use English juristic and anthropological terminology in the field of human rights.	K_U14, K_U17
SOCIAL COMPETENCIES		
K_01	The student actively participates in discussion on human rights in intercultural context.	K_K05
K_02	The student is able to prepare inclusionary projects	K_K06

- **Course Content**

1. The emergence and development of the concept of human rights (conceptualization).
2. Relations between human rights and religion, philosophical anthropology and cultural anthropology.
2. The concept of human rights, their division into negative rights (freedoms) and positive rights, and into generations of human rights.
3. Human rights in the documents of the Enlightenment, in particular in the Virginia Declaration of Rights, the Declaration of Independence of the United States and the French Declaration of the Rights of Man and of the Citizen (positivization/constitutionalization).
4. Classification of systems and instruments for the protection of human rights. Legal and extra-legal protection.
5. Internationalization of human rights. Human dignity as a source of human rights.
6. Protection of human rights within the United Nations system.
7. Protection of human rights in regional systems, with particular emphasis on the systems of the Council of Europe and of the African Union (regionalization).
8. Protection of human rights in the European Union.
9. The role of non-governmental organizations in the protection of human rights.
10. Human rights and individual and social development. Interconnectedness and conflicts of human rights.
11. Standards of selected human rights in the context of „good life" established by the practice of international bodies (in particular the UN Human Rights Committee, the European Court of Human Rights and the European Committee of Social Rights).

- **Didactic methods used and forms of assessment of learning outcomes**

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conventional lecture and lecture with elements of discussion	Written and/or oral exam	Exam works
W_02	Readings – text (documents, cases and scholarly publications) analysis	Written and/or oral exam	Exam works
SKILLS			
U_01	Conventional lecture and lecture with elements of	Written and/or oral exam	Exam works and/or assessment sheet

	discussion		
U_02	Readings – text (documents, cases and scholarly publications) analysis	Written and/or oral exam	Exam works and/or assessment sheet
SOCIAL COMPETENCIES			
K_01	Lecture with elements of discussion	Observation	Assessment sheet
K_02	Is able to prepare projects linked to human rights	Exam	Exam works and/or assessment sheet

- **Grading criteria, weighting factors.....**

5 open-ended questions. Grades 5, 4, 3 – for 5, 4 and 3 good answers, respectively.

- **Student workload**

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**60**

- **Literature**

Basic literature
Human Rights and Anthropology, Theodore E. Downing, Gilbert Kushner, eds., Cambridge, Mass. 1988; Ellen Messer, Anthropology and human rights, "Annual Review of Anthropology", Vol. 22, 1993, pp. 221-249; Terence Turner, Human rights, human difference: anthropology's contribution to an emancipatory cultural politics, "Journal of Anthropological Research", Vol. 53, No. 3, 1997, pp. 273-291; Louis Henkin, Religion, religions, and human rights, "Journal of Religious Ethics", Vol. 26, No. 2 , 1998, pp. 229-239; Gustav Radbruch,   Five minutes of legal philosophy , "Oxford Journal of Legal Studies" Vol. 26, No. 1., 2006, pp. 13-15.   Linda Hajjar Leib, *Human Rights and the Environment: Philosophical, Theoretical and Legal Perspectives*, Leiden-Boston 2011, chapter 2: An overview of the characteristics and controversies of human rights; Edmunds Mary, A *Good Life. Human rights and encounters with modernity*, ANU Press 2013, chapter: Human rights and the promise of a good life, pp. 249-265; Nicole Hassoun, Human rights and the minimally good life, "Res Philosophica" Vol. 90, No. 3, 2013, pp. 413-438;
Additional literature
Human Rights, Culture and Context: Anthropological perspectives, Richard Ashby Wilson, ed., London 1997; Human rights, in: Nigel Rapport and Joanna Overing, *Social and Cultural Anthropology. The Key Concepts*, London-New York 2000: Human Rights , pp. 162-172; Mark Goodale, Toward a critical anthropology of human rights. "*Current Anthropology*" Vol. 47, No. 3, 2006, pp. 485–511; Mary Engle Sally, Anthropology and international law, "Annual Review of Anthropology", Vol. 35, 2006, pp.99–116; Hans Peter Schmitz, A Human Rights-Based Approach (HRBA) in Practice: Evaluating NGO Development Efforts, "Polity", Vol. 44, No. 4, 2012, pp. 523-541

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

    I.   **General Information**

Course name	History of Philosophical Anthropology
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	dr Jacek Jarocki dr Marcin Iwanicki

Type of class	Number of teaching hours	Semester	ECTS Points
lecture	30+30	III, IV	2+3

Course pre-requisites	W1 – basic knowledge of the liberal arts

    II.   **Course Objectives**

C1 – the first aim is to give an account of the fundamental streams in philosophy and of essential anthropological concepts which philosophers elaborated from the ancient to medieval times
C2 – the second aim is to enable students to acquire skills necessary for both analytic and synthetic way of thinking and a good argumentative and critical competence

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student places anthropology in relation to science and understands the specific character of the history of philosophical anthropology	K_W01
W_03	Student has ordered knowledge of anthropological disciplines	K_W03
SKILLS		
U_01	Student integrates knowledge in the field of various scientific disciplines about humans, especially in philosophical anthropology	K_U01
SOCIAL COMPETENCIES		
K_01	Student is open to, yet can critically assess, new ideas, conceptions, theories, and arguments. He understands that reality can be seen from different perspectives and in different	K_K03

	cognitive contexts	

IV. Course Content

A year-long lecture, consisting of two semesters, is providing an introductory course of the history of philosophy with a special emphasis on anthropological issues through the major themes and philosophers. In the first semester, it consists of the main ancient and medieval philosophical and anthropological standpoints such as, among others, of Pre-Socratics, Socrates, Plato and Aristotle, St Augustin, and St Thomas Aquinas. The lecture gives an opportunity for students to gain and broaden their knowledge about crucial philosophical and anthropological categories, arguments and conceptual schemas elaborated by philosophers through the course of ancient, medieval and modern philosophy. It also gives a tool for critical thinking and deeper self-consciousness as regards different opinions and ideas.

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01 W_03	A Conventional Lecture	An Exam	An Exam Form
SKILLS			
U_01	A Conventional Lecture	An Exam	An Exam Form
SOCIAL COMPETENCIES			
K_01	A Conventional Lecture	An Exam	An Exam Form

VI. Grading criteria

Fail:
(W) – student does not have a basic knowledge on the fundamental streams in philosophy and of essential anthropological concepts which philosophers elaborated from the ancient to medieval times.
(U) – student does not have a competence in analysing the lecture's contents and does not understand the basic content of the lecture; student is not able to offer any conceptual solution for the discussed problem
(K) – student is not engaged in the process of acquiring the knowledge offered within lecture and does not fulfil lecture's aims and tasks, does not engage himself into the discussion of the raised problems

Barely Pass
(W) – student gained general but limited knowledge on the fundamental streams in philosophy and of essential anthropological concepts which philosophers elaborated from the ancient to medieval times
(U) – student barely can analyse and understand contents of the lecture; with a tutor's assistance student is able to analyse and reconstruct the contents.
(K) – student attends the lecture, but is passive

Good Pass

(W) – student has gained a good knowledge on the fundamental streams in philosophy and of essential anthropological concepts which philosophers elaborated from the ancient to medieval times
(U) – student is able easily to demonstrate his knowledge on the ancient and medieval history of philosophical anthropology and can apply the knowledge to a problematic situation; student can analyse raised problems without any serious difficulty
(K) – student is active at the lecture and is willing to broaden his knowledge

Very Good Pass
(W) – student has systematized and wide knowledge on the fundamental streams in philosophy and of essential anthropological concepts which philosophers elaborated from the ancient to medieval times
(U) – student is highly competent as regards the lecture and is able easily to refer to its content and the reading list sources
(K) – student is continually active at the lectures and takes an initiative with broadening his knowledge

I.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**60**
Number of hours of individual student work	**90**

II.   Literature

Basic literature
(1) R.H. Popkin (ed.), The Columbia History of Western Philosophy, New York: Columbia University Press 2006; (2) A. Kenny, Ancient Philosophy: A New History of Western Philosophy, Vol. 1, New York: Oxford University Press 2004; (3) A. Kenny, Medieval Philosophy: A New History of Western Philosophy, Vol. 2, New York: Oxford University Press 2005.

Additional literature
(1) A. Kenny, An Illustrated Brief History of Western Philosophy, Oxford: Blackwell 1999; (2) Leslie Stevenson, David L. Haberman, Peter Matthews Wright, and Charlotte Witt, Thirteen Theories of Human Nature, New York-Oxford: Oxford University Press 2018; (3) F. Copleston, History of Philosophy, Vols. 1-3 (various editions); (4) B. Russel, History of Western Philosophy (various editions); (5) G. Reale, A History of Ancient Philosophy, Vols. 1-4, Albany: SUNY Press 1987-1990; (6) É. Gilson, History of Christian Philosophy in the Middle Ages, New York: Random House 1953; (7) Classical philosophical works by Plato, Aristotle, Augustine, and Aquinas (further details on required reading selections from the works will be given at the lecture); (8) Selected essays from the Cambridge Companions series, especially from those on Plato (R. Kraut), Aristotle (J. Barnes), Augustine (E. Stumpf and N. Kretzmann), Aquinas (E. Stumpf and N. Kretzmann); (9) Relevant entries from E. Craig's "Routledge Encyclopaedia of Philosophy" and online Stanford Encyclopaedia of Philosophy (http//plato.stanford.edu/).

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   General Information

Course name	How to teach English
Programme	Applied Anthropology
Level of studies	BA
Form of studies	full-time
Discipline	Social Communication Studies and media Studies
Language of instruction	English

Course coordinator/person responsible	Dr Piotr Steinbrich

Type of class	Number of teaching hours	Semester	ECTS Points
classes	30	IV	2

Course pre-requisites	working knowledge of English at the B2 level (according to the descriptors specified in the CEFR)

II.   Course Objectives

1. To perfect the students with the concepts of TEFL (Teaching English as Foreign Language) at the early stages of education.
2. To provide the students with the experience necessary to build the skills required of a foreign language instructor and specifically for an English teacher of several basic levels
3. To perfect the awareness of intercultural differences and varied educational backgrounds in order to conduct effective teaching practices.

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	

W_01	The student lists subject-related, didactic and educational competences of a teacher, conventional and unconventional teaching methods, describes the methodology of the teaching material, the organization of work in various types of classrooms and ways of organizing classroom space.	K_W04
W_02	The student discusses teaching methods relevant to particular types of learners as well as the significance of the development of inter- and intrapersonal skills in the learners and the need of strengthening a positive attitude towards learning, developing curiosity, critical thinking, creativity and problem solving.	K_W04
SKILLS		
		K_U14
U_01	The student analyzes learners' level of cognitive, personal, social and language development in selecting appropriate teaching methods and techniques as well as modes of communication with the learners.	K_U20
SOCIAL COMPETENCIES		
K_01	The student shapes relevant ethical and educational attitudes in the learners by providing a role model in pursuing creative, ethical and active attitudes.	K_K01, K_K11

IV. Course Content

Developing issues and teaching skills in the context of teaching English among different age and cultural groups of students

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Introductory lecture/ Explanation of relevant concepts/ Group discussion	Observation/ Monitoring and feedback from the instructor and / or other students	Record in the teaching log
W_02	Introductory lecture/ Explanation of relevant concepts/ Group discussion	Observation/ Monitoring and feedback from the instructor and / or other students	Record in the teaching log
SKILLS			
U_01	Practical activities/ Discussion/ Individual work/ Task / text analysis	Observation/ Monitoring and feedback from the instructor and / or other students	Record in the teaching log

SOCIAL COMPETENCIES			
K_01	Pairwork/ Groupwork/ Discussion	Observation/ Monitoring and feedback from the instructor and / or other students	Record in the teaching log

VI. Grading criteria, weighting factors

Student assessment is conducted on the basis of their active participation in classes, meeting task deadlines and preparation and execution of the microteaching sessions.

VII. Student workload

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

VIII. Literature

Basic literature - selected according to the preferences of the lecturer and group

Brewster, J., Ellis, G., & Girard, D. (1992). The primary English teacher's guide. Harlow: Pearson Education.

Halliwell, S. (1992). Teaching English in the Primary Classroom London: Longman

Komorowska, H. (2001). Metodyka nauczania języków obcych, Warszawa: Fraszka Edukacyjna.

McKay, P., & Cameron, L. (2010). Bringing creative teaching into the young learner classroom. Oxford: Oxford University Press.

Moon, J. (2000). Children Learning English. Oxford: Macmillan Heinemann.

Pamuła M., Metodyka nauczania języków obcych w kształceniu zintegrowanym, Warszawa 2006.

Phillips, S. (1993). Young learners. Oxford: Oxford University Press.

Pinter, A. (2006). Teaching Young Language Learners. Oxford, Oxford University Press.

Scott, A. W., & Ytreberg, L. H. (1990). Teaching English to children. London and New York: Longman.

Slattery, M., & Willis, J. (2001). English for primary teachers. A handbook of activities and classroom language. Oxford: Oxford University Press.

Szpotowicz, M., Szulc-Kurpaska, M. (2009).Teaching English to Young Learners. Warszawa, Wydawnictwo Naukowe PWN.

Vale, D., & Feunteun, A. (1995). Teaching children English. Cambridge: Cambridge University Press.

Additional literature

Cameron, L. (2003). Challenges from the expansion in teaching children. ELT Journal 57 (2), 105-112.

Edelenbos, P., Johnstone, R., & Kubanek, A. (2006). The main pedagogical principles underlying the teaching of languages to very young learners. Languages for the children of Europe. Published research, good practice & main principles. Final report of the EAC 89/04, Lot 1 study. Brussels: European Commission, Education and Culture, Culture and Communication, Multilingualism Policy.

Komorowska, H. 2009 (red.). Skuteczna nauka języka obcego. Struktura i przebieg zajęć językowych. Warszawa: CODN.

Linse, C, T. (2005). Practical English language teaching: Young learners. New York: McGraw-Hill.

McKay, P. (2006). Assessing young language learners. Cambridge: Cambridge University Press.

Robson, S. (2006). Developing thinking and understanding in young children. Abingdon and New York: Routledge.

Course Syllabus

Course from study programme for the cycle: 2023/2024

I. **General Information**

Course name	Human being – ontological aspects
Programme	Applied Anthropology
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	BA
Form of studies (full-time, part-time)	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Arkadiusz Gudaniec, prof. KUL

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
lecture	30	VI	5

Course pre-requisites	---

II. **Course Objectives**

1.	learning the basics of ontology and metaphysics of human being -- answer to the philosophical question: "who is man?" and "who is person?"
2.	learning about different types of philosophical explanation of man
3.	learning about the fundamental elements of the ontological structure of man
4.	in-depth analysis of personal dimensions and activities of human life

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	understands the methodological specificity of anthropology, taking into account the unique character of the ontological/metaphysical explanation in relation to explanations of sciences	K_W01
W_02	knows different types of philosophical explanation of man, fundamental elements of the ontological structure of man	K_W01
SKILLS		
U_01	integrates knowledge in the field of various scientific disciplines about human beings, especially those that are part of the philosophical anthropology	K_U01
U_02	is able to make an ontological analysis of personal actions	K_U01
SOCIAL COMPETENCIES		
K_01	is open and critical to ideas, concepts, theories and arguments; understands how different perspectives for perceiving human being work and how various cognitive contexts and ontological theories of man can help explain the role and meaning of human civilization	K_K03

IV.   **Course Content**

1. the specificity of the ontological aspect of understanding human being
2. different types of philosophical explanation of man
3. fundamental elements of the ontological structure of man
4. deeper analysis of human personal activities, such as intellectual cognition, freedom, love
5. analysis of personal life contexts, such as the cultural, moral, social and religious dimensions

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

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_01 W_02	Conventional lecture	Exam	Examination card
SKILLS			
U_01 U_02	Analysis and critical evaluating of philosophical argumentation	Exam	Examination card
SOCIAL COMPETENCIES			
K_01	Using the knowledge gained in this lecture to	Exam	Examination card

	solve relevant problems		

VI.   Grading criteria, weighting factors.....

100% exam

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**120**

VIII.   Literature

Basic literature
1.   M. A. Krąpiec, *I-Man. An Outline of Philosophical Anthropology,* New Britain (Conn.): Mariel Publications 1983
Additional literature
1.   G. Haeffner, *The Human Situation: A Philosophical Anthropology*, University of Notre Dame Press 1994
2.   K. Wojtyła, *Considerations on the Essence of Man,* Lublin: PTTA 2016

COURSE SYLLABUS
Course from study programme for the cycle: 2023/2024

    I.   **General Information**

Course name	Humanitarian Law
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time/Stationary
Discipline	Social Communication Studies and Media Studies
Language of instruction	English

Course coordinator/person responsible	

Type of class	Number of teaching hours	Semester	ECTS Points
Tutorial	30	5	5

Course pre-requisites	None

    II.   **Course Objectives**

C1. This course will examine the sources of humanitarian law (HL). It is an introduction to the key principles and terminology of HL. After completing this course, participants will have a thorough knowledge of the sources of HL.
C2. This course will delve into one of the most challenging and important aspects of humanitarian law (HL) – its implementation in practice. It will also explore challenges of implementation and challenge students to think critically and creatively about how to make HL work in practice.
C3. This course examines the conduct of hostilities in situations of international armed conflict (IAC), also known as the Law of The Hague. Following this course, participants will know who the protected persons and goods are and what HL rules can be used for their protection in IAC.

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Discussion about the current state of civilization in many aspects; this knowledge covers the area of the hottest outbreaks of social, political and religious conflicts, humanitarian crises, with a special emphasis on knowledge of global institutions and remedial methods	K_W05
W_02	Knows of the legal and organizational norms and rules governing the institutions supervising activities in the field of	K_W07

	anthropology.	
SKILLS		
U_01	Communication of the results of research and activities to specialists from a wide area of sciences related to anthropology and other target groups, ability to speak and argue one's views in a precise manner, and to use specialist terminology and methods of expression corresponding to current situations	K_U17
SOCIAL COMPETENCIES		
K_01	Involvement in intercultural social activity, preparing pro-social and integration projects (especially in the intercultural contexts of excluding refugees and immigrants)	K_K06

### IV.	Course Content

Humanitarian law represents the ultimate reference in situations of crisis and conflict. This course will examine the sources of humanitarian law (HL), its key principles and terminology as well as the most challenging aspects of its implementation in practice.

### V.	Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Discussion	Observation	Group work evaluation card
SKILLS			
U_01	Case study	Observation	Group work evaluation card
SOCIAL COMPETENCIES			
K_01	Project-based learning	Presentation/Research report	Group work evaluation card/Rated written text

### VI.	Grading criteria, weighting factors

The final grade consists of:
1. Active participation in classes: 20%
2. Oral presentation: 30%
3. Written research report: 50%

### VII.	Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**120**

### VIII.	Literature

Basic literature

Bouchet-Saulnier Françoise, Brav, L., & Michel, C. (2013). The practical guide to humanitarian law (Third English language). Rowman & Littlefield.

Additional literature

Provost René. (2002). International human rights and humanitarian law (Ser. Cambridge studies in international and comparative law). Cambridge University Press.

Djukić Dražan & Pons Niccolò (Eds.). (2018). The companion to international humanitarian law (Ser. International humanitarian law series, volume 55). Brill Nijhoff.

Saxon, D. (Ed.). (2013). International humanitarian law and the changing technology of war (Ser. International humanitarian law series, v. 41). Martinus Nijhoff.

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I. **General Information**

Course name	Immigration Law
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Social and Economic Geography and spatial management
Language of instruction	English

Course coordinator/person responsible	Dr Tomasz Sieniow

Type of class	Number of teaching hours	Semester	ECTS Points
workshops	30	IV	2

Course pre-requisites	None

II. **Course Objectives**

The aim of this workshop is to introduce students to the regulation of forced and voluntary migration (especially in the European context). It will provide a brief historical overview of migration, discuss current trends, consider policy problems and dilemmas (human rights and public security, demographic perspectives, crisis of a multicultural society).

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student understands the phenomenon of migration, its economic, social, religious and environmental causes and consequences.	K_W05
W_02	He/she knows the difference between the forced and voluntary migration and can assign proper legal regimes to particular cases.	K_W05
W_03	Student is able to discuss controversial aspects of the intersection of the protection of human right of migrants and sovereignty (security) of the state (especially in the European legal and political context).	K_W05
SKILLS		
U_01	Student is able to collect and analyze data concerning migration and asylum, understanding the trends and projecting future developments.	K_U03
SOCIAL COMPETENCIES		
K_01	Student is involved in intercultural social activity, preparing pro-social and integration projects directed to refugees and migrants.	K_K06
K_02	Student can discuss and promote migrants' integration models	K_K08

	based on experience from studying different state policies.	
K_03	Student applies the basic principles of research work ethics as a committed anthropologist, draws conclusions from negative practices, improves incorrect decisions and projects, applies "best practices" in the fields related to migration regulation.	K_K12

IV.   **Course Content**

Theme 1: What are immigration and migration? Different types of migration.
- International migration. Who, where and why. Deutsche Bank research, 2003.

Theme 2: Facts and myths about Migration
- Hein de Hass, Maastricht University inaugural lecture (facts and myths about migration) https://youtu.be/Z8x3HIh9Zpo
- Paul Collier, How to Have sensible conversation about migration: https://www.newstatesman.com/politics/2013/11/new-exodus

Theme 3: 1951 **Geneva convention relating to the status of Refugees**
- Definition of a Refugee (art. 1A)
- Principle of non-refoulement
- Actors of persecution
- Mandate of United Nations High Commissioner for Refugees
- UNHCR Persons of concern – global statistics

Theme 4: Migration into and within EU
- *Elspeth Guild,* The Legal Framework: Who is Entitled to Move? P. in: D. Bigo, E. Guild (eds.) Controlling Frontiers. Free Movement Into and Within Europe, Ashgate 2005, p.14-42.
- *Treaty on the functioning of the European Union (art.21, 45-48,77-80)*
- *Directive 2004/38*

Theme 5: Frontier Controls,
- *Didier Bigo,* Frontier Controls in the European Union: Who is in Control? in: D. Bigo, E. Guild (eds.) Controlling Frontiers. Free Movement Into and Within Europe, Ashgate 2005, p.49-91.
- *Frontex Regulation (*Council Regulation (EC) 2007/2004/)

Theme 6: Push-Backs on EU external Borders
- EU-Turkey Deal
- Exterritorial migration controls
- Access to asylum

*Theme 7: **Common European Asylum System (one)***
- Genesis and development
- Eurodac,
- Dublin III Regulation

*Theme 8: **Common European Asylum System (two)***

- Qualification directive (refugee status/subsidiary protection)
- Temporary protection
- Reception of refugees,
- Procedural guarantees

Theme 9: Detention and Return (expulsion) of irregular migrants and failed asylum seekers
- Return Directive 2008/115

- Return Policy
- Role of Frontex

Theme 10: Solidarity and sharing burden of migration
- Relocation
- Resettlement
- Future challenges in European Pact on Asylum and Migration

Theme 11: Smuggling and trafficking of human beings,
- R. Piotrowicz, Trafficking of human beings and their human rights in the migration context in: R.Cholewinski, R Perruchoud & E. MacDonald, eds., International Migration Law, The Hague 2007, p. 275-290.

Theme 12: National Integration Policies,
- R. Sussmuth &W. Weidenfeld, Managing Integration: The European Union's Responsibilities towards Immigrants, Migration Policy Institute 2005, p. 1-72.
- Discussion "Best integration policy model"

Theme 13: The economic impact of migration
- Stephen Drinkwater, Paul Levine. Emanuela Lotti, Joseph Pearlman The economic impact of migration: A survey, FLOWENLA DISCUSSION PAPER 8, Hamburg Institute of International Economics 2003

Theme 14: Practical case-studies from the daily work of the Rule of Law Institute's Center for Migrants' Rights

Theme 15: *Wrap-up class*

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Socratic lecture, seminar discussion	Written final paper	Chart of evaluation
W_02	Socratic lecture, seminar discussion	Participation in the in-class discussion	Chart of evaluation
W_03	Socratic lecture, seminar discussion	Participation in the in-class discussion	Chart of evaluation
SKILLS			
U_01	Socratic lecture, seminar discussion	Presentation	Chart of evaluation
SOCIAL COMPETENCIES			
K_01	Problem based learning	Participation in the practical activities	Chart of evaluation
K_02	Problem based learning	Participation in the practical activities	Chart of evaluation
K_03	Problem based learning	Participation in the practical activities	Chart of evaluation

VI. Grading criteria, weighting factors …

Student's final grade will depend on three factors:

30% - Best integration model presentation and discussion

50% - written final paper

20% - Weekly class participation (and preparing a take home simple assignements)

Grading system:

Less than 51% - Fail (2,0)

51-57% – Satisfactory (3,0)

58-64% - Satisfactory plus (3,5)

65—72 % - Good (4,0)

73-79% - Good Plus (4,5)

80-100% - Very Good (5,0)

VII.   **Student workload**

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

VIII.   **Literature**

Basic literature
FRA and ECtHR, Handbook on European law relating to asylum, borders and immigration, 2014, available at https://fra.europa.eu/node/6768
European Commission's DG Migration and Home Affairs Website content
Additional literature
- International migration. Who, where and why. Deutsche Bank research, 2003;   *World Migration Report, IOM;*   D. Bigo, E. Guild (eds.) Controlling Frontiers. Free Movement Into and Within Europe, Ashgate 2005, p.14-42 and 49-91.   R. Piotrowicz, Trafficking of human beings and their human rights in the migration context in: R. Cholewinski, R, Perruchoud & E. MacDonald, eds., International Migration Law, The Hague 2007, p. 275-290;   R. Sussmuth &W. Weidenfeld, Managing Integration: The European Union's Responsibilities towards Immigrants, Migration Policy Institute 2005, p. 1-72.   - Stephen Drinkwater, Paul Levine. Emanuela Lotti, Joseph Pearlman The economic impact of migration: A survey, FLOWENLA DISCUSSION PAPER 8, Hamburg Institute of International Economics 2003.

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I. General Information

Course name	Inclusion – Cultural and intercultural communities
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Mgr Ewa Pankiewicz

Type of class	Number of teaching hours	Semester	ECTS Points
Classes	30	III	2

Course pre-requisites	None

II. Course Objectives

C1. To develop social skills useful in teamwork and functioning in a multicultural environment.
C2. To identify the needs of the local environment.
C3. To familiarise students with project management cycle and project method.

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	discusses the current state of civilization in many aspects; this knowledge covers the area of the hottest outbreaks of social, political and religious conflicts, humanitarian crises, with a special emphasis on knowledge of global institutions and remedial methods	W_05
		W_06
	SKILLS	
U_01	has developed skills in interpersonal and intercultural communication; recognizes social problems, designs activities and prepares the environment for communicative purposes, mitigating social conflicts, leading to settlement	K_U14
	SOCIAL COMPETENCIES	
K_01	actively participates in discussions and social activities in the intercultural context, in personnel crisis in the work environment	K_K05

K_02	inspires, organizes and manages the activities of others	K_K11
		K_K06

IV. Course Content

Value hierarchy. Group and team roles. Group processes. Characteristics of a good leader. Communication in teamwork. Creativity. Assertiveness. Stress coping strategies. Effective time management. Elements of developmental psychology. Conflict dissolving. Project Management Cycle (PMC), project method.

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Discussion	Observation	Protocol
SKILLS			
U_01	Group work	Observation	Protocol
SOCIAL COMPETENCIES			
K_01	Project-based learning	Observation	Protocol

VI. Grading criteria, weighting factors …

1. Active participation in classes 20%
2. To obtain a positive mark (at least sufficient) from test 40%
3. To obtain a positive mark (at least sufficient) from a descriptive task 40%

VII. Student workload

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

VIII. Literature

Basic literature
Stewart S., Capabilities and Human Development: Beyond the individual—the critical role of social institutions and social competencies, New York 2013. Papadimitrov R., Nikolovski I., Handbook for EU project design and Project Cicle Management, Skopje 2017.
Additional literature
Halle C., Mareschal S., Project Cicle Management in Emergencies and Humanitarian Crisises Handbook, 2018. Simone Rychen D., Hersh Salganik L., Key Competencies for a successful life and well-functioning society, 2003.

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   **General Information**

Course name	Intercultural and interreligious dialogue
Programme	Applied Anthropology
Level of studies	BA
Form of studies	full-time
Discipline	Social Communication Studies and Media Studies
Language of instruction	English

Course coordinator/person responsible	Dr hab. Marek Słomka, prof. KUL

Type of class	Number of teaching hours	Semester	ECTS Points
workshops	30	III	2

Course pre-requisites	interest in the intercultural and interreligious dialogue

II.   **Course Objectives**

C1: providing basic knowledge on the important relationships among various ideas in cultures and religions
C2: providing the ability to understand main problems of intercultural and interreligious dialogue
C3: enabling participation in rational discussions concerning the intercultural and interreligious dialogue, developing the ability to distinguish between correct and incorrect arguments, encouraging independent thinking subordinated to methodological rules

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
SKILLS		
U_01	Student perfect interpersonal and intercultural communication skills; can show the main intercultural and interreligious problems in the context of personal and social life	K_U07
SOCIAL COMPETENCIES		
K_01	Student creatively use acquired knowledge and skills to solve theoretical and practical problems of the community in which the anthropologist works, can organize debates on intercultural and interreligious dialogue	K_K04

IV.   **Course Content**

	Among others: main religious and cultural concepts, foundations of interreligious and intercultural dialogue: institutions, representatives, unsolved problems, perspectives for the future, The Catholic Church and the local community impact to the intercultural and interreligious dialogue.

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

Symbol	Didactic methods	Forms of assessment	Documentation type
SKILLS			
U_01	The analysis of texts and problems	PowerPoint presentations	Assessment sheet
SOCIAL COMPETENCIES			
K_04	Group-working within various cultural and religious communities of Lublin	Observation	Assessment sheet of team-working

VI.   **Grading criteria, weighting factors**

an active participation 40%

a group work in various roles 30%

PowerPoint presentations 30%

VII.   **Student workload**

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

VIII. Literature

Basic literature
Keith Ward, Religion in the Modern World. Celebrating Pluralism and Diversity, Cambridge: Cambridge University Press 2019; Brian J. Hurn, Barry Tomalin, Cross-Cultural Communication. Theory and Practice, Houndmills, Basingstoke, Hampshire: Palgrave Macmillan 2013; Michael L. Fitzgerald, Nostra Aetate, a Key to Interreligious Dialogue, "Gregorianum" 87 (4):2006, p. 700-713.
Additional literature
Martyn Barrett (ed.), Interculturalism and Multiculturalism. Similarities and Differences, Strasbourg: Council of Europe 2013; Qodratollah Qorbani, Relation Between Exclusivism and Criteria of Rationality of Religious Traditions Dialogue, "Philosophical Investigations" 13 (27):2019, p. 273-292; Marina V. Vorobjova, Religious Tolerance as the Basic Component of Inter-Religious Dialogue, "Journal for the Study of Religions and Ideologies" 3 (9):2004, p. 19-26; Michael H. Mitias, Mysticism as a Basis of Inter-Religious Dialogue, "Dialogue and Universalism" 29 (2): 2019, p. 89-107.

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I. General Information

Course name	Intercultural Broker – profession and case studies
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Mgr Ewa Pankiewicz

Type of class	Number of teaching hours	Semester	ECTS Points
classes	30	III	2

Course pre-requisites	None

II. Course Objectives

C1. To familiarize students with the principal goals and the role of the intercultural broker profession.
C2. To extend awareness of students' own cultures as a starting point of fulfilling the role of the intercultural broker.
C2. To provide examples of the intercultural brokering application.

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	discusses the current state of civilization in many aspects; this knowledge covers the area of the hottest outbreaks of social, political and religious conflicts, humanitarian crises, with a special emphasis on knowledge of global institutions and remedial methods	K_W05
SKILLS		
U_01	has developed skills in interpersonal and intercultural communication; recognizes social problems, designs activities and prepares the environment for communicative purposes, mitigating social conflicts, leading to settlement	K_U14
SOCIAL COMPETENCIES		
K_01	actively participates in discussions and social activities in the intercultural context, in personnel crisis in the work environment	K_K05

IV. Course Content

Introduction to intercultural broker profession. Culture brokering model. Key concepts (culture, diversity, cultural competencies, the stereotyping, acculturation process, etc.). Intercultural communication. Culture shock. Examples and areas of the intercultural broker involvement, case studies.

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Case study	Observation	Protocol
SKILLS			
U_01	Group work	Observation	Protocol
SOCIAL COMPETENCIES			
K_01	Group work in different roles (leader, presenter, participant)	Observation	Protocol

VI. Grading criteria, weighting factors …

1. Active participation in classes 20%
2. To obtain a positive mark (at least sufficient) from test 40%
3. To obtain a positive mark (at least sufficient) from a descriptive task 40%

VII. Student workload

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

VIII. Literature

Basic literature
Jezewski A., Culture Brokering: Providing Culturally Competent Rehabilitation Services to Foreign-Born Persons, 2001
Additional literature
Thomas A., Kinast E., Schroll-Machl S., Handbook of intercultural Communication and Cooperation, 2010.   Michie, M., The role of culture brokers in intercultural science education: A research proposal, New Zeland 2003.

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   **General Information**

Course name	Intercultural communication
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Social Communication Studies and Media Studies
Language of instruction	English

Course coordinator/person responsible	Mariusz Wołońciej, PhD

Type of class	Number of teaching hours	Semester	ECTS Points
tutorial	30	III	2

Course pre-requisites	English B2

II.   **Course Objectives**

Intercultural Communication course is designed to familiarize students with key theories and models in Intercultural communication and cultural awareness in communication. It takes an interdisciplinary approach to the field and provides students with the foundational knowledge to perform efficient intercultural communication. As our increasingly globalized world has revealed a greater need to effectively communicate across cultures, we will develop how to appreciate differencies and an understanding of people with their respective cultures—including their beliefs, customs, languages/communication styles and not become distant, isolated, or culturally disconnected in the world of inherent dependence. Students will be encouraged to broaden perspectives, to develop critical thinking skills, and to consider the course topics within the context of cultural diversity and multicultural society. This course aims to increase ones own cultural values awareness, and those of others, and to learn how these influence communication styles, the way one conceptualize the world and self. The course will be offered in four 4-hour modules arranged as conversation classes and problem-solving discussions. They will be highly student-centered through interactive lectures and group discussion activities. Based on a set of exercises and reading materials, we will cover specific topics by posing a series of questions concerning cross-cultural communication in management and other contexts. Students will be expected to have read the assigned materials in advance and come prepared to participate actively in the discussions.

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

Symbol	Description of course learning outcome	Reference to

		programme learning outcome
KNOWLEDGE		
W_01	knows the terminology of anthropology and intercultural communication in English and, to a basic extent, in the languages of study	K_W02
SKILLS		
U_01	has developed skills in interpersonal and intercultural communication; recognizes social problems, designs activities and prepares the environment for communicative purposes, mitigating social conflicts, leading to settlement	K_U14
U_02	integrates various anthropological approaches and concepts and related disciplines, as well as ways of communication in everyday life	K_U18
SOCIAL COMPETENCIES		
K_01	actively participates in discussions and social activities in an intercultural context, in crisis situations in the work environment	K_K05

IV. Course Content

Unit 1.
What is culture in communication? Culture, values, beliefs (objective and subjective culture) model of intercultural communication;
Unit 2.
Dealing with difference: Cultural differences by Lewis, Hofstede, and Gesteland. Cultural maps of communication styles;
Unit 3.
Why culture matters in communication? Selected issues of intercultural challenges in communication across cultures (leyers of culture, sterotypes and generalization, nonverbal communication).
Unit 4.
Language and the Relativity of Experience. Sapir – Whorf hypothesis; Communication styles: high and low context;

Unit 5
Categorization of cultures by Trompenaars and GLOBE
Unit 6
Cross-cultural communication competences; From description through interpretation to evaluation (DIE model). Values and assumpions
Unit 7

Communication competencies for managing cultural differences; Global mindset; Cultural self-awareness (Who am I?), Generalization & stereotypes in our language

Unit 8

Language and the Relativity of Experience: Cultural differences in communication by E. T. Hall. Low and high context cultures;

Unit 9

Six stumbling blocks: Assuming similarity, Language difference, Non-verbal misinterpretation, Pre-conceptions, and stereotypes, Tendency to evaluate (approve /disapprove), High anxiety/tension;

Unit 11

Intercultural sensitivity and Golden rule in communication. Ethical issues in inter-cultural communication; Ethnorelative ethics;

Unit 12

Cultural adaptation and language: Developing intercultural sensitivity in our communication. Development Model of Intercultural Sensitivity (DMIS)

by Benett

Unit 13

Summary; Question and answer session, Discussion on the presented theories and models of communication across cultures, applied in international manager skills.

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Lecture, discussion,	Written assignement	Word doc
SKILLS			
U_01	Case studies, video samples. Multimedia presentation PP	Selected case presentation	PPt
SOCIAL COMPETENCIES			
K_01	Lecture,	Discussion	Final exam

VI. Grading criteria, weighting factors …

Note 5

The student is expected to acquire advanced knowledge and skills to interact with/in different cultures in order to be aware of the complexity of the language and attitude to unfamiliar cultures one can meet in intercultural communication. Is competent in analysis, deeper understanding and verifying their 'cultural lens' that e.g. condition various preconceptions and stereotypes.

Note 4

The student is expected to acquire average knowledge and skills to interact with/in different cultures in order to be aware of the complexity of language one can meet in management environment. The student can critically analyze the cultural constraints of complex intercultural communication

Note 3

The student is expected to acquire basic knowledge to interact with/in different cultures in order to be aware of the complexity of language one can meet in intercultural communication

Note 2

Lack of basic knowledge to interact with/in different cultures in order to be aware of the complexity of the language one can meet in intercultural communication

VII.

Note 5

The student is expected to acquire advanced knowledge and skills to interact with/in different cultures in order to be aware of the complexity of the attitude to unfamiliar communication modes one can meet in intercultual environment. Is competent in analysis, deeper understanding and verifying their 'cultural lens' that e.g. condition various communication issues

Note 4

The student is expected to acquire average knowledge and skills to interact with/in different cultures in order to be aware of the complexity of the language, attitude to unfamiliar behavioral scripts one can meet across cultures. The student can critically analyze the cultural constraints of complex communication isses.

Note 3

The student is expected to acquire basic knowledge to interact with/in different cultures in order to be aware of the complexity of the language and communication.

Note 2

Lack of basic knowledge to interact with/in different cultures and communication modes in order to be aware of the complexity of the language and communication

VIII. Student workload

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

IX. Literature

Basic literature
1. Bennett, M. J. (1998). Basic concepts of intercultural communication; selected readings. Intercultural Press: Boston, London; 2. Luthans, F.; Doh, J. P. (2017). International management. Culture, Strategy, and Behavior; New York: McGraw-Hill Education. 3. Bennett, Milton, J. (1998). Intercultural communication: A current perspective. In Milton J. Bennett (Ed.), Basic concepts of intercultural communication: Selected readings. Yarmouth, ME: Intercultural Press 4. Hall, E (1989). Hidden dimension. Garden City, NY. Anchor Press.

Additional literature

1. Hall, E. (1984). The dance of life: The other dimension of time. Garden City, NY. Anchor Press.

2. Landis, D., Janet M. Bennett, & Milton J. Bennett (Eds.) (2004) Handbook of Intercultural Training. London: Sage Publishers;

3. Lomen, M. (2007). Fluent Fools? Beyond language and basic survival skills. St Francis Magazine, 1 (3), 1-13.

4. R. E. Nisbett, (2003). The Geography of Thought: How Asians and Westerners Think Differently, and Why. New York: Free Press;

5. Ting-Toomey, S. (1999). Communicating Across Cultures. New York: Guilford Press;

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   **General Information**

Course name	Intercultural management economic and health projects
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Management and quality sciences
Language of instruction	English

Course coordinator/person responsible	

Type of class	Number of teach-ing hours	Semester	ECTS Points
lecture	30	4	2

Course pre-requisites	None

II.   **Course Objectives**

C1. Introduction to disaster medicine; stages and organization scheme of a rescue action
Organisation of medical assistance in mass accidents and disasters.
C2.Knowledge of organization scheme for rescue action and medical assistance for mass
Accidents/disaster.
C3.The stages of rescue action, as well as secondary effects of disaster and rescue action
organization scheme.

C1. Skill of medical examination of victims and procedures of on-site operation for mass
accident/disaster.
C2. Provide first aid in situations of immediate life-threatening.
C3. Immobilization of fractures and sprains and prepare the patient for transport.

C4. Conducts rescue medical examination of victims under the circumstances of disaster
C5. Evaluates general condition and consciousness of victims under the circumstances of
disaster.
C6. Organisation of medical assistance in mass accidents and disasters.

C1. Be aware of the ethical issues surrounding disaster response.
C2. Ready to do what is best for the patient, respect the dignity and autonomy of the en-
trusted caretakers as well as respect the cultural and the world-outlook differences,
C3. show empathy in relations with the victims and their families.

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	describes the importance of ethical principles in scientific research and ethical and legal conditions in the field of research activities, including the principles of planning and organizing medical support in industrial, communication, chemical and ecological disasters, as well as natural disasters and military threats.	K_W06
SKILLS		
U_01	prepares of a public health development aid project, and a report on its implementation.	K_U08
SOCIAL COMPETENCIES		
K_01	coordinates the process of acquiring knowledge, continuous education, improving competences, acquiring new, flexible skills, enriching knowledge required in Organisation of medical assistance in mass accidents and disasters.	K_K01

IV.   Course Content

Assessment and allocation of our resources in a situation of disaster. Knowledge of relevant procedures in selected disasters.
Organization of medical assistance during catastrophes
Principles of planning and organizing medical support in industrial, communication, chemical, and ecological disasters.
A rescue operation in the Nepal earthquake 2015 as an example of the implementation of international medical aid with the participation of Polish organizations.

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conversational lecture	Exam	Rated written text
SKILLS			
U_01	Case study	Observation	Group work evaluation card
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Group work evaluation card

I.   Grading criteria, weighting factors.....

The final grade consists of:

1. Active participation in classes 20%

2. Written exam 80%.

II.   **Student workload**

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

III.   **Literature**

Basic literature
1. Pan American Health Organization. Natural Disasters—Protecting the Public's Health; Scientific Publication N0. 575; PAHO: Washington, DC, USA, 2000. [CrossRef]
2. Ochi, S.; Hodgson, S.; Landeg, O.; Mayner, L.; Murray, V. Medication supply for people evacuated during disasters. J. Evid. Based Med. 2015, 8, 39–41. [CrossRef] [PubMed]
3. Alrazeeni, D. Saudi EMS Students' Perception of and Attitudes toward their Preparedness for Disaster Management. J. Educ. Pract. 2015, 6, 110–116.
4. International Federation of Red Cross and Red Crescent Societies. Disaster Preparedness. Available online: https://media.ifrc.org/ifrc/what-we-do/disaster-and-crisis-management/disaster-preparedness/ (accessed on 19 December 2018).

Additional literature
5. Ryan, J.; Gavalas, M. What goes wrong at a disaster or major incident? Hosp. Med. 1998, 59, 944–946. [PubMed]
6. WHO. Essential Laws for Medicines Access: A Pilot Study on National Legislation; Report to the WHO-EMP Department on work undertaken in Geneva; WHO: Geneva, Switzerland, 2010.
7. World Health Organization. Medicines Supply. Available online: http://www.who.int/medicines/areas/ access/supply/en/ (accessed on 18 December 2018).

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   **General Information**

Course name	**Intercultural Management/Intercultural Brokering**
Programme	Applied Anthropology
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	Bachelor
Form of studies (full-time, part-time)	Full-time studies
Discipline	Management and quality sciences 50%, Social and Economic Geography and spatial management 50%
Language of instruction	English

Course coordinator/person responsible	Agnieszka Marek, PhD Piotr Rubaj, PhD

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
seminar	30+30	5, 6	5+5

Course pre-requisites	Basic knowledge of the applied anthropology methods, problems and applies. Ability to think logically and to solve problems.

II.   **Course Objectives**

C1. Understanding and popularisation the value of anthropological methods and theories for practical problem-solving in different areas and sectors.
C2. Highlighting and discussing value of applied anthropology in both academic and non-academic venues.
C3. Improving the presence of anthropologists in global economy and business, and management

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	understands the specific and methodological specificity of anthropology, taking into account the integrated nature of applied anthropology	K_W01
W_02	knows the methodology of scientific research, especially in various social sciences (esp. economy and management)	K_W04
W_03	discusses the social, economic, also political and religious conflicts, humanitarian crises	K_W05
	SKILLS	
U_01	prepares a project of research activities and social projects, and a report on its implementation	K_U05
U_02	prepares a written essay or creates a multimedia presentation or an oral speech in the field of has developed skills in management and economics)	K_U09
U_03	has developed skills in interpersonal and intercultural communication (with others interested and professionals in the fields of economy and management, esp. in international and intercultural dimensions)	K_U14
U_04	plans and organizes targeted activities, takes the rule of a leader or active participant in the executive team	K_U15
	SOCIAL COMPETENCIES	
K_01	coordinates the process of acquiring knowledge, continuous education, improving competences, acquiring new, flexible skills, enriching knowledge required in research situations, especially in the topics of management and economics	K_K01
K_02	takes care of maintaining methodological standards in the interested research fields	K_K02
K_03	is preparing pro-social (especially in the intercultural contexts)	K_K06

IV.   Course Content

1. Principles and methodology of writing a research paper 2. Formulating hypotheses and research conclusions 3. Collecting and compiling literature sources 4. Preparation of an individual research dissertation 5. Defending a research dissertation.

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
	KNOWLEDGE		
W_01	Seminar	active participation in the seminar	BA dissertation
	SKILLS		
U_01	seminar	active participation in the seminar	BA dissertation
	SOCIAL COMPETENCIES		

K_01	seminar	active participation in the seminar	BA dissertation

Grading criteria, weighting factors.

1. Attendance (minimum 75%)
2. Active participation in the seminar – discussions, critical disputes, presentations.
3. Individual problem based project.

VI Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**60**
Number of hours of individual student work	**240**

VII Literature

Basic literature
Warsh, David (2006), Knowledge and the Wealth of Nations, Norton, ISBN 978 – 0393059960
Additional literature
Peng M., Meyer K., International Business, Cengage Learning EMEA, 2019, ISBN- 978-1-4737-5843-8 Collinson S., Narula R., Rugman A., International Business, Pearson 2017, ISBN – 978-1-292-17593-5 Kaur A., International Business, Lambert Academic Publishing, 2011, ISBN 978-3-8443-2714-4 Tiku P., The Emerging Markets Handbook, Harriman House Limited, 2014, ISBN 9780857192981 Biswas R., Emerging Markets Megatrends, Palgrave Macmillan, 2018, ISBN 978-3-319=78122-8 Heijdra, B. J.; Ploeg, F. van der (2002), Foundations of Modern Macroeconomics, Oxford University Press, ISBN 0-19-877617-9.
Web sites: https://www.worldbank.org/ https://ec.europa.eu/eurostat/home https://unctad.org/en/Pages/Home.aspx https://www.wto.org/ https://www.imf.org/external/index.htm https://www.oecd.org/ https://www.weforum.org/ https://www.imd.org/ http://hdr.undp.org

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   General Information

Course name	International projects in business
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Management and quality sciences
Language of instruction	English

Course coordinator/person responsible	Piotr Rubaj, PhD

Type of class	Number of teaching hours	Semester	ECTS Points
workshops	**30**	**III**	2

Course pre-requisites	Basic knowledge of international business and global economics. Ability to think logically and to solve problems.

II.   Course Objectives

C.1 Introduction to basic definitions, terms and problems in international business
C.2 Explanation of the most important processes in international business and global economics
C.3 Constructive and creative thinking in field of international business

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	Student has a structured basic knowledge of basic disciplines for anthropology	K_W03

W_02	discusses the present state of civilization in a multifaceted way; this knowledge covers the area of the hottest focal points of social, political and religious conflicts, humanitarian crises, with particular emphasis on knowledge about global institutions and methods of hoping	K_W05
W_03	describes the importance of ethical principles in scientific research and ethical and legal conditions in the field of research activities, including the principles of entrepreneurial activities in the application of the anthropological significance of the "Good Life" principle.	K_W06
Skills: a graduate can		
K_01	plans and organizes targeted activities, implements them as a leader or active participant in the executive team	K_U15
K_02	evaluates and draws conclusions from the completed project	K_U16
K_03	independently plans and implements expanding their knowledge and developing professional skills, using various sources of information (in English, native and foreign) and modern technologies (ICT)	K_U21
Social competence: a graduate		
U_01	is open and critical to new ideas, concepts, theories and arguments; understands the ways of functioning of different perspectives of perceiving reality and various cognitive and life contexts of communities, especially as communities from states or cultures that are different than an anthropologist	K_K03
U_02	creatively uses acquired knowledge and skills to solve theoretical and practical problems of the community in which the anthropologist works, in justified cases he consults experts.	K_K04

IV.   Course Content

1. International business - key issues and problems;
2. International trade formulas "Incoterms 2020" - discussion and application;
3. Ways of crediting business activities in international business;
4. Settlements and payments in international business;
5. Foreign trade risks and ways to minimise them;
6. Agreements and arbitration in international business;
7. Selected export markets and their characteristics;
8. Preparation of **own business project** in accordance with the requirements below:
a. Short description of the company (legal form, organizational structure, scope of activity);
b. Characteristics of the selected product or service (name, logo, brand, application);
c. Characteristics of the target market (country, market segment, recipients, local, cultural conditions, etc.);
d. Competitiveness of the company (market advantages, SWOT analysis);
e. Description of planned strategic activities (ways of entering the market, adopted strategy,

planned effects);
f. Necessary budget for operational activities (promotions, exhibitions, fairs, etc.);
g. Commercial terms and conditions - offer preparation (prices according to Incoterms 2020 formulas, payment and delivery conditions, etc.)
h. Expected strategic, commercial and financial results (e. g. increase in the scale of production, increase in revenue, diversification of the customer market, financial profit);
9. Conclusions and summary.

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
W_01	Workshop	Graded pass	Single choice test results

VI. Grading criteria, weighting factors

1. Attendance (minimum 75%)
2. Active participation in the course – discussions, critical disputes
3. Individual problem based presentations;
4. Single choice final test.
5. Grading scale:
2,00 - 2,64: 2,0
2,65 - 3,29: 3,0
3,30 - 3,64: 3+
3,65 - 4,29: 4,0
4,30 - 4,64: 4+
4,65 - 5,00: 5.0.

VII. Student workload

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

VIII. Literature

Basic literature
Peng M., Meyer K., International Business, Cengage Learning EMEA, 2019, ISBN- 978-1-

4737-5843-8

Collinson S., Narula R., Rugman A., International Business, Pearson 2017, ISBN – 978-1-292-17593-5

Kaur A., International Business, Lambert Academic Publishing, 2011, ISBN 978-3-8443-2714-4

Warsh, David (2006), Knowledge and the Wealth of Nations, Norton, ISBN 978 – 0393059960

Tiku P., The Emerging Markets Handbook, Harriman House Limited, 2014, ISBN 9780857192981

Biswas R., Emerging Markets Megatrends, Palgrave Macmillan, 2018, ISBN 978-3-319=78122-8

Heijdra, B. J.; Ploeg, F. van der (2002), Foundations of Modern Macroeconomics, Oxford University Press, ISBN 0-19-877617-9.

Additional literature

Begg David, Economics McGraw-Hill Education – Europe, ISBN: 0077154517, 2014
Macroeconomics, 7th edition by Michael Parkin, published by Pearson Addison-Wesley, ISBN 0 – 321 – 25360 – 4.

Web sites:
https://www.worldbank.org/
https://ec.europa.eu/eurostat/home
https://unctad.org/en/Pages/Home.aspx
https://www.wto.org/
https://www.imf.org/external/index.htm
https://www.oecd.org/
https://www.weforum.org/
https://www.imd.org/
http://hdr.undp.org/en/year/2020

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   **General Information**

Course name	International projects in security and safe life
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Social and Economic Geography and spatial management
Language of instruction	English

Course coordinator/person responsible	dr hab. Urszula Soler

Type of class	Number of teaching hours	Semester	ECTS Points
class	30	III	2

Course pre-requisites	This course will not require previous experience in any particular area.

II.   **Course Objectives**

C1: providing basic knowledge on: 1) international projects: their goals, assumptions, documentation, methods of implementation 2) security in the context of the safe life.
C2: providing the ability to formulate problems related to the issue of security.
C3: enabling participation in rational discussions, developing the ability to distinguish between correct and incorrect arguments, encouraging independent thinking that is subordinated to methodological rules.

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student presents ordered knowledge about security and safe life and its meaning for man.	K_W03
W_02	Student knows English terminology used in international projects.	K_W02
W_04	Student knows general methodology of scientific research, especially in social sciences and in humanities.	K_W04
W_05	Student describes the importance of ethical principles in scientific research and the importance of the ethical and legal conditions in the field of research activities	K_W06
SKILLS		
U_01	Student describes properly the observed phenomena,	K_U02

	formulates research problems, and uses or constructs appropriate tools to solve them.	
U_02	Student is able to work in a varied group and perfects interpersonal and intercultural communication skills.	K_U07
U_03	Student plans and organizes targeted activities, implements them as a leader or active participant in the executive team.	K_U15
SOCIAL COMPETENCIES		
K_01	Student is open to new ideas, conceptions, theories and arguments. Student develops the ability to work in a multicultural team taking into account the cultural differences in the perception of reality.	K_K03
K_02	Student applies the basic principles of research work ethics as a committed anthropologist, draws conclusions from negative practices, improves incorrect decisions and projects. Student applies "best practices" in the field of anthropology, also as a discipline whose research has a special nature of social application.	K_K12

IV.   Course Content

The workshops are problem-oriented. The goal of this workshop is to create the specific project on safety and safe life oriented to a specific region of the world.
At the beginning, analysis of selected international projects will be done:
1. What could the main project's goal;
2. What are the assumptions of the project should be;
3. What the model project documentation looks like;
4. What are the methods of implementation of the project.
The second stage will be to design an international project in security and safe life in groups.

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Discussion	Observation	Assessment sheet of team-working
SKILLS			
U_01	The analysis of texts	Observation	Assessment sheet of team-working
U_02	Discussion	Observation	Assessment sheet of team-working
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Assessment sheet of team-working
K_02	Working in a group in various roles	Observation	Assessment sheet of team-working

VI.   Grading criteria, weighting factors …

Grade 2:

W: Student does not know the basic knowledge about international project in security and safe life and is not able to design it.

U: Student does not know basic material presented in class

K: Student is not engaged in the process of acquiring knowledge, does not take part in discussions and is not able to coherently express his own views

Grade 3:

W: Student has general knowledge about international project in security and safe life and is not able to design it.

U: Student does know basic material presented in class.

K: Student is engaged only to a small extent in the process of acquiring knowledge, in discussions , and has difficulties with coherent expression of his beliefs.

Grade 4:

W: Student has orderly knowledge about international project in security and safe life and is not able to design it.

U: Student does know basic material presented in class and is able to use it in forming his own beliefs.

K: Student is intensively engaged in the process of acquiring knowledge, in discussions, and has no difficulties with coherent expression of his beliefs.

Grade 5:

W: Student has orderly and detailed knowledge about international project in security and safe life and is not able to design it.

U: Student does know all material presented in class and is able to use it in forming his own beliefs.

K: Student is intensively engaged in the process of acquiring knowledge, in discussions, has no difficulties with coherent expression of his beliefs, and independently deepens his knowledge and intellectual skills.

VII.   Student workload

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

VIII.   Literature

Basic literature
The literature will be given during the first class
Additional literature
The literature will be given during the first class

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   **General Information**

Course name	Introduction to Anthropology: New views, themes, and discipline
Programme	Applied Anthropology
Level of studies	BA
Form of studies	full-time
Discipline	Culture and Religion Studies 50%, Philosophy 50%
Language of instruction	English

Course coordinator/person responsible	Dr hab. Anna Kawalec, prof. KUL

Type of class	Number of teaching hours	Semester	ECTS Points
lecture	30	I	4

Course pre-requisites	none

II.   **Course Objectives**

1.	Study of the main issues, anthropological subdisciplines and the specifics of anthropology as a discipline
2.	Acquainting with the specificity of applied anthropology among anthropological subdisciplines
3.	Acquiring skills and attitudes seeking the determinations of "becoming human being" (M. Engelke)

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

Symbol	Description of course learning outcome	Reference to pro-gramme learning outcome
KNOWLEDGE		
W_01	situates anthropology in relation to the sciences and under-stands the specific and methodological specificity of anthro-pology, taking into account the integrative nature of applied anthropology	K_W01
W_02	knows the terminology in the field of anthropology in English and in the basic range in languages implemented as part of education	K_W02
W_03	has ordered basic knowledge of basic disciplines of anthropol-ogy	K_W03
SKILLS		
U_01	Communicates the results of research and activities to special-ists from a wide area of sciences related to anthropology and other target groups, speaks and argues his views in a precise manner, uses specialist terminology and methods of expres-sion corresponding to current situations	K_U01
U_02	uses the methodology of humanities and social sciences (se-lects the appropriate), including collects ethnographic and so-ciological data, explains oral and written statements	K_U03
U_03	Student integrates various anthropological approaches and concepts, and related disciplines, including ways of communi-cation in everyday life	K_U18
SOCIAL COMPETENCIES		
K_01	takes care of maintaining methodological standards in rese-arch, openness and sensitivity to problems in the field of hu-man and social sciences and making independent attempts to develop them	K_K02

IV.   **Course Content**

The course is subordinated to the requirements of introduction to the field and discipline. Includes meta-object and subject-matter considerations. The first part concerns terminology, key problems of the sub-disciplines of anthropology, the "deconstruction" of anthropology as an hermetic disci-pline (esp. T. Ingold) and the outline of history, with particular emphasis on the specificity of ap-plied / practical / engaged anthropology and its formation at the John Paul II Catholic University of Lublin. The second part of the lecture is a presentation of examples of research problems under-taken in the field of anthropology, including the issue of humanity, otherness, culture, language or social life (including the problem of dichotomy system / agency)

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

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*

KNOWLEDGE			
W_01	Conversational lecture	Written exam	Exam sheet
W_02	Discussion	Observation	Assessment sheet
W_03	Case study, discussion	Observation	Assessment sheet
SKILLS			
U_01	Case study, discussion	observation	Assessment sheet
U_02	discussion	observation	Assessment sheet
U_03	discussion	observation	Assessment sheet
SOCIAL COMPETENCIES			
K_01	SWOT method, discussion	observation	Assessment sheet

VI.   Grading criteria, weighting factors

Participation, discussion – 40%, written exam 60%

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**90**

VIII.   Literature

Basic literature
Companion Encyclopedia of Anthropology: Humanity, Culture and Social Life (Routledge World Reference), red. T. Ingold, Handbook of Social Anthropology, Richard Fardon, Oliva Harris, Trevor H J Marchand, Cris Shore, Veronica Strang, Richard Wilson, Mark Nuttall (eds.), Sage 2012, M. Engelke, Think like an Anthropologist, Pelican Books 2017, Gell A., Art and Agency, red. Eric Hirsch, Athlone, London 1999; reprint: Berg, Oxford 2006., Kawalec A., Osoba i Nexus, Lublin 2016, zwł. rozdz. 1., Ingold Tim red. (1996), *Key Debates in Anthropology*, Routledge, London, New York., Parkin David, Ulijaszek Stanley red. (2007), *Holistic Anthropology: Emergence and Convergence*, Berghahn Books, New York, Oxford. Rabinow Paul, Marcus George E. i in. red. (2008), *Designs for an Anthropology of the Contemporary*, Duke University Press, Durham, London.

Additional literature
The Art of Anthropology: Essays and Diagrams, red. Eric Hirsch, Athlone, London 1999; reprint: Berg, Oxford 2006, Barth Fredrik, Gingrich Andre, Parkin Robert, Silverman Sydel (2005), *One Discipline, Four Ways: British, German, French, American*, Foreword Chris Hann, The Halle Lectures, University of Chicago Press, Chicago, London , Bernard H. Russell, Gravlee Clarence C. red. (20152), *Handbook of Methods in Cultural Anthropology*, Rowman & Littlefield, Maryland., M. Archer (2000) *Being Human: The Problem of Agency*, Cambridge University Press, Cambridge. Evans-Pritchard Edward (1972), *Social Anthropology*, Cohen and West, London., *A Companion to the Anthropology of Europe*, red. Ullrich Kockel, Máiréad Nic Craith, Jonas Frykman, Viley-Blackwell, Malden,, Carrithers Michael, Barry Andrew, Brady Ivan, Geertz Clifford, Keesing Roger M., Roth Paul A., Rubinstein Robert A., Whittaker Elvi (1990), *Is Anthropology Art or Science?* [and comments and reply], „Current Anthropology" t. 31, nr 3, s. 263-282. Clifford James, Marcus George E. red. (1986), *Writing Culture. Th e Poetics and Politics of Ethnography*, University of California Press, Berkeley, Los Angeles, Geertz Clifford (Press 1974), *From the Native's Point of View: On the Nature Anthropological Understanding*, „Bulletin of the American Academy of Arts and Sciences" t. 28, nr 1, s. 26-45;, *Anthropological Locations: Boundaries and Grounds of a Field Science*, red. Akhil Gupta, James Ferguson, University of California Press, Oakland,, *Experiments in Holism: Theory and Practice in Contemporary Anthropology*, red. Ton Otto, Nils Bubandt, Blackwell Publishing Ltd., Chichester 2010, *Making: Anthropology, Archaeology, Art and Architecture*, Routledge, London. Kuper A., *Anthropology and Anthropolo-*

gists: The Modern British School, Routledge & Kegan Paul, London, Boston 1983, Layton Robert (1997), *An Introduction to Theory in Anthropology*, Cambridge University, Cambridge.,Moore Henrietta L., Sanders Todd red. (2006), *Anthropology in Theory: Issues in Epistemology*, Blackwell Publishing, Malden, Oxford, Carlton., Panourgiá Neni, Marcus George E. (2008), *Ethnographica Moralia: Experiments in Interpretive Anthropology*, Fordham University Press, New York., Ruby Jay (2005), *Anthropology as a Subversive Art*, „American Anthropologist" t. 107, nr 4, s. 684-687., Thomassen Bjorn (2013), *Anthropology and Social Theory: Renewing Dialogue*, „European Journal of Social Theory" t. 16, nr 2, s. 188-207, Vigh Henrik Erdman, Sausdal David Brehm (2014), *From Essence Back to Existence: Anthropology beyond the Ontological Turn*, „Anthropological Theory" t. 14, nr 1, March, s. 49-73., Wagner Roy (2001), *An Anthropology of the Subject. Holographic Worldview in New Guinea and Its Meaning and Signifi cance for the World of Anthropology*, University of California Press, Berkeley, Los Angeles, London (and other art.)

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I. **General Information**

Course name	Introduction to Biological Anthropology: Development of Homo sapiens sapiens
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Natural science
Language of instruction	English

Course coordinator/person responsible	Dr Justyna Herda

Type of class	Number of teaching hours	Semester	ECTS Points
tutorial	30	I	2

Course pre-requisites	No pre-requisites

II. **Course Objectives**

C1. Acquisition of basic knowledge on the theory of evolution by natural selection and presenting the evolutionary history of Earth and life on it as a necessary condition for human evolution
C2. Acquisition of basic knowledge on human evolution and philosophical issues related to it
C3. Presenting the main aspects of human behavior and culture from an evolutionary perspective

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	A student knows the specificity of the integrated character of anthropology in relation to basic disciplines	K_W01
W_02	A student has well-ordered knowledge from the area of evolutionary biology especially with regard to evolution of Homo species	K_W03
SKILLS		
U_01	A student is able to find, analyse and evaluate information about human evolution from printed and digital sources	K_U01
U_02	A student is able to integrated knowledge in the field of biological anthropology with knowledge from other fields of anthropological research to describe the observed phenomena from an evolutionary perspective	K_U01
U_03	A student is able to point out and formulate controversies and research problems around human origin	K_U02

	SOCIAL COMPETENCIES	
K_01	A student takes care of maintaining methodological standards in research especially in regard to evolution of Homo sapiens sapiens	K_K02
K_02	A student understands the ways of functioning of different perspectives of perceiving reality from evolutionary point of view	K_K03

IV.   Course Content

- **The theory of evolution: work of Charles Darwin, historical context of discovery of natural selection mechanism**
- **The evolution of the Earth and life**
- **Naturalistic and non-naturalistic explanation of human origin – methodological controversies**
- **Methods of research of human past**
- **Evolution of *Homo sapiens* and its ancestors**
- **Uniqueness of *Homo* species**

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conversational lecture	Written test/Essay	Evaluated test/Evaluated essay
W_02	Working with text	Presentation	File with presentation
SKILLS			
U_01	Discussion	Observation	Observation report
U_02	Textual analysis	Paper	Evaluated paper
U_03	Discussion	Observation	Observation report
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Observation report
K_02	Problem-Base Learning	Evaluation of the process	Group-work rating card

VI.   Grading criteria, weighting factors …
- **Written test/essay: 30%**
- **Prepared presentation: 30%**
- **Activity in the classroom: 40%**

VII.   Student workload

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

VIII.   Literature

Basic literature
1.   Tomasello Michael. 2019. Becoming Human: A Theory of Ontogeny. Harvard University

Press. 2019.

2. Par Michael. 1998/2010. Biological Anthropology: An Introductory Reader. McGraw-Hill.
3. Słomka Marek. 2016. Uniqueness of Man in Nature and Some Examples of Its Questioning. Roczniki Filozoficzne vol. 64/3: 39-57.

Additional literature

1. Harcourt-Smith W. E. H., L. C. Aiello. 2004. Fossils, feet and the evolution of human bipedal Locomotion. J. Anat. Vol. 204: 403–416.
2. Lahr Marta Mirazon.2006. Human Evolution. Encyclopedia of Cognitive Science. https://www.researchgate.net/publication/230248135_Human_Evolution
3. Schwartz J. H., I. Tattersall. 2010. Fossil Evidence for the Origin of Homo sapiens. Yearbook of Physical Anthropology 53: 94–121.
4. Smith J.M., E. Szathmary. 2000. The Origins of Life: From the Birth of Life to the Origin of Language. Oxford University Press.

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

    I.   **General Information**

Course name	Key (classical) Debates in Social and Cultural Anthropology
Programme	Applied Anthropology
Level of studies	BA
Form of studies	full-time
Discipline	Culture and Religion Sciences
Language of instruction	English

Course coordinator/person responsible	
	Dr. Edyta Kuzian

Type of class	Number of teaching hours	Semester	ECTS Points
tutorial	30	2	3

Course pre-requisites	None

    II.   **Course Objectives**

C1: After completing this course students will have basic knowledge on key debates in social, cultural, and applied anthropology.
C2: Students will be able to critically examine and relate these debates in interdisciplinary contexts, focusing on the philosophical perspective and integrate the course materials with outside topics.
C3: Through stimulating in-class discussions students will generate thought-provoking presentation and questions from the readings. Moreover, students will demonstrate a command of the readings during course meetings and strengthen their written skills through writing assignments.

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	Students critically approach and asses the methodology and key concepts in applied anthropology	K_W01
W_02	Students acquire key anthropological English terms	K_W02
W_03	Students improve interdisciplinary knowledge of disciplines	K_W03

	related to anthropology, primarily philosophy	
	SKILLS	
U_01	The ability to analyze different scientific studies about humans, with a primary focus on socio-cultural anthropology	K_U01
U_02	The ability to observe and formulate research problems, including the use of appropriate research tools	K_U02
	SOCIAL COMPETENCIES	
K_01	Student is open and critical of new ideas, concepts, theories, arguments and challenges related to socio-cultural anthropology of the 20th and 21st century	K_K03

IV.   Course Content

This course is designed to provide an overview of the key concepts and theories in social, cultural, and applied anthropology. We will explore six debates discussed in ***Key Debates in Anthropology*** by Tim Ingold. The first debate addresses the disciplinary character of social anthropology: can it be regarded as a science, and if so, is it able to establish general propositions about human culture and social life? The second examines the concept of society, and in the third debate the spotlight is turned on the role of culture in people's perception of their environments. The fourth debate focuses on the place of language in the formation of culture. The fifth takes up the question of how we view the past in relation to the present. Finally, in the sixth debate, the concern is with the cross-cultural applicability of the concept of aesthetics (Ingold).

V.   Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
	KNOWLEDGE		
W_01	Lecture	Research paper	Graded research paper
W_02	Lecture	4 short written assignments	Graded assignments
W_03	Lecture	Exam	Graded exam
	SKILLS		
U_01	Discussion	Evaluation of discussion	Evaluation of the performance
U_02	Discussion	Research paper	Graded research paper
	SOCIAL COMPETENCIES		
K_01	Discussion	Evaluation of discussion	Evaluation of the performance

VI.   Grading criteria, weighting factors.....

It is essential for students to attend and participate in zoom class meetings. Participation represents 20% of your final grade. Students are required to have completed the day's assigned readings by the date indicated below.

Students will write four in-class assignments during the term. These are one single-spaced word papers based on the particular week's readings. <u>These assignments are each worth 5% of the student's final grade.</u> These papers are due in class and shall be emailed to edytakuzian@kul.lublin.pl by the end of our class meeting.

<u>The final 7–8 page paper worth 20%</u> of your final grade is required by the end of the semester (11:59PM, June 16, 2021).

<u>Final exam 20%</u>

Each student should cover two of the rotating presentations. <u>Each presentation is worth 10% of your final grade</u>

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	30
Number of hours of individual student work	60

VIII.   Literature

Primary Literature
Key Debates in Anthropology   Edited by Tim Ingold, 1996   ISBN-13: 978-0415150194   ISBN-10: 0415150191
Secondary literature
Nigel Rapport, Joanna Overing, Social and Cultural Anthropology. The Key Concepts, Routledge, London 2000.   Gary Ferraro, Classic Readings in Cultural Anthropology, Cengage Learning, Boston, MA 2016.   Barbara Miller, Cultural Anthropology in a Globalizing World, Pearson, Boston MA 2017.   Ted C. Lewellen, The Anthropology of Globalization. Cultural Anthropology Enters the 21st Century, Bergin & Garvey, London 2002.   Carla Cuerrón-Montero, Introduction: Preparing Anthropologists for the 21st Century, "National Association for the Practice of Anthropology Bulletin 29(1), March 2008, pp. 1-13.   Brian Morris, Religion and Anthropology. A Critical Introduction, Cambridge University Press, Cambridge 2006.R. Jon McGee, Richard L. Warms (eds.), Theory in Social and Cultural Anthropology. An Encyclopedia, Sage, London 2013.   Chris Jenks, Culture. Key Ideas, Routledge, London 2001.   Ralph Linton, The Study of Man. An Introduction, Appleton-Century-Crofts, Inc., New York 1936.

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   **General Information**

Course name	Key theme in Anthropology: Economy
Programme	Applied Anthropology
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	Bachelor
Form of studies (full-time, part-time)	Full-time studies
Discipline	Management and quality sciences
Language of instruction	English

Course coordinator/person responsible	Piotr Rubaj, PhD

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
tutorial	30	2	3

Course pre-requisites	Basic knowledge of economics and business topics. Ability to think logically and to solve problems.

II.   **Course Objectives**

C1. Introduction to basic definitions and problems in economics
C2. Explanation of the most important processes in economics;
C3. Constructive and creative thinking in field of global economy.
C4. Understanding and popularisation the value of anthropological methods and theories for practical problem-solving in global economy.

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student has ordered basic knowledge of basic disciplines for anthropology , esp. economic anthropology, taking into account the integrated nature of applied anthropology	K_W03
SKILLS		
U_01	selects the appropriate methods; uses the methodology of economic and general social sciences, including collects sociological data	K_U03,
SOCIAL COMPETENCIES		
K_01	Students understands how different perspectives (esp. economic and social) for perceiving reality work and various cognitive and life contexts of communities, especially as communities from countries or cultures other than anthropologist	K_K03

IV. Course Content

1. Basic definitions and problems related to science of economics;
2. Macroeconomics:
   - National accounts and economic growth;
   - Inflation as the main monetary and fiscal problem;
   - Unemployment and its social and economic consequences;
   - Public finances – budget deficit and government debt;
   - Accounts of foreign trade;
   - Central bank and monetary policy.
3. Microeconomics:
   - Demand, supply and equilibrium;
   - Market structures and competition;
   - Monopoly, monopolistic competition and oligopoly;
   - Banks, credits and financial institutions.
   - Business activity in practice.
4. Introduction to international economics:
   - International trade and global demand;
   - Globalization and protectionism;
   - Exchange rates and balance of payments;
   - Global problems – poverty and economic inequality.
5. Social economics
6. Development economics
7. Summary and key conclusions

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_01	tutorial	Graded pass	Single choice test results
SKILLS			
U_01	tutorial	active participation in the	Individual problem

		seminar	based presentations;
SOCIAL COMPETENCIES			
K_01	tutorial	active participation in the seminar	Individual problem based presentations;

Grading criteria, weighting factors.

1. Attendance (minimum 75%)
2. Active participation in the course – discussions, critical disputes
3. Individual problem based presentations;
4. Single choice final test.
5. Grading scale:
2,00 - 2,64: 2,0
2,65 - 3,29: 3,0
3,30 - 3,64: 3+
3,65 - 4,29: 4,0
4,30 - 4,64: 4+
4,65 - 5,00: 5.0.

VI Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**60**

VII Literature

Basic literature
Begg David, Economics McGraw-Hill Education – Europe, ISBN: 0077154517, 2014 Macroeconomics, 7th edition by Michael Parkin, published by Pearson Addison-Wesley, ISBN 0 – 321 – 25360 – 4.

Additional literature
Peng M., Meyer K., International Business, Cengage Learning EMEA, 2019, ISBN- 978-1-4737-5843-8 Collinson S., Narula R., Rugman A., International Business, Pearson 2017, ISBN – 978-1-292-17593-5 Kaur A., International Business, Lambert Academic Publishing, 2011, ISBN 978-3-8443-2714-4 Warsh, David (2006), Knowledge and the Wealth of Nations, Norton, ISBN 978 – 0393059960

Tiku P., The Emerging Markets Handbook, Harriman House Limited, 2014, ISBN 9780857192981
Biswas R., Emerging Markets Megatrends, Palgrave Macmillan, 2018, ISBN 978-3-319=78122-8
Heijdra, B. J.; Ploeg, F. van der (2002), Foundations of Modern Macroeconomics, Oxford University Press, ISBN 0-19-877617-9

Web sites:
https://www.worldbank.org/
https://ec.europa.eu/eurostat/home
https://unctad.org/en/Pages/Home.aspx
https://www.wto.org/
https://www.imf.org/external/index.htm
https://www.oecd.org/
https://www.weforum.org/
https://www.imd.org/
http://hdr.undp.org

COURSE SYLLABUS

Course from study programme for the cycle: 2023/2024

I.   **General Information**

Course name	Key theme in Anthropology: Kinship and Politics
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Philosophy 50%, Culture and Religion Studies 50%
Language of instruction	English

Course coordinator/person responsible	
	prof. dr hab. Jan Kłos

Type of class	Number of teaching hours	Semester	ECTS Points
tutorial	30	II	2

Course pre-requisites	None

II.   **Course Objectives**

The main purpose is to teach students some fundamental questions in anthropology with regard to individual and social life.
Another goal is to teach them analytical and synthetic thinking

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	has ordered basic knowledge of basic disciplines for anthropology	K_W03
SKILLS		
K_U01	has developed skills in interpersonal and intercultural communication; recognizes social problems, designs activities and prepares the environment for communicative purposes, mitigating social conflicts, leading to settlement	K_U14
SOCIAL COMPETENCIES		
K_01	is open and critical to new ideas, concepts, theories and arguments; understands how different perspectives for perceiving reality work	

	and various cognitive and life contexts of communities, especially as communities from countries or cultures other than anthropologist	K_K03

IV. Course Content

1. The Human Person - General Considerations
2. The Human Person and Society.
3. The Human Person and the State.
4. The Problem of Autonomy of the Human Person.
5. The Human Person and Political Activity.
6. The Human Person and Economic Activity.
7. The Human Person in the Context of Political Systems (Examples)
8. To Accomplish the Common Good.
9. The Human Person and Freedom.
10. The Human Person Towards Responsibility and Solidarity.
11. The Principle of Subsidiarity.
12. The Person in the Mass Media.
13. Justice and Balance.
14. Sustainable Development.
15. Conclusions.

V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Discussion, presentation	Presentation, active participation	Presentation, active participation
SKILLS			
U_01	Discussion, argumentation	Presentation, active participation	Presentation, active participation
SOCIAL COMPETENCIES			
K_01	Listening to others	Presentation, active participation	Presentation, active participation

VI. Grading criteria, weighting factors…..

Lecture: exam 100%

Fail

(W) – the student does not have a basic knowledge of the anthropological issues

(U) – the student is not able to offer any conceptual solution for the anthropological problem

(K) – the student is not engaged in the process of acquiring the knowledge

Pass

(W) – the student gained general but limited knowledge on the main topics of the tutorial

(U) – the student barely can formulate some solution for the anthropological problem under discussion

(K) – the student attends the lecture but is not interested in the problems under discussion

Merit

(W) – the student has gained a good knowledge of the moral issues presented in the tutorial

(U) – the student is able easily to present gained knowledge

(K) – the student is active in the lecture and is willing to broaden his knowledge

Distinction

(W) – the student has systematized and wide knowledge on the main topics presented in the tutorial

(U) – the student is able to present gained knowledge and formulate his own argumentation

(K) – the student is active an takes an initiative with broadening his knowledge

VII. **Student workload**

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

VIII. **Literature**

Basic literature
M. Herzfeld, Cultural Intimacy. Social Poetics in the Nation-State, New York and London: Routledge, 2016. M. Herzfeld, Anthropology through the looking-glass, Cambridge: Cambridge University Press, 1999.

Additional literature
I. Berlin, Two Concepts of Liberty K. Wojtyła, The Acting Person, Analecta Husserliana 1979. Ch. Taylor, Sources of the Self: The Making of Modern Identity. Harvard University Press, 1989.