

Course Syllabus

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	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Anna Kawalec, prof. KUL
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Type of class	Number of teaching hours	Semester	ECTS Points
lecture	30	I	4

Course pre-requisites	none
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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 programme learning outcome
KNOWLEDGE		
W_01	situates anthropology in relation to the sciences and understands the specific and methodological specificity of anthropology, 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	K_W02

W_03	has ordered basic knowledge of basic disciplines of anthropology	K_W03
SKILLS		
U_01	integrates knowledge in the field of various scientific disciplines about human beings (esp. of the objectives of the direction of socio-cultural anthropology and in addition philosophical anthropology)	K_U1
U_02	Student integrates various anthropological approaches and concepts, university disciplines, including ways of communication in everyday life	K_U18
SOCIAL COMPETENCIES		
K_01	Student is open and critical, understands the ways of functioning of different perspectives of perception and different cognitive and life contexts of communities, esp. non-Western	K_K03

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 discipline (esp. T. Ingold) and the outline of history, with particular emphasis on the specificity of applied / 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 undertaken 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	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Tutorial lecture	written exam	Examination
W_02	Tutorial lecture	written exam	Examination
W_03	Tutorial lecture	written exam	Examination
SKILLS			
U_01	discussion	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

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

Participating, discussion – 40%, 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

<p>Basic literature</p> <p>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), <i>Key Debates in Anthropology</i>, Routledge, London, New York., Parkin David, Ulijaszek Stanley red. (2007), <i>Holistic Anthropology: Emergence and Convergence</i>, Berghahn Books, New York, Oxford. Rabinow Paul, Marcus George E. i in. red. (2008), <i>Designs for an Anthropology of the Contemporary</i>, Duke University Press, Durham, London.</p>
<p>Additional literature</p> <p><i>The Art of Anthropology: Essays and Diagrams</i>, red. Eric Hirsch, Athlone, London 1999; reprint: Berg, Oxford 2006, Barth Fredrik, Gingrich Andre, Parkin Robert, Silverman Sydel (2005), <i>One Discipline, Four Ways: British, German, French, American</i>, Foreword Chris Hann, The Halle Lectures, University of Chicago Press, Chicago, London, Bernard H. Russell, Gravlee Clarence C. red. (20152), <i>Handbook of Methods in Cultural Anthropology</i>, Rowman & Littlefield, Maryland., M. Archer (2000) <i>Being Human: The Problem of Agency</i>, Cambridge University Press, Cambridge. Evans-Pritchard Edward (1972), <i>Social Anthropology</i>, Cohen and West, London., <i>A Companion to the Anthropology of Europe</i>, 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), <i>Is Anthropology Art or Science?</i> [and comments and reply], „Current Anthropology” t. 31, nr 3, s. 263-282. Clifford James, Marcus George E. red. (1986), <i>Writing Culture. The Poetics and Politics of Ethnography</i>, University of California Press, Berkeley, Los Angeles, Geertz Clifford (Press 1974), <i>From the Native’s Point of View: On the Nature Anthropological Understanding</i>, „Bulletin of the American Academy of Arts and Sciences” t. 28, nr 1, s. 26-45;, <i>Anthropological Locations: Boundaries and Grounds of a Field Science</i>, red. Akhil Gupta, James Ferguson, University of California Press, Oakland,, <i>Experiments in Holism: Theory and Practice in Contemporary Anthropology</i>, red. Ton Otto, Nils Bubandt, Blackwell Publishing Ltd., Chichester 2010, <i>Making: Anthropology, Archaeology, Art and Architecture</i>, Routledge, London. Kuper A., <i>Anthropology and Anthropologists: The Modern British School</i>, Routledge & Kegan Paul, London, Boston 1983, Layton Robert (1997), <i>An Introduction to Theory in Anthropology</i>, Cambridge University, Cambridge., Moore Henrietta L., Sanders Todd red. (2006), <i>Anthropology in Theory: Issues in Epistemology</i>, Blackwell Publishing, Malden, Oxford, Carlton., Panourgiá Neni, Marcus George E. (2008), <i>Ethnographica Moralia: Experiments in Interpretive Anthropology</i>, Fordham University Press, New York., Ruby Jay (2005), <i>Anthropology as a Subversive Art</i>, „American Anthropologist” t. 107, nr 4, s. 684-687., Thomassen Bjorn (2013), <i>Anthropology and Social Theory: Renewing Dialogue</i>, „European Journal of Social Theory” t. 16, nr 2, s. 188-207, Vigh Henrik Erdman, Sausdal David Brehm (2014), <i>From Essence Back to Existence: Anthropology beyond the Ontological Turn</i>, „Anthropological Theory” t. 14, nr 1, March, s. 49-73., Wagner Roy (2001), <i>An Anthropology of the Subject. Holographic Worldview in New Guinea and Its Meaning and Significance for the World of Anthropology</i>, University of California Press, Berkeley, Los Angeles, London.</p>

Course Syllabus

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	prof. dr hab. Paweł Kawalec
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Type of class	Number of teaching hours	Semester	ECTS Points
Lecture	30	II	3

Course pre-requisites	None
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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 programme 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 sociological data as well as interpreting and analyzing this data, as	K_U02

	well as communicating the results obtained	
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 research and research design. Methodology of fieldwork. Modern methods of data collection, analysis 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., <i>Doing Ethnographic and Observational Research</i> , London 2008.
Additional literature
Chalmers A., <i>What Is This Thing Called Science: An Assessment of the Nature and Status of Science and Its Methods</i> , OUP 1999.

Fife W., *Doing Fieldwork: Ethnographic Methods for Research in Developing Countries and Beyond*, New York 2005.

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

I. General Information

Course name	„Good life” and human rights
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	dr hab. Krzysztof Motyka prof. KUL
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Type of class	Number of teaching hours	Semester	ECTS Points
Lecture	30	II	3

Course pre-requisites	-
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II. Course Objectives

C 1 To 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.

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 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 to good life and systems and instruments of their	K_W03, K_W05

	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

IV. Course Content

<ol style="list-style-type: none"> 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).
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V. 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	Written and/or oral exam	Exam works and/or

	lecture with elements of discussion		assessment sheet
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

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

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

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
<p><i>Human Rights and Anthropology</i>, 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.</p> <p>Linda Hajjar Leib, <i>Human Rights and the Environment: Philosophical, Theoretical and Legal Perspectives</i>, Leiden-Boston 2011, chapter 2: An overview of the characteristics and controversies of human rights; Edmunds Mary, <i>A Good Life. Human rights and encounters with modernity</i>, 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;</p>
Additional literature
<p><i>Human Rights, Culture and Context: Anthropological perspectives</i>, Richard Ashby Wilson, ed., London 1997; Human rights, in: Nigel Rapport and Joanna Overing, <i>Social and Cultural Anthropology. The Key Concepts</i>, 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</p>

Course Syllabus

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	dr Marcin Czakon
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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.
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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_U16, K_U17
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_U16, K_U17
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, algebra 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. Limitation 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 analyze 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 analyze 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, <i>Deduction. Introductory Symbolic Logic</i> , Blackwell Publishers Ltd., 2003.
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Additional literature

J. C. Beall, B. C. van Fraassen, <i>Possibilities and Paradox. An Introduction to Modal and Many-Valued Logic</i> , Oxford 2003.
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R. M. Smullyan, <i>Goedel's Incompleteness Theorems</i> , Oxford 2001.
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Course Syllabus

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 studies
Language of instruction	English

Course coordinator/person responsible	Andrij Saweneć, Ph.D.
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Type of class	Number of teaching hours	Semester	ECTS Points
Workshops	30	II	2

Course pre-requisites	R1: English proficiency at level B2 of the Common European Framework of Reference for Languages (CEFR) R2: Experience in reading and discussing academic texts in the Humanities in English
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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	K_W02

	Russian/Ukrainian in the basic scope.	
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 anthropological 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 – 40%
- written assignment – 40%
- participation in discussion and exercises – 50%

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

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

Additional literature

Muller V. K. (2013) *Complete English-Russian Russian English Dictionary*. Moscow: Eksmo.

Popov Ye. F., Balla M.I. (2005) *Comprehensive Ukrainian-English dictionary*. Kyiv: Chumatskiy Shliakh

Bekh O. & J. Dinley (2003) *Teach yourself Ukrainian*. Hodder Arnold.

Internet resources:

cybermova.com

<https://www.lexilogos.com>

Course Syllabus

I. General Information

Course name	Anthropologist's toolkit: Ethnographical research (in Spanish)
Programme	Applied Anthropology
Level of studies	BA
Form of studies	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Ks. dr hab. Andrzej Pietrzak, prof. KUL
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Type of class	Number of teaching hours	Semester	ECTS Points
workshops	30	I	3

Course pre-requisites	-
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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 knowledge, 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 programme 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 knowledge in the area of the Spanish language	K_W04
W_03	the student is familiar with the methodology of scientific research of current state of the Ibero-Latin American cultures	K_W04
SKILLS		
U_01	the student applies the achievements of various scientific disciplines on Ibero-Latin American cultures	K_U01
U_02	identifies the observed phenomena and formulates research	K_U02

	problems, uses appropriate research tools, and if necessary, deploys existing or constructs new research tools flexibly	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

<p>Lecture topics:</p> <ol style="list-style-type: none"> 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 Descubrimiento. 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

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

Course pre-requisites	W1 – basic knowledge of the liberal arts
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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-mindedness, critical thinking, and respect to various opinions) that	K_U14

	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

			ation Card
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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) Max Scheler, <i>The Human Place in the Cosmos</i> , Evanston, Illinois: Northwestern University Press 2009; (2) Leslie Stevenson, David L. Haberman, Peter Matthews Wright, and Charlotte Witt, <i>Thirteen Theories of Human Nature</i> , New York-Oxford: Oxford University Press 2018; (3) Roger Scruton, <i>On Human Nature</i> , Princeton-Oxford: Princeton University Press 2017; (4) 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 Metaphysics of Hope*, Gloucester, MA: Peter Smith 1978; (6) Ludwig Wittgenstein, *Bemerkungen über Frazer's 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 Press 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 (ed.), *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

I. General Information

Course name	Antropologist's toolkit: Translation studies: literature and mass-media, in German / Antropological reading
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
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Type of class	Number of teaching hours	Semester	ECTS Points
workshops	30	II	2

Course pre-requisites	none
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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	translates oral and written concepts and simple statements in German	K_U03
U_02	communicates with specialists and other target groups with cultural background in German	K_U06
U_03	knows and uses a basic research concepts in anthropology in	K_U10

	German	
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 communities from German-speaking countries or cultures	K_K03

IV. Course Content

The aim of the course is to analyze the roles played by translation in contemporary culture, especially as a tool for revealing cultural diversity through semantic and lexical analyzes of various texts (scientific and popular) from selected cultures. Participants acquire knowledge related to the practice and functioning of translation in global communication, become familiar with the theoretical aspects contained in multicultural translation. The selection of texts to be prepared takes into account the specificity of a given culture and serves to show its multi-faceted functioning in the context of intercultural communication.

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	working with text	observation	observation report
SKILLS			
U_01	working with text	observation	observation report
U_02	discussion	observation	group work evaluation card
U_03	working with text	observation	observation report
SOCIAL COMPETENCIES			
K_01	discussion	observation	group work evaluation card

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

The final grade consists of:

1. Active participation in class 50%
2. Assessment card 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
The selection of literature will be proposed taking into account the interests of participants and the specificity of the group.
Additional literature
Curran, J. , Morley, D. (ed.), <i>Media and Cultural Theory</i> . London: Routledge, 2006.
Dirk D., <i>Translation and the Mass Media</i> , in: <i>Translation History and Culture</i> , ed. S. Bassnett and A. Lefevere Pinter Publishers, London, 1990, p. 97-109.
Gambier ,Y., Gottlieb, H. (ed.), <i>(Multi)media Translation</i> , Amsterdam: John Benjamins, 2000.
Rantanen, T., <i>The Media and Globalization</i> , London: Sage: 2005.
Xie M., <i>Transvaluing the Global: Translation, Modernity and Hegemonic Discourse</i> , in: N. Wang, S. Yifeng (ed.), <i>Translation, Globalisation and Localisation. A Chinese Perspective</i> , Clevedon: Multilingual Matters, p. 15-30.

Course Syllabus

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

Course pre-requisites	none
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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. Shaping the foundations 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 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	recognizes social problems, designs applied research activities in view of mitigating social conflicts, leading to settlement	K_U14
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	written test	assessment text of the written work
SKILLS			
U_01	working with text	observation	observation report
U_02	working with text	observation	observation report
U_03	case study	observation assessment	sheet for group work
U_04	working with data sets	observation	observation report
SOCIAL COMPETENCIES			
K_01	working with text	observation	observation report

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

The final grade consists of:

1. Active participation in classes 20%
2. 80% written test.

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

Course Syllabus

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	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr Piotr Steinbrich
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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)
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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

I. General Information

Course name	Entrepreneurship – workshop
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
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Type of class	Number of teaching hours	Semester	ECTS Points
workshops	30	I	2

Course pre-requisites	none
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II. Course Objectives

1. To familiarize students with the basic concepts of entrepreneurship (e.g. entrepreneurial person, organization, work, entrepreneurial attitude, teamwork, occupational stress, labor market, business ethics).
2. Improvement of entrepreneurial tools / skills.
3. Shaping entrepreneurial attitudes and habits.

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Defines the basic economic and legal conditions of business activity and forms of individual entrepreneurship	K_W02
SKILLS		
U_01	Determines the opportunities for professional development and selects forms of own development and lifelong learning	K_U15
SOCIAL COMPETENCIES		
K_01	Undertakes activities in the field of initiating business activity and creating her/his own professional career	K_K11

IV. Course Content

1. Basic concepts in the field of entrepreneurship (knowledge, skills, competences)
2. Hard and soft competences
3. Talent test: the importance of talents from a professional perspective
4. Interpersonal and public communication: strategies and methods (Elevator pitch)
5. Team work: group dynamics, feedback, synergies and barriers
6. Psychophysiology of stress: stressors and strategies for coping with stress
7. Time management and strategies of balance between the sphere of work and personal life (work-life balance)
8. Labor market - specifics and requirements. Transactional dimension of work
9. Tools to increase market attractiveness (CV, interview)
10. Forms of business
11. Types of employment contracts and civil law contracts
12. Search for a job: sources of knowledge and barriers, micro-project: searching for job offers
13. Business project part 1. Vision, mission and strategy of the organization (design thinking, Marshmallow challenge)
14. Business project part 2. Market analysis: micro-determinants and macroeconomic, legal-administrative, demographic, socio-cultural and technological market functioning.
15. Business project part 3. Matching the product / service to the requirements and needs of the market, product definition and its positioning on the market, the basics of the cost strategy.
16. Business project part 4. Planning your own business: setting up and management.
17. Passing the final project (presentations of business projects)

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	Method of project	Presentation	Card of presentation evaluation
SOCIAL COMPETENCIES			
K_01	Brainstorm	Observation	Group work evaluation card

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

The final grade consists of:

1. Active participation in classes (30%)
2. Performing specific tasks set by the teacher at particular stages of the program implementation (including tests and colloquium checking knowledge) (30%)

3. Performance of the final project (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
Armstrong G., Kotler P. (2018). Principles of Marketing. Prentice Hall
Cardona P., Rey C. (2009). Management by Missions. Palgrave
Boeri T., van Ours J., (2013). The Economics of Imperfect Labor Markets. Princeton
Additional literature
Ankersen R. (2015). The Gold Mine Effect. Icon Books
Clayton M. (2012). Brilliant Stress Management. FT Press
Davis M., McKay M., Fanning P. (2017). Messages: The Communication Skills Book. New Harbinger
Klein, G. (2010). Decision Making in Action: Models and Methods. Praeger.
Leary M. (2017). Self-presentation: Impression Management And Interpersonal Behavior. West-view
Rudkin Ingle, B. (2013). Design Thinking for Entrepreneurs and Small Businesses. Apress

Course Syllabus

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	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr. Stanisław A. Wargacki
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Type of class	Number of teaching hours	Semester	ECTS Points
tutorial	30	II	3

Course pre-requisites	none
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II. Course Objectives

C1: to provide knowledge on key debates in social and cultural anthropology; paradigm shift discussion; anthropology put to use in 21 st century
C2: the ability to formulate problems related to social and cultural anthropology within the structure and agency debate; nature versus culture, etc.
C3: to acquire the ability to think critically regarding the analysis of social and cultural phenomena

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 specificity of the subject matter and methodology of social and cultural anthropology, including applied anthropology	K_W01
W_02	Student knows anthropological terminology in English	K_W02
W_03	Student has a structured basic knowledge of disciplines related to anthropology, primarily sociology	K_W03
SKILLS		
U_01	Student combines knowledge of different scientific disciplines	K_U01

	about humans, especially from the realm of socio-cultural anthropology	
U_02	Student identifies observed phenomena and formulates research problems, uses appropriate research tools and, if necessary, flexibly handles existing ones or develops new 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 dynamics of the 21 st century	K_K03

IV. Course Content

This course is designed to provide the student with an overview of the most important concepts, theories and paradigms related to social and cultural anthropology. During our classes we will explore such issues as: main paradigms in anthropology (evolutionism, diffusionism, functionalism, structuralism, symbolic anthropology, postmodern anthropology); specific issues (inter alia structure and agency debate; nature versus culture, the self and culture; religion, myth and ritual).

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	Research paper	Graded research paper
W_03	Lecture	Research paper	Graded research paper
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.....

The course assessment is based on active class participation (20%), 15-minutes oral presentation on a topic related to the field of social and cultural anthropology (30%), and research paper (5-7 pages), which will be an extension of the problem outlined in the presentation (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	60

VIII. Literature

Basic 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 21 st Century, Bergin & Garvey, London 2002. Carla Cuerrón-Montero, Introduction: Preparing Anthropologists for the 21 st 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.
Additional literature
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

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

Course pre-requisites	---
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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	K_U02

	formulates research problems, uses humanistic research tools, treats existing or constructs new research tools flexibly	
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

<ol style="list-style-type: none"> 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	Discussion	Observation	Observation report
W_03			
SKILLS			
U_01 U_02	Text analysis	Presentation	Presentation evaluation card
U_03			
SOCIAL COMPETENCIES			

K_01 K_02	Discussion	Observation	Observation report
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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
<ol style="list-style-type: none"> 1. <i>The Oxford Companion to Classical Civilization</i>, ed. S. Hornblower et al., Oxford 1998 2. J. Doug, <i>Latin Made Simple: A complete introductory course in Classical Latin</i>, New York 2010
Additional literature
<ol style="list-style-type: none"> 1. W. Jaeger, <i>Paideia: The Ideals of Greek Culture</i>, vol. 1-3, New York – Oxford 1986 2. <i>Edinburgh Companion to Ancient Greece and Rome</i>, ed. E. Bispham et al., Edinburgh 2006

COURSE SYLLABUS

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	Philosophy
Language of instruction	English

Course coordinator/person responsible	dr hab. Robert T. Ptaszek
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Type of class	Number of teaching hours	Semester	ECTS Points
tutorial	30	II	3

Course pre-requisites	W 1. Basic knowledge of religion. W 2. An ability to find relationships among religious and anthropological ideas
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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. It shows the connections between religions and civilizations. He 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 dimensions of the functioning of culture, is open to new cultures	K_K03

	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.	
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IV. Course Content

<p>Religion</p> <ol style="list-style-type: none"> 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 <p>Totemism</p> <ol style="list-style-type: none"> 1. History, definitions and ways to understand the term <ol style="list-style-type: none"> 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 <p>Adam Kuper and his critique of totemism</p>

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	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%).

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, <i>Anthropology of Religion: an introduction</i> , Oxford, 2006
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Robert Alun Jones, <i>The Secret of the Totem: Religion and Society from McLennan to Freud</i> , New York 2005
--

Adam Kuper, <i>The Reinvention of Primitive Society. Transformations of a Myth</i> , London, New York 2005
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Additional literature

Emile Durkheim, <i>Elementary Forms of Religious Life</i> , New York, London, Toronto, Sydney, Tokyo, Singapore 1995
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Sigmund Freud, <i>Totem and Taboo. Resemblances Between the Psychic Lives of Savages and Neurotics</i> , London 1919.

Claude Lévi-Strauss, <i>Totemism</i> , London 1964
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Course Syllabus

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
Language of instruction	English

Course coordinator/person responsible	prof. dr hab. Jan Kłos
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Type of class	Number of teaching hours	Semester	ECTS Points
tutorial	30	II	2

Course pre-requisites	None
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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
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IV. Course Content

<ol style="list-style-type: none"> 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 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
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.

Course Syllabus

I. General Information

Course name	Language as the means of communication
Programme	Applied Anthropology
Level of studies	BA
Form of studies	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	dr hab. Henryk Duda prof. KUL
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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)
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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	K_K07

	discourse about language and its functioning in social life, especially in a multicultural environment.	
K_02	Student is open to new ideas and concepts in linguistics, discourse and culture.	K_K07

IV. Course Content

<ol style="list-style-type: none"> 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
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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, <i>Linguistics made easy</i> , [London, Hodder Education], 2012.
Akmajian Adrian, Demers Richard A., Farmer Ann K. [et al.], <i>Linguistics An Introduction to Language and Communication</i> , Cambridge Mass: The MIT Press, 2001.
Fromkin Victoria, Rodman Robert, Hyams Nina, <i>An introduction to language</i> , 2003.
Additional literature
Aitchison Jean, <i>The articulate mammal: an introduction to psycholinguistics</i> , New York, Routledge, 2015.
Aronoff Mark, Rees-Miller Janie, <i>The Handbook of Linguistics</i> , Wiley-Blackwell, 2017.
Bünting Karl-Dieter, <i>Einführung in die Linguistik</i> [in German], Athenäum: Weinheim Beltz 1996. Also available in Polish: Bünting Karl-Dieter, <i>Wstęp do lingwistyki</i> , Warszawa: PWN 1989.
Dechaine Rose-Marie, Vatikiotis-Bateson Eric, Burton, Strang, <i>Linguistics for Dummies</i> , Hoboken, CANADA: For Dummies, 2018.
Grzegorzczkova Renata, <i>Wstęp do językoznawstwa</i> [Introduction to linguistics – in Polish], Warszawa, 2007.
Milewski Tadeusz, <i>Introduction to the study of language</i> , The Hague: Mouton – Warszawa: PWN-Polish scientific publ., 1973.
Wierzbicka Anna, <i>O języku dla wszystkich</i> [in Polish], Warszawa 1967.

COURSE SYLLABUS

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	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr Adam Kubiak
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Type of class	Number of teaching hours	Semester	ECTS Points
tutorial	30	I	2

Course pre-requisites	No pre-requisites.
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II. Course Objectives

C1. Acquaintance with the basic knowledge on the evolution of human and philosophical issues related
C2. Acquisition of ability to understand manifold aspects of human behavior and culture from an evolutionary perspective
C3. Acquisition of skill of creatively discussing evolutionary aspects of diversity of culture and behavior in socially important contexts

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 specificity of the integrated character of anthropology in relation to basic discipline for anthropology – evolutionary biology (topics of human evolution)	K_W01, K_W03
SKILLS		
U_01	Integrates knowledge in the field of biological anthropology with knowledge from other fields of anthropological research to describe the observed phenomena from an evolutionary perspective and flexibly formulate anthropological research problems from this perspective	K_U01, K_U02
SOCIAL COMPETENCIES		
K_01	Understands, from evolutionary perspectives, the ways of functioning of different perspectives of perceiving reality and various cognitive and life contexts of communities; inspires	K_K03; K_K08

	intercultural dialog by popularizing scientific knowledge	
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IV. Course Content

The course covers manifold topics concerning human phylogenetic and ontogenetic development, as well as evolutionary interpretation of cognitive abilities, behavior, and cultural phenomena. The course includes topics such as mechanisms and effects of evolution in general, pre-humans, human adaptations to diversified environment, ontogenetic development of cognitive abilities, differences in cognitive development between human and related species, directing the evolution of human, evolutionary explanations of social norms, art, religion, science, philosophical questions in the light of life sciences.

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conversational lecture	Semester test/ Essay	Commented and graded test/ Commented and graded essay
SKILLS			
U_01	Discussion	Observation	Commitment evaluation card
SOCIAL COMPETENCIES			
K_01	Working with text	Presentation	File with presentation

VI. Grading criteria, weighting factors ...

Final grade = 1/3 x semester test/ essay grade + 1/3 x presentation grade + 1/3 x graded evaluation of commitment to taking part in 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

- (1) Tim, Ingold. 1986/2016. Evolution and Social Life (Routledge Classic Texts in Anthropology. Routledge. ISBN-10: 9781138675841
- (2) Michael, Tomasello. 2019. Becoming Human: A Theory of Ontogeny. Harvard University Press. ISBN-10: 0674980859
- (3) Michael, Park. 1998/2010. Biological Anthropology: An Introductory Reader. McGraw-Hill. ISBN: 9780078116964

Additional literature

- (4) Richard E. Leakey, Roger Lewin. 1995/1996. The Sixth Extinction: Patterns of Life and the Future of Humankind.
- (5) Jared, Diamond. 1991. The Third Chimpanzee: The Evolution and Future of the Human Animal.

(6)[https://www.si.edu/Encyclopedia_SI/nmnh/evolve.htm?
fbclid=IwAR2TdaYqawzvRqfsBuhOyXxXZqYZqwVLCVZDOV97-OnJMgTfvWiqTcMnxAs](https://www.si.edu/Encyclopedia_SI/nmnh/evolve.htm?fbclid=IwAR2TdaYqawzvRqfsBuhOyXxXZqYZqwVLCVZDOV97-OnJMgTfvWiqTcMnxAs)

Course Syllabus

I. General Information

Course name	Key Theme in Anthropology: Economy
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
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Type of class	Number of teaching hours	Semester	ECTS Points
Tutorial	30	II	3

Course pre-requisites	none
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II. Course Objectives

C1 - Familiarizing students with the basic concepts and issues in the field of economics.
C2 - Explaining to students the key phenomena and processes occurring in the economy.
C3 - Developing in students the ability to think economically and to criticize economic phenomena.

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 concepts and issues in the field of economics.	K_W03
SKILLS		
U_01	The student understands the phenomena and processes occurring in the economy.	K_U03
SOCIAL COMPETENCIES		
K_01	The student is ready to understand other than his / her cognitive perspective and lifestyle, uses his theoretical knowledge to critically describe economic phenomena and processes and apply it to solve problems of the community in which he works	K_K03

IV. Course Content

<ol style="list-style-type: none"> 1. Basic issues and problems concerning the economy and the processes taking place in it <ol style="list-style-type: none"> a. The subject of economics, main economic problems, methods of economic analysis, economic laws; b. Macro and microeconomics and international economics as the main branches of economics c. Main macroeconomic problems and general social goals of management 2. Macroeconomics <ol style="list-style-type: none"> a. Basic measures and macroeconomic indicators - system of national accounts (GDP, PNB, PNN) b. Inflation and its indicators c. Labor market d. Public Finance e. Balance of payments f. Central bank and money in the economy 3. Microeconomics <ol style="list-style-type: none"> a. The concept of the market and classification of markets b. The law of supply and demand, the price of the market equilibrium c. economic sectors d. the concept of demand, the law of demand, the demand curve, flexibility e. forms of running a business f. ethics in business 4. Introduction to international economics <ol style="list-style-type: none"> a. Balance of payments - definition and deficits b. Forms of foreign trade c. Exchange rate - definition and shaping methods d. The instrument of foreign economic policy 5. Social economy and its most important postulates 6. Development economics - characteristics of selected countries 7. Summary and the most important conclusions
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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 sheet
SKILLS			
U_01	conversational lecture	written exam	assessment sheet
SOCIAL COMPETENCIES			
K_01	conversational lecture	written exam	assessment sheet

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

1. Class attendance;

2. Active participation in discussions and discussing the issues presented during the seminar (20%);
3. Oral examination of knowledge (80% of the 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	60

VIII. 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.

Course Syllabus

I. General Information

Course name	Archaeology and Anthropology: World's case studies
Programme	General academic/Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Philosophy (and History)
Language of instruction	English

Course coordinator/person responsible	Dr hab. Piotr Plisiecki
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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)
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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	K_U01

	world's Anthropology and Archaeology.	
U_02	Graduate names the observed phenomena uses the right re- search 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 re- search in the field of Archaeology and Anthropology.	K_U04
SOCIAL COMPETENCIES		
K_01	Graduate coordinates the process of acquiring knowledge, con- tinuous education, improving competences, acquiring new, flex- ible 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 at- tempts to develop them.	K_K02
K_03	Graduate designs research activities and practical plans to ad- apt the theory.	K_K10

IV. Course Content

<ol style="list-style-type: none"> 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. 	
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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)
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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 Archaeology, Chicago 1968. Bordars F., A Tale of Two Caves, New York 1972. Butzer K.W., Environment and Archaeology, Chicago 1964. Chronologies in Old World Archaeology, red. R.W. Ehrich, Chicago 1965. Daniel G. E., The Megalith Builders of Western Europe, London 1958. Hodder I., Theory and Practice in Archaeology, London 1996. Isaac G., Olgorgesaille, 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 Mesolithic 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

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	Philosophy
Language of instruction	English

Course coordinator/person responsible	dr hab. Henryk Duda prof. KUL
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Type of class	Number of teaching hours	Semester	ECTS Points
Tutorial	30	I	2

Course pre-requisites	Knowledge of basic linguistic terminology, knowledge of English (≥B2)
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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	K_U02

	appropriate tools to solve them	
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

<ol style="list-style-type: none"> 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
<p><i>Encyklopedia językoznawstwa ogólnego</i> [Encyclopedia of general linguistics], ed. by K. Polański, Wrocław 1993 (or the next edition).</p> <p>V. Fromkin, R. Rodman, N. Hyams, <i>An introduction to language</i>, 2003.</p> <p>R. Grzegorzczkova, <i>Wstęp do językoznawstwa</i> [Introduction to linguistics], Warszawa 2007.</p> <p>A. Heinz, <i>Dzieje językoznawstwa w zarysie</i> [An outline of the history of linguistics], Warszawa 1978.</p> <p>W.P. Lehmann, <i>Historical Linguistics</i>, London 1995.</p> <p>A. Weinsberg, <i>Językoznawstwo ogólne</i> [General linguistics], Warszawa 1983.</p>
Additional literature
<p>J. Aitchison, <i>The seeds of speech : language origin and evolution</i>, Warszawa 2010.</p> <p>J. Bartmiński, <i>Aspects of cognitive ethnolinguistics</i>, London 2009.</p> <p>I. Bobrowski, <i>Zaproszenie do językoznawstwa</i> [An invitation to linguistics], Kraków 1998.</p> <p>R.M.W. Dixon, <i>The rise and fall of languages</i>, London 1997.</p> <p>R. Dunbar, <i>Grooming, Gossip, and the Evolution of Language</i>, Cambridge, Mass. 2002.</p> <p>Jourdan, Christine, <i>Language, Culture, and Society Key Topics in Linguistic Anthropology</i>, Cambridge: Cambridge University Press, 2008.</p> <p>A. Majewicz, <i>Języki świata i ich klasyfikowanie</i> [World languages and their classification], Warszawa 1989.</p> <p>T. Milewski, <i>Językoznawstwo</i> [Linguistics] (latest available edition).</p> <p>Salzmann Zdenek, James Stanlaw, and Nobuko Adachi, <i>Language, Culture, and Society: An Introduction to Linguistic Anthropology</i>, Boulder, CO: Westview Press, 2012.</p> <p>E. Tabakowska (ed.), <i>Kognitywne podstawy języka i językoznawstwa</i> [Cognitive basics of language and linguistics], Kraków 2001.</p> <p>A. Wierzbicka, <i>O języku dla wszystkich</i>, Warszawa 1967.</p>

COURSE SYLLABUS

I. General Information

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

Course coordinator/person responsible	mgr Assef Salloom
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Type of class	Number of teaching hours	Semester	ECTS Points
foreign language classes	30	II	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.
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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	knows and uses at least at a basic level (A1) of Arabic for the purpose of daily communication with representatives of these communities	K_U12
SKILLS		
U_01	Integrates knowledge in the field of various scientific disciplines about human beings, especially those that are part of the functioning in the world of biological and linguistic anthropology, archeology, and especially emphasized due to the objectives of the direction of socio-cultural anthropology and in addition philosophical anthropology	K_U12

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_U12

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
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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

I. General Information

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

Course coordinator/person responsible	Ks. dr hab. Andrzej Pietrzak prof. KUL
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Type of class	Number of teaching hours	Semester	ECTS Points
classes	30	II	1

Course pre-requisites	-
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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	K_U03

	and sociological data, translates oral and written statements	
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

<p>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.</p>
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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 Anthropology. 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

I. General Information

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

Course coordinator/person responsible	Paweł Nowik, PhD, Associate Professor
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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.
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II. Course Objectives

<p>Knowledge:</p> <p>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;</p> <p>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;</p> <p>C 3 - transfer of knowledge of the entities involved in legal relations relevant to labour and social security law;</p> <p>C 4 - acquaint students with basic institutions of labour and social security law;</p>
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<p>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;</p>
<p>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.</p>

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. Course Content

<p>PROBLEM BLOCKS:</p> <p>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.</p>

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,	Colloquium/activity in class	Protocol/ List of student

	case study,		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
- 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

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 Piotr Szafek
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Type of class	Number of teaching hours	Semester	ECTS Points
lecture	30	IV	3

Course pre-requisites	W1 – basic knowledge of the liberal arts
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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 modern to contemporary 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 cognitive contexts.	K_K03

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 second semester, it consists of the main modern and contemporary philosophical and anthropological standpoints such as, among others, of two main streams in modern philosophy: Continental Rationalism and British Empiricism, I. Kant, G. W. Hegel, A. Comte, F. Nietzsche, American Pragmatism, Phenomenology, Analytic Philosophy, and Existentialism. 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 modern and contemporary 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 modern to contemporary 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 modern to contemporary 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 modern to contemporary times

(U) – student is able easily to demonstrate his knowledge on the modern and contemporary 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 modern to contemporary 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)	30
Number of hours of individual student work	60

II. Literature

Basic literature
(1) R.H. Popkin (ed.), <i>The Columbia History of Western Philosophy</i> , New York: Columbia University Press 2006; (2) A. Kenny, <i>The Rise of Modern Philosophy: A New History of Western Philosophy</i> , Vol. 3, New York: Oxford University Press 2006; (3) A. Kenny, <i>Philosophy in the Modern World: A New History of Western Philosophy</i> , Vol. 4, New York: Oxford University Press 2008.
Additional literature
(1) A. Kenny, <i>An Illustrated Brief History of Western Philosophy</i> , Oxford: Blackwell 1999; (2) Leslie Stevenson, David L. Haberman, Peter Matthews Wright, and Charlotte Witt, <i>Thirteen Theories of Human Nature</i> , New York-Oxford: Oxford University Press 2018; (3) F. Copleston, <i>History of Philosophy</i> , Vols. 3-9 (various editions); (4) B. Russel, <i>History of Western Philosophy</i> (various editions); (5) R. Scruton, <i>A Short History of Modern Philosophy</i> , London-New York: Routledge 2002; (6) Classical philosophical works by Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Hegel, Comte, Marx, Nietzsche, Husserl, Russell, Wittgenstein, Sartre, Levinas (further details on required reading selections from the works will be given at the lecture); (7) Selected essays from the Cambridge Companions series, especially from those on Descartes (J. Cottingham), Kant (P. Guyer), Husserl (B. Smith and D. Woodruff Smith), Pragmatism (A. Malachowski), and Existentialism (S. Crowell); (8) Relevant entries from E. Craig's "Routledge Encyclopaedia of Philosophy" and online Stanford Encyclopaedia of Philosophy (http://plato.stanford.edu/).

Course Syllabus

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

Course pre-requisites	W1 – basic knowledge of the liberal arts
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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 cognitive contexts	K_K03

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 and medieval 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)	30
Number of hours of individual student work	30

II. Literature

Basic literature
(1) R.H. Popkin (ed.), <i>The Columbia History of Western Philosophy</i> , New York: Columbia University Press 2006; (2) A. Kenny, <i>Ancient Philosophy: A New History of Western Philosophy</i> , Vol. 1, New York: Oxford University Press 2004; (3) A. Kenny, <i>Medieval Philosophy: A New History of Western Philosophy</i> , Vol. 2, New York: Oxford University Press 2005.
Additional literature
(1) A. Kenny, <i>An Illustrated Brief History of Western Philosophy</i> , Oxford: Blackwell 1999; (2) Leslie Stevenson, David L. Haberman, Peter Matthews Wright, and Charlotte Witt, <i>Thirteen Theories of Human Nature</i> , New York-Oxford: Oxford University Press 2018; (3) F. Copleston, <i>History of Philosophy</i> , Vols. 1-3 (various editions); (4) B. Russel, <i>History of Western Philosophy</i> (various editions); (5) G. Reale, <i>A History of Ancient Philosophy</i> , Vols. 1-4, Albany: SUNY Press 1987-1990; (6) É. Gilson, <i>History of Christian Philosophy in the Middle Ages</i> , 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

I. General Information

Course name	Geography of world conflict: politics, religion, economy
Programme	Applied Anthropology
Level of studies	First level of studies
Form of studies	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr Aleksandra Kuczyńska-Zonik
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Type of class	Number of teaching hours	Semester	ECTS Points
lecture	30	III	2

Course pre-requisites	None
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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 commu-	U_07

	nication; recognizes social problems, designs activities and prepares the environment for communicative purposes, mitigating social conflicts, leading to settlement	
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

<ol style="list-style-type: none"> 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
<p>Buzan B., Little R., International systems University Press, 2010.</p> <p>Buzan B., Hansen L. (eds), International security. vol. 3, Widening security, Sage, 2007</p> <p>Weaver O., Chapter 3, Securitization and desecuritization [in:] R.D. Lipschutz, On security, Columbia University Press 1995, p. 46-86</p> <p>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</p> <p>Projections</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p>
Additional literature
<p>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</p> <p>Lañici T., European Deterrence Initiative: the transatlantic security guarantee, July 2018.</p> <p>The OSCE and the Future of European Security, CSS Analyses in Security Policy CSS NO. 202, February 2017, https://css.ethz.ch/content/dam/ethz/special-interest/gess/cis/center-for-securities-studies/pdfs/CSSAnalyse202-EN.pdf</p> <p>H.J. Brinkman, C.S. Hendrix, Food Insecurity and Violent Conflict: Causes, Consequences, and Addressing the Challenges , “Occasional Paper” 2011, nr 24</p>

COURSE SYLLABUS

I. General Information

Course name	Intercultural communication
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Psychology
Language of instruction	English

Course coordinator/person responsible	Dr Mariusz Wołońciej
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Type of class	Number of teaching hours	Semester	ECTS Points
lecture	30	II	2

Course pre-requisites	
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II. Course Objectives

This course of Intercultural Communication is designed to familiarize students with key theories and models in Intercultural communication, cultural awareness in communication. This course takes an interdisciplinary approach to the field and provides students with the foundational knowledge to perform efficient intercultural communication. This course takes an interdisciplinary approach to the field and provides students with foundational knowledge that they will practice applying to strategic communications. As our increasingly globalized world has revealed a greater need to effectively communicate across cultures, we will develop how to appreciate an understanding of people with their respective cultures—including their beliefs, customs, languages/communication styles and not become distant, isolated, or culturally disconnected in this globalized world of inherent dependence.

This course is one step in your development across cultures based on intercultural communications techniques. You will be encouraged to broaden your perspectives, to develop critical thinking skills, and to consider the course topics within the context of cultural diversity in the context of a multicultural society. This course aims to increase your cultural values awareness, and those of others, and to learn how these influence your communication style, the way you 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
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KNOWLEDGE		
W_01	K_W02 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 interpersonal and intercultural communication skills; recognizes social problems, designs activities and prepares the environment for communicative purposes, mitigating social conflicts, leading to a peaceful solution	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

<p>Unit 1. What is the culture in communication? Culture, values, beliefs (objective and subjective culture) model of intercultural communication;</p> <p>Unit 2. Dealing with difference: Cultural differences by Lewis, Hofstede, and Gesteland. Cultural maps of communication styles;</p> <p>Unit 3. Why culture matters in communication? Selected issues of intercultural challenges in communication across cultures (layers of culture, stereotypes and generalization, nonverbal communication).</p> <p>Unit 4. Language and the Relativity of Experience. Sapir – Whorf hypothesis; Communication styles: high and low context;</p> <p>Unit 5 Categorization of cultures by Trompenaars and GLOBE</p> <p>Unit 6 Cross-cultural communication competences; From description through interpretation to evaluation (DIE model). Values and assumptions</p> <p>Unit 7 Communication competencies for managing cultural differences; Global mindset; Cultural self-awareness (Who am I?), Generalization & stereotypes in our language</p> <p>Unit 8 Language and the Relativity of Experience: Cultural differences in communication by E. T. Hall. Low and high context cultures;</p> <p>Unit 9 Six stumbling blocks: Assuming similarity, Language difference, Non-verbal misinterpretation, Pre-conceptions, and stereotypes, Tendency to evaluate (approve /disapprove), High anxiety/tension;</p> <p>Unit 11 Intercultural sensitivity and Golden rule in communication. Ethical issues in inter-cultural communication; Ethnorelative ethics;</p> <p>Unit 12 Cultural adaptation and language: Developing intercultural sensitivity in our communication. Development Model of Intercultural Sensitivity (DMIS)</p>

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 assignment	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. 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. 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. Sarah A. Lanier, (2004). Foreign to Familiar: A Guide to Understanding Hot - And Cold - Climate Cultures. Hagestown: MD McDougal; Retrieved from <http://www.hosannalc.org/serve/kingdom/documents/Foreigntofamiliar.pdf>
7. Ting-Toomey, S. (1999). Communicating Across Cultures. New York: Guilford Press;

Course Syllabus

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/theology
Language of instruction	English

Course coordinator/person responsible	Rev. Dr. Krzysztof Smykowski
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Type of class	Number of teaching hours	Semester	ECTS Points
lecture	30	III	3

Course pre-requisites	W1. Interest in the issues W2. Basic knowledge of philosophical anthropology
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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 has specialist and integrated knowledge of the anthropological and dogmatic foundations of social life	K_W01
W_02	The student has specialist knowledge of contemporary moral and social problems	K_W05
W_03	The student knows at the specialist and interdisciplinary level the principles of social life and the assessment of basic social challenges	K_W07

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

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 exam	Protocol
W_02	Conversational lecture	Oral exam	Protocol
W_03	Problem lecture	Oral exam	Protocol

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

Oral exam conducted using the Microsoft Office 365 tool as part of a synchronous contact

Poor grade

(W) 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

(W) 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:

(W) 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

(W) 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	60

VIII. Literature

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

Course Syllabus

I. General Information

Course name	Intercultural management economic and health projects
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Social sciences
Language of instruction	English

Course coordinator/person responsible	Kalina Grzesiuk, PhD
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Type of class	Number of teaching hours	Semester	ECTS Points
lecture	30	IV	2

Course pre-requisites	Preparation of intercultural business projects, International projects in business
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II. Course Objectives

1. Students gain knowledge concerning intercultural management in projects
2. Students understand the specifics of intercultural projects in economic and health sector
3. Students learn good practices by analysing case studies in economic and health projects

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	Prepares project of research activities and social projects, and a report on its implementation	K_U08
SOCIAL COMPETENCIES		
K_01	coordinates the process of acquiring knowledge, continuous	K_K01

	education, improving competences, acquiring new, flexible skills, enriching knowledge required in research situations and the work of an anthropologist involved in intercultural social activities	
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IV. Course Content

<ol style="list-style-type: none"> 1. Diversity and multiculturalism 2. Intercultural management – introduction 3. Intercultural skills: Knowledge, skills, awareness, attitudes 4. Key areas of intercultural management: communication, learning, conflict, leadership 5. Good practices – case studies (healthcare and economic sector) 6. Presentations of case studies 7. Summary and discussion
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V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conversational lecture	Test	Questionnaire
SKILLS			
U_01	Case study	Project presentation	Presentation rubric
SOCIAL COMPETENCIES			
K_01	Conversational lecture Case study	Project presentation	Presentation rubric

VI. Grading criteria, weighting factors

Criteria:

- Test – 50 points
- Case study – 50 points

Scale of grades

51-60 – 3,0

61-70 – 3,5

71-80 – 4,0

81 – 90 – 4,5

91- 100 – 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
<ol style="list-style-type: none"> 1. Matveev, A. (2017). Intercultural competence in organizations. Management for Professionals. 2. Deardorf, D. (2009). The SAGE handbook of intercultural competence. Sage.
Additional literature
<ol style="list-style-type: none"> 1. Fleckman, J. M., Dal Corso, M., Ramirez, S., Begaliev, M., & Johnson, C. C. (2015). Intercultural competency in public health: a call for action to incorporate training into public health education. <i>Frontiers in public health</i>, 3, 210. 2. Henderson, S., Horne, M., Hills, R., & Kendall, E.. (2018). Cultural competence in healthcare in the community: A concept analysis. In <i>Health & Social Care in the Community</i> (Vol. 26, Number 4, pp. 590–603). Health & Social Care in the Community. https://doi.org/10.1111/hsc.12556 3. Woodin, J., Hamaidia, L., & Methven, S. (2020). Cultures in translation, complexity and development inequalities: cultivating spaces for shared understanding. <i>Language and Intercultural Communication</i>, 1-14.

Course Syllabus

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
Language of instruction	English

Course coordinator/person responsible	Dr hab. Marek Słomka
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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
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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 understand the specific character of religious doctrines and interreligious dialogue in relation to other forms of interpersonal dialogue	K_W01
W_02	Students know terminology used in religious doctrines and interreligious dialogue	K_W02
W_05	Students can discuss main problems of religious doctrines and interreligious dialogue in a multifaceted way, with particular	K_W05

	emphasis on the hottest points of conflicts and knowledge about institutions and methods of hoping	
SKILLS		
U_01	Students can properly describe foundations of religious doctrines and interreligious dialogue, formulate research problems, and use appropriate tools to solve them	K_U07
U_05	Students can show main problems of religious doctrines and interreligious dialogue in the context of personal and social life	K_U14
SOCIAL COMPETENCIES		
K_01	Students can organize debates on religious doctrines and interreligious dialogue	K_K03
K_04	Students can creatively use the acquired knowledge and skills to solve religious and interreligious problems of the community in which they live and work	K_K04

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.
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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
W_05	Discussion	Observation	Assessment sheet
SKILLS			
U_01	The analysis of texts and problems	Observation	Assessment sheet
U_14	Discussion	Observation	Assessment sheet
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Assessment sheet of team-working
K_03	Working in a group in various roles	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

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

Course pre-requisites	None
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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	K_W06, K_W01
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	K_K04
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,
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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. LaFollette, 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

I. General Information

Course name	World's organizations for humanitarian aid (esp. refugees and immigrants)
Programme	Applied Anthropology
Level of studies	BA
Form of studies	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Anna Kawalec, prof. KUL
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Type of class	Number of teaching hours	Semester	ECTS Points
lecture	30	III	3

Course pre-requisites	none
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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	providing basic knowledge on the world's organizations for humanitarian aid (esp. refugees and immigrants)	K_W05
W_02	knows the legal and organizational rules, including ethical ones, governing institutions supervising activities in the field of anthropology, as well as in the application of pro-social solutions, according to the idea of applied anthropology	K_W07
SKILLS		
U_01	can design pro-social activities that are adequate to the	K_U05

	activities of global organizations, especially those of a humanitarian nature; knows the specifics of governmental and non-governmental institutions in this area	
SOCIAL COMPETENCIES		
K_01	diagnoses the necessity of pro-social activities, especially in the intercultural context, popularizes scientific knowledge in the contexts of various cultures and communities, especially refers to groups excluded for social, political or economic reasons	K_K08

IV. Course Content

Among others: What is an humanitarian aid, Institutions for humanitarian aid, humanitarian projects, 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...)

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 statement	Assessment sheet
W_02	Conversational lecture	Written statement	Assessment sheet
SKILLS			
U_01	Discussion	Observation	Observation report/Assessment sheet
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Observation report/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	60

VIII. Literature

Basic literature
A Brief Guide for Humanitarian Aid (IASC), Nolan R., Development Anthropology, NY, Routledge 2002.
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

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	Philosophy
Language of instruction	English

Course coordinator/person responsible	Mgr Kamil Bednarz
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Type of class	Number of teaching hours	Semester	ECTS Points
workshops	30	III	2

Course pre-requisites	
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II. Course Objectives

C 1. Acquiring first aid skills
C 2. Acquiring knowledge of threats in conditions of natural disasters and social threats.
C 2. Nabycie kompetencji społecznych do pracy w zespole podczas udzielania pomocy poszkodowanym.

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 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, in particular in the field of healthcare.	K_W05
SKILLS		
U_01	plans and organizes targeted activities, implements them as a leader or active participant in the executive team, in particular in the field of healthcare.	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 and the work of an anthropologist involved in intercultural social activities with an emphasis on 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, with an emphasis on health, in justified cases he consults experts.	K_K04

IV. Course Content

Cardiopulmonary resuscitation, treatment of injuries, on-site hazard analysis taking into account limited resources and limited access to health care. Threats related to social unrest and natural disasters.

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
K_W05	Diskusja	Obserwacja	Evaluation card
SKILLS			
K_U15	Scenario	Assessment	Evaluation card
SOCIAL COMPETENCIES			
K_01	Scenario	Assessment	Evaluation card
K_02	Scenario	Assessment	Evaluation card

VI. Grading criteria, weighting factors....

100% assessment of the implementation of the simulated scenario.

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. G. D. Perkins <i>et al.</i> , "European Resuscitation Council Guidelines for Resuscitation 2015," <i>Resuscitation</i> , vol. 95, pp. 81–99, Oct. 2015, doi: 10.1016/j.resuscitation.2015.07.015.

Course Syllabus

I. General Information

Course name	Dialogue and support
Programme	Applied Antropology
Level of studies	BA
Form of studies	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr Agnieszka Zaręba
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Type of class	Number of teaching hours	Semester	ECTS Points
workshops	30	III	2

Course pre-requisites	The interests of the subject
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II. Course Objectives

C1 – presenting the basic problems of dialogue and support
C2 – presenting examples of conflicts and the ways of solving them

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Characterises types and conflicts	K_W05
SKILLS		
U_01	uses in-depth theoretical knowledge to analyse proces of negotiations	K_U14
U_02	manages team work and communicates with the environment	K_U20
SOCIAL COMPETENCIES		
K_01	reflects on social and ethical aspects related to his/her own work and professional ethos	K_K12
K_02	integrates acquired knowledge	K_K04

IV. Course Content

Dialogue – definitions and implications.
Basics information about peaceful resolutions of conflicts (negotiations, mediation).
International organisations and their role in solving conflicts and keeping peace.
Dialogue among culture.
Examples and case studies (chosen conflicts - negotiations – dialogue - support) from 20 and 21st century.

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	A work with text, presentation, discussion	Oral test on-line	Protocol
SKILLS			
U_01	A work with text, presentation, discussion	Oral test on-line	Protocol
U_02	A work with text, presentation, discussion	Oral test on-line	Protocol
SOCIAL COMPETENCIES			
K_01	Discussion	Oral test on-line	Protocol
K_02	Discussion	Oral test on-line	Protocol

VI. Grading criteria, weighting factors.

Activity during workshop, presence and presentation.

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 Guide for Training Public Dialogue Facilitators. Everyday Democracy. A Project of The Paul J. Aicher Foundat/pdf
Dialogue and Strategic Communication in Development Cooperation, Sida/pdf
Dialogue among Civilizations : the political aspects of the Dialogue of Civilizations, Kyoto, 3 August 2001 / organized by UNESCO in cooperation with the United Nations University ; Koïchiro Matsuura [et al.].pdf
Additional literature
E. Meyer, The Culture Map, PublicAffairs, New York 2015.

COURSE SYLLABUS**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	Philosophy
Language of instruction	English

Course coordinator/person responsible	dr hab. Urszula Soler
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Type of class	Number of teaching hours	Semester	ECTS Points
workshops	30	IV	1

Course pre-requisites	This course will not require previous experience in any particular area.
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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
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 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 percep-	K_K03

	tion of reality.	
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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	

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

I. General Information

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

Course coordinator/person responsible	Dr Tomasz Sieniow
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Type of class	Number of teaching hours	Semester	ECTS Points
workshops	30	IV	1

Course pre-requisites	None
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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		
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 based on experience from studying different state policies.	K_K08
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.

- Rayna Bailey, *Global Issues: Immigration and Migration*, New York 2008, p. 3-9
- International migration. Who, where and why. Deutsche Bank research, 2003.

Theme 2: International Migration overview / Immigration and State Sovereignty

- *World Migration Report, IOM*
- A. M. Messina, *The Logics and Politics of Post-WWII Migration to Western Europe*, Cambridge 2007, p.1-18.

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

- *Elsbeth 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/)*
- European Border Surveillance System
- Schengen Visa Regime

Theme 6: Push-Backs on EU external Borders

- EU-Turkey Deal
- Extraterritorial 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.
- A. M. Messina, The Logics and Politics of Post-WWII Migration to Western Europe, Cambridge 2007, p. 195-223.
- 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	Participation in the in-class discussion	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			
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:

- 40% - Best integration model presentation and discussion
- 30% - problem solving during practical case studies

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	

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
<ul style="list-style-type: none"> • Rayna Bailey, <i>Global Issues: Immigration and Migration</i>, New York 2008, p. 3-9; • International migration. Who, where and why. Deutsche Bank research, 2003; • <i>World Migration Report</i>, IOM; • A. M. Messina, <i>The Logics and Politics of Post-WWII Migration to Western Europe</i>, Cambridge 2007, p.1-18 and p. 195-223. • D. Bigo, E. Guild (eds.) <i>Controlling Frontiers. Free Movement Into and Within Europe</i>, Ashgate 2005, p.14-42 and 49-91. • R. Piotrowicz, <i>Trafficking of human beings and their human rights in the migration context in: R.Cholewinski, R Perruchoud & E. MacDonald, eds., International Migration Law</i>, The Hague 2007, p. 275-290; • R. Sussmuth &W. Weidenfeld, <i>Managing Integration: The European Union’s Responsibilities towards Immigrants</i>, Migration Policy Institute 2005, p. 1-72. • Stephen Drinkwater, Paul Levine. Emanuela Lotti, Joseph Pearlman <i>The economic impact of migration: A survey</i>, FLOWENLA DISCUSSION PAPER 8, Hamburg Institute of International Economics 2003.

Course Syllabus

I. General Information

Course name	Work with the excluded – children and youth
Programme	Applied Anthropology
Level of studies	BA
Form of studies	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	dr hab. Ewa Domagała-Zyśk prof. KUL
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Type of class	Number of teaching hours	Semester	ECTS Points
workshops	30	III	2

Course pre-requisites	English – level B2
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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_U_07
SOCIAL COMPETENCIES		
K_01	creatively uses acquired knowledge and skills to solve theoretical and practical problems of the community in which the anthropologist	K_K04

	works, in justified cases he consults experts	
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

<ol style="list-style-type: none"> 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.
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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 discussion problematic method teamwork case study	group project active participation in discussion	Recording on the grade sheet

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**

<p>Basic literature</p> <p>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.</p> <p>Domagała-Zyśk E., Knopik T. (2020). Functional diagnosis as a strategy for implementing inclusive education in Poland. <i>Revista Brasileira de Educação Especial</i>, 26,2,203-330.</p> <p>ScorgieK., Sobsey D. (2017). Working with families for inclusive education. Emerald.</p> <p>Gajewski A. (2017). Ethics, equity and inclusive education. Emerald.</p>
<p>Additional literature</p> <p>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</p>

Course Syllabus

I. General Information

Course name	International projects in business (workshop)
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Piotr Rubaj, PhD
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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.
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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
SKILLS		
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
SOCIAL COMPETENCIES		
K_01	Plans and organizes targeted activities, implements them as a leader or active participant in the executive team;	K_U15
K_02	Realizes project goals independently or in a group, effectively cooperates in a group, takes active roles in a team;	K_U19
K_03	Inspires and organizes learning and manages the activities of others	K_U20
K_04	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

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
<p>Peng M., Meyer K., International Business, Cengage Learning EMEA, 2019, ISBN- 978-1- 4737-5843-8</p> <p>Collinson S., Narula R., Rugman A., International Business, Pearson 2017, ISBN – 978-1- 292-17593-5</p> <p>Kaur A., International Business, Lambert Academic Publishing, 2011, ISBN 978-3-8443-2714-4</p> <p>Warsh, David (2006), Knowledge and the Wealth of Nations, Norton, ISBN 978 – 0393059960</p> <p>Tiku P., The Emerging Markets Handbook, Harriman House Limited, 2014, ISBN 9780857192981</p> <p>Biswas R., Emerging Markets Megatrends, Palgrave Macmillan, 2018, ISBN 978-3-319=78122-8</p> <p>Heijdra, B. J.; Ploeg, F. van der (2002), Foundations of Modern Macroeconomics, Oxford University Press, ISBN 0-19-877617-9.</p>
Additional literature
<p>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.</p> <p>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</p>

COURSE SYLLABUS

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	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr Tomasz Sieniow
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Type of class	Number of teaching hours	Semester	ECTS Points
classes	30	IV	1

Course pre-requisites	None
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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

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 exercices	Written application form submitted	Written works / Chart of evaluation

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

Student's final grade will depend on three factors:

40% - mid-term open ended written test **concerning the institutions competent in migration affairs**

40% - filled out in English migrant's application form

20% - 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	

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

I. General Information

Course name	Intercultural and interreligious dialogue
Programme	Applied Anthropology
Level of studies	BA
Form of studies	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Marek Słomka
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Type of class	Number of teaching hours	Semester	ECTS Points
Workshops	30	III	2

Course pre-requisites	interest in the intercultural and interreligious dialogue
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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
KNOWLEDGE		
W_01	Students understand the specific character of intercultural and interreligious dialogue	K_W01
W_02	Students know terminology used in intercultural and interreligious dialogue	K_W02
W_05	Students know the present state of intercultural and interreligious dialogue in a multifaceted way, with particular emphasis on the hottest points of conflicts and knowledge about institutions and methods of hoping	K_W05

SKILLS		
U_01	Students describe properly the present state of intercultural and interreligious dialogue, formulate research problems, and use or construct appropriate tools to solve them	K_U07
U_05	Students can show the main intercultural and interreligious problems in the context of personal and social life	K_U14
SOCIAL COMPETENCIES		
K_01	Students can organize debates on intercultural and interreligious dialogue	K_K04
K_04	Students can creatively use the acquired knowledge and skills to solve cultural and religious problems of the community in which they live and work	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
KNOWLEDGE			
W_01	Conventional lecture	Oral statement	Assessment sheet
W_02	Discussion	Observation	Assessment sheet
SKILLS			
U_01	The analysis of texts and problems	PowerPoint presentations	Assessment sheet
U_07	Discussion	Observation	Assessment sheet
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Assessment sheet of team-working
K_04	Group-working within various cultural communities of Lublin	Observation	Assessment sheet of team-working

VI. Grading criteria, weighting factors

an active participation 20%

an oral statement 30%

a group work in various roles 20%

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

I. General Information

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

Course coordinator/person responsible	dr hab. Urszula Soler
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Type of clas	Number of teach- ing hours	Semester	ECTS Points
classes	30	IV	2

Course pre-requisites	This course will not require previous experience in any particular area.
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II. Course Objectives

C1: providing basic knowledge on: 1) different cultures, differences between them and the role of cultures in ensuring security 2) security in the context of cultural challenges.	
C2: providing the ability to formulate problems related to the issue of intercultural 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 culture and its meaning for man. He knows various types of cultures.	K_W03
W_02	Student describes different ways of seeing culture. It shows the connections between cultures and civilizations. He discusses the importance of culture as a factor that evokes and stabilizes social and political conflicts.	K_W05
W_04	Student knows general methodology of scientific research, especially in social sciences and in humanities	K_W04
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 is open to, yet can critically asses, new ideas, concep-	K_K03

	tions, theories and arguments. Student develops the ability to work in a multicultural team taking into account the cultural differences in the perception of reality.	
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IV. Course Content

<p>1. Culture and security</p> <ul style="list-style-type: none"> - Basic issues of general knowledge of culture. - Different definitions of culture and different aspects of security. <p>2. Civilization and its cultural identity</p> <ul style="list-style-type: none"> - Common roots of different cultures. - The special role of religion and language in shaping culture and civilization <p>3. Cultural security</p> <ul style="list-style-type: none"> - Globalization - multiculturalism - nationalism? Diffusion of cultures and pop culture. - Religion, ethnic group as a cultural community - Cultural identity in the local, regional, national and international dimension. Mass culture as a threat to cultural identity (identity conflict). - Protection of cultural property during armed conflicts. - Cultural security and the security of the nation, including: political, military, economic, social, ideological and ecological security. <p>4. Cultural policy in selected countries</p> <ul style="list-style-type: none"> - Objectives and scope of cultural policy. - The beginnings of cultural cooperation. - Cultural programs: educational and educational, environmental protection, tourism development and the latest technologies. - Socio-cultural aspects of integration processes: development of regional cultures, intercultural dialogue. - Culture towards the nation (the importance of national culture). State patronage. - Protection of the national heritage. - Cultural policy as promotion of one's own culture and opening to the outside. - Cultural policy at the local level. - Cultural education and the right to culture.
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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 intercultural security - different cultures, differences between them and the role of cultures in ensuring security.

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 different cultures, differences between them and the role of cultures in ensuring security .

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 different cultures, differences between them and the role of cultures in ensuring security .

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 different cultures, differences between them and the role of cultures in ensuring security .

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, 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

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	Rev. dr hab. Andrzej Pietrzak prof. KUL
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Type of class	Number of teaching hours	Semester	ECTS Points
classes	30	III	2

Course pre-requisites	-
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II. Course Objectives

C1 acquisition of basic knowledge about intercultural broker in professional life
C2 Improvement of self-perception and social skills in intercultural contacts, conflicts and in personal growth
C3 Improvement of communication in individual and collective intercultural contacts, intercultural conflicts and self-development

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
SKILLS		
U_01	Communicates with specialists from various anthropological areas and with other target groups, using various languages, techniques and communication channels; can listen, speak, arguing carefully, uses language and terminology that is both specialized and relevant to the target group	K_U06
U_02	perfects interpersonal and intercultural communication skills; undertakes intermediary activities between individuals and	K_U07

	groups from various social or cultural environments	
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	manages knowledge and skills to meet immediate needs for the highest efficiency in problem solving	K_K09

IV. Course Content

<ol style="list-style-type: none"> 1. Intercultural broker and communication 2. Coaching - cultural broker developing tool 3. Co-active model of coaching and relationship 4. "Master of Asking" 5. Listening, intuition, curiosity, to go forward and deepen, self-management 6. Intercultural communication and co-active principles (fulfilment, balance, process) 7. Integration and vision 8. Final remarks
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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%).

To get credit: Talk to the person of your choice, following to the given scheme below. Apply the rules of coaching talk. Provide one recording of the conversation in mp3 format (the file should include the student's name and surname).

1. Small talk to build rapport (2 minutes)
2. Getting to know one another (2 minutes)
3. Setting goals (5 minutes)
4. Talking about what is happening currently (5 minutes)
5. Exploring options (10 minutes)
6. Selecting an option (2 minutes)
7. Committing to some actions (2 minutes)
8. Wrapping up, discussing how the coaching session went (2 minutes)

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

<p>Basic literature</p> <p>Henry Kimsey-House, Karen Kimsey-House, Phillip Sandahl, and Laura Whitworth. Co-active coaching. Publishing Nicholas Brealey Publishing</p> <p>Tony Stoltzfus. Coaching Questions: A Coach's Guide to Powerful Asking Skills. Bookstore LLC</p> <p>Christian van Nieuwerburgh. An Introduction to Coaching Skills (p. ii). SAGE Publications</p>
<p>Additional literature</p> <p>Richard D. Lewis. When cultures collide. Leading across cultures. Nicholas Brealey International, London</p> <p>Larry A. Samovar, Richard E. Porter, Edwin R. McDaniel. Communication between cultures. Wadsworth, Cengage Learning</p>

Course Syllabus

I. General Information

Course name	Prejudices and Communication
Programme	Cultural Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Cultural Anthropology
Language of instruction	English

Course coordinator/person responsible	Dr Marcin Iwanicki
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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
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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; undertakes intermediary activities between individuals and groups from various social or cultural environments	K_U07
U_02	integrates various anthropological approaches and concepts, and related disciplines, including ways of communication in	K_U18

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

Course Syllabus

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	dr hab. Ewa Domagała-Zyśk prof. KUL
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Type of class	Number of teaching hours	Semester	ECTS Points
classes	30	III	2

Course pre-requisites	English – level B2
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II. Course Objectives

<ol style="list-style-type: none"> 1. To understand various contexts of social and educational inclusion, especially of young people with disabilities and special educational needs 2. To be able to use educational tools to make people more aware about contexts of inclusion 3. To promote inclusion of persons with disabilities via social projects

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_06	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_14	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_06	is involved 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

<ol style="list-style-type: none"> 1. Conceptualising inclusion 2. Legislations and policies, recommendations for successful inclusion 3. Advocacy for inclusion – how to find partners and allies 4. Inclusive pre-schools and primary education in different contexts 5. Parents, families and communities in inclusive contexts 6. Celebrating inclusion – activities and tools
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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	group project	Recording on the grade

	brainstorming discussion problematic method teamwork case study	active participation in discussion	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 discussion problematic method teamwork case study	group project active participation in discussion	Recording on the grade sheet

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
Adams M., Brown S. (2006). <i>Towards Inclusive Learning in Higher Education</i> . Routledge.
Jones P., Danforth S. (2015). <i>Foundations of inclusive education research</i> . Emerald.
Watkins A., Meijer C. (2016). <i>Implementing Inclusive education: Issues in bridging the policy to practice gap</i> . Emerald.
Chambers D. (2015). <i>Working with teaching assistants and other support staff for inclusive education</i> . Emerald.
Additional literature
Domagała-Zyśk E., Nowak M. (red.), (2011). <i>European Social Work – Identity, International Problems and Interventions</i> . Lublin: Gaudium-Institut Pedagogiki KUL ss. 461.
Nowak M., Domagała - Zyśk E. (red.), (2010). <i>European Social Work – State of the Art and Future Challenges</i> . Lublin: Gaudium-Institut Pedagogiki KUL ss.248.

COURSE SYLLABUS

I. General Information

Course name	Media discourse - analytical workshop
Programme	Applied Anthropology
Level of studies	BA
Form of studies	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Robert Kublikowski
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Type of class	Number of teaching hours	Semester	ECTS Points
Workshops	30	IV	2

Course pre-requisites	basic critical thinking skills
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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 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 able to analyse situations and problems and formulate on his own propositions how to solve them.	K_04
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IV. Course Content

<ol style="list-style-type: none"> 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. Questioning. 10. Reasoning. 11. Arguing. 12. Persuasion. 13. Manipulation. 14. Discussion.
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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
Ziemiński Z., <i>Practical Logic</i> , Warsaw: PWN
Additional literature
Kublikowski R., Definition Within the Structure of Argumentation, <i>Special Issue on Informal Logic and Argumentation Theory</i> , red. M. Koszowy, "Studies in Logic, Grammar and Rhetoric" 16 (29) 2009, s. 229-244.

Course Syllabus

I. General Information

Course name	Broker in a health environment
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	mgr Kamil Bednarz
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Type of class	Number of teaching hours	Semester	ECTS Points
classes	30	III	2

Course pre-requisites	
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II. Course Objectives

Acquiring competences in the field of increasing capacity in health promotion. Being able to identify the most significant health problems.
Gaining competence in identifying problems in health care and defining solutions.
Obtaining competence in identifying an individual's health problems, their causes and solutions.

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, 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	Plans and organizes targeted activities, implements them as a leader or active participant in the executive team, in particular in the field of healthcare.	K_U15
SOCIAL COMPETENCIES		
K_01	Manages knowledge and skills to meet immediate needs for the highest efficiency in problem solving, in particular in the	K_K09

	field of healthcare.	
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IV. Course Content

Health care systems and their financing. Causes of deaths in Poland and in the world. Disease prevention. Sources of scientific knowledge. IT systems in health care.

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Lecture	Discussion	Evaluation card
SKILLS			
U_01	Project	Evaluation	Evaluation card
SOCIAL COMPETENCIES			
K_01	Project	Evaluation	Evaluation card

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

100% project 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

Basic literature
1. Report of the Supreme Audit Office: The health care system in Poland - The current state and the desired directions of changes. KZD.034.001.2018, 2019
Additional literature
Maps of health needs, Polish Ministry of Health, access 25.09.2020r. https://basiw.mz.gov.pl/

Course Syllabus

I. General Information

Course name	Broker in an educational environment
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Rev. dr hab. Andrzej Pietrzak prof. KUL
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Type of class	Number of teaching hours	Semester	ECTS Points
classes	30	III	2

Course pre-requisites	-
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II. Course Objectives

C1 acquisition of basic knowledge about intercultural broker in professional life
C2 Improvement of self-perception and social skills in intercultural contacts, conflicts and in personal growth
C3 Improvement of communication in individual and collective intercultural contacts, intercultural conflicts and self-development

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
SKILLS		
U_01	communicates with specialists from various anthropological areas and with other target groups, using various languages, techniques and communication channels; can listen, speak, arguing carefully, uses language and terminology that is both specialized and relevant to the target group	K_U06
U_02	perfects interpersonal and intercultural communication skills; undertakes intermediary activities between individuals and	K_U07

	groups from various social or cultural environments	
SOCIAL COMPETENCIES		
K_01	inspires, organizes and manages the activities of others	K_K11

IV. Course Content

<ol style="list-style-type: none"> 1. Cultural broker in the educational environment - mentoring 2 Mentoring relationships 3 Mentoring principles 4. Support process 5. Obstructions 6. Final remarks

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
K-W_03	Project	Written text review	Protocol
SKILLS			
K_U_01	Text analysis	Observation	Protocol
K_U_02	Discussion	Observation	Protocol
SOCIAL COMPETENCIES			
K_K_01	Brainstorming	Observation	Protocol
K_K_02	Brainstorming	Observation	Protocol
K_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%).

To get credit: Talk to the person of your choice, following to the given principles of mentoring. Provide one recording of it (30 minutes; mp3 format; the file should include the student's name and surname).

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
Wendy Axelrod. 10 Steps to Successful Mentoring (p. 29). ATD Press. Julie Starr. The Mentoring Manual (p. 5). Pearson Education Limited.
Additional literature
Richard D. Lewis. When cultures collide. Leading across cultures. Nicholas Brealey International, London Larry A. Samovar, Richard E. Porter, Edwin R. McDaniel. Communication between cultures. Wadsworth, Cengage Learning

Course Syllabus

I. General Information

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

Course coordinator/person responsible	dr hab. Ewa Domagała-Zyśk prof. KUL
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Type of class	Number of teaching hours	Semester	ECTS Points
classes	30	III	3

Course pre-requisites	none
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II. Course Objectives

<p>C-1 Discussion of key challenges of contemporary education in the didactic, social and cultural aspects</p> <p>C-1 Analysis of contemporary didactic methods</p> <p>C-2 Developing methods of supporting the student in difficult situations.</p>
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III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
SKILLS		
U_01	selects, develops, presents and interprets research results, draws conclusions, indicates directions for further research within the selected specialty in the form of a plan	K_U04
U_02	inspires and organizes learning and manages the activities of others	K_U20
SOCIAL COMPETENCIES		
K_01	coordinates the process of acquiring knowledge,	K_K01

	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_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

<ol style="list-style-type: none"> 1 The objectives of personalism-oriented education 2. Education based on values 3 Selected modern education methods 4. Universal design in education 5. Supporting students with special educational and developmental needs 6. Academic and personal tutoring as a tool to effectively support the student
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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	group project active participation in	Recording on the grade sheet

	discussion problematic method teamwork case study	discussion	
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 discussion problematic method teamwork case study	group project active participation in discussion	Recording on the grade sheet

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	60

VIII. **Literature**

<p>Basic literature</p> <p>Domagała-Zyśk E. (2018). Integral development of students with special educational needs in inclusive education from a personalistic perspective. <i>Paedagogia Christiana</i> 2/42, 181-194.</p> <p>Domagała-Zyśk E. (2017). Christian context of disability and special education nowadays. <i>Journal for Perspectives of Economic Political and Social Integration</i>, Volume 23, Issue 1-2, Pages 243–259, ISSN (Online) 1733-3911, DOI: https://doi.org/10.1515/pepsi-2017-0013, 9 pkt</p> <p>Mynott G. (2016). Personal tutoring: positioning practice in relation to policy. <i>Innovation in Practice</i> 10(2), 103-112.</p> <p>Alpay, E., Cutler, P. S., Eisenbach, S. and Field, A. J. (2010) Changing the marks-based culture of learning through peer-assisted tutorials, <i>European Journal of Engineering Education</i>, 35:1, 17-32, DOI: 10.1080/03043790903202983</p>

Ghenghesh, P. (2018) Personal tutoring from the perspectives of tutors and tutees, *Journal of Further and Higher Education*, 42:4, 570-584, DOI: 10.1080/0309877X.2017.1301409

Grey, D, and Osborne, C. (2018) Perceptions and principles of personal tutoring, *Journal of Further and Higher Education*, DOI: 10.1080/0309877X.2018.1536258

Meyer, A., & Rose, D. H. (2005). The future is in the margins: The role of technology and disability in educational reform. W: D. H. Rose, A. Meyer & C. Hitchcock (Eds.), The universally designed classroom: Accessible curriculum and digital technologies (pp. 13-35). Cambridge, MA: Harvard Education Press

Rose, D. H., Meyer, A. (2002). *Teaching Every Student in the Digital Age: Universal Design for Learning*. Alexandria: ASCD.

Rose, D. H., Meyer, A. (red.) (2006). *A Practical Reader in Universal Design for Learning* Harvard: Harvard Education Press.

Additional literature

Hayton, J. W. (2019) Helping them to help themselves? An evaluation of student-led tutorials in a higher education setting, *Journal of Further and Higher Education*, 43:1, 12-29, DOI: 10.1080/0309877X.2017.1349892

Jeffery, K. M., Maggio, L. and Blanchard, M. (2009) Making Generic Tutorials Content Specific: Recycling Evidence-based Practice (EBP) Tutorials for Two Disciplines, *Medical Reference Services Quarterly*, 28:1, 1-9, DOI: 10.1080/02763860802615872

Krieg, S. (2010) Identity and knowledge work in a university tutorial, *Higher Education Research & Development*, 29:4, 433-446, DOI: 10.1080/07294361003677644

COURSE SYLLABUS

I. General Information

Course name	Defense practices (workshop)
Programme	Applied Anthropology
Level of studies	BA
Form of studies	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	dr Pablo de la Fuente de Pablo
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Type of class	Number of teaching hours	Semester	ECTS Points
Workshops	30	IV	1

Course pre-requisites	None
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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 their 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 prepares the environment for communicative purposes, mitigating social conflicts, leading to settlement	K_U14

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:

- An Area Handbook previously to the deployment of the peacekeepers forces; or
- A project of civil cooperation implemented by the military forces in its area; or
- 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