



## **2018/2019 ACADEMIC YEAR**

### **FALL/WINTER SEMESTER**

#### ***Education and Contemporary Culture Programme at ULS***

This unique international programme of studies at the Faculty of Educational Sciences, University of Lower Silesia, introduces students in an accessible and friendly way to the contemporary social, psychological and educational theories, as well as key issues of modern pedagogical practice. This international programme includes an intensive practical component, which enables students to experience research problems and issues discussed in class in their concrete and local real-life contexts. During the programme, students will visit and explore places connected to the learning of European cultural heritage. They'll discover and critically assess research problems related to working with youth, adult education, teaching and learning of diversity, civic education, cultural and psychological aspects of gender, special needs education, and they will discuss contemporary ethical challenges to the pedagogical practice - in the global contexts of change.

#### ***Wrocław. The Meeting Place***

International students benefit from the historic city of Wrocław, a magical urban space and Poland's fourth largest city. This intellectual hub, where every sixth resident is a student, is one of the most dynamically developing cities in Europe. As the organizer of major European events, such as the 2012 European Soccer Championships, the 2016 European Culture Capital or The 2017 World Games, Wrocław offers a lively and inspiring learning context where our international students can feel the pulse of a transforming European metropolis.



### Available Courses

No	Courses	ECTS	Number of seminar/ workshop hours	Add. Requirements	Lecturer's/Instructor's Name
1.	<b>Ethics and Educational Praxis</b>	4	24	E	Prof. Jerzy Kochanowicz Prof. Tomasz Zarębski
2.	<b>Civil Society East and West *</b>	8	48	WA	Dr. Katarzyna Gawlicz Dr. Marcin Starnawski
3.	<b>Discord and Unity: Engaging Contemporary World Through Ethics and Philosophy *</b>	8	48	WA	Prof. Adam Chmielewski Prof. Lotar Rasiński
4.	<b>Exploring Culture and Society in Transition: Gender, Sexuality, Ethnicity, and Disability in Poland *</b>	8	48	WA/E	Prof. Dominika Ferens Prof. Zofia Kolbuszewska
5.	<b>Field Research Seminar</b>	5	30	WA	Dr. Marcin Gołębnik Dr. Agnieszka Zembrzuska
6.	<b>Learning in Life Course</b>	3	16	WA	Prof. Ewa Kurantowicz
7.	<b>Pedagogy of Diversity in Practice</b>	5	24	WA	Dr. Rozalia Ligus
8.	<b>Personality, Identity and Self-presentation *</b>	8	48	WA	Dr. Dorota Dyjakon Dr. Kamila Madeja-Bień Mgr. Tomasz Niemiec
9.	<b>Polish 101</b>	8	50	E	Mgr. Łukasz Rogoziński
10.	<b>Survival Polish</b>	4	24	WA	Mgr. Łukasz Rogoziński
<b>TOTAL</b>		<b>61</b>	<b>360</b>		

\* upper Intermediate English language level required.

WA – written assignment; E – exam



## **Field Research Seminar**

This course combines class-room study with on-site critical and experiential learning of historical and cultural heritage. We are using the urban space of Wrocław and the region of Lower Silesia as laboratories in which we investigate the past and its impact on the present dynamics of this unique Central European cultural area. Students will spend most of the time visiting and studying local sites that embody the multi-layered European histories, memories and identities, including the Książ Castle, the Krzyżowa Foundation for Mutual Understanding in Europe, the UNESCO-inscribed medieval Churches of Peace, the former concentration camp of Gross-Rosen, the Wrocław Jewish Cemetery, or the UNESCO-inscribed modernist architectural masterpiece - Centennial Hall.

## **Personality, Identity and Self-presentation**

Personality, identity and self-presentation are one of the most important psychological concepts in the contemporary world being in constant change. What do they mean? In which contexts of everyday life do we use them? What social factors have an influence on individual experiences of one's own personality, identity and self-presentation? The course explores the modern view of the personality as a process, which involves both conscious and unconscious phenomena. Among these personality phenomena we are likely to meet all psychological spheres, that is: the sphere of cognition, emotion, motivation and behavior. In the cognitive sphere there is learning of certain behaviors, copying behaviors from others and creating one's own behavioral scenarios. Among emotional sphere we have emotions elicited by current situation, as well as emotions linked to the genetic traits of personality. In motivational sphere there are tendencies to certain behaviors, produced by the person's needs, energetic resources and possibilities. Among behavioral sphere, these different tendencies take effect, leading to various outcomes and, in addition, affecting personality in return.



### **Learning in Life Course**

In this course, we will introduce 'old' and 'new' ideas of learning and our discussion will focus on the following questions: What is learning? How do we learn? Where do we learn? How is learning intertwined with our everyday life? We will build on contemporary adult learning theories to help students become familiar with places, resources, practices and barriers to learning. As a result, students will gain competencies that enable them to control the process of their own learning, and improve their ability to become critical and self-directed learners.

### **Ethics and Educational Praxis**

The course discusses main controversies over crucial ethical problems of present-day life, presenting the most important contemporary theoretical approaches to moral and social questions as well as their practical consequences. We will aim at developing critical discussion on social, ethical and bioethical problems, taking into consideration different points of view on these issues. Our discussion will include such topics as: critical attitude in social life, problems of defining life and death (euthanasia, abortion), limits of individual freedom, patterns of life in postmodern society, multiculturalism as a philosophical problem.

### **Pedagogy of Diversity in Practice**

This course discusses practical approaches to socio-cultural interpretation of difference and diversity in educational settings. The course will improve students' understanding of European cultural and linguistic diversity and help them gain skills that support learning in bilingual and multilingual environments. Our discussions will include various mechanisms of inclusion and exclusion in educational processes, with special focus on the role of gender and ethnic stereotypes.



## **Civil Society East and West**

After 1989, as Poland transitioned from a centrally planned to a market economy, and as Solidarity and the Catholic Church transitioned from the margins of Poland's political and cultural life to its center, the situation of workers, women, and queer people also underwent major changes. Not all those who were swept up by the changes experienced greater freedom and prosperity, though people and ideas could now cross Poland's borders unimpeded, and store shelves sagged with goods that had once been unattainable. As a result of neoliberal policies, workers who had enjoyed the security of long-term full-time employment found themselves in a precarious position. Likewise, the position of many women and queer people became precarious. Western feminist, gay rights, and queer discourses clashed with the official discourses that relegated queer people to the closet and women to the domestic sphere, where they would not be competing with men for scarce jobs. Meanwhile, backed by the Catholic church, the conservative media, used homophobia as the core of the new Polish nationalism. Local ways of doing gender and sexuality, some of which undermined essentialist ways of thinking, soon gave way to western identity-based feminist and LGBT movements. Race, which had not been a subject of public debate after 1989, is now a major political issue due to the refugee crisis. Though it is an EU member, Poland has refused to accept its share of refugees and migrants from the Middle East and North Africa, and the government has used the argument that Poland must be exempted from responsibility for the (non-white) refugees because it is already burdened with the influx of (white) migrants from Ukraine. The objective of this course, which combines history and critical theory with fiction and film, is to allow students to explore the current situation of women, queer people, ethnic minorities, workers and students in Poland.

### **Discord and Unity: Engaging Contemporary World Through Ethics and Philosophy**

The course discusses important moral, social, and political dilemmas of today and places them in the categories of debates in contemporary philosophy and ethics. We will focus on ongoing public deliberations related to such issues as: the condition and future of democracy, rising challenges of bioethics, problems of social justice, the changing



position of the state and citizenship in the globalizing world, the role of language as a means to understanding social reality, or the challenges of multiculturalism to classical models of rationality, with the goal of helping students to productively discuss these dilemmas through the application of philosophical and ethical concepts. Essential to our pedagogical approach is the understanding of philosophy and ethics as permeated by discord and unity. While striving for finding unity in variety, and harmony in diversity, philosophy has been defined by internal discord that has generated intellectual categories to which we will introduce our students, including: Consent vs. Agonism; Normativity vs. Responsibility; Liberty vs. Equality; Minimal vs. Welfare State; Cosmopolitanism vs. Nationalism; Representation vs. Discourse; Relativism vs. Universalism; Reason vs. Commitment. By showing how internal tensions in scholarship have been translated into generative categories that propel intellectual debates, we are hoping to help students learn how to engage in democratic argumentation on issues that have been a source of conflict in contemporary politics and societies. The course thus aims to prepare students for deliberative and critical understanding of moral and political ideas present in contemporary life, while developing a civic attitude based on the responsibility and understanding of the tensions of diversity and unity in the world today.

### **Exploring Culture and Society in Transition: Gender, sexuality, ethnicity, and disability in Poland**

This course looks at contemporary Polish culture through a selection of feature films and documentaries. Its objective is to allow students to explore the current situation of women, queer people, ethnic minorities, the disabled, and the poor. Students will view one film a week and discuss it in class. At home, they will write response papers, drawing on additional reading materials. Among the themes raised by the films are pregnancy, birth, and death (It, Women's Underground State, Time to Die); changing masculine and feminine role models (The Double Life of Veronica, The Naked, Women's Day); non-normative gender and sexuality (Call Me Marianna, In the Name of...); the marginalization of ethnic difference (Ida, Papusza, My Nikifor); disability, ageing (Imagine, Time to Die, My Nikifor); as well as poverty and homelessness (Edi, My Nikifor, Mothers' Strike). Moreover, the aesthetics of the films to be discussed in class is going to be considered a vehicle for presenting the ethics of alterity (non-normativity).



## **Polish 101**

The aim of Polish 101 course is to teach Polish language at the breakthrough (threshold)/beginner level. Students will acquire the knowledge of Polish phonetics/phonology and grammar of Polish as well as vocabulary that will be used to develop all four language skills: listening, speaking, reading and writing - according to Common European Framework of Reference for Languages for A1-level.

## **Survival Polish**

Polish language course helps to get the knowledge how to use Polish in a set of simple everyday situations and to overcome the initial difficulties in communicating. Expected effects of the course: development of basic communication skills (listening, speaking and interaction) in Polish, having the essential information about Polish language, Polish culture, traditions and customs.