COURSE LEARNING OUTCOMES AND LEARNING CONTENT

Liberal Arts and Sciences *(English programme)*

Course name: **Introduction to Ancient Greek History and Civilization**
On successful completion of this course, a student
in terms of knowledge:
1. Has a structured, systematized and interdisciplinary knowledge at an advanced level in the history of ancient Greece with particular emphasis on historical and civilizational processes.
2. Has an advanced knowledge of historical terminology and methodological techniques used in the study of Greek antiquity.
in terms of skills:
1. Is able to use terminology specific to historical and related sciences and various forms of historical writing to an advanced degree.
2. Is able to individually or while working in a team to formulate a research problem, solve it using appropriate research methods, with reference to sources and opinions of historiography, with the citation of arguments, and then present the research results in an appropriate form.
in terms of social competences:
1. Is ready to discuss the role of Greek civilization in the history of Europe.
Course learning content:
The formation of state structures in the Greek world.
Society and economy of ancient poleis.
Philosophy and science in ancient Greece.
Ancient Democracy.

Course name: **Introduction to Ancient Roman Civilization**
On successful completion of this course, a student
in terms of knowledge:
1. Has a structured, systematized, and interdisciplinary knowledge at an advanced level in the history of ancient Rome with particular emphasis on historical and civilizational processes.
2. Has an advanced knowledge of historical terminology and methodological techniques used in the study of Rome's antiquity.
in terms of skills:
1. Is able to use terminology specific to historical and related sciences and various forms of historical writing to an advanced degree.
2. Is able to individually or while working in a team to formulate a research problem, solve it using appropriate research methods, with reference to sources and opinions of historiography, with the citation of arguments, and then present the research results in an appropriate form.
in terms of social competences:
1. Is ready to discuss the role of Roman civilization in the history of Europe.
Course learning content:
Roman history from a kingdom to a Republic.
Roman history from the Republic to the Empire.
Roman economy.
Ancient religions.
Civil unrest in ancient Rome.
Roman Empire during Late Antiquity.
Roman art and culture.

Course name: **Man in the World of Sounds**
On successful completion of this course, a student
in terms of knowledge:
1. knows and understands the sensational features of sound
2. knows and understands the basic aspects of human perception of sound
3. knows and understands the known forms of humans sound communication
in terms of skills:
1. can explain what the Humboldt’s system is
2. can distinguish different forms of meaning encoded by means of sound
3. can characterize the specificities of human sound perception

Course learning content:
Sound as carrier of information.
Sound communication as synchronisation of mental states.
The processing of sound stimuli by human nervous system.
Speech and music as most complex forms of human sound communcation.
Sound as medium of cultural information.

Course name: **Fine Arts in the History of European Civilization, part 2**
On successful completion of this course, a student
in terms of knowledge:
1. has knowledge of selected issues in the history of modern and contemporary art
in terms of skills:
1. can perform a basic analysis of a work of modern and contemporary art
in terms of social competences:
1. is ready to use the programs and functioning of exhibition institutions in Poznan to disseminate knowledge about art in the history of European civilization among non-specialists
Course learning content:
Ready-made as a conceptual artwork - a self-critique of art and art institutions.
Universal language in twentieth century art - from the attack on mimesis to abstraction.
Contemporary art in the face of environmental crisis. An environmental history of art.
Pop art and critical analysis of visual culture.
Space in 20th and 21st century art.
The activities of art institutions in Poznan - National Museum, Zamek Culture Centre. Analysis of the artwork at the exhibition.
Analysis of a work of art - new media.

Course name: **Fundamentals of the Theory of Evolution**
On successful completion of this course, a student
in terms of knowledge:
1. student understands the theory and mechanisms of natural selection
2. student understands the role of evolutionary processes in shaping biodiversity
in terms of skills:
1. student can interpret biological and social phenomena in light of evolutionaty theory
Course learning content:
Evidence for biological evolution.
Fundamentals of evolutionary theory: adaptations as a result of natural selection; genetic theory of natural selection; the role of genetic drift.
Levels of selection, kin selection, sexual selection and conflict, evolutionary geme theory.
Evolution of biodiversity: evolution of life history and ageing; speciation

Course name: **Advanced Digital Humanities**
On successful completion of this course, a student
in terms of skills:
1. can use humanistic databases in an advanced way and also check the impact factor of a given scientific journal
2. can use Word and Excel in an advanced way
3. can design a scientific information space, using the most important assumptions of Mind Mapping
4. can create an advanced multimedia presentation in the Power Point and Prezi Programs
5. can use one of the programs for creating websites on the basic level as well as use the most important functions of the Google AdWords program; can write a simple script in HTML 5.0
6. can dgitize any scientific text and put it on the web
in terms of social competences:
1. is ready to realize the social competencies outlined in the program
Course learning content:
The most important humanistic databases.
Scopus, Web of Science, Google Scholar.
Advanced formatting of text documents in Word.
Advanced formatting of spreadsheets in Excel.
Basic assumptions of information design - organizational systems, information labeling systems, search systems.

Introduction to Mind Mapping.
Advanced creation of multimedia presentations in the Power Point program.
Advanced creation of multimedia presentations in the Prezi program.
Work with one of the programs for creating websites.
Introduction to HTML 5.0.
Introduction to Google AdWords.
Digitization and sharing of information on the web.

Course name: **Written Expression**
On successful completion of this course, a student
in terms of knowledge:
1. knows how manipulate AI apps and other LLMs to satisfy course requirements in an ethical manner
2. understands how to write a research essay or report
3. knows and understands in wide range context specific for analysis of change in ways of thinking about language and ideas in European thought from 19th century until present
in terms of skills:
1. can read with comprehension selected scientific texts from the fields of culture, history and language
2. can properly redact, comment and attach footnotes to a simple scientific texts prepared according to the academic standards
in terms of social competences:
1. is ready to prepare to discuss scientific problems, as well as for popularizing results of research in a non-specialist language
Course learning content:
Grammar and Syntax: Understanding the rules and structure of the language being written. This can include everything from basic sentence structure to more complex grammatical constructs.
Vocabulary Development: Building a strong vocabulary is key to expressing oneself clearly and precisely. This could involve learning new words, understanding their usage, and recognizing nuances in meaning.
Writing Styles and Genres: Students might study different styles of writing, such as academic, journalistic, creative, persuasive, or technical writing. They might also explore various genres and their conventions, such as fiction, non-fiction, poetry, essays, reports, etc.
Composition and Structure: This includes learning how to structure different types of texts, from essays and research papers to narratives and arguments. It can cover things like thesis statements, paragraph structure, introductions and conclusions, transitions, etc.
Rhetoric and Persuasion: Some courses might include elements of rhetoric, teaching students how to use language to persuade or influence readers. This can involve studying rhetorical devices, argumentation techniques, and the art of persuasion.
Revision and Editing: The process of refining a piece of writing through multiple drafts. This can involve self-editing techniques, peer review, and understanding feedback from others.
Citation and Academic Integrity: Particularly in an academic context, it's important to learn how to properly cite sources and avoid plagiarism.
Writing for Different Audiences: Understanding how the intended audience can affect the style and content of a piece of writing.
Research Skills: Depending on the level of the course, students might also learn about conducting research, evaluating sources, and integrating research findings into their writing.
Discussion and use of the top 5 LLMs in assisting the research enterprise

Course name: **History of Crucial Scientific Discoveries**
On successful completion of this course, a student
in terms of knowledge:
1. understands the methodological and subject specificity of science: mathematics, physics, chemistry, biology
in terms of skills:
1. is able to present key discoveries within the framework of science and understand their importance
2. is able to using correct terminology, conduct a discussion on the basic aspects of the science and create factually correct texts about it
in terms of social competences:
1. is ready to understand moral dilemmas related to the development of science and is able to apply knowledge about them in professional and social life
Course learning content:

History of scientific breakthroughs in mathematics.
History of scientific breakthroughs in physics.
History of scientific breakthroughs in chemistry.
History of scientific breakthroughs in biology.
History of scientific breakthroughs in medicine.

Course name: **Introduction to Governance**
On successful completion of this course, a student
in terms of knowledge:
1. knows the essence and sphere of interest of management; stages of project cycle, methods of analysis of subject preparing project
2. knows potential sources of funding for projects; ways of building project actions and methods; rules of constructing project budget
in terms of skills:
1. can analyze problems and aims of project with the help of project's aims and problems tree; create description of project problem; find a project contest
2. can interpret conditions of contest; prepare documentation of project; choose target group of project; choose proper means of measurement for scheduled actions
3. can motivate/engage members of team ans solve tensions in the group; consciously apply proper techniques of creative thinking
in terms of social competences:
1. is ready to cooperate with other people in project tasks; is ready to use assertiveness in self-management and establishing relationships
2. is able to see relation between effectiveness of project work and necessity of further advancement of professional skills; is ready to work systematically and create project tasks in planned way
3. is ready tu point out/interprets/resolves/decreases barriers of critical thinking; is able to identify essence and source of leadership; knows types of leadership and sources/types of power
Course learning content:
Management and project - preliminary issues. Notion of management and other branches of knowledge, functions of management. Project, project method, conclusion, project cycle, project's structure, types of projects, project management - systematics of techniques. Analysis of subject preparing project. Choosing project groups, specifying project's concept; profile of organisation; SWOT analysis; result-oriented and conversive strategy.
Analysis of environment. Analysis of problems, analysis of project goals, tree of problems and goals, rules of problem description, SMART principle and goals of project. Project fundraising and funding of projects. Sponsors, project contests, grant documentation, funding rules, application form, project realisation agreement - legal aspects of projects.
Project actions and methods. Design of actions and methods, table of actions and methods, target group, direct and indirect beneficiaries, Gantt's chart, cirtical path, project partners.
Results / measurement of results: product, result, impact - principles for constructing indicators, table of indicators.
Filling in project application: logical framework of project, standard elements of project application, aid principles, European values, project rhetoric.
Implementation of project. Construction and management of project team, presentation of project, media strategy, monitoring.
Conditions of creativity in business.Meaning of creativity in business, creative thinking management in business, barriers of creative thinking, case studies.
Techniques of creative thinking (lateral vs. vertical thinking, coloured thinking hats, synectics, functional morphology, technique of random stimuli, lotus flower, brainstorming, brainwriting, questioning, negation, deformation, incompetence, association, inversion).
Leadership and power in organisation (essence of leadership, sources and kinds of power, styles of management).

Course name: **Introduction to Digital Humanities**
On successful completion of this course, a student
in terms of knowledge:
1. knows terminology and basic problems connected with digital humanities
2. knows main institutions and organizations that collecting and sharing humanist contents on the web
in terms of skills:
1. can efficiently search, analyze digital resourses of humanities

2. can use tools and methods of research work on the web
3. is able to arguement his/her opinions in a discussion on the various aspects of digital humanities

in terms of social competences:

1. is ready to identify basic ethical problems connected with fake news and is able to react on illegal and false using of the Internet data

Course learning content:

1. Terminology and meaning of digital humanities in the modern world
2. Presentation of various forms of the humanist contents on the web
3. Methods and ways of searching data in the contect of digital humanities
4. Institutions and organizations that deals with collecting and sharing humanist resources
5. Bibliographies, databases, repositories etc. useful for research work in humanities
6. Visual literacy in the context of digital humanities
7. Fake news and other ethical problems connected with digital humanities and research work
8. Copyright on the web - rules and law

Course name: **Research project**

On successful completion of this course, a student

in terms of knowledge:

1. knows and understands the determinants of conducting research within the humanities and sciences in the age of the digital revolution
2. knows and understands the processes of development of the selected field of science and the selected issue of contemporary research

in terms of skills:

1. is able to conduct basic research in a research team
2. is able to function in a research environment, using a variety of methods

in terms of social competences:

1. is ready to apply in practice the acquired knowledge with respect for ethical standards

Course learning content:

Basics of functioning in a research environment.
Basics of conducting scientific research.
Ways of presenting research results.

Course name: **Logic**

On successful completion of this course, a student

in terms of knowledge:

1. understands the role of logic in the ancient world and today
2. knows and understands the notion of a term in logic, and recognizes types of terms
3. knows the principles of Aristotelian syllogistics
4. knows classical (contemporary) systems of logic: propositional calculus and first-order logic
5. knows selected systems of non-classical logics and can indicate their relations to classical logic
6. knows the limitations of classical logic

in terms of skills:

1. is able to describe the role of logic in the ancient world of philosophy and science
2. knows how to carry out term characterisation
3. can perform logical inferences based on the square of oppositions and the rules of syllogism
4. can perform formalizations of natural language propositions in classical propositional calculus and first-order logic
5. can check the correctness of inferences in classical logic
6. can give examples of propositions and inferences that go beyond classical logic

in terms of social competences:

1. is ready to apply knowledge about the correct forms of reasoning in practice and to disseminate this knowledge

Course learning content:

Grammar, logic and rhetoric in trivium and Liberal Arts.
Logic in ancient Greece.
Basic concepts of semiotics.
Language as a systems of characters. Terms.
Aristotle's logic.
Categorical propositions. The square of oppositions and the syllogistics.
Classical propositional calculus, its syntax and semantics.

Inference schemata in classical propositional calculus.
Fundamentals of classical first-order order logic.
Non-classical logics.

Course name: **Tradition of the Liberal Arts**
On successful completion of this course, a student
in terms of knowledge:
1. knows advanced theories describing the development and functioning of liberal arts throughout history
2. understands role and importance of liberal arts in the cultural, social and political development of European civilization
in terms of skills:
1. can characterize specificity of liberal arts and describe their role in the history of civilization
2. can recognize the relationship between the development of the humanities and experimental sciences and the cultural tradition of the European civilizational circle
3. analyze sources for the history of liberal arts at the basic level
in terms of social competences:
1. is ready to discuss the role of liberal arts in the history of European science and civilization at a basic level
Course learning content:
Ancient (Greek-Roman) roots of educational concepts.
Views of great antique philosophers on the essence of education.
Birth of the idea of liberal arts at the turn of the ancient and medieval epoch.
Artes liberales as part of medieval pre-university and university education.
Renaissance changes in the understanding of liberal arts.
Modern *société des lettres* and tradition of artes liberals.
Humboldt's idea of University and the tradition of *artes liberales.*
Rebirth of the artes liberales tradition as Liberal Arts and Sciences.

Course name: **Language and Knowledge**
On successful completion of this course, a student
in terms of knowledge:
1. knows the key theories describing the functioning of language
2. knows the categories describing the language as the mean of cognition and communication
in terms of skills:
1. is able to use the terminology, concepts and theories taking into account cognitive and linguistic processes
2. is able, at a basic level, analyze types of linguistic utterances
in terms of social competences:
1. is ready to, at a basic level, to lead a discussion on the relationship between language and cognition
Course learning content:
Philosophy of language: main research problems.
An evolutionary and cognitive explanation of language.
The debate on the nature of language.
Aristotle, "Categories", "On Interpretation".
Truth and propositions.
Wittgenstein, "The Logical-Philosophical Treatise" and "Philosophical Investigations".
Mathematics as the language of physics.
The language of theism: epistemological assumptions.

Course name: **Science in Context**
On successful completion of this course, a student
in terms of knowledge:
1. has knowledge of the origins of philosophy and the relationship between mythical and philosophical ways of explaining the world
2. has knowledge of the relationship between orality and literacy in the context of the development of science
3. knows the attempts to define knowledge, presented in Plato's "Theaetetus"
in terms of skills:
1. can interpret correctly a philosophical text on the topics discussed in class

in terms of social competences:
1. is ready to implement the social competences prescribed by the programme
Course learning content:
Myth and philosophy (fragments from mythical works, presocratic philosophers and Plato's dialogues – Gorgias, Menon, Phaedo, Timaeus, Kritias) – analysis of the text and discussion.
Orality versus literacy (Phaedrus, Plato's Letter VII) – analysis of the text and discussion.
Attempts to define knowledge (Theaetetus) – analysis of the text and discussion.

Course name: **Elementary Mathematics**
On successful completion of this course, a student
in terms of knowledge:
1. knows and understands concepts in linear algebra (matrices, vectors, determinants, operations, linear systems of equations)
2. knows and understands the concepts of differential calculus (elementary functions, local and global behaviour, vector function, extremum, derivative)
3. knows and understands the concepts of integral calculus (integral, mean, expected value, distribution probability, survival functions)
4. knows and understands the concept of a dynamic system (the concept of equation of motion, concept of equilibrium, phase diagram, calculation methods)
5. knows and understands the applications of the dynamic system model dynamic in describing socio-demographic, political, military, epidemiological phenomena
in terms of skills:
1. can independently create an understandable and correct oral and written communication containing mathematical content
in terms of social competences:
1. is ready to comply with standards of social and research ethics
Course learning content:
Linear algebra: matrices and vectors and typical operations, determinants, order of matrices, applications, statistical applications of linear algebra, linear systems of equations, applications to network analysis.
Differential calculus: concept of function, local and global behaviour, derivative, vector function, conditional extremes, economic applications.
Integral calculus: fields and integral, methods of integration, applications to the calculation of averages and expected, probability distributions, survival function and applications.
Dynamic systems: equation of motion, discrete and continuous systems, example of socio-demographic model, concept of equilibrium, phase diagram, examples of applications from politics, military and epidemiology.

Course name: **Knowledge in Context**
On successful completion of this course, a student
in terms of knowledge:
1. can describe basic scientific methods in the course of history
2. can describe main periods of the development of science
3. can describe science as a specific form of human knowledge, especially it’s rationality
4. can describe impact of knowledge development on social, economical and political issues (with a focus on factors of innovation)
Course learning content:
Scientific methods in the historical process and in the social context
Development of specific scientific fields and their transition from the stage of proto-discipline to maturity – scientific specialisation.
Rationality of science - universalism vs. relativism.
Criteria differentiating science from other forms of human knowledge.
Problem of innovativeness in the context of scientific institutions, funding of science and scientific policies.

Course name: **Responsibility and Leadership**
On successful completion of this course, a student
in terms of knowledge:

1. knows contemporary problems emerging from the process of historical change, such as modernization, totalitarianism, and the concept of the end of history
2. understands problems related to globalization and economization of socio-political systems
3. knows and understands problems related to the status of different types of knowledge and technology in contemporary societies
4. knows and understands issues related to the development of knowledge and technology - post-truth condition, bioethics, transhumanism and AI problems
5. understands issues related to ecological issues in a broad sense (nature, cultural world and traditions as a framework for human habitat, transgenerational justice)

Course learning content:
Processes of modernisation, their totalitarian consequences and the search for solution.
Different aspects of globalisation and technological development and their negative (unintended) consequences.
Commodification of different ascpetcs of life inrelation to process of globalisation.
Auotonomy of different spheres of life (science, religion, culture) and multicultural aspect of contemporary societies.
Science for the future, limits of humanism, towards transhumanism (posthumanism).

Course name: **Interpersonal Communication**
On successful completion of this course, a student
in terms of knowledge:
1. knows and understands dynamics of basic group processes

in terms of skills:
1. is able to explain the dynamics of group processes on the basis of literature and sources

in terms of social competences:
1. is ready to present his/her own point of view in discussions and to act in accordance with professional ethic
2. is ready to identify the emotional states of others and to react accordingly
3. is ready to identify and communicate his/her own emotional states

Course learning content:
Dynamics of group processes.
Emotions in the internal human experience; their classification.
Assertive attitude – characteristics and requirements.

Course name: **Theory of Science**
On successful completion of this course, a student
in terms of knowledge:
1. knows basic aspects of scientific language, subject, aim and scientific method
2. knows the different stages of scientific inquiry and types of scientific methods
3. knows nature of science as well as structure and dynamics of scientific theories
4. knows ongoing debates about relevant methodological problems

Course learning content:
Scientific language, aim, subject and methods of science.
Different scientific methods in the context of stages of scientific inquiry and methodological pluralism.
Nature of science and the diversity of sciences and their applications.
Structure and dynamics of scientific theories.
Methodological debates as an example of diversity of theoretical and practical solutions in science.

Course name: **Research Design Across Disciplines**
On successful completion of this course, a student
in terms of knowledge:
1. list the most popular research methods, refer to the knowledge gained during classes
2. characterize the basic differences in the culture of individual countries discussed

in terms of skills:
1. run basic scientific research by applying necessary competencies
2. plan conduct of research

Course learning content:
Contemporary research methodologies.
Relations between science and culture.
Practical aspect of conducting scientific research.

Cultural differences and scientific research.

Course name: **English Communication Skills**
On successful completion of this course, a student
in terms of knowledge:
1. knows how to discuss general and academic topics in a correct and logical manner
in terms of skills:
1. knows how to present research findings the form of essay, speech or a multimedia presentation
2. can participate in a group discussion with respect for rules of logic and different perspectives
3. can use critical thinking skills to select and analyse available data
in terms of social competences:
1. is ready to apply acquired knowledge to solve research problems
Course learning content:
The history of Liberal Arts and Sciences. Issues and debates in education in Poland and other countries.
The history of art. Different forms of art. Meaning, controversies, modern art.
Man in relation to nature. Natural environment. The importance of trees in people's lives.
The history of English. English as a global language. How languages develop. Creation of new words in English and Polish - a comparison.
Women's rights. The history of feminism. Comparison of the situation of women in different countries of the world.
Fake news and conspiracy theories and how to spot them. The importance of objectivity.
Modern technology. Threats and challenges of the future.
Psychology. Famous experiments. Personality disorders. Mindfulness.

Course name: **Theory of Knowledge**
On successful completion of this course, a student
in terms of knowledge:
1. has historical and systematic knowledge on the evolution of epistemological positions and major explanatory models in the philosophy of science
in terms of skills:
1. is able to analyze the main issues belonging to the area of epistemology and explain their meaning and correctly characterizes the main features of the discussed models of scientific explanation
in terms of social competences:
1. is ready to take into account the role of epistemological and methodological issues in the implementation of the research process
Course learning content:
What does the history and philosophy of science deal with.
The problem of the scientific method and the evolution of science.
The problem of demarcation.
Science and the criterion of truth.
Models of scientific explanation:a. deductive-nomologicalb. Salmon's theoryc. van Fraassen's view,d. unificationist approach,e. mechanistic explanation,f. manipulative-counterfactual approach,g. functional explanation.

Course name: **Theoretical and Philosophical Foundations of Social and Political Sciences**
On successful completion of this course, a student
in terms of knowledge:
1. understands the specifics of social and political sciences
2. knows philosophical foundations of social and political sciences
3. knows theoretical foundations of social and political sciences
in terms of skills:
1. explains the relationships between the main currents of thought co-constituting the space of theoretical and philosophical foundations of the social and political sciences
in terms of social competences:
1. is ready to discuss contemporary controversies concerning the development of the philosophical and theoretical foundations of the social and political sciences
Course learning content:
Specificity of social and political sciences.
Variety of theoretical and philosophical foundations of social and political sciences.Crucial debates in the theoretical and philosophical foundations of social and political sciences.

Characteristics of naturalism, antipositivism, functionalism, behaviourism, institutionalism and neoinstitultionalisms.
Characteristics of interpretationism, constructivism, postmodernism. Values and language in social and political sciences.
Contemporary critique of philosophical and theoretical foundations of social and political sciences.

Course name: **Research and Presentation**
On successful completion of this course, a student
in terms of knowledge:
1. knows the most popular research methods and methodologies
in terms of skills:
1. is able to run basic scientific research by applying necessary competences
2. is able to acquire and compile research data
3. is able to cooperate with other people in research groups
in terms of social competences:
1. is ready to popularize results of research that he/she conducts
Course learning content:
Typology of scientific research and methods of acquiring knowledge.
Methods of acquiring knowledge.
Research groups - principles of organisation.
Conduct of research in a research group – practice.
Popularisation of results of scientific research.

Course name: **Biotechnology**
On successful completion of this course, a student
in terms of knowledge:
1. knows the basics of biotechnology
2. knows and understands green, white, red, white, purple, dark and gold biotechnology
3. knows the history of biotechnology in its basic outline
in terms of skills:
1. can explain the use of nanomaterials in biotechnology
2. can explain the use of 3D printing in biotechnology
3. can explain the basics of bioinformatics
in terms of social competences:
1. is ready to act in accordance with professional ethics, to apply in practice the knowledge acquired and to disseminate knowledge in the field of biotechnology
Course learning content:
History of Biotechnology.
Basics of Biology.
Basics of Biotechnology.
Laboratories in Biotechnology.

Course name: **Fine Arts in the History of European Civilization, part 1**
On successful completion of this course, a student
in terms of knowledge:
1. knows the key issues in the history of European art from the 15th to the 19th centuries
2. knows and understands the key methodological concepts used in art historical research
in terms of skills:
1. is able to describe, analyse and interpret a work of art in depth
2. is able to relate the interpretation of works of art to their cultural framework
3. can analyse scientific texts on art history
4. is able to participate in an in-depth discussion on topics discussed in the course
5. can prepare and deliver a presentation on a theme related to the history of European art from the 15th to the 19th centuries
in terms of social competences:
1. is ready to realize the social competencies defined in the program
Course learning content:
The work of art in the Renaissance era.
Description and analysis of the work of art.
Portraiture in history of European painting .

Reality and vision in early-modern European painting.
Nude and nudity in European art.
Analyses of works of art.

Course name: **Great Religions of the World**
On successful completion of this course, a student
in terms of knowledge:
1. knows the basic theories describing the development and functioning of religion
2. understands the role of religion in cultural, social, and political development
3. knows and understands cultural specificity of major religions and describe their role in the history of civilization
in terms of skills:
1. at the basic level, can analyze sources for the history of religion
2. can discuss the role of religion in the history of the world at a basic level
Course learning content:
Religion as a research problem – a review of theories.
Religion as a cultural system.
Judaism and its history.
Buddhism and its history.
Hinduism and its history.
Christianity and its branches.
Islam and its history.
Native religions and their specificity.

Course name: **BA Seminar**
On successful completion of this course, a student
in terms of knowledge:
1. understands the significance and place of LAS in modern science.
2. has a clarified research interest and has a grasp of terminology related to the area of research interest.
3. understands interdisciplinary connections.
in terms of skills:
1. is able to formulate research questions and theses.
2. is able to understand and apply ethical standards in scientific work and knows and applies laws related to intellectual property.
3. is able to present the results of his work at the seminar in a variety of forms, including using multimedia techniques.
4. is able to systematically and independently acquires knowledge and develops his/her own scientific interests.
5. is able to edit scientific and popular science text, knows ways to promote LAS.
in terms of social competences:
1. is ready to promote LAS in the local environment.
Course learning content:
Specifying areas of research interest.
Formulation of undergraduate thesis topic.
Building a research thesis and preparing a thesis outline.
Completing the bibliography and source base.
Principles of research.
Proofreading of the thesis.
Presentation of fragments of an undergraduate thesis at different stages of its development.

Course name: **Economic Conditions of Civilization Development**
On successful completion of this course, a student
in terms of knowledge:
1. knows and understands the most crucial stages in the economy and civilization development from the age of geographical discoveries to the beginning of the 21st century
2. learns about breakthrough moments in the history of technology and the development of innovative methods for production, transportation, and trade
3. possesses a vast knowledge of the origins and fundamental principles of the major socio-economic systems that have existed throughout the history of human civilization

4. understands the importance of the relationship between political, economic, social, and cultural factors in the growth of both industrial and post-industrial societies

in terms of skills:

1. can apply knowledge about the connections between political, economic, social and cultural phenomena to diagnose and evaluate phenomena occurring in the processes of formation and development of industrial and post-industrial civilization
2. is capable of gathering information, analyzing multiple perspectives, and drawing conclusions in order to evaluate phenomena that occur during the formation and development of industrial and post-industrial civilization

in terms of social competences:

1. has the ability to search for and show respect towards various perspectives regarding the reasons, courses, and effects of socio-economic developments in the histories of civilization, both historically and presently

Course learning content:

Economy and civilisation – terminology and periodization.
Technical, scientific and economic grounding of geographical discoveries.
Genesis and development of capitalism from the 15th to 17th centuries. Merchant capitalism.
From agrarian revolution to green revolution.
Industrial revolutions and their economic and social outcome.
Mechanisation of transport and communication – world is shrinking.
Processes of urbanisation and industrialisation of cities in the 19th and 20th centuries.
Industrial and postindustrial society.
Selected socio-economic systems functioning from the 19th to 21st centuries.
Gray rhinos, black swans and dragon kings, or the crises of civilization.
Economic, social and cultural globalisation and deglobalisation at the turn of the 20th and 21st centuries.
Problems and civilisational risks in the modern world.

Course name: **Law and Political Systems**

On successful completion of this course, a student

in terms of knowledge:

1. is familiar with historical issues related to the formation of law and political systems
2. knows the classification of scientific fields and disciplines in Poland with particular emphasis on the area of social sciences
3. is familiar with the terminology used in legal sciences, social communication and media sciences as well as political and administrative sciences
4. has knowledge of the functions of law, the hierarchy of its sources, its division and modes of regulation
5. knows the divisions and classifications of electoral and political systems
6. has knowledge of the political parties operating in the countries and knows the results of the last elections
7. has knowledge of functioning political systems

in terms of skills:

1. is proficient in the creation and interpretation of legal norms
2. is able to analyse the change of norms in legislation, with particular emphasis on constitutional norms
3. is able to analyse contemporary political systems and indicate examples of them
4. is able to find information on changes in the constitutional rules and is aware of the need to keep this knowledge up to date
5. is able to classify a country into a typology of party systems
6. is able to analyse a selected political system and compare it with others

in terms of social competences:

1. is aware of the relevance of the issues addressed in the class
2. is aware of the necessity of the correct functioning of state institutions in socio-political life

Course learning content:

Classification of scientific fields and disciplines in Poland. The field of social sciences. Historical sources of law. The role of political and administrative sciences and research undertaken in this field.
Functions of law, division, hierarchies of sources. The norm versus the rule. Introduction to constitutional law and political systems.
The political system. Essence, types and content of the constitution. Principles of electoral law.
Universal suffrage, compulsory voting, political equality, secret ballot.

Political ideologies, doctrines and political programmes. Outline of the problems of party systems. Introduction to the issue of political parties.
Civil rights, freedoms and duties.
Democracy. Direct and representative democracy.
Introduction to electoral systems. Majority rule and proportionality. Methods for allocating seats in parliaments.
Political system of the United Kingdom.
Political system of the United States of America.
Political system of the Federal Republic of Germany.
Political system of the Swiss Confederation.
Political system of the French Republic.
Political system of the Republic of Poland.

Course name: **History of Light**
On successful completion of this course, a student
in terms of knowledge:
1. understands and uses basic terms in physics, chemistry and spectroscopy
2. understands and explains the atom/molecule model in the excited state
3. characterizes selected types of light-related physico-chemical processes and their practical applications
Course learning content:
Basic terms related to LIGHT as an electromagnetic wave, wave-particle theory, spectral ranges: radio-waves, infrared, visible light, UV, gamma radiation etc.
Atom/molecule model, physical properties of excited states.
History of light-related scientific discoveries, examples of key experiments that helped understanding the nature of LIGHT.
Light-induced reactions and processes and their practical applications in pharmacy, medicine and cosmetic industry.
Light sources (from fire and Sun to the laser), equipment for spectroscopy - basic principles and practical uses.

Course name: **History of Europe and its Borders**
On successful completion of this course, a student
in terms of knowledge:
1. can explain theories describing the development and functioning of European civilization
2. understands the role of religion in the cultural, social and political development of European civilization
in terms of skills:
1. can characterize the cultural specificity of European civilization and its role in the history of the continent
2. can recognize connections between different regions of the continent of Europe and their mutual relations over the centuries
3. can analyze sources for the history of Europe at the basic level
in terms of social competences:
1. is able to run a discussion about the history of Europe at the basic level
Course learning content:
Ancient visions of the world and ancient empires.
Two ways of development of Europe (Rome, Byzantium).
The importance of religion, language and writing for centuries of dualism in the development of Europe.
Transformations of political and legal systems in Western and Eastern Europe.
The wars of Europeans and the shifting of the borders of "Europe".
Socio-economic changes (from feudalism to capitalism).
Expansion of "Europe" in the 19th and 20th centuries.
Models of European integration.

Course name: **English for Academic Purposes**
On successful completion of this course, a student
in terms of knowledge:

1. knows reading comprehension strategies: student will be knowledgeable about various reading strategies, such as skimming, scanning, and identifying main ideas, which will help him/her effectively navigate and analyze academic texts
2. knows academic vocabulary: student will have a rich academic vocabulary, including academic word lists, collocations, idiomatic expressions, and word formation techniques, which will aid him/her in understanding and producing academic texts

in terms of skills:

1. can write academic papers: student will be able to produce well-organized, coherent, and argumentative essays and research papers, demonstrating his/her ability to paraphrase, summarize, cite sources, and maintain an academic tone
2. can deliver oral presentation: student twill be able to deliver clear and engaging oral presentations on academic topics, showcasing fluency, pronunciation, and confidence in public speaking
3. can think critically: student will be able to apply critical thinking skills to evaluate, synthesize, and analyze information from various sources, allowing him/her to effectively engage with academic materials and discussions

in terms of social competences:

1. can listen in an active manner: student will develop the ability to attentively listen to others during academic discussions, seminars, and group work. This skill will enable him/her to comprehend, respond to, and engage effectively with peers and instructors, fostering positive interactions and collaboration
2. can communicate and collaborate in a group: throughout the course, student will participate in group discussions, debates, and collaborative activities. These experiences will help him/her develop strong interpersonal communication skills and the ability to work effectively in diverse teams, contributing to the group's success and promoting a supportive learning environment

Course learning content:

Reading skills: skimming, scanning, identifying main ideas, understanding supporting details, interpreting graphs and charts.
Writing skills: essay structure, paraphrasing, summarizing, citation styles, coherence, cohesion, and academic tone.
Listening skills: note-taking strategies, listening for main ideas, understanding details, and recognizing different accents.
Speaking skills: pronunciation, fluency, presentations, seminars, debates, and group discussions.
Vocabulary development: academic word lists, collocations, idiomatic expressions, and word formation.
Grammar and mechanics: advanced grammar structures, punctuation, and common errors in academic writing.
Research skills: finding and evaluating sources, paraphrasing, summarizing, and integrating source material.

Course name: **Information and Source Education**

On successful completion of this course, a student

in terms of knowledge:

1. knows common features and differences between the University’s library and information system (University Library in Poznań, faculty libraries)
2. know rules and regulations for access to reading rooms and library loans (Lending Department), access to electronic content and AMU open digital projects
3. know types of information sources in libraries
4. know all services available in AMU libraries

in terms of skills:

1. uses his/her library account and all of its offered potential and options
2. makes searches and collect necessary material to be used during classes to fulfil the needs of individual courses of study as best as possible
3. uses all available information sources, both traditional and online, including the resources available for AMU students remotely and in open digital projects
4. makes up a bibliography of sources to his/her BA thesis properly, using appropriate reference management programs
5. makes the most of the services offered by the University’s libraries (e.g. requesting or downloading copies for private use), without copyright infringements

in terms of social competences:

1. is able to conduct self-paced information and literature search and collect materials necessary for the most optimum use in individual study courses
2. is able to critically assess and evaluate sources of information

3. is able to make up a bibliography for BA thesis
4. is able to prevent plagiarism in his/her own work

Course learning content:

AMU library and information system:

- characteristics of common and disparate features of the University Library in Poznań and the faculty libraries
- basic rules for the use of the joint University library and information system
- rules and regulations for the use of library resources
- users' accounts and the advantages resulting from the offered options: remote registration, account characteristics, basic rules for book requesting, loan extensions, reservations, remote access to subscribed AMU research and scientific electronic content

Book search and requests of books, journals. Characteristics of library catalogues.

- AMU aggregated multi-search engine
- library online catalogue
- characteristics of the most important online catalogues in Poland, e.g. those of the National Library, KaRo Catalogue (catalogue of dispersed Polish libraries)

Student's research workshop:

- practical guidelines and tips on the search strategies in literature search: subject search, simple search, logical, and advanced searches in the online catalogue and in the AMU aggregated Multi-Search Engine, using the Boolean operators
- literature search for classes and diploma works in AMU remote research resources (open and subscribed databases, subject databases, e-journals, e-books, virtual libraries, and repositories

Student's research workshop:

- traditional sources of literature: bibliographies, encyclopaedias, dictionaries, monographs
- bibliography: types, citations, rules for adding footnotes and endnotes, subject bibliographies
- automated reference management programs

Plagiarism: definition and consequences, examples of plagiarism, ways to prevent plagiarism

Course name: **Evolution and Dynamics of the Planetary System**

On successful completion of this course, a student

in terms of knowledge:

1. knows the evolution of human views on the Universe, the astronomical concepts and methodology
2. knows the impact of astronomy on society and culture

in terms of skills:

1. is able to explain how astronomy tries to answer basic questions about the origin and fate of the Universe, as well as the origin of life
2. is able to explain how astronomy helps to protect our civilization from threats to our planet from space

in terms of social competences:

1. is willing to disseminate scientific knowledge and to foster scientific way of thinking among non-specialists

Course learning content:

Periodic phenomena on the sky and their simulation with Stellarium.
The beginning of astronomy in ancient European civilizations: the sky as a clock, calendar, and compass.
Greek astronomy and the model of the Universe.
Copernican revolution, the works of Tycho Brahe, Galilei, Kepler and Newton. Explaining the origin and current views on astrology.
Birth of astrophysics: a spectroscope, classification of stars and stellar evolution.
Astronomy and Art, History and Literature: using astronomical phenomena to explain the place and time of various events described in books or presented on canvas.
Role of astronomy for modern society: protecting the Earth from cosmic threats.
Great Debates in Astronomy: "The Nature of the Universe" and "Life in the Universe".
Moon and planets observations in the Observatory park (depending on the weather).