Course learning outcomes and learning content

Central Europe in the International Perspective

Course name: **Contemporary Foreign Language - Polish**
On successful completion of this course, a student
in terms of skills:
1. understands single sentences
2. recognizes and uses grammatically correct forms without hindering the communication process
3. understands short simple texts
4. uses Polish to communicate in typical everyday situations and takes part in conversation employing politeness strategies by the interlocutors
5. edits short texts using the principal rules of grammatical correctness
Course learning content:
Mastering the linguistic skills required for A1 proficiency level.
Vocabulary for A1 proficiency level.
Grammar for A1 proficiency level.

Course name: **Contemporary Literary and Cultural Discourses in Central Europe**
On successful completion of this course, a student
in terms of knowledge:
1. defines and describes main conceptions about Central Europe
2. relates and compares different literary, historical, cultural, political and social phenomenon, motivates their influence on the form of modern Central European culture and particular regional states; student construes chosen works, literary or artistic visions according to historical and literary context
in terms of skills:
1. specifies a place of Central European literature and culture in a wider European context
2. builds coherent, critical comment (written or spoken) on the subject of Central Europe, can find adequate sources of information, competently and functionally uses knowledge from lectures and other sources
3. justifies his/ her interpretations, develops them and resolves them within the group; can recapitulate his/her experience of reading
4. compiles knowledge gained during the classes, develops, clarifies and reconstructs the phenomenon of cultural and literary history
in terms of social competences:
1. understands other cultures on the basis of the knowledge obtained; is aware of the historical, political and cultural circumstances influencing artistic creations
Course learning content:
Explaining and briefly describing the history of the concept of Central Europe, diversity in its definition and its delimiting. Central Europe - between geography and history; "Maximum of diversity at the minimum of area" - an attempt of defining Central Europe; Where does the Central Europe lie? Europe of fading borders.
Presentation of the culture or traditions of Central Europe and historical, geopolitical, national, transnational, literary context of its existence. Central European cities – Central European cultural centers; What is he like and whether exists „homo Europae centralis"?; Central Europe – a view from the outside.
Presentation of the culture or traditions of Central Europe and historical, geopolitical, national, transnational, literary context of its existence; The role of the Greco-Roman tradition in „shaping" Central European culture; Central Europen Enlightenment traditions.
Discussion on the social and political phenomena that determine the shape of literature and culture of selected Central European countries (in the past and currently). Between the Middle Ages and the 18th century; „Reviving" Europe; Central Europe in the context of World War I; Central Europe in the context of World War II; Central Europe in the context of Holocaust; Central Europe – „an island in a sea of communism"? Postwar experience; Central Europe - the space formed by dissidents and writers?

Course name: **Literary Theory**

On successful completion of this course, a student
in terms of knowledge:
1. applies theoretical literary terminology in the process of interpretation
2. describes particular methods of literary research
in terms of skills:
1. identifies basic problems of literary theory on the basis of examples from various literary texts
2. categorizes literary texts and phenomena occurring in them
3. explains the usefulness of a chosen method of interpretation
Course learning content:
The determinants of a literary text (in the context of selected methodologies).
The place of analysis and interpretation in literary studies.
Literary text as a structure, sign, message.
Issues of reception of a literary text.
Intertextuality as a category in literary studies.
Literary genre, literary convention.
Literary tradition and the ways of understanding it.
Theories of 20th and 21st century literature (e.g., poststructuralism, deconstruction, neopragmatism, feminism, gender, queer, new historicism, cultural studies, postcolonialism).

Course name: **Masterpieces and Bestsellers of the Central European Literatures in the Comparative Perspective**
On successful completion of this course, a student
in terms of knowledge:
1. points the masterpieces and the most prominent works, names in general terms the eras they belong to and the literary work's place in the cultural tradition
2. uses literary works as a source of knowledge about history and societies
3. establishes the significance of the works discussed in class for the national tradition and their role in the self-identification and national identity building processes
in terms of skills:
1. analyzes and interprets the prominent literary works in the context of the eras they belong to and with engagement of selected methodologies
2. uses the methods of analysis, interpretation and evaluation of literary works during the reading process and establishes what signles out a work to be named a masterpiece in a given culture
3. points at the waysmasterpieces function within social circulation (their place in didactics, quotations, theatrical and film adaptations etc.) and is aware of the consequent place they hold in the general consciousness
Course learning content:
Presentation of Central European literature in chronological and typological terms; presenting the most important writers and their works, with particular emphasis on texts considered literary masterpieces.
Showing the relations of Central European literature with periods and trends in European literature, highlighting the planes of identification and differentiation.
The scope, place and significance of selected texts of Central European literature against the background of national, Slavic, European and world culture.
Presentation of the discussed literary phenomena from a historical-literary, comparative and interdisciplinary perspective (in relation to other texts of culture).
Discussion of the presented literature in the light of critical literary studies.
Analysis and interpretation of texts classified as masterpieces of Central European literature.

Course name: **Research Seminar**
On successful completion of this course, a student
in terms of knowledge:
1. demonstrates a wide and contextualized knowledge necessary for independent implementation of a research project (writing a master's thesis)
in terms of skills:
1. actively participates in a discussion related to the topics of the seminar, formulating their own views and referring to the opinions expressed by other members of the group
2. finds specialized information necessary for independent realization of a research project (writing a master's thesis)
3. prepares a summary / chapter of the master's thesis or to makes a description of the research project

4. writes a paper fulfilling substantive, methodological and formal requirements specified for master's theses in the field of Polish philology

in terms of social competences:

1. applies the rules of copyright law, as well as incorporate acquired data into their own work, critically and creatively process them while respecting the principles of intellectual property

2. shows the knowledge of the formal principles of editing a master's thesis (preparing a bibliography, footnotes, table of contents)

Course learning content:

Substantive and methodological specifics of the seminar and the principles of writing master's theses.

Presentation of thesis topics and discussion about them.

Students' choice of the thesis topic.

Discussion of key problems and contexts related to the thesis topic.

Presentation of thesis outlines /chapters or descriptions of research projects, combined with a discussion on their topic.

Expanding the knowledge necessary to write a master's thesis.

Improvement of methodological tools necessary to write a master thesis.

Presentation of excerpts from master theses combined with a discussion on their topic.

Course name: **Literature and New Media**
On successful completion of this course, a student
in terms of knowledge:

1. gains in-depth and systematised knowledge of the changes in the field of literary studies and humanistic research in relation to the digital turn

2. indicates the most important (universally acknowledged, the most widely commented upon, the most controversial, considered a breakthrough) works of Polish contemporary literature connected with the development of new media, which are both the medium of contemporary literature and the object of its reflections

3. characterises the relation of contemporary literature created with the use of new media and those reflecting on it to the literary past; can define the condition and direction of changes in the literary tradition

in terms of skills:

1. uses selected digital tools to create own projects and is aware of the poetological consequences of their use

in terms of social competences:

1. participates in a panel discussion on contemporary literature created with the use of new media and reflecting on them, and also knows how to prepare his own hypertext project using simple tools

Course learning content:

Literary studies in the light of new media - reading and writing in a media environment.

The multimodality and fluid boundaries of literature in the digital environment.

Digital literature: practices, genres, properties.

Hypertext: story construction using digital tools.

Modern new media literature in relation to the Polish literary tradition.

Key literary phenomena (masterpiece, canon, tendency, literary conjuncture) in relation to the functioning of writing in the world of new media.

A comparison of the ways of digital functioning of the latest Polish and world literature.

Course name: **Intercultural Dialogue: Workshop**
On successful completion of this course, a student
in terms of knowledge:

1. defines the basic vocabulary related to the terms: "culture", "communication", "intercultural communication", "culture shock", "intercultural training"

2. understands and defines the relationship between culture and language

in terms of skills:

1. reads and understands texts on culture and interculture in relation to Central Europe and the Balkan Peninsula

2. analyzes and interprets the text of culture in terms of intercultural content, in relation to Central Europe and the Balkan Peninsula

3. uses the skills of analyzing values, norms and behaviors in intercultural contact

Course learning content:

Culture and acculturation.
Core assumptions of intercultural communication.
Auto- and heterostereotypes.
The concept of multiculturalism.
Intercultural differences in the language and texts of culture.
Analysis and interpretation of texts.
Values, norms and behaviors in intercultural contact.
The dynamics of intercultural contact and phenomena at the meeting point of cultures (ethnocentrism, cultural filters, stereotypes).

Course name: **Literary Representations of Central European History**
On successful completion of this course, a student
in terms of knowledge:
1. gains the knowledge of the Central European literature reflecting the region's history; the most important literary works written in interwar and postwar periods and translated into English
2. gains the understanding of the specificity of the contemporary Central European culture on the historical background and in comparatistic formulation
3. gains the understanding of the role of literary scholarship in the humanities and general culture; research methods specific to the Central European literary studies; the difference between professional and colloquial approaches to literature
4. gains the knowledge of the relationships between literary studies and other disciplines (historical and political studies, philosophy, sociology, psychology, cultural studies etc.); basic literary notions (period, movement, convention, author, literary work, the reader etc.)
in terms of skills:
1. gains the skills necessary to use properly the literary terminology and to draw conclusions on the topic
in terms of social competences:
1. gains the knowledge of the relationships between literary studies and other disciplines (historical and political studies, philosophy, sociology, psychology, cultural studies etc.); basic literary notions (period, movement, convention, author, literary work, the reader etc.)
Course learning content:
The concept of "Central Europe/Middle Europe" and its historical evolution.
Key moments in Central European history and their reflection in literature.
Specific trends and themes in Central European literature.
Central European essays: the most important authors and topics.
Central European culture against the world background.
Contemporary controversies related to the concept of Central Europeanness.
Perspectives of Central European culture.

Course name: **Representation and Reception – cinematographic portraits of Central Europe and the Balkans**
On successful completion of this course, a student
in terms of knowledge:
1. gains knowledge and understands the methods of analyzing, interpreting and problematizing the ways in which various cultural traditions coexist within the Central Europe region in an interdisciplinary approach, using the assumptions of cultural sciences, film studies and literary studies
2. gains knowledge the specificity of Central European countries in terms of film and culture at an in-depth level; understands the region's diverse ethnic structure and history as well as its contemporary situation
3. understands of the processes of globalization and digitization as well as their impact on shaping the contemporary Central European filmography
4. gains in-depth knowledge of contemporary film representations of the political and social changes in Central Europe and the Balkans
in terms of skills:
1. uses in-depth analytical and interpretative competences to originally and creatively describe issues related to Central European cinematography, taking into account comparative and interdisciplinary aspects

2. in a diachronic and synchronous comparative approach – makes comprehensive observations and interpretations of historical facts and social processes characteristic of the Central Europe region and the Balkans, and identify their reflection in film discourses

Course learning content:

Introduction of issues related to the historical and cultural specificity of the Central Europe region and the Balkans.

Presentation of basic film trends that influenced not only the shape of European, but also worldwide cinematography (including Czechoslovakian New Wave, Cinema of Moral Unrest, Zagreb School of Animated Films).

Outlining the specificity of contemporary cinema in the region of Central Europe and the Balkans (Romanian New Wave, Greek Weird Wave, Hungarian New Wave).

Analyzing the methods of coping with historical trauma of the Balkan Wars (examples from Serbian and Bosnian cinema) and the Abkhazian-Georgian conflict.

Presenting a view on history from the perspective of Polish works (e.g. Ida by Paweł Pawlikowski or Pokłosie (Aftermath) by Władysław Pasikowski).

Introduction of issues related to migration/life in the diaspora and analysis of specific artists/works.

Familiarizing the students with the challenges, which national cinematographies have to face (difficulties with financing, political impasse, transnational nature of production, economic situation [e.g. the financial crisis in 2008]).

Course name: **Comparative Studies: Anthropology of Everyday Life**
On successful completion of this course, a student
in terms of knowledge:

1. describes the importance of evolutionary development of social groups in the process of understanding the role of both biological and cultural social behaviour's determinants
2. gains the knowledge of the ritual behavior and about the similarities and differences between rituals, customs, habits and performative activities
3. gains the understanding of the specificity of the contemporary daily rituals and habits of Central European and Balkan nations in their relations to the evolutionary (biological) and historical processes
4. gains the knowledge of the relationships between anthropology studies and other disciplines (historical and political studies, philosophy, sociology, psychology, cultural studies, literary studies etc.)

in terms of skills:

1. gains the skills necessary to use properly the anthropological terminology related to everyday life and to draw conclusions on the topic of significant repetitive behavior of Central European and Balkan nations

in terms of social competences:

1. gains the understanding of the role of anthropology scholarship in the humanities and general culture; researches methods specific to the Central European and Balkan anthropology studies; the difference between professional and colloquial approaches to anthropology

Course learning content:

RITUALS AND HABITS: meeting our basic needs: daily habits and Maslow's hierarchy of needs; the scientific approach to the ritual (anthropological and psychological point of view); types of rituals (contingent rituals, divinatory rituals, rites of passage, calendrical rituals, commemorative rituals, rites of feasting, political rituals, seasonal rituals, life cycle rituals etc.); the theory of habits; the main differences between habits and rituals; the importance of the ritual subject's point of view.

BEHAVIOUR: **BETWEEN ANTHROPOLOGY**, **BIOLOGY AND EVOLUTIONARY PSYCHOLOGY**, **PART 1**: evolutionary psychology; the brain as an information processing device, producing outputs (behaviour) from inputs stimuli); two levels on which behaviours are transmitted; "How"? versus "Why"? Nikolaas Tinbergen, Konrad Lorenz; Prisoner's dilemma; altruism, Edward Osborne Wilson, Richard Dawkins; social exchange theory; the brain's adaptive mechanisms as shaped by natural and sexual selection; different neural mechanisms as specialized for solving problems in humanity's evolutionary past; neural mechanisms; neural mechanisms of aggression across species.

BEHAVIOUR: **BETWEEN ANTHROPOLOGY**, **BIOLOGY AND EVOLUTIONARY PSYCHOLOGY**, **PART 2**: Attitude, How Your Attitude Shows In Your Behaviour?; intention, subjective norm; Actual Behavioural Control; behavioural beliefs; normative beliefs; control beliefs; Harry Harlow, Monkey Love Experiments; What's the deal with group decision?; social loafing; conformity; asch conformity experiments; Milgram experiment; obedience, Zimbardo's Prison Experiment; groups, culture, identity, social roles.

THEATRICALITY OF EVERYDAY LIFE: Erving Goffman's theory of staged authenticity; between ritual and theatre; Schechner's theory of performance; main similarities and differences between behaviour, habits, customs and rituals.

CENTRAL EUROPEAN AND BALKAN FOOD CULTURE:contemporary visual examples based on filmed and photographed materials and analysed in the theoretical perspectives of food as a part of cultural behaviour; from the beginning of using fire and cooking to the fast food culture.

CENTRAL EUROPEAN AND BALKAN LIVING CULTURE: contemporary visual examples based on filmed and photographed materials and analysed in the theoretical perspective of human shelters as the main components of everyday lives.

CENTRAL EUROPEAN AND BALKAN WORK/EARNING CULTURE: contemporary visual examples based on filmed and photographed materials and analysed in the theoretical perspective of the process of working and earning (money) – from the Industrial Revolution till nowadays.

CENTRAL EUROPEAN AND BALKAN CULTURE OF LEISURE TIME: contemporary visual examples based on filmed and photographed materials and analysed in the theoretical perspective of the anthropology of tourism; staged authenticity (Dean MacCannell); tourists and vagabonds (Zygmunt Baumann); Tourist Gaze (John Urry); Central European experience between Cannibal Tours (1988, by Dennis O'Rourke) and Tourists (2017, by Mateusz Ramaszkan & Maria Wójtowicz).

CENTRAL EUROPEAN AND BALKAN CULTURE OF DRESSING: contemporary visual examples based on filmed and photographed materials and analysed in the theoretical perspective of creating identity via the proves of dressing; different types and different meaning of outfits; Between individualizing and de-individualizing powers of fashion.

CENTRAL EUROPEAN AND BALKAN CULTURE OF SHOWING AFFECTION: contemporary visual examples based on filmed and photographed materials and analysed in the theoretical perspective; concepts of taboo, morality, obscenity, sexual ethics, sexual norms, vulgarity and deviance.

CENTRAL EUROPEAN AND BALKAN ORAL CULTURE: contemporary visual examples based on filmed and photographed materials and analysed in the theoretical perspective: spoken, sung and voiced words of utterance recognised both by the speaker and the audience; repetitive patterns, sports songs, curses, new linguistic phenomena etc.

CENTRAL EUROPEAN AND BALKAN CULTURE OF FESTIVE EVENTS: contemporary visual examples based on filmed and photographed materials and analysed in the theoretical perspective: patterns of expected behaviour within a group, expected way of doing things; seasonal celebrations, life cycle celebrations, community festival and events.

Course name: **Video Games Discourse Analysis**
On successful completion of this course, a student
in terms of knowledge:
1. gains knowledge about the status and meaning of Video Games as the generators of the discourses in the contemporary culture. The source of inspiration will be formed by the Critical Discourse Analysis and literary theories
2. learns that video games are the natural cognitive environment of communication and culture, and – that playing means also being immersed in diverse discourses
3. explains the main genres, categories and theories useful in intercultural communication mediated by the discursive potential of video games
in terms of skills:
1. explains diverse problems of contemporary Europe shaped and presented in virtual worlds of video games
Course learning content:
Explanation of Video Games Discourse Analysis – definitions, categories, contexts, history, textual and discursive structures of virtual worlds.
Presentation of Video Games as the natural realm of important for the contemporary Europe discourses – between digital and non-digital traditions.
Between theory and interpretation: transmedia narratology, ecocriticism, post colonialism, hermeneutics, poststructuralism, semiotics.
The „new" categories of discourses: interactions, virtual reality, avatar, remediation, immersion, interface.
Relations between real and virtual Europe – case studies.
Course name: **Digital Humanities: Workshop**
On successful completion of this course, a student
in terms of knowledge:

1. explains what digital humanities is and what its main assumptions are; provides and discusses a selected example of a project that pursues the goals of digital humanities
2. uses the databases available on the AMU; identifies software that can be used in research
in terms of skills:
1. digitizes any audiovisual material and makes it available in the Internet space
2. designs a research project using MindMapping tools
3. prepares a project based on the appropriate methodology of digital humanities; explains what digital tools and development environment to use
Course learning content:
The most important assumptions of digital humanities: methodologies and tools.
Examples of projects in the field of digital humanities carried out at AMU and in the largest academic centres.
Support for scientific databases available at AMU.
Review of the programming environment with examples that fit into the projects of digital humanities.
Digitizing and providing audio-visual material in the Internet environment.
Mind Mapping - workshop in the field of methodology and the use of tools based on thought design.
E-Theseus Map - case study.
Information design and management in the context of digital humanities - workshop.

Course name: **Contemporary Foreign Language - French**
On successful completion of this course, a student
in terms of skills:
1. understands single sentences
2. recognizes and uses grammatically correct forms without hindering the communication process
3. understands short simple texts
4. uses Polish to communicate in typical everyday situations and takes part in conversation employing politeness strategies by the interlocutors
5. edits short texts using the principal rules of grammatical correctness
Course learning content:
Mastering the linguistic skills required for A1 proficiency level.
Vocabulary for A1 proficiency level.
Grammar for A1 proficiency level.

Course name: **Comparative Literature Studies**
On successful completion of this course, a student
in terms of knowledge:
1. identifies and characterises the most important trends of comparative literature studies
2. characterises the historical and contemporary context of comparative literature studies
in terms of skills:
1. reads dissertations on comparative literature theory
2. uses terminology specific to comparative literature research
3. applies a chosen comparative method in literary analysis
Course learning content:
Definition and place of comparative studies among the literature and culture studies.
History of comparative studies.
Elements of poetics in comparative studies.
The concept of world literature.
Comparative literature studies and recent trends in literary theory.
Comparative literature studies and translation studies.
Area studies.
Nationalism studies.

Course name: **Roots of European Culture and Literature**
On successful completion of this course, a student
in terms of knowledge:
1. understands the research problems and the recent achievements in the field covered by the lecture
2. understands perspectives applied to analysing and interpreting phenomena of culture
3. has extensive factual knowledge in the field covered by the lecture
in terms of skills:

1. has the basic bibliographical information necessary to further research the subject matter of the lecture
2. writes an essay in English on specific and specialized topic using a variety of sources
Course learning content:
Athens vs. Jerusalem.
The Prophets.
Platto and Aristotle.
Vergil and Cicero.
Art in Antiquity.
Prophecy and Reform.
Scholasticism.
The Renaissance.
The Reformation.
The Academy and the Profession.
Poetry, Rhetoric, and the Common Good.
Art and Performances.
The Book of Our Experience.

Course name: **Popular Culture of the Central Europe and the Balkans**
On successful completion of this course, a student
in terms of knowledge:
1. defines and describes the most important definitions of popular culture as an intellectual concept
2. specifies and describes the main stages of the Central European and the Balkan development of the popular culture in a wider European and worldwide context
3. specifies and describes the most influential popular narratives of the Central European and Balkan nations, linked to popular music, movies, tv series, commercials, reality shows, popular literature etc.
4. relates and compares the Central European and Balkan products of popular culture in the historical and social perspectives
in terms of skills:
1. builds coherent, critical comment (both written and spoken) on the subject of the Central European and Balkan popular ways of celebrating (annual celebrations) and spending free time (tourism)
2. describes, analyses and justifies his/her interpretations on the subject of using popular culture's products as a tool for the political struggles
in terms of social competences:
1. understands other cultures on the basis of the knowledge obtained; is aware of the social, political and historical circumstances influencing popular culture creations
Course learning content:
Popular culture as a conceptual category; popular culture as a folk culture; popular culture as the culture of the people, popular culture as a mass culture, popular culture as a culture produced by the people; popular culture as our culture.
Central European and Balkan popular culture: between facts and superstitions; general determinants of popular culture's development; stages of the Central European and the Balkan popular culture's development.
What the people want to listen to? – (popular) music as one of the main components of popular culture (turbo-folk, czauga, disco polo, folková hudba, "national" varieties of hip hop).
What the people want to watch? Film narratives of the Central European and the Balkan popular culture (i.e. tv series, Turkish series, reality shows, Talk shows).
What the people want to have? – commercials creating the need.
What the people want to read? Popular literature of the Central European and Balkan nations as an antidote to the hypocritical reality.
How the people want to be informed? The overnational phenomenon of tabloids.
How the people want to rest and enjoy? The culture of discoes, allotment gardens, dachas etc.

Course name: **Proseminar: Research Project**
On successful completion of this course, a student
in terms of skills:

1. formulates a research problem and writes a topic related to it
2. identifies what elements a diploma paper should contain
3. finds materials needed to prepare a diploma paper respecting copyrights
4. prepares an editorial and graphic layout of the diploma paper
5. prepares and present a research project
Course learning content:
Formulating research problems and editing potential thesis topics.
Composition of the diploma paper.
Improving competences concerning library, archival and Internet searches. Different ways of searching for information and collecting literature on the subject.
Rules of standardized typescript, rules of citation, norms of footnotes.
Preparation and presentation of research project.

Course name: **Central Europe and the Balkans Today: Comparative Studies**
On successful completion of this course, a student
in terms of knowledge:
1. defines and describes main comparative conceptions about Central Europe and the Balkans; explains mutual relations and influences between these two political, cultural and historical regions
2. specifies and explains the main values and attitudes of the contemporary Central European and Balkan societies in the overnational perspective
3. describes and compares the most influential narratives of the iconic mass media brands in Central Europe and the Balkans
4. develops, clarifies and reconstructs the phenomenon of the both natural and intangible cultural heritage of the Central Europe and the Balkans
in terms of skills:
1. builds coherent, critical comment (both written and spoken) on the subject of the Central European and the Balkan high visual arts
2. specifies the critical comment about the main Central European and Balkan cinema masterpieces; justifies his/her interpretations, develops them and resolves them within the group
3. compiles knowledge gained during the classes about the Central European and the Balkan high music culture
in terms of social competences:
1. understands other cultures on the basis of the comparative knowledge obtained; is aware of the historical, political and cultural circumstances influencing artistic creations
Course learning content:
Central European and Balkan cultures from the foreign point of view.
Values and Attitudes of the Central European and Balkan societies.
Central European and Balkan mass media today: tv and radio– iconic brands and their narratives.
Central European and Balkan mass media today: press – iconic brands and their narratives.
Central European and Balkan mass media today: internet – iconic brands and their narratives.
Contemporary Central European and Balkan visual arts.
Contemporary Central European and Balkan cinema.
Contemporary Central European and Balkan music culture.
Intangible cultural heritage of the Central Europe and the Balkans.
Natural heritage of the Central Europe and the Balkans.
Tourist attractions: the mutual history of the Central Europe and the Balkans.

Course name: **Smart Cities**
On successful completion of this course, a student
in terms of knowledge:
1. presents in-depth the role of globalization and digitization processes in the shaping of contemporary cultures and urban communities
2. gains knowledge and understands the terminology and the findings of the main research theories of European culture and city management models
3. gains in-depth the knowledge of the mechanisms governing the functioning of cities, with particular emphasis on the social and economic aspects of cultural life in the city
in terms of skills:
1. prepares a presentation in English: a research project related to the issues of cultural life in the city, with particular emphasis on the sociological and economic aspects of city management

2. undertakes actions individually and in a team in order to analyze and evaluate the activities of entities managing the city, especially in the context of managing the culture of the region

3. sees and formulates problems related to one's own and someone else's work, seek optimal solutions for the functioning of culture in the city

in terms of social competences:

1. initiates activities aimed at increasing social awareness of the relationship between city management and the functioning of culture

Course learning content:

Presentation of the idea of smart city.

Identification of "smartness": determinants.

Analysis of smart cities examples (comparison).

"Smartness" assessment: a case study.

Roadmap to smartness: a case study.