

A COURSE SYLLABUS – DOCTORAL SCHOOL
REGARDING THE QUALIFICATION CYCLE FROM 2020 TO 2024

GENERAL INFORMATION ABOUT COURSE				
Course title	Social „Heart of Darkness” - from the sacrificial lamb to scientific racism			
Name of the unit running the course	Doctoral School at University of Rzeszów			
Type of course (<i>obligatory, optional</i>)	Mandatory-facultative; interdisciplinary facultative			
Year and semester of studies	Year II, summer			
Discipline	Fine arts and art conservation			
Language of Course	Polish language			
Name of Course coordinator	Dr hab. Romana Kolarzowa, prof. UR			
Name of Course lecturer	Dr hab. Romana Kolarzowa, prof. UR			
Prerequisites	Participant should feel comfortable in: a) contemporary theories within humanities field, b) area and significance of interdisciplinary research, particularly in regards to Humanities and Social Sciences			
BRIEF DESCRIPTION OF COURSE (100-200 words)				
<p>The purpose of the subjects is a presentation of the new research achievements in the Humanities in regards to critical analysis of established (‘the Canon’ source) cultural transmissions. That including both the theoretical component (the late XIX century and modern philosophy, practical/natural sciences) and its artistic implementations.</p> <p>The course includes an outline of the most important phenomena in the culture of XIX and XX century in which the mythical (irremovable opposition between the culture and the nature, the monolithic nature of the culture), ideological (necessity for the legitimization of social control of the status quo versus justifications and rationale for the necessity of cultural revolution) and scientific (evolutionism, hereditary theories) plots were synthesized.</p>				
COURSE LEARNING OUTCOMES AND METHODS OF EVALUATING LEARNING OUTCOMES				
Learning outcome	The description of the learning outcome defined for the course	Relation to the degree programme outcomes (symbol)	Learning Format (Lectures, classes,...)	Method of assessment of learning outcomes (e.g. test, oral exam, written exam, project,...)
Knowledge (no.)				
1.	Student knows – the scientific achievements well enough to be able to debate and question existing paradigms	P8S-WG/1	Lect., ex.	Ability to reconstruct discussed theories assessment; continuous eval
2.	Student is familiar with fundamental dilemmas of modern civilization	8S-WK/1	Ex.	Selected material debate, continuous eval
Skills (no.)				

1.	Is able to successfully communicate using professional language in the international, scholar environment	P8S-UK/1	Lect., ex.	Evaluation of the material presentation independence
2.	can participate in scholarly discourse	P8S-UK/4	Lect., ex.	Evaluation of the systematic approach (schedule and task management)
3.	Is able to initiate the debate	P8S-UK/3	Ex.	Engagement evaluation (continuous)
4.	can communicate in foreign language at the ref. level B2	P8S-UK/5	Ex.	Evaluation of the proposed material's difficulty level
5.	Is able to make critical analysis and evaluation in regard to the scientific research, expert knowledge (and such)	P8S-UW/2	Lect., ex.	Assessment of the quality of the student's inclass activities (debate, propositions, questions)
6.	Is ready to use knowledge from different disciplines to solve problems (defines the purpose and subject of research, develops research methods, makes conclusions based on research results)	P8S-UW/1	Lect., ex.	Assessment of the quality of the student's inclass activities (debate, propositions, questions)
7.	can manage the schedule and planning of teaching activities (modules and units) using modern technology and teaching methods	P8S-UU/2	Ex.	Quality assessment of the student's proposed activities
Social competence (no.)				
1	Student is prepared to critically evaluate academic achievement	P8S-KK/1	Ex.	Evaluation of the ability to diagnose the problems and proposed solving methods
2.	Student recognize importance of knowledge for solving cognitive and practical problems	P8S-KK/3		
3.	Student is prepared to initiate action on behalf of the public	P8S-KO/2	Ex.	Evaluation of the ability to

	interest			diagnose the problems and proposed solving methods
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LEARNING FORMAT – NUMBER OF HOURS

Semester (no.)	Lectures	Seminars	Lab classes	Internships	others	ECTS
IV	5	10	–	–	–	0

METHODS OF INSTRUCTION

Lecture with presentation
Exercises: readings (selected material), debate

COURSE CONTENT

1. Lectures/ Seminars:

- Principle: "there is only one Culture" and its sentimental "deconstruction". Myths of the *good savage* and *the people (the commons)* – the contrast between the civilization and the natural state (the state of Nature). The Culture as the Natural State. Encyclopaedists, Rousseau and a new dichotomies; Romanticism and *the peoples' culture (the folk/commoners culture)* phantasm.
- the "transparency" of the western class/caste system; the delegation system of the social defects to subordinated classes. *Repugnant, shabby, evil syndrome*: the signs of a defective condition and the legitimization of the "sanitary cordon law"
- *The People, forever miserable*. The revolutionary paternalism, emancipation and colonial projects. *Outsourcing of the wild*. Orientalization of "the common People" and infantilization of the Orient
- *Wild at Heart*, sense and sensibility of the Empire's troubadores. The British measure of excellence. The disturbing secret of prosperity (Jane Eyre) – does the natural explanation of *our* moral superiority exists?
- The Blessed theory of Evolution. Social Darwinism and scholarly efforts for the catalogue of the human species. The Physiognomy: an empirical evidence for the beauty of the virtue. No beauty is in the pleasing, pleasing is (only) **the** Beauty.
- The Anatomy in the service of morality, morality in the service of politics, the science in the service of the ideology; the fatality of the race and power of inheritance (a framework of the 'hereditary'). The scientific determinism, ethical fatalism and political necessities – a scientific costume for the old myths.

2. Seminars:

- Modern problems with maintaining the paradigm of the universality of culture. Constructing the nation, discovering the people, and relocating the wild.
- The aesthetic charm of moral virtues and the disgusting, dirty, bad syndrome - hallmarks of the imperfect condition and legitimization of the "laws of the sanitary cordon".
- Wildness outsourcing. Orientation of the people and infantilization of the Orient.
- Scientific ways of building a moral order. Physiognomy and heredity.
- Scientific determinism, ethical fatalism and the political necessities of managing value defense / revolution.

COURSE ASSESSMENT CRITERIA

CONTINUOUS EVALUATION, REQUIREMENTS:

- INDEPENDENT SOURCE RESEARCH (SELECTED FOREIGN LANGUAGE),

- PRESENTATION OF SELECTED SOURCE MATERIALS,
- ORGANIZATION AND PARTICIPATION IN THE DEBATE.

ADDITIONAL REQUIREMENTS FOR THE PASSING GRADE:

- PRESENCE,
- COMPLETION OF AT LEAST 51% OF THE APPOINTED TASKS

**TOTAL PhD STUDENT WORKLOAD REQUIRED TO ACHIEVE THE INTENDED LEARNING
OUTCOMES
– NUMBER OF HOURS AND ECTS CREDITS**

Activity	Number of hours
Scheduled course contact hours	15
Other contact hours involving the teacher (consultation hours, examinations)	2
Non-contact hours – student`s own work (preparation for classes or examinations, project, etc.)	30
Total number of hours	47
Total number of ECTS credits	0

INSTRUCTIONAL MATERIALS

Compulsory literature:	<ol style="list-style-type: none"> 1. Diner D., <i>Zrozumieć stulecie</i>; Warszawa 2009; 2. Zaremba Bielawski M., <i>Higieniści. Z dziejów eugeniki</i>; Wołowiec 2011; 3. Theweleit K., <i>Męskie fantazje</i>; Warszawa 2015; 4. Taubes J., <i>Carl Schmitt – apokaliptyk w służbie kontrrewolucji</i>, „Kronos” nr 2, 2010; 5. Elias N., <i>Rozważania o Niemcach. Zmagania o władzę a habitus narodowy i jego przemiany w XIX i XX wieku</i>, Poznań 1996. 6. Lévinas E., <i>Pies albo prawo naturalne</i> (w:) <i>Trudna wolność</i>; Gdynia 1991; 7. Leder A., <i>Rysa na tafli</i>, fragm., Warszawa 2016. 8. CHAPOUTOT J., <i>NAZISTOWSKA REWOLUCJA KULTURALNA</i>, KRAKÓW 2020.
Complementary literature:	_____