

**A COURSE SYLLABUS – DOCTORAL SCHOOL  
REGARDING THE QUALIFICATION CYCLE FROM 2021 TO 2025**

<b>GENERAL INFORMATION ABOUT COURSE</b>				
Course title	<b>Scientific Research Methodology</b>			
Name of the unit running the course	<b>Doctoral School at University of Rzeszów</b>			
Type of course ( <i>obligatory, optional</i> )	<i>obligatory,</i>			
Year and semester of studies	1st year, winter semester			
Discipline	History			
Language of Course	Polish			
Name of Course coordinator	<b>Dr hab. prof. UR Joanna Pisulińska</b>			
Name of Course lecturer	<b>Dr hab. prof. UR Joanna Pisulińska</b>			
Prerequisites	Student should know the specific terminology in the field of historical sciences, the general terminology in the field of humanities and main directions in the development of historical research .			
<b>BRIEF DESCRIPTION OF COURSE (100-200 words)</b>				
<p>The aim of the course is: transferring an organized and broad modern methodological knowledge in terms of history enabling its creative use in historical activity; paying attention to the role of the theory in historical research and preparation to constructing them, preparation to acquiring and developing the theoretical and methodological knowledge on its own; improving research skills, encouraging to the reflexion on writing practice , making students aware of ethical problems in the work of the historian and indicating the responsibility of a historian for the current level of historical awareness in the society.</p>				
<b>COURSE LEARNING OUTCOMES AND METHODS OF EVALUATING LEARNING OUTCOMES</b>				
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,...)
<b>Knowledge (no.)</b>				
1.	know modern theories, terminology and frameworks in historical scientific research	<b>P8S-WG/1</b>	lectures	Oral exam
2.	characterize particular historian's activities during the research of the past and constructing historical narrative	<b>P8S-WG/3</b>	classes	Oral exam
3.	know how to define the place of historical research within other scientific disciplines	<b>P8S-WG/2</b>	lectures	Oral exam
4.	know the rules of the popularization of results of his scientific activity	<b>P8S-WG/4</b>	classes	Oral exam
<b>Skills (no.)</b>				
1.	know how to make use of his knowledge while doing his own	<b>P8S-UW/1</b>	classes	Oral exam

	research of the past			
2.	have skills to critical reflection on the modern historiography	P8S-UW/1	classes	Oral exam
<b>Social competence (no.)</b>				
1.	is aware of the need of a critical evaluation of his own contribution into the development of historical science	P8S-KK/2	classes	Oral exam
2.	is aware of the meaning of values (especially responsibility) in scientific research	P8S-KK/3	classes	Oral exam

#### LEARNING FORMAT – NUMBER OF HOURS

Semester (no.)	Lectures	Seminars	Lab classes	Internships	others	ECTS
I	10	20	—	—	—	0

#### METHODS OF INSTRUCTION

*E.G., LECTURE: A PROBLEM-SOLVING LECTURE/A LECTURE SUPPORTED BY A MULTIMEDIA PRESENTATION/ DISTANCE LEARNING CLASSES: TEXT ANALYSIS AND DISCUSSION/PROJECT WORK (RESEARCH PROJECT, IMPLEMENTATION PROJECT, PRACTICAL PROJECT)/ GROUP WORK (PROBLEM SOLVING, CASE STUDY, DISCUSSION)/DIDACTIC GAMES/ DISTANCE LEARNING LABORATORY CLASSES: DESIGNING AND CONDUCTING EXPERIMENTS)*

#### COURSE CONTENT

##### Lectures/ Seminars:

1. “Turns” in modern historiography
2. The paradigmatic structure of historiography
3. The role of theory in historical research
4. An objectivistic and constructivist model of cognition

##### Seminars / Lab classes/ others:

1. The problem of scientific character and historical autonomy in modern world
2. The theory of a historical source in the modern methodological reflection
3. The current understanding of the historical fact
4. Explanation and understanding in history
5. Frameworks and strategies of interpretation in historical research
6. Myths in historiography
7. The ethical dimension of historical cognition
8. Oral History as an example of the emancipatory history
9. Public history
10. Methodological problems of the modern history
11. Biography in historiographical research

## COURSE ASSESSMENT CRITERIA

Taking part in a discussion during classes, preparation of two written papers

5 (excellent) - Student mastered 100 percent of knowledge provided for in the subject program. This knowledge is evaluated during the student's oral and written statements. The student actively participates in the classes.

4+ (good plus) - Student mastered 80-89 percent of knowledge provided for in the subject program. This knowledge is evaluated during the student's oral and written statements

4 (good) - Student mastered 70-79 percent of knowledge provided for in the subject program. This knowledge is evaluated during the student's oral and written statements

3+ (satisfactory plus) - Student mastered 60-69 percent of knowledge provided for in the subject program. This knowledge is evaluated during the student's oral and written statements

3 (satisfactory) - Student mastered 50-59 percent of knowledge provided for in the subject program. This knowledge is evaluated during the student's oral and written statements

2 (unsatisfactory) - Student mastered less than 50 percent of knowledge provided for in the subject program; student did not return the final work and did not participate in the classes.

### 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	30
Other contact hours involving the teacher (consultation hours, examinations)	15
Non-contact hours – student's own work (preparation for classes or examinations, project, etc.)	60
<b>Total number of hours</b>	<b>105</b>
<b>Total number of ECTS credits</b>	<b>0</b>

### INSTRUCTIONAL MATERIALS

Compulsory literature:	DOMAŃSKA EWA, <i>HISTORIA EGZYSTENCJALNA. KRYTYCZNE STUDIUM NARRATYWIZMU I HUMANISTYKI ZAANGAŻOWANEJ</i> , WARSZAWA 2013; TOPOLSKI JERZY, <i>JAK SIĘ PISZE I ROZUMIE HISTORIĘ</i> , WARSZAWA 1996; <i>TEORIA WIEDZY O PRZESZŁOŚCI NA TLE WSPÓŁCZESNEJ HUMANISTYKI</i> , POD RED. EWY DOMAŃSKIEJ, POZNAŃ 2010; ANKERSMIT FRANK, <i>NARRACJA, REPREZENTACJA, DOŚWIADCZENIE. STUDIA Z TEORII HISTORIOGRAFII</i> , RED. EWA DOMAŃSKA. KRAKÓW: UNIVERSITAS, 2004. BACHMANN-MEDICK DORIS, <i>CULTURAL TURNS: NOWE KIERUNKI W NAUKACH O KULTURZE</i> ; PRZEL. KRYSZYNA KRZEMIENIOWA. WARSZAWA: OFICyna NAUKOWA, 2012; <i>HISTORIA – DZIŚ. TEORETYCZNE PROBLEMY WIEDZY O PRZESZŁOŚCI</i> , RED. EWA DOMAŃSKA, RAFAŁ STOBIECKI I TOMASZ WIŚLICZ. KRAKÓW: UNIVERSITAS, 2014.
Complementary literature:	ASH TIMOTHY GORDON, <i>WOLNE SŁOWO: DZIESIĘĆ ZASAD DLA POŁĄCZONEGO ŚWIATA</i> , PRZEL. MIECZYSLAW GODYŃ, FILIP GODYŃ. KRAKÓW: ZNAK, 2018; BURKE PETER, <i>NAOCZNOŚĆ: MATERIAŁY WIZUALNE JAKO ŚWIADECTWA HISTORYCZNE</i> , PRZEL. JUSTYN HUNIA. KRAKÓW: WYDAWNICTWO UNIwersYTETU JagIELLOŃskiego, 2012; CHAKRABARTY DIPESH, <i>PROWINCJONALIZACJA EUROPY. MYŚL POSTKOLONIALNA I RÓŻNICA HISTORYCZNA</i> , PRZEL. DOROTA KOŁODZIEJCZYK, TOMASZ DOBROGOSZCZ, EWA DOMAŃSKA. POZNAŃ: WYDAWNICTWO POZNAŃSKIE, 2011; CHWEDORUK RAFAŁ, <i>POLITYKA HISTORYCZNA</i> . WARSZAWA: PWN, 2018; FOUCAULT MICHEL, <i>NADZOROWAĆ I KARAĆ: NARODZINY WIĘZIENIA</i> ,

PRZEŁ. TADEUSZ KOMENDANT. WARSZAWA: FUNDACJA ALETHEIA, 1998; *HISTORYK WOBEC ŹRÓDEŁ. HISTORIOGRAFIA KLASYCZNA I NOWE PROPOZYCJE METODOLOGICZNE*, POD RED. JOLANTY KOLBUSZEWSKIEJ I RAFAŁA STOBIECKIEGO, ŁÓDŹ 2009; POMORSKI JAN, *HOMO METAHISTORICUS STUDIUM SZEŚCIU KULTUR POZNAJĄCYCH HISTORIĘ*. LUBLIN: WYDAWNICTWO UMCS, 2019; TOPOLSKI JERZY, *TEORIA WIEDZY HISTORYCZNEJ*. POZNAŃ: WYDAWNICTWO POZNAŃSKIE, 1983; WRZOSEK WOJCIECH, *O MYŚLENIU HISTORYCZNYM*. BYDGOSZCZ: EPIGRAM, 2009.