Appendix No. 1.5 to the Resolution No. 7/2023

of the Rector of the University of Rzeszów

**SYLLABUS**

**regarding the qualification cycle FROM 2024 TO 2025**

**Academic year ………..**

1. Basic Course/Module Information

|  |  |
| --- | --- |
| Course/Module title | *Colonialism and post-colonialism. Introduction to discourse and its contemporary problems* |
| Course/Module code \* |  |
| Faculty (name of the unit offering the field of study) | *College of Humanities* |
| Name of the unit running the course | *Institute of Philosophy* |
| Field of study | Intercultural communication |
| Qualification level | MA |
| Profile | *Functional (specialisation)* |
| Study mode | *stationary* |
| Year and semester of studies | I/II |
| Course type | *elective* |
| Language of instruction | English |
| Coordinator | Adam Kubiak PhD |
| Course instructor | *Adam Kubiak PhD* |

\* - as agreed at the faculty

1.1.Learning format – number of hours and ECTS credits

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Semester  (n0.) | Lectures | Classes | Laboratories | Seminars | Practical classes | Internships | others | **ECTS credits** |
| II | 30 |  |  |  |  |  |  | 3 |

1.2. Course delivery methods

- **conducted in a traditional way**

- involving distance education methods and techniques

1.3. Course/Module assessment (exam, **pass with a grade**, pass without a grade)

2. Prerequisites

|  |
| --- |
| Familiarity with the general and cultural history. |

3. Objectives, Learning Outcomes, Course Content, and Instructional Methods

3.1. Course/Module objectives

|  |  |
| --- | --- |
| O1 | *Introduction to critical discourse on colonial and dependency relationships* |
| O2 | Familiarisation of students with the contemporary forms of postcolonial and dependency critique (cultural, digital, economical colonisation and dependency) |
| O3 | Students’ preparation for active and aware participation in public discourse in said area. |

3.2. Course/Module Learning Outcomes (to be completed by the coordinator)

|  |  |  |
| --- | --- | --- |
| Learning Outcome | The description of the learning outcome  defined for the course/module | Relation to the degree programme outcomes |
| LO\_01 | Understanding of complexity of the ‘cultural matter’ shaped by the colonial and dependencies. | KW\_06, KW\_10 |
| LO\_02 | Awareness about accidentality of ‘obvious and clear historical facts’, ability to point out structures of domination, privilege and submission including one’s own in the coloniality context | KU\_02, KU\_05 |
| LO\_03 | Understanding of nature of misuses of dependence and colonial discourse. | KU\_11, KK\_04 |
|  |  |  |

**3.3. Course content (to be completed by the coordinator)**

1. Lectures

|  |
| --- |
| Content outline |
| 1. Cultural colonial and postcolonial heritage. |
| 2. Colonialism as practice – building the Empire and living in the one |
| 3. Postcolonial historical critique ( Fanon, Said, Chakravorty-Spivak ) |
| 4. Adaptation, mimicra and subordinated resistance,, the rule of local elites (Bhabha, Kiossev) |
| 5. (European) internal colonialism and colonialism without colonies (Polish Commonwealth, Russia, Osnam Empire and Austro-Hungary Empire. |
| 6. Social colonialism and nesting colonialisms, practices ‘down to Earth’. |
| 7. Misuses of postcolonial discourse – nationalists’ toolkit, re-imperialisation of social and political discourse (‘realism’, ‘geopolitics’) and neocolonialism in reality |

1. Classes, laboratories, seminars, practical classes

|  |
| --- |
| Content outline |
|  |
|  |
|  |
|  |

3.4. 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*

4. Assessment techniques and criteria

4.1 Methods of evaluating learning outcomes

|  |  |  |
| --- | --- | --- |
| Learning outcome | Methods of assessment of learning outcomes (e.g. test, oral exam, written exam, project, report, observation during classes) | Learning format (lectures, classes,…) |
| LO-01-4 | *Active participation in class, Passingthe tasks, final critical essay* | L\* |
|  |  |  |

4.2 Course assessment criteria

|  |
| --- |
| *Activity: 25%*  *Tasks: 25%*  *Final essay: 50%*  Grade scale (normalised):  <51% - ndst (F)  51-56 % - dst (D-)  57-64 % - dst+ (D)  65-70 % - db- (C)  71-80 % - db (B)  81-90 % - db+(B)  91-100% - bdb (A) |

5. Total student workload needed to achieve the intended learning outcomes

– number of hours and ECTS credits

|  |  |
| --- | --- |
| Activity | Number of hours |
| Course hours | 30 |
| Other contact hours involving the teacher (consultation hours, examinations) | 5 and as necessary |
| Non-contact hours - student's own work (preparation for classes or examinations, projects, etc.) | 70 |
| Total number of hours | 105 |
| Total number of ECTS credits | 3 |

\* One ECTS point corresponds to 25-30 hours of total student workload

6. Internships related to the course/module

|  |  |
| --- | --- |
| Number of hours |  |
| Internship regulations and procedures |  |

7. Instructional materials

|  |
| --- |
| Compulsory literature:   1. Bakić-Hayden Milica, 1995, *Nesting Orientalisms: The Case of Former Yugoslavia*. „Slavic Review” 54 (4): 917–31. 2. Balibar E. (2009) Europe as Borderland, Environment and Planning D: Society and Space 27 (2) s. 190–215. doi:10.1068/d13008. 3. Bhabha H. K (2010) Location of culture (any edition) 4. Bill S. (2014) Seeking the Authentic: Polish Culture and the Nature of Postcolonial Theory, NONsite.org, (online:) https://nonsite.org/seeking-the-authentic-polish-culture-and-the-nature-of-postcolonial-theory/ 5. Etkind A. (2003) Internal Colonization and Russian Cultural History, „Ulbandus”, 7, s. 17–25 6. Kiossev A. (1995) Notes on Self-colonising Cultures (w:) Ginev D., Sejersted Fr., Simeonova K. (red.) Cultural Aspects of the Modernisation Process, Oslo 7. Said, E. W. (1991) Orientalizm. (any edition) 8. Zarycki T. (2014) Ideologies of Eastness in Central and Eastern Europe, Routledge, London |
| Complementary literature:   1. Bhabha Homi K, 1984, *Of Mimicry and Man: The Ambivalence of Colonial Discourse*, „October” 28, s. 125-133 2. Böröcz J. (2001), Introduction: Empire and Coloniality in the "Eastern Enlargement” of the European Union. [w:] Böröcz J, Kovács M. (red.), Empire's New Clothes. Unveiling EU Enlargement, Holly Cottage: Central European Review, s. 4–5; dostępne też jako e-book: http://aei.pitt.edu/144/1/Empire.pdf (dostęp: 2017.01.20) 3. Böröcz J., *From Comprador State to Auctioneer State: Property Change, Realignment, and Peripherialization in Post-state-socialist Central and Eastern Europe,* Routlege, London 1999 4. Böröcz Jozsef, 2012, *Hungary in the European Union: „Catching Up”, Forever*, „Economic & Political Weekly”, XLVII(23) s. 22–25 5. Buchowski Michał, 2006, *The Specter of Orientalism in Europe: From Exotic Other to Stigmatized Brother.* Anthropological Quarterly, 79 (3): 463-482 6. Delanty, G. (1997) Inventig Europe. Idea, Identity, Reality, St. Martin Press, NY 7. Etkind A. (2003) Internal Colonization and Russian Cultural History, „Ulbandus”, 7, s. 17–25 8. Fanon Fr. Black skin, white masks (any edition) 9. Kiossev A. (1995) Notes on Self-colonising Cultures (w:) Ginev D., Sejersted Fr., Simeonova K. (red.) Cultural Aspects of the Modernisation Process, Oslo 10. Kiossev A. (2002) The Dark Intimacy: Maps, Identities, Acts of Identification, (w:) Bjelic D. I, Savic O. (red.) Balkan as Metaphor: Between Globalization and Fragmentation, MIT Press, bmw. DOI: 10.7551/mitpress/1508.001.0001 11. Kleberg L. (2006) In Search of Dracula or, Cultures in Dialogue, I. Brandell (red.), State Frontiers: Borders and Boundaries in the Middle East, I. B. Tauris, London pp. 187-198 12. Melegh A. (2006). On the East-West slope. Globalization, narration, racism and discources on Central and Eastern Europe, CEU Press, Budapest, New York 13. Moore David C, 2001, *Is the Post- in Postcolonial the Post- in Post-Soviet? Toward a Global Postcolonial Critique*, PMLA 116(1) s. 111-128 (online:) http://monumenttotransformation.org/atlas-of-transformation/html/p/postcolonial-post-soviet/is-the-post-in-postcolonial-the-post-in-post-soviet-toward-a-global-postcolonial-critique-david-chioni-moore.html 14. Mycock A. (2010) British Identity and the Legacy of Empire, Open Democracy (online:) https://www.opendemocracy.net/en/opendemocracyuk/british-identity-and-legacy-of-empire/ 15. Nyman J. (2015) British Imaginings of a European Periphery: Roger Scruton, Michael Palin and Michael Booth in/on Finland, Journal of Postcolonial Writing, 51 (2), s. 144–157. doi:10.1080/17449855.2015.1011847. 16. Roy S. (2007) Beyond Belief: India and the Politics of Postcolonial Nationalism. Duke University Press, DOI:10.2307/j.ctv11smv98 17. Said E.W *The clash of ignorance*, The Nation 10.22.2001 [online: https://www.thenation.com/article/clash-ignorance/ ] 18. Sztompka P. (1993) Civilizational Incompetence: The Trap of Post-Communist Societies, Zeitschrift für Soziologie, 22/2, s. 85-95 DOI: 10.1515/zfsoz-1993-0201 19. Terlouw C.P. ,1993, *The Elusive Semiperiphery: A Critical Examination of the Concept Semiperiphery*, „International Journal of Comparative Sociology” Marzec, nr. 34 s. 87-102 20. Tlostanova Madina, 2012, *Postsocialist ≠ postcolonial? On post-Soviet imaginary and global coloniality*, „Journal of Postcolonial Writing”,48/2, s. 130-142 21. Todorova M. (1994) The Balkans: From Discovery to Invention. Slavic Review, 53(2) s. 453-482 doi:10.2307/2501301 |

Approved by the Head of the Department or an authorised person