

Course coordinator	prof. dr hab. Jolanta Ambrosewicz-Jacobs, dr Przemysław Tacik
Course title	Anatomy and Dynamics of Prejudices
ECTS allocation - total 6 ECTS	contact hours - 30 h 1,5 ECTS ;preparation for classes 20 h -1 ECTS;group project 30 h 1,5 ECTS;reading 40 h - 2 ECTS;
Course goals (e. g. The aim of the course is to make its participants aware of the importance of....; he aim of the course is to teach the students how correctly to interpret ...; The course goal...	The aim of this course is to explore the dimensions of negative stereotypes, prejudices, ethnocentrism, racism, antisemitism, islamophobia, sexism and discriminations in societies and to come to grips with possible solutions. The focus will be mainly on Europe in a comparative perspective, including difficult neighbourhoods. The approach will be interdisciplinary (political science, social psychology, sociology, psychology, history, law and education). Attention will be paid to the origins and to the patterns of prejudices. The analysis of terms and definitions will take sufficient time to provide a grasp of basic concepts.
Skills - Student can (e.g. "The student will be prepared to critically review and discuss academic texts", "use appropriate vocabulary to analyse ... ". "The student will be able to write essays ...	The student will be able critically review and discuss academic texts, use appropriate vocabulary to analyse the issues of origins of stereotypes and prejudices, to conduct research in groups, collect and analyse data regarding the topic of the course.
Knowledge - student knows (e.g. The student will understand the main concepts in contemporary thought ..., from the perspective of social sciences and cultural studies; student knows circumstances...	In this course we will explore the key concepts, resources, methods and activities of international bodies (UNESCO, EU, Council of Europe, OSCE), governmental agencies (i.e. state museums, centres of culture and education) and regional NGO's counteracting prejudices. We will also review films that address topics of racism, intolerance, prejudices and antisemitism in Central Europe and elsewhere and student will have knowledge and understanding of determinants of prejudices and discrimination. Moreover, students will be able to evaluate factors aiming to counteract negative stereotypes and prejudices.
Social competenes - student is ready to ... (e.g. presenting views on the course topic, to work both individually and in a group, in an international environment...)	The student will be able to work individually and communicate and collect data in a group in an international environment.

Course content (e. g. titles of meetings with short description)	* Presentation of the course content and format Reading assignments, explaining methodology of research and team work. * Introduction to terms/concepts/definitions. Explaining the nature of stereotypes, prejudices, racism, xenophobia, antisemitism, islamophobia, sexism, discrimination. * Prejudice in history. Films and discussion "Teaching Hard history", "Learning for Justice" - evaluation of strategies and methods of the Southern Poverty Law Center in Montgomery, Alabama, USA and other institutions; "Blue Eyes x Brown Eyes: An Interview with Jane Elliott". Civil Rights movement in films. Anne Frank House teaching/learning strategies. * Empirical studies commissioned by international organizations and NGOs (EU/FRA, CoE, OSCE/ODIHR, ADL Pew think tank, TANDIS) Workshop aiming to compare and contrast various sources, their methodology and outcomes regarding fights for more just world. * Strategies against racism, xenophobia, discrimination, and antisemitism: media awareness, interreligious dialogue, intercultural competence and education. Workshop aiming to evaluate the role played by NGOs, museums and state institutions in the process of overcoming racism, prejudices, antisemitism and violence in Europe. * Study tour in Podgórze Learning from history. The ghetto and its history, everyday reality,
---	--

Course content (e. g. titles of meetings with short description)	1) Power and othering. How is power enmeshed in the construction of knowledge? How is knowledge biased as to the representation of subjects? How is history dependent on power structures? How does othering develop? 2) Structures of prejudice. Cognitive schemata and stereotypes. From stereotypes to prejudice. 3) Sexism and construction of gender prejudice. Homophobia. Epistemic production of sexism. Structures of gender discrimination. Homophobia, volatile identity and violence. 4) Variants of Orientalism. Construction of Orientalism. Orientalisation as a process: construction of Eastern Europe and the Balkans. 5) Legal aspects of prejudice and discrimination. How can law address prejudice? Anti-discrimination laws and clauses.
Teaching methods	lecture;text analysis;case study;discussion;lecture with multimedia presentation;film analysis;study trip;brainstorm;
Literature/ readings	Stangor Charles, Schaller Mark (2000), Stereotypes as Individual and Collective Representations. [In:] Stangor, Charles (ed.) (2000), Stereotypes and Prejudice: Essential Readings, Psychology Press Ann Arbor, p. 1-16, 64-82. Film "The Shadow of Hate. A History of Intolerance in America" by Charles Guggenheim, Teaching Tolerance Institute, Montgomery, Alabama, USA. Allport Gordon, The Nature of Prejudices, 1954 (fragm.) How to Deconstruct Racism, TED talk, https://www.ted.com/talks/baratunde_thurston_how_to_deconstruct_racism_one_headline_at_a_time?utm_campaign=social&utm_medium=referral&utm_source=facebook.com&utm_content=talk&utm_term=global-social%20issues&fbclid=IwAR088U0HNdl8JJM3KiVZyHZNTFHYu48F6-Lnf069dWjwFawq5f-qhjbrAtg Film "Free2choose. The Boundaries of Freedom", Anne Frank House, Amsterdam.
Assessment, learning outcomes verification (e. g. essay, mid-term test, participation in classes; active participation, presentation, individual-group project, etc.)	active participation in classes, questions and answers sessions, study tours preparation and participation, research group project, team presentation.