

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

| <b>GENERAL INFORMATION ABOUT COURSE</b>   |  |  |   |   |
|---|--|--|---|---|
| Course title  | <b>The Traumatology and the Apocalypitics – studies on the limit/borderline experience (<i>Expérience limite</i>)</b>                                      |  |   |   |
| Name of the unit running the course   | Doctoral School at University of Rzeszów   |  |   |   |
| Type of course ( <i>obligatory, optional</i> )  | <b>Mandatory-facultative;<br/>interdisciplinary facultative</b>  |  |   |   |
| Year and semester of studies  | Year II, winter  |  |   |   |
| Discipline  | Fine arts and art conservation   |  |   |   |
| Polish language   | 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:<br>a) contemporary theories within the Humanities field,<br>b) area and significance of interdisciplinary research |  |   |   |
| <b>BRIEF DESCRIPTION OF COURSE</b><br>(100-200 words)   |  |  |   |   |
| <p>The aim of the subjects is an introduction to the wide area of interdisciplinary research, including scientific (the History, Psychology, and Anthropology of The Culture) and artistic ones (literature, visual arts), regarded as: <i>studies on the trauma</i>. The subject includes:</p> <ol style="list-style-type: none"> <li>1. Analysis of the processes affiliated with traumatic experiences,</li> <li>2. Presentation of the research positions.</li> </ol> <p>During the meetings the elementary categories of <i>trauma</i> (individual, collective, historical, transhistorical) shall be discussed among the topics regarding to: traumatic experience itself and its effects for the individual and collective memory, meanings of coping (on both victim and perpetrator(s)'s side like as: displacement, denial, acting out, working out) and searching for the adequate form of expression.</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.  | 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   | P8S-WK/1   | Ex.                                     | Selected material debate, continuous eval   |
| <b>Skills (no.)</b>   |  |  |   |   |

|                                |  |          |            |   |
|--------------------------------|--|----------|------------|---|
| 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   |
| <b>Social competence (no.)</b> |  |          |            |   |
| 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 | Ex.        | Evaluation of the ability to diagnose the problems and proposed solving                         |

|    |   |          |     |   |
|----|---|----------|-----|---|
|    |   |          |     | methods   |
| 3. | Student is prepared to initiate action on behalf of the public interest | P8S-KO/2 | Ex. | Evaluation of the ability to diagnose the problems and proposed solving methods |

#### LEARNING FORMAT – NUMBER OF HOURS

| Semester<br>(no.) | Lectures | Seminars | Lab classes | Internships | others | ECTS |
|-------------------|----------|----------|-------------|-------------|--------|------|
| III               | 5        | 10       | –           | –           | –      | 0    |

#### METHODS OF INSTRUCTION

Lecture with presentation  
Exercises: readings and analyse

#### COURSE CONTENT

##### 1. Lectures/ Seminars:

- conscious and subconscious relation with the tradition: historical and transhistorical traumas,
- untheorizeable shape of the World, or: where the Reason does not want to reach, phantoms are breed; case analysis: the cultural discourse from the fuzzy times (the Weimar Republic and the beginnings of the XXI century).
- *What is not spoken, hurts more.* The practice of erasing uncomfortable topics from the official (normalized) discourse. Cases of scholar discourses in regards to the social realities – mid-war and contemporary.
- Memory falsification (and fabrication); collective forms of denial and displacement/transmission. *Whatever happens, happens locally.* Analysis of the main topics of modern inquires in regard to limit/borderline experience,
- dreaming the history – what the re-enactors displaces? Transpassivity – shameful and hard to acknowledge replacement (vicarial) pleasures,
- *There need to be a new Past* – politics of history, sublimations and monuments instead of the memory,
- No past is truly defeated, inheritance of the trauma called *post-memory*.

##### 2. Seminars / Lab classes/ others:

- A case study analysis of the cultural discourses of the turbid times - the Weimar Republic and the early 21st century.
- The practice of erasing socially sensitive topics from official cultural discourses. Analysis of selected cases.
- Collective forms of denial, displacement and transference. Analysis of the examples of the "collective effort of silence".
- Transpassivity and post-memory.
- Discharge of traumas: acting out and reworking.

#### COURSE ASSESSMENT CRITERIA

##### CONTINUOUS EVALUATION, REQUIREMENTS:

- INDEPENDENT SOURCE RESEARCH (SELECTED FOREIGN LANGUAGE, AT LEAST 1 SOURCE),
- PRESENTATION OF SELECTED SOURCE MATERIALS,
- ORGANIZATION AND PARTICIPATION IN THE DEBATE.

**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              |
| <b>Total number of hours</b>  | <b>47</b>       |
| <b>Total number of ECTS credits</b>   | <b>0</b>        |

**INSTRUCTIONAL MATERIALS**

|                           |  |
|---------------------------|--|
| Compulsory literature:    | <ol style="list-style-type: none"> <li>1. La Capra D., <i>Pisanie historii, pisanie traumy</i>, w: T. Majewski, A. Zeidler – Janiszewska (red.), <i>Pamięć Shoah</i>, s. 483 – 524.</li> <li>2. LaCapra D., <i>Psychoanaliza, pamięć i zwrot etyczny</i> (w:) E. Domańska (red.), <i>Pamięć, etyka, historia</i>, s. 127 – 162.</li> <li>3. Agamben G., <i>Co zostało po Auschwitz? Archiwum, świadek (Homo sacer III)</i>.</li> <li>4. Baumann Z., <i>Nowoczesność i Zagłada</i>.</li> <li>5. Janicka E., <i>Pamięć przyswojona. Koncepcja polskiego doświadczenia...</i>, <i>Studia Litteraria et Historica</i>, 304, s. 148 – 227, 2014/2015;</li> <li>6. Tokarska – Bakir J., <i>Wspólnota wstydu</i> (w:) Baksik W., <i>Macewy codziennego użytku</i>, Wołowiec 2012;</li> <li>7. Potel J.-Y., <i>Koniec niewinności. Polska wobec swojej żydowskiej przeszłości</i>, Kraków 2010;</li> <li>8. Kolarzowa R., <i>Ciężkie sny na poduszce pani Marx</i>, „Teksty Drugie” nr 2, 2017.</li> </ol> |
| Complementary literature: | _____  |