**Syllabus of an educational component of a degree programme**

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| Name of unit conducting a component | ***Doctoral School of Social Sciences*** |
| Name of an educational component | Interdisciplinarity in Theory and Practice [Inerdyscyplinarność w teorii i praktyce] |
| Language of education | English |
| Goals of education | The goals of the course are threefold: to introduce the students to the concept of interdisciplinarity and the related concepts (of multidisciplinarity, non-disciplinarity, transdisciplinarity, various forms of ‘reductionism’), to present the most common ‘pitfalls’ of interdisciplinary research and ways of avoiding them, and, finally, to discuss examples of successful interdisciplinary research above all from various branches of the social sciences (economics, sociology, psychology/cognitive science) but also from the legal sciences (especially: law-economics, and law-Darwinian evolutionary theory) and from the humanities (history, especially: history-economics and history-geography). |
| Learning outcomes of an educational component | Knowledge of: the concept of interdisciplinarity (and the related concepts), the ‘pitfalls’ of interdisciplinarity and the ways of avoiding them, the examples of successful interdisciplinary research from various branches of the social sciences, from the legal sciences, and also from the humanities.  |
| Verification methods and assessment criteria of learning outcomes obtained by students | The course will start from the lecture on “The Pitfalls of Interdisciplinarity”. In the remaining lectures: the chapters from Jon Elster’s classical book *Explaining Social Behaviour* (Cambridge University Press 2007) will be discussed; furthermore, students will be asked to present examples of their own interdisciplinary research (if they make this kind of research) or the examples of interdisciplinary research they know. These presentations, as well as the students’ activity during the discussions around Elster’s book *Explaining Social Behaviour*, will be the basis of verification of learning outcomes. The presentations’ evaluation will be based on their clarity, consistency, perspicacity and depth. |
| Type of an educational component (obligatory/optional) | Obligatory |
| Year of study | 2nd or 3rd  |
| Semester  | Summer |
| Name and surname of the coordinator of a component and/or person/s conducting a component  | Prof. dr hab. Wojciech Załuski |
| Name and surname of person/s conducting an examination or granting credit in the case when this sposóis other person than conducting a component  | Prof. dr hab. Wojciech Załuski |
| Manner of completion  | Active participation in the course *plus* making a presentation. |
| Preliminary and additional requirements  | None |
| Type and number of hours of courses requiringdirect participation of academic staff and students, if in a given component such courses are included  | 30 h. |
| Number of ECTS credits assigned to a component  | 2 ECTS |
| Balance of ECTS credits  | Contact hours – 30 hPreparation of the oral presentation – 10 hConducting literature studies – 20 hIn total: 60 h (2 ECTS) |
| Applied teaching methods |  ‘Activizing’, problem-based lecture, which aims at triggering off discussions and at encouraging students to actively take part in them. Seminar-like discussions around students’ presentations (of the examples of interdisciplinary research) and Jon Elster’s book *Explaining Social Behaviour*. |
| Form and conditions of passing a component, including conditions of allowing to take an examination, as well as form and conditions of passing each type of courses included in a given component | Active and direct participation in the course *plus* making a presentation. |
| Content of an educational module (with division into forms of courses completion) | The first lecture will introduce the students to the concept of interdisciplinarity and the related concepts (of multidisciplinarity, non-disciplinarity, transdisciplinarity, various forms of ‘reductionism’) and will draw their attention to the most common ‘pitfalls’ of interdisciplinary research. The remaining lectures will discuss examples of successful interdisciplinary research above all from various branches of the social sciences (economics, sociology, psychology/cognitive science) but also from the legal sciences (especially: law-economics, and law-Darwinian evolutionary theory) and from the humanities (history, especially: history-economics, history-geography). The basic point of reference will be here Mario Bunge’s book *Social Science under Debate: A Philosophical Perspective*. Furthermore, students will be asked to present additional examples of successful interdisciplinary research. |
| List of basic as well as supplementary literature, knowledge of which is required in order to pass a given component  | *Basic literature:*Elster, J. 2007. Explaining Social Behavior, Cambridge: Cambridge University Press.*Supplementary literature:*Bunge, M. 1998. Social Science under Debate: A Philosophical Perspective, Toronto: University of Toronto Press.Diamond, J. 1997. Guns, Germs, and Steel: The Fates of Human Societies, New York: W.W. Norton & Company.Miller, R.C. 1982. Varieties of Interdisciplinary Approaches in the Social Sciences. Issues in Integrative Studies (1), ss. 1–37.Searle, J., 1992, The Rediscoveryof theMind, Cambridge, MA., MIT Press.Załuski, W. 2013, Game Theory in Jurisprudence, Krakow: Copernicus Center Press.Załuski, W. 2018, Law and Evil: The Evolutionary Perspective, Cheltenham, UK: Edward Elgar Publishing. |