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| ERASMUS+ CATALOGUE COURSES IN FACULTY OF PHILISOPHY AND HISTORY UNIVERSITY OF PLOVDIV “PAISII HILENDARSKY” |
| COURSE | PROFESSOR | SEMESTER | LANGUAGE/LEVEL | LEVEL ECTS CREDITS | STUDY LEVEL | COURSE DESCRIPTION |
| **Anthropology of Urban Places** | Assoc. Prof. Meglena Zlatkova | W/S | BG, EN/B1 | 6 | BA, MA | The course *Anthropology of Urban Places* aims to rethink reflexively the basic ethnological, anthropological and sociological themes in the history of ideas as well as the research traditions and critics towards them. The focal point is the city and urbanity as a state of social interaction. The course content is split into two modules:*1. The City – theoretical reflections;* and2. Research in the city. The student will have opportunities to work in the lectures and seminars. As far as the ethnology and the anthropology are empirical sciences, the students are suppose to work on the research design projects – to formulate a research question, do define the object of research, critically to analyse other students’ research from the view point of the urban anthropology, to refer a paper and to write a theoretical essay. During the course the students participate in a fieldtrip and field observation.The course ends with presentations. |
| **Antike christliche Apokryphen** | Dr. Eva Kovacheva, PhD, Assist. Prof. | W/S  | Deutsch, Sprachniveau B1, B2, C | 6 | M.A. | Der vorliegende Kurs bietet Einleitung in ausgewählte antike christliche Apokryphen, sowie ihrer Textanalyse und durchleuchtet sie im Hinblick auf ihre Rezeption genderrelevanter biblischer Passagen. |
| **Applied Ethics** | Ina Dimitrova, PhD Assoc. Prof.  | W/S | EN/B1, BG | 6 | BAMA | Advances in medicine and biotechnology confront us with fundamental moral dilemmas that fall within the realm of applied or practical ethics. They promise to offer answers to such fundamental human concerns as illness, longevity, enhancement, death. In such a context, it is particularly important that biomedical progress be reconstructed as a socio-historical phenomenon, inevitably having its own political effects and modeled by social, cultural, economic, political and moral factors. The course is an attempt to offer such a perspective and to discuss key ethical dilemmas, situating them within the context of history of medicine and medicalization, transformations in the image of the patient and her/his rights, transformations of care practices, social activism of people with disabilities, rare and chronic diseases as well as with psychiatric diagnoses. Thus, through the lens of such concrete historical events and lived experience, applied ethical issues are discussed as the achievements of biomedicine, genetic engineering, artificial intelligence, enhancement practices. |
| **Archaeology of Bulgarian Lands** | Assoc. Prof. N. Kirova-Yovcheva, PhD. | W/S | EN/B1, BG | 6 | BA/ MA | The course in Archeology of Bulgarian lands is designed as an introduction to the discipline of archeology focused particularly on the territory of present day Bulgaria. The main archaeological periods are subjects of the course: Prehistory, Thracian archeology, Greek colonization, Hellenistic, Roman and Late antique archeology, the First and Second Bulgarian Kingdoms. The course encompasses the time to the XVII century. All major sites and objects from Bulgarian land are included with all new discussion about their function, interpretation and dating. All characteristic aspects of the material culture, architecture, art and religious life of the epoch are also on focus. |
| **Arts and Crafts of the Thracian Roman Provinces** | Bojidar Draganov, PhD Assist. Prof. | W/S | BG, EN/B1, B2 | 6 | В.А/M.A. | The course is dedicated to the arts and crafts of the Thracian Roman provinces, covering the period from the 1st century BC to the 4th century AD. Attention is paid to the essence of Roman art – its Greek and Etruscan roots, verism in sculptural portraiture and painting, as well as "*propaganda*", which is used in political life and in the newly formed provinces. The discussion seeks to answer questions concerning eclecticism and fashion in provincial Roman art. The stylistic and comparative analysis presents the development in mosaic art, stone and bronze sculpture, glyptic and numismatics, jewellery, production and import of luxury ceramics, artistic processing of glass and bone. The impact on artistic crafts, which accompanies the undertaken administrative reforms marking the rule of Aurelian, Domitian and Constantine, as well as the conversion to Christianity, is also examined. |
| **Balkan Modernities:** **Pieces of a Puzzle** | Dobrinka Parusheva, PhD, Assoc. Prof.  | W/S | BG, EN/B1 | 6 | BA, MA, PhD | Balkan Modernities is a course built up as a puzzle. It aims at presenting the multiple modernities in the Balkans with an emphasise on the social and cultural transformations that take place from the mid-19th to the mid-20thn centuries. On the one hand, a more general view on the social prosseses is provided, while on the other hand, diverse social actors and practices of the evryday life are in the focus of attention. In short, this is a course in the social history and anthropology of the Balkans. |
| **Balkan Political Elites,** **19th and 20th century** | Dobrinka Parusheva, PhD, Assoc. Prof.  | W/S | BG, EN/B1 | 6 | BA, MA, PhD | This course is providing, on the basis of the newest theoretical achievements, a general “portrait” of the modern Balkan political elites during the 19th and 20th centuries. The attention is focused on the elites in every Balkan state, including the changing Ottoman Empire, while not loosing of sight the similarities and differences between the elites in question. |
| **Bio-Technologies und** **Bio-Macht** | Assoc. Prof. Svetlana Sabeva | W/S | DE/ B2 | 6 |  |  |
| **Bulgaria in the first two decades after the WW2** | Assist. Prof. Mina Marinova, PhD | W/S | English B1 | 6 | BA/MA | The course is focused on the postwar communist policies in Bulgaria within the general framework set by the international context and the historical inheritance. The topics cover the process of gaining power by the communists, the period of Stalinism, the death of Stalin followed by the imposition of the New Course in 1953 and the subsequent attempts at de-Stalinization. The students will become familiar with the characteristics of the so-called People’s Democracy as a period of transition, between 1944 and 1947. The seizure of power and the reasons for the success of the communists is examined. The students will develop an understanding and will explore the largely imitative of the Soviet model politics pursued after 1948 and directed towards the imposition of the Stalinist system, planned economy and socialist transformation. Indicating the main characteristics of Stalinism and showing how they were applied in Bulgaria, the topic is subdivided into politics, the economy, society and culture. The students will also examine what is usually termed as de-stalinization and corresponds to a complex of events and processes taking place after 1956. |
| **Bulgarian Cultural** **Organisations –** **Specifics and** **Development** | Elitza Stoilova, PhD Assoc. Prof.  | W/S | BG, EN/B1 | 6 | BA/MA | This course examines the development of cultural organizations and institutions stressing on the Bulgarian context. In a diachronic manner, students will learn about the specifics of the cultural organizations and institutions from the Bulgarian Revival till present days. At the end of this course participants will be familiar with the structure and specificities of diverse cultural organizations They will be able critically to analyze the main policies and actors involved.  Students will develop the ability to analyze the dynamic in the cultural sector. |
| **Bulgarian Folklore** | Borislava Petkova, PhD Assist. Prof.  | W/S | BG, EN/B1 | 6 | BA, MA | The course aims to introduce the main folklore themes and to introduce the genres of Bulgarian folklore, with emphasis on verbal forms and rituals. The lectures pay particular attention to the specifics of folklore as a culture, the calendar and family rituals and the elements of verbal folklore: folklore songs, fabulous prose and fairytales, folklore epic etc. The main task of the course is the accumulation of factual material that will allow the interpretation of folklore as a type of cultural system. |
| **Christian Art** | Adriana Lyubenova, PhD, Assoc. Prof.  | W/S | BG, EN/B1, RUSS/B1 | 6 | B.A, M.A. | Fine arts are widespread in the pagan world and serves all aspects of social life. The images were used as decoration, a means of disseminating an idea and as a part of the pagan cults. Christianity, on the other hand, adopts this imagery, but also gives it a whole new meaning, with new means of expression. Christian art is looked chronologically in the context of the historical period and the prerequisites for the emergence and formation of stylistic characteristics. |
| **Christliche Mystik** | Dr. Eva Kovacheva, Assist. Prof. | W/S  | Deutsch, Sprachniveau B1, B2, C | 6 | В.А.M.A. | Der vorliegende Kurs beschäftigt sich hauptsächlich mit der christlichen Mystik als ein Sammelbegriff für verschiedene Texte, Autoren und Gruppierungen innerhalb des Christentums, die rückblickend auf die religionswissenschaftliche Kategorie „Mystik“ anwendbar ist. Es werden aber auch Vorbilder und Beispiele im Vergleich zu anderen Religionen angeführt. Es werden unterschiedliche Bestimmungen des Mystikbegriffs abhängig als auch von der Interpretation der entsprechenden Primärtexte vorgeschlagen. Die Behandlung der Mystik wird auf die Praxis gerichtet, die auf eine Einswerdung (unio mystica) mit Gott zielt, die bereits im diesseitigen Leben teilweise erfahren werden soll, sowie Elemente einer Theorie, welche die Möglichkeit einer solchen Erfahrung erklären und bestimmen soll. So wird das „Bewusstsein von Gottes unmittelbarer Gegenwart“ als gemeinsamer Bezugsrahmen für die unterschiedlichen Lehren der Mystiker vorgeschlagen und die „Verwandlung in Gott“ als Ziel des mystischen Weges bestimmt.  |
| **Communist Heritage Landscapes in Bulgaria** | Mina Marinova, PhD Assist. Prof.  | W/S | English B1 | 6 | BA/MA | The course provides knowledge and asks questions while guiding through the material heritage of 45 years of Communism in Bulgaria. The students will become familiar with the complexities by exploring and understanding its material realities. The topics illuminate sites and landscapes where students interested in Bulgarian and European history of that period can immerse themselves in the mood of the time. From the Stalinist urbanism and the Socialist realism unleashed in urban environment to the Brutalism of the 70th and the 80th with its huge and overwhelming dimensions the students will explore the planning and architecture of the period that still define the faces of most Bulgarian towns, villages, landscapes.The course offers time traveling through a gallery of images of the past – from the Flying Saucer on Mount Buzludzha and the largest monument of exposed concrete in Europe /Creators of the Bulgarian State, Shumen/ to odd and abandoned places, urban and industrial ruins, roadside signs, etc.Practical tasks for analyses of visual data, a fieldtrip and field observation are scheduled. |
| **Culture and Cariculture** | Dobrinka Parusheva, PhD Assoc. Prof.  | W/S | BG, EN/B1 | 6 | BA, MA | The aim of this course is to follow and analyze relationship between the caricature (and cartoonists) and the objects of caricature, on the one hand, and, on the other hand, between the caricature (and cartoonists) and its (their) audience. |
| **Das Urchristentum auf der Balkanhalbinsel** | Dr. Eva Kovacheva, Assist. Prof. | W/S  | Deutsch, Sprachniveau B1, B2, C | 6 | В.А.M.A. | Dieser Kurs behandelt das Thema über die Verbreitung des Urchristentums von den Aposteln Paulus und Andreas sowie seinen Schülern auf der Balkanhalbinsel hauptsächlich auf dem Territorium des heutigen Bulgariens und die Gründung der ersten christlichen Gemeinschaften in bestimmten Städten. Außerdem werden die drei bekannten Kirchlichen Konzile und die ersten Bibelübersetzung erläutert, die zwischen dem 1. und 4. Jahrhundert auf dem Territorium des heutigen Bulgariens durchgeführt worden sind. |
| **Deconstruction.** **Philosophy and** **Sociology After** **Modernity** | Darin Tenev, PhD Assoc. Prof.  | W/S | EN/B2 | 6 | BA, MA | The course introduces contemporary philosophical and critical theories with an accent on the thought of Jacques Derrida. |
| **Early Christian Philippopolis** | Adriana Lyubenova, PhD, Assoc. Prof.  | W/S | BG, EN/B1, RUSS/B1  | 6 | B.A, M.A. | The course gives an overview of the period in which the population was in a search of an alternative salvation, one that the pagan cults could not offered. Not surprisingly, especially in the fourth century, the main enemies of Christianity were not the pagans, but the followers of various heresies in Christianity itself. Some of these movements and trends fade over time, but others continue their lives even after the death of their founder, while living a significant impact on the Dogmatic disputes of IV-V century. The "Pagans - Christians" debate, in Philippopolis is revealed in several aspects that are emblematic especially for IV - V century. Philippopolis as provincial capital was located in the hinterland of the capital Constantinople, and was directly affected by the changes happening in the empire.  |
| **Еconomy of Technological Change** | Ivan Tchalakov, PhD, Professor | S/W | BG, EN/B1, B2 | 6 | В.А/M.A. | The *technology change* is one of the key factors in economic and societal development. It is defined as “introduction of new products, technologies and services in the markets, and improving the processes of their production, distribution and use” (Freeman and Soete 1997). The course of *economy of technological change* as specific economic discipline analyses this process during the different periods of capitalist economies and at regional, national, and international level. It stresses the importance of institutional and financial frameworks, organizational settings, economic policies, etc. on the pace of and scope of technological innovations.*Backgorund:*As economy of technical changes developed as relatively autonomous economic discipline since the later 1970s and early 1980s and was based on so-called ‘evolutionist approach to economic development” (Nelson 1994). It is important however, to briefly outline the intellectual contexts of its development.Under the heading of ‘technical progress’ (progress technique), the economic importance of technology was recognized already during the second half of 19th and first half of 20th century in the framework of the classical political economy, including Marxist political economy. The latter considered technical innovation (“changes in the means of production”) as quasi-autonomous process, similarly to the way Charles Darwin considered the biological evolution – as local ‘mutations’ in the means of production, results of the ingenious responses of the concrete individuals to the challenges of economic (production) environment. This was taken more or less as granted and the research focus was on the conflict between (social) relationships in the process of production (ownership) and more dynamic means of production, whose evolution sooner or later surpasses the existing relationships and called for the corresponding social change. It also stressed the specificity of capitalist economy as allowing implementation of scientific discoveries in production, and envisaged further economic integration of scientific research in the framework of socialist planned economy. Yet taking the technological evolution for granted its simplified notion of technical progress underestimated the importance of the motives and efforts of the individuals in introducing of (technical) innovations in the economy and ignored the abundant evidences about technological regress and even collapse in certain societies and civilizations, the last example of which was the ‘technological glaciation’ of former communist economies (Revol 1994). Interesting enough, the neoclassical (Walrassian) economics, that gained popularity during the most part of 20th century, practically excluded the technology from the proper sphere of economic analysis. Although it too recognized the importance of technology for the economic development, it focused on the process of exchange in different types of markets (labour, capital, and of resources for production) and conditions of their optimality that allowed maximisation of profit for all participants. Technology, together with educational level of labour force, transport and communication infrastructure, etc., was considered as an ‘exogenous factor’ in the given system of economic transactions. Hence it participated at best as simple parameter in the system of equations describing the system, whose value was defined by processes, external to the economy proper. The change occurred in late 1970s, when the growing dissatisfaction from the neoclassical modelling spurred the emergence of new conceptual frames such as Simon’s procedural (limited) rationality theory, transaction cost theory, agency and property rights theories, etc. It renewed also the interests to heterodox economists such as Joseph Schumpeter, to whom the innovations and related technology changes were key driver of economic development. Yet, unlike Marxist political economy, he considered the technical change not as rational response to the clearly defined opportunities stemming from the process of production, but as difficult endeavour running against the ‘economic common sense’ and where the heroic figure of the entrepreneur played a key role. The economics of technical change is much indebted to the Schumpeter’s ideas and at the same time is one of the key signs of their revival. During the 1980s with the writings of number of talented scholars such as Richard Nelson and Nathan Rosenberg in USA, Christopher Freeman in UK, Giovanni Dossi in Italy, Luck Soete in Netherlands, as well as number of their disciples the new economic discipline gradually took shape in 1980s. Its basic claim was that technical changes should be considered as *endogenous* factor the economic process and key drive for the development of modern societies and their economies, together with other factors such as legal framework, financial systems, the existing institutions, international division of labour and quality of labour force, etc. During the last two decades the economics of technical changes firmly established itself among the other economic disciplines as leading approach in studying the complex techno-economic processes and their societal effects. In doing this it was backed by the achievements of neoliberal economics, microeconomics of capitalist firm and growing interdisciplinary research on science and technology such as *sociology of large technical systems* (Tomas Hughes), *techno-economic networks theory* (Michel Callon), *innovation studies* (von Hipple, Lester, Christopherson, etc.). |
| **Ethnographic Methods of Research** | Stoyan Antonov, PhD Assist. Prof.  | W/S | BG, EN/B1 | 6 | BA, MA | The course is a part of the Ethnology / Cultural Anthropology and of the Social Anthropology curricula. The discipline is presented as an experimental part of the foundation of these social sciences and in the context of their specific humanitarian, descriptive and interpretive approachеs. Practical skills in the humanities and basic knowledge of history of ethnography as a field research discipline is the expected students’ entry level requirement. The aim of the course is to equip students with strategic anthropological methods and the basic techniques of gathering field data. The core of the course is the theoretical preparation for field work. The pervasive motif of the course is the alignment of the objectives of the research, the assessment of the resources, the choice of methods of data collection, and the research design in general. Successful graduates should know the characteristics, the advantages and disadvantages of the main ethnographic methods, and should be able to: formulate research question; choose and justify appropriate methods; plan field research; use unstructured interview; make ethnographic description based on observation; compose questionnaires for structured interview; take field notes; mapping. |
| **Ethnologie Bulgare** | Assoc. Prof. Krassimira Krastanova | W/S | BG, FR/B1 | 6 | BA, MA, PhD |  |
| **Formal Logic** | Martina Mineva, PhDAssit. Prof. | W/S | BG, EN/B1,  | 6 | B.A, M.A. | This course of lectures turns to the problematic of the classical modern formal logic, i.e. the formal logic of the early 20 th century (primarily the heritage of Russell andWittgenstein and so some extent of Frege): from propositions and their logical form,propositional functions and quantifiers, through the revolutionizing force of the logic of relations and the critique of subject-predicate logic, to the ‘propositions true in virtue of their own form’ and asyllogistic inferences. Along with that, however, it problematizes its idealizations and limitations, and hence the chances of nonclassical logics (e.g. multivalued logic, alethic and deontic modal logics etc.) of overcoming – by using more productive idealizations – these limitations. Hence the interest in the classical modern formal logic is not so much as a deductive theory than as an analytic, and this first part of the two-semester course in formal logic is meant more as an introduction into the problematic rather than as a discussion of its profound theoretical problems (such as logical paradoxes, the theory of descriptions and the theory of types). |
| **History of Byzantium** | Dimitar Dimitrov, PhD Assoc. Prof.  | S/W | BG, EN/B1, B2 | 6 | В.А/M.A. | The Byzantine Empire occupies a special position within the history of Eurasia. For many people Byzantium fires the imagination because of its grandeur, splendor and authority, spanning like a bridge between Antiquity and Middle Ages. This course deals with the history of Byzantium, starting with the foundation of the city Constantinople by Constantine the Great in the early fourth century and ending with the fall of the city in 1453. This course will – on the one hand – concentrate on continuities and development of Roman and Hellenistic traditions in the Pax Byzantina and their transfiguration into Pax Christiana Orthodoxa. On the other hand, we will take into consideration the contacts between Byzantium and the world of Slavs, Islam and the Latin Christendom of Europe. Special focus will be given to the relations between Byzantium and Medieval Bulgaria. The key role of the Bulgarian Tsardom as a mediator between the Empire and the states from Pax Orthodoxa will be emphasized. While studying a broad range of primary (written as well as visual) sources the course will address political, cultural, social and economic developments that characterize these worlds and their mutual contacts. |
| **Icon Painting** | Adriana Lyubenova, PhD, Assoc. Prof.  | W/S | BG, EN/B1, RUSS/B1 | 6 | B.A, M.A. | The course is focused on hands on experience of medieval icon painting techniques, gilding and varnishes. The goal is to preserve the centuries old traditions in icon painting.  |
| **Innovations and Entrepreneurship** | Ivan Tchalakov, PhD, Professor | S/W | BG, EN/B1, B2 | 6 | В.А/M.A. | The course on *Innovation and Entrepreneurship* offers a conceptual device for understanding the nature of modern technologies and the nature of the innovation process and their indissoluble links with entrepreneurship. It is by the entrepreneurial activity – in start-ups, small and medium companies (SMEs), corporations, and even publicly owned economic organizations - the latest scientific discoveries, technical insights and developments are becoming an economic and social fact. In contemporary knowledge-based economies research and innovation become a major source of growth and competitiveness. This applies to nations as a whole as well as to specific economic entities – SMEs and corporations. Science and business increasingly converge, suggesting the use of specialized knowledge, high technology, and powerful tools for modelling and managing the information processes.The first part of the course gives knowledge of the nature of modern technologies, where, thanks to the efforts of technicians and engineers (and increasingly connected with scientists), during the past three centuries the planet has emerged on a mass scale a new class of beings - the modified natural objects, chemical compounds, isotopes, microorganisms, new biological species, etc., and the technological systems and devices based on them without which modern life is not possible.The second part of the course looks at the nature of the innovation process and its main actors. The specific task here reveal the close interrelation between innovation and entrepreneurial mind-set. The latter is addressed in the context of an individual company (small and medium enterprise) and in a corporate environment (large and multinational companies). Special attention is paid to innovation management (as part of the business plan development and strategic planning of company activities) and financial intermediaries in the innovation process.  |
| **Impact weapons from the Bulgarian Middle Ages** | Stoyan Popov, PhD, Assoc. prof.  | W/S | BG, EN/B1 | 6 | BA, MA | The Impact weapons from the Bulgarian Middle Ages course aims to acquaint students with the main types of weapons, the striking effect of which is due to the force of impact. Students will gain knowledge about the types of percussion weapons used in the Bulgarian lands in the Middle Ages - maces, war-flails, war hammers. Through a large amount of illustrative material the students will get acquainted with the variety of types of different kinds of percussion weapons. |
| **Intercultural** **Communication** | Maria Petrova, PhD Assist. Prof.  | W/S | BG, EN/B1 | 6 | BA, MA | Intercultural Communication is a scientific field interested in communication between people from different cultural background. The development of intercultural competence and elaboration of new skills and strategies to communicate successfully in multicultural environment and manage with different blocks in communication are the mail goals of education. Cognitive, emotional and behavioral aspects of ICC teaching/ learning are included – students will become new information but will develop new skills and attitude toward different people and cultures as well. Substantial part of ICC learning are the trainings and discussions. They are important tool for development of key skills and attitudes and make curriculum of the course completed. |
| **Introduction d'ethnologie et d'anthropologie** | Krassimira Krastanova, PhD, Assoc. Proff.  | W/S | BG, FR/B1 | 6 | BA, MA, PhD |  |
| **Introduction to** **Psychoanalysis** | Darin Tenev, PhD Assoc.Proff.  | W/S | EN/B2 | 6 | BA, MA | This is an introductory course to psychoanalysis with particular stress on the theories of S. Freud and J. Lacan. Other envisaged psychoanalitical theories include those of C. G. Jung, M. Klein, D. Winnicott and others. |
| **Introduction To Psychoanalysis** | Valentin Kalinov, PhD Asst. Proff. | W/S | BG, EN/B1  | 6 | B.A, M.A. | An introductory course presenting some basic psychoanalytical ideas, notions and concepts. Demonstration of psychoanalytic interpretation of psychic phenomena like behavior patterns, dreams, symptoms are combined with deeper understanding of basic mental processes like thinking, believing and feeling. Through a chronological and selected critical reading of Freud's major writings, the course will provide an understanding of the original and evolving meanings of key Freudian psychoanalytic concepts and theoretical formulations as they evolved throughout his career. These will be traced as they emerge from Freud's early attempts through his efforts to develop a more coherent and comprehensive model of the human mind, one based on his deepening appreciation of the complexities of the analytic situation, complemented by his engagement with literature and the humanistic and scientific studies of his times. By course's end, with the knowledge gained of Freud's process of analytic thinking and theorizing, the students will have acquired a solid foundation for further critical study and examination, not only of Freud's groundbreaking contributions, but of the many subsequent developments and modifications of psychoanalytic theory and practice up to the present. |
| **Liturgics And Symbolism Of Images In Early Christian Floor Mosaics**  | Assoc. Prof. Adriana Lyubenova | W/S | BG, EN/B1, RUSS/B1 | 6 | B.A, M.A. | Religious art should not be considered in isolation, just as existing on its own. Above all, the images it features should be discussed in connection with liturgy, particularly the Eucharist, which symbolizes the basic tenets of Christianity. Many more symbols in Early Christian mosaics, murals and architectonics can be distinguished, but this cours focuses on the most important, the liturgical ones. Early Christian architecture has two purposes as part of the religion and the liturgy, and as architectural building. The liturgical plan pertains to the functionality and the organization of the church. To understand completely the architecture of a certain church, we have to see how the religious ceremony for which it was built is incorporated in it. As the short review shows, both architectural forms and decorations are closely related to the entrance procession. The compositions, panels and the ornamental geometrical motifs, and particularly the images on the floor mosaics mark the axes of progression and symbolize the Eucharist, the Christian cosmos and its ideology. They are part of the pictorial art language of an early catechesis that was easy to be understood and remembered. |
| **Mosaic Pavements From Philippopolis** | Adriana Lyubenova, PhD Assoc. Proff.  | W/S | BG, EN/B1 RUSS/B1,  | 6 | B.A, M.A. | This course is intended to provide knowledge and information about the mosaics, adding observations: to the iconographic styles characteristics; new archaeological and epigraphic data combined with the known until now historical data; influences from other, usually larger art centers; the transformation of the artistic language, styles and semantics in the context of the dialogue - Christianity and paganism. In its essence the coure is interdisciplinary. Mosaic art is viewed through the prism of theology, art history, history, archeology and architecture. In this coure the mosaics of Philippopolis are presented in the context of the period, the historical preconditions for the emergence of various styles, techniques and technology, the studios and their development, as well as purpose of the buildings associated with images in them. |
| **Museum Studies** | N. Kirova-Yovcheva, PhD. Assist. Prof.  | W/S | Language English B1,  | 6 | BA/ MA | The course in Museum studies, or museology aims to acquaint students with the basic concepts in the science of museology, the main activities and functions of museums, their historical development around the world and particularly in Bulgaria. The course considers museum work in a social, cultural and political context. The museum studies discipline covers theories and concepts from art, history, ethnic studies, and archaeology. Issues such as acquisition of museum collections, ​​their preservation (physical and legal) and scientific study are going to be discussed. Topics such as museum exhibitions, museum communication, museum architecture, current trends in museum work and audience development are also part of the curriculum. The Museum studies course presents developments within the field of museum management, marketing and education and offer basic concepts regarding the development of governmental policies concerning cultural resource management. The course aim to provide theoretical and practical skills required to work in a museum. |
| Mythology (Slavic Mythology) | Borislava Petkova, PhD Assist. Prof.  | W/S | BG, EN/B1 | 6 | BA, MA | The course Mythology aims to introduce a specific problem - what are the mechanisms of constructing myths from the age of mythology to the present day. Lectures pay attention to the main features and functions of myth, types of myths and their place in the culture of the community. Emphasis is placed on specific forms of dialogue between myth and rite, mythology and folklore, as well as the transformation of myths into different folk elements.Second part of the course - Slavic Mythology - presents the mythological systems of the Eastern, Western and Southern Slavs. The reconstructed pantheons, the basic mythological stories and characters were brought out. A particular emphasis is placed on the mythological relics of Bulgarian folklore. Analysis is based on the cultural and semiotic approach. |
| **PhilosophicalLogic** | Valentin Asparuhov, PhD Assoc. Prof. | W/S | BG, EN/B1  | 6 | B.A, M.A. | This course of lectures introduces students into the problematic by putting ‘under a logical microscope’ the philosophical logics of Russell, and partly of Wittgenstein, Husserl, Heidegger etc. Behind the ‘Babylonian disparity of languages’ of the early 20th c. philosophers (between Russell and neo-Hegelianism; between Husserl and neo-Kantianism; between Carnap or Cassirer, and Heidegger; etc.) one can sense a barely noticeable revolution in the language of the philosophical problematization of logic. IN this revolution in language, in its turn, one can read the symptoms of the revolutionary renovation of the problematic of philosophical logic itself and of its methods which are always, in one way or another, analytic (also in Husserl and even the young Heidegger); one can also read the symptoms of a new transcendental motive (barely sketched in some of them, e.g. Russell) that can be designated as ‘nonclassical’. If *the base idea of the course* can be summarized very succinctly, it would be this: Russell’s logical form (as a ‘way of combining the constituents in the proposition’), Wittgenstein’s insistence that logical form ‘can only be shown’, the roots of Heidegger’s ‘method of formal indications’ in Husserl’s ‘formalization’, their analytics of pre-predicativity, Cassirer’s opposition between *forma formans* and *forma formata* – all of these are in fact concentrated in a ‘neuralgic point’: *the multidimensionality of logical form*. This is contrary to the one-dimensionality of the logical form of the formal logician who is only interested in the inferential possibilities in it. This is, according to this course, the way of resolving the problem of *demarcation* between formal and philosophical logics. |
| **Qualitative Methods in Social Sciences** | Elitsa Dimitrova, PhD Assoc.Prof.  | W/S | EN/B2 | 6 | BA, MA | The aim of the course is to introduce the main principles of qualitative research methods in social sciences with an emphasis on in-depth interviews, focus groups and participant observation. The focus is put on the development of a research project for a qualitative study, preparation of а guideline for semi-structured interviews/focus groups, methods for data analysis in the field of qualitative methodology of social sciences. |
| **Roma: Boundaries,** **Symbols, Identities** | Meglena Zlatkova, PhD, Assoc Prof., Stoyan Antonov, PhD Assist. Prof., Stoyka Penkova, PhD, Assoc, Prof. | W/S | BG, EN/B1 | 6 | MA | The course presents two disciplinary approaches in the research of Roma identity: ethnicity and Roma in different spaces, defined by the boundaries. The module structure of the course is based on the relationship between “learning in the room” and the fieldwork. This premise is based on the main role of the social sciences – to explicit the links between the knowledge as a theory and as an experience in the ‘real world’. And, in the ‘real world’ the Romany people are not neither only a social category, nor a minority, not even a single community, but they are a part of the contemporary nationstates.The first module deals with Roma as an example for different attitudes and approaches (such as interactionism, neo-Marxism, and ethnosymbolic one) to the construction of ethnic identities and to their explanation or understanding. Along with this, Roma is the*core* of the whole course, while *boundaries* ,*inequality* , andsymbols, as conceptual definitions in research of ethnicity and ethnic processes, are itspervasive. The basic notion is that ethnology is very sensitive to ethnic problems, using quality methods and, at the same time, widely sharing the interdisciplinary approach, with direct impact on / through the individual.The second module “Roma as urban inhabitants” emphasis on the spatial approach. Using the frame of the city, the course aims to cultivate an anthropological sensibility for Roma “otherness” as a part of the urban diversity and go “beyond” the boundaries of everyday-life experience, on one hand, and the “high” theory, on the other. To achieve this change in attitudes, the students will face the situation to apply their knowledge from the classroom into the field and thus to use the three key concepts as approach to Roma urban issues: Borders, Inequalities and Symbols in the Cities.Assessment: The course end with a research portfolio and a role essay. |
| **Sociology of Inequality** | Stoyka Penkova, PhD Assoc. Prof.  | W/S | EN/B2 | 6 | BA, MA |  |
| **Soviet-German relations (1918-1939): Diplomacy, Economy, Culture and Military affairs**. | Assist. Prof. Samuil Shivachev | W/S | BG, EN/B1  | 6 | BA, MA | This course provides new information on Soviet-German relations. The new documents reveal the picture of finding the smallest common multiple that unites them - the economy and trade. This allows the two countries to be seen as "the key to European security". |
| **Soziologie der Öffentlichkeit** | Nina Nikolova, PhD Assoc. Prof.  | W/S | DE/ B2 | 6 |  |  |
| **The Empresses of Byzantium** | Dimitar Dimitrov, PhD Assoc. Prof.  | S/W | BG, EN/B1, B2 | 6 | В.А.M.A. | The course aims at revealing the political influence and prerogatives of Byzantine empresses, as well as the technology and mechanisms of their real empowerment, most often instrumentalized through the institute of the regency. Various regent's cases are presented via the personal history of the individual empresses. Some empresses’ role and behavioral models, which have become archetypal examples of emulation, are also discussed. A special attention is paid to the cases in which the empresses turned out to be the only bearers of the legitimate sovereign power (the cases of Irene and Theodora). The course also put emphasis on the active involvement of the Augustae (βασίλισσαι) in the religious and spiritual life of the Byzantine Empire and their merit for establishing veneration of the holy relics, Theotokos and the icons. In this thematic context, the line of empress saints is also traced. The course also embodies examples of foreign women who found themselves on the Byzantine throne by marriage, including those of Bulgarian origin, in order to show how they fit into the imperial power model and exercise their responsibilities and power. |
| **Thracian Archaeology** | Bojidar Draganov PhD, Assist. Prof.  | W/S | BG, EN/B1, B2 | 6 | В.АM.A. | The course "*Thracian Archeology*" focuses on the main cultural processes that take place in Southeast Europe in the 1st millennium BC. The most important expressions of the Thracian culture in the field of urbanization, funeral rituals, tomb architecture, art and toreutics are examined. Particular attention is paid to the latest discoveries in the field of Thracian archeology and the different opinions about their interpretation. The chronological boundaries cover the period from the Late Bronze Age to the founding of the Roman provinces of Moesia Inferior and Thrace. The main topics of discussion included the "The Bronze Age Crisis", "The Transition from Bronze to Iron in Southeast Europe", "Thrace and the Hellenistic world". |
| **Visual Anthropology** | Meglena Zlatkova, PhD Assoc. Prof.  | W/S | BG, EN/B1 | 6 | BA, MA | The Visual Anthropology course aims to present the state of art of the discipline as one of the most important field in the late-modern anthropology, studying the visual in the culture and combining the classical research methods with the opportunities, provided by the new technologies. The course presents the discussion pro and contra visual research, the uses of the picture, photography and the video and movie in the fieldwork of the anthropologist. The purpose of the course is also to make students familiar with the various methods and techniques for visual data analysis and thus critically approaches the epistemological premises and methodological fundaments of the visual anthropology as a sub-discipline of the social and cultural anthropology. The main statement of the course is that the visual anthropology is both the visual data from the anthropological field research, as well as this is a study of the visual systems and visual culture. The anthropology as a discipline is a process of presentation, engaged with a cultural translation. That is why the course proposes a work with images and representations and is positioned in between the gathering the visual data analysis of previously created data, as well as the presentation of the anthropological research. The seminars are directed to the practical tasks for analyses of visual data (albums, movies, museum expositions, digital presentations, internet sites and etc.)Assessment: The students are supposed to submit an essay, design project for visual research, to conduct a visual research and to present the results visually and to analyse a visual product. |
| **Weapons And Equipment Of The Medieval Warrior** | Stoyan Popov, PhD, Assoc. prof.  | W/S | BG, EN/B1 | 6 | BA, MA | The Weapons and equipment of the medieval warrior course aims to acquaint students with the most important issues related to the study of weapons in an archaeological way. Opportunities are created for acquiring knowledge at the university level about the different types of cold steel weapons and military equipment in Europe from the period VII - XV century. Students receive a basic package of knowledge about the production, distribution and chronology of weapons and military equipment from that period. |
| **WITTGENSTEIN: The Problematization of Philosophy** | Martina Mineva, PhDAssit. Prof. | W/S | BG, EN/B1,  | 6 | B.A, M.A. | This course is focused on such studies in the analytic tradition of the 20th century that start basically from the turn of interest towards ordinary language in practice and the related logical problematic, in order to trace the effect of this turn on the human and social sciences mainly through the works of Ludwig Wittgenstein. The general strategy that is followed in outlining the limits and perspectives before philosophy through Wittgenstein, stake on the reconstruction and clarification of his own problematization of philosophy, on the critical analysis of his influence in logical positivism, in analytic philosophising or outside it. It presents also an opportunity to think the common problem field that forms itself on the one hand between Wittgenstein and analytic authors like Peter Strawson or John Austin, and on the other between him and authors who are more or less distant from the analytic tradition - ethnomethodologists like Harold Garfinkel, Jeff Coulter, Harvey Sacks, and authors like Pierre Bourdieu and Jean-François Lyotard. They all have what Coulter calls a ‘post-Wittgensteinian sensibility’ for diverse problems upon which the Austrian philosopher came after the turn to the ordinary language in practice. |
| **Women in Politics in Communist Bulgaria** | Mina Marinova, PhD Assist. Prof.  | W/S | English B1 | 6 | BA/MA | The course reveals the female presence in the political life of Bulgaria in the period between 1944-1989 and the female political influence in the Bulgarian Communist society. It is focused on the representation of women during the Communist era and the discussions on the socialist women emancipation project and its legacy. For the sake of legacy, the Communist party included a sizable number of women among its ranks, yet women with no particular voice. The regime manufactured and controlled an idea of femininity that had nothing to do with women’s self-expression and had everything to do with party line on gender equality. The second part of the course goes into the lives and the political careers of two of the most prominent female politicians in Bulgaria before 1989. The first one is Tsola Dragoycheva known as “the Bulgarian lady Stalin” and the second one is of the daughter of the Bulgarian Communist party leader Todor Zhivkov - Lyudmila Zhivkova. The last is a rather unusual communist personality, more into Bulgarian and Asian mysticism than Marxism-Leninism. Zhivkova did a lot to promote Bulgaria and the Bulgarian cultural heritage abroad and to open the country for the world culture. By the end of the 1970’s she was appointed to the Politburo and was aspiring for the presidium as her father’s successor, when she died at the mere age of 39. |
| **Youth Studies** | Siyka Kovacheva, PhD, Assoc. Prof.  | W/S | BG,EN/B1 | 6 | BA, MA | This course builds upon an informed and critical approach to the main concepts and research approaches in sociology of youth. It focuses on developing skills for applied research and generation of new knowledge about the quality and diversity of young people’s life worlds in Bulgaria and in comparison with other countries. Students work with official Eurostat and Eurobarometer data, and data and reports from EU funded projects in European and Arab Mediterranean countries. Participants are required to carry out their own small-scale project on differences and inequalities in young men’s and women’s access to education, work and housing; employment and precarity; political participation and disaffection; family formation; social media use; consumerism; crime and delinquency. The critical perspective allows students to understand youth as a socially constructed age group, as well as the challenges youth faces today as socially embedded. |