



UNIWERSYTET  
IM. ADAMA MICKIEWICZA  
W POZNANIU

## Anthropology of Tourism

### Educational subject description sheet

#### Basic information

<b>Study programme</b> Etnologia (Cultural Differences and Transnational Processes) <b>Speciality</b> - <b>Organizational unit</b> Faculty of Anthropology and Cultural Studies <b>Study level</b> Second-cycle programme <b>Study form</b> Full-time <b>Education profile</b> General academic		<b>Didactic cycle</b> 2024/25 <b>Subject code</b> 20ETES.2FN.10224.24 <b>Lecture languages</b> English <b>Course type</b> Elective <b>Block</b> Subjects not assigned
<b>Subject coordinator</b>	Hannah Wadle	
<b>Lecturer</b>	Hannah Wadle	
<b>Periods</b> Semester 1, Semester 2, Semester 3, Semester 4	<b>Activities and hours</b> • Conversatory classes: 30, Graded credit	<b>Number of ECTS points</b> 5

#### Goals

Code	Goal
C1	Introducing students to tourism anthropology and its key terminologies, theoretical approaches and debates
C2	Familiarising students with explicitly anthropological approaches to studying touristic phenomena in contrast to approaches from other social sciences
C3	Introducing methodological approaches to studying tourism as anthropologist
C4	Showing tourism as a contemporary, but not isolated field for anthropological knowledge creation
C5	Introduce a curated selection of relevant ethnographic studies on tourism from across the globe

## Subject learning outcomes

Code	Outcomes in terms of	Learning outcomes	Examination methods
<b>Knowledge - Student:</b>			
W1	will be familiar the large debates of tourism anthropology	ETE_K2_W02, ETE_K2_W03, ETE_K2_W04	Portfolio
W2	Knows the specificity of anthropological approaches to tourism in comparison to those of other social sciences and the humanities.	ETE_K2_W02, ETE_K2_W03, ETE_K2_W05, ETE_K2_W07	Essay, Multimedia presentation, Portfolio
W3	has a knowledge of a range of ethnographic field studies on tourism encounters and on tourism histories	ETE_K2_W01, ETE_K2_W02, ETE_K2_W03, ETE_K2_W05, ETE_K2_W06, ETE_K2_W07	Portfolio
W4	understands and values tourism as an self-standing domain for generating anthropological knowledge about human ontologies and epistemologies	ETE_K2_W02, ETE_K2_W03, ETE_K2_W04	Essay, Multimedia presentation, Portfolio
<b>Skills - Student:</b>			
U1	is able to voice opinions within the debates of tourism anthropology and its critical, analytical and constructive strands	ETE_K2_U05, ETE_K2_U06, ETE_K2_U08, ETE_K2_U09	Essay, Multimedia presentation, Portfolio
U2	is able to use ethnographic studies from the class to make academic arguments	ETE_K2_U05, ETE_K2_U08, ETE_K2_U09	Essay, Multimedia presentation, Portfolio
U3	is able to choose appropriate research methods to conduct anthropological studies on tourism-related phenomena	ETE_K2_U01, ETE_K2_U02	Essay, Multimedia presentation, Portfolio
<b>Social competences - Student:</b>			
K1	has a critical understanding of their own positionality in the the field of tourism and their access to it	ETE_K2_K08, ETE_K2_K09, ETE_K2_K10	Essay, Multimedia presentation, Portfolio
K2	is able to critically assess touristic products and tourism development strategies	ETE_K2_K04, ETE_K2_K05, ETE_K2_K06, ETE_K2_K07	Essay, Multimedia presentation, Portfolio
K3	develops an long-term interest in the global entanglements of mobility and hospitality and their embedded inequalities	ETE_K2_K01, ETE_K2_K07, ETE_K2_K08, ETE_K2_K09, ETE_K2_K10	Essay, Multimedia presentation, Portfolio

## Study content

No.	Course content	Subject learning outcomes	Activities
1.	THE HISTORY OF TOURISM OR TOURISM HISTORIES?	W1, W2, U1, K1	Conversatory classes
2.	CLASSIC TOURISM THEORIES AND CRITIQUES OF TOURISM:	W1, W2, W3, W4, U1, K1, K3	Conversatory classes

<b>No.</b>	<b>Course content</b>	<b>Subject learning outcomes</b>	<b>Activities</b>
3.	HOSPITALITY IN ANTHROPOLOGY AND TOURISM	W1, W2, W3, W4, U1, U2, K1, K3	Conversatory classes
4.	TOURISM, PILGRIMAGE AND THE SACRED JOURNEY	W1, W2, W3, W4, U1, U2, U3, K1	Conversatory classes
5.	PLAY, EMBODIED LEARNING AND MORE-THAN-HUMAN CONVIVIALITY	W1, W2, W3, W4, U1, U2, U3, K1, K2, K3	Conversatory classes
6.	ADAPTATIONS, RESILIENCE, RIGHTS: THE LABOUR OF TOURISM	W1, W2, W3, W4, U1, U2, K1, K2, K3	Conversatory classes
7.	CULTURAL PERFORMANCES IN TOURISM: COMMODITIZATION OF CULTURE?	W1, W2, W3, W4, U2, K2	Conversatory classes
8.	MOVING IMAGINARIES OF OTHER (AND SELF)	W1, W2, W3, W4, U1, U2, U3, K1, K2, K3	Conversatory classes
9.	NEGOTIATING THE TOURISM ENCOUNTER	W3, W4, U1, U2, U3, K1, K2, K3	Conversatory classes
10.	(IM)MOBILITIES, IMPERIALISMS, INTERSECTIONS?	W1, W2, W3, W4, U1, U2, U3, K1, K2, K3	Conversatory classes
11.	AFFECTIVE INTERSECTIONS OF TOURISM, MEMORY, (BE)LONGING	W3, W4, U1, U2, U3, K1	Conversatory classes
12.	TOURISM AND/AS ACTIVISM AND MORAL ENDEAVOUR	W3, W4, U1, U2, U3, K1, K2, K3	Conversatory classes
13.	TOURISM FUTURES – SPECULATIVE ANTHROPOLOGY FOR THE FIELD OF TOURISM	W1, W2, W3, W4, U1, U2, U3, K1, K2, K3	Conversatory classes

### Additional information

<b>Activities</b>	<b>Teaching and learning methods and activities</b>
Conversatory classes	Conversation lecture, Discussion, Work with text, Problem-based learning, Workshop method, Activating method - "brainstorming", Work in groups

Activities	Credit conditions
Conversatory classes	<p><b>During the semester:</b></p> <ul style="list-style-type: none"> <li>- preparation to classes: key readings and submission of reading tasks (requirements: 2 readings for MA level, 1 reading for BA level: readings are divided between students according to interest)</li> <li>- presence and active participation in class</li> </ul> <p><b>End of semester:</b></p> <ul style="list-style-type: none"> <li>- submission of complete reading diary at the end of semester (no AI permitted except dictionary)</li> <li>- if required: oral assessment</li> </ul> <p><b>Final grade is assembled through grades on:</b></p> <p>Preparation for class and participation in class (50 %)</p> <p>Submission of complete reading diary and/or oral examination on readings (50%)</p> <p><b>Grading criteria</b> (inspired by Bloom's cognitive learning taxonomy) for both areas:</p> <p><b>1. Remember</b></p> <p>2 (Fail): Inability to recall basic facts and concepts.</p> <p>3 (Pass): Can recall some basic facts and concepts with prompting.</p> <p>3.5 (Satisfying): Generally recalls basic facts and concepts, though with some errors.</p> <p>4 (Good): Correctly recalls most basic facts and concepts.</p> <p>4.5 (Good Plus): Recalls facts and concepts accurately with minor omissions.</p> <p>5 (Excellent): Recalls all relevant facts and concepts accurately and completely.</p> <p><b>2. Understand</b></p> <p>2 (Fail): Shows minimal or no understanding of the material.</p> <p>3 (Pass): Shows a basic understanding but lacks depth.</p> <p>3.5 (Satisfying): Understands key concepts but struggles with more complex ideas.</p> <p>4 (Good): Understands most key concepts and some complex ideas.</p> <p>4.5 (Good Plus): Understands key concepts and most complex ideas, with minor gaps.</p> <p>5 (Excellent): Demonstrates a thorough understanding of both key concepts and complex ideas.</p> <p><b>3. Apply</b></p> <p>2 (Fail): Cannot apply knowledge to new situations or problems.</p> <p>3 (Pass): Can apply knowledge to familiar situations but struggles with new contexts.</p> <p>3.5 (Satisfying): Applies knowledge to familiar situations and attempts new contexts with some success.</p> <p>4 (Good): Applies knowledge effectively to both familiar and some new situations.</p> <p>4.5 (Good Plus): Applies knowledge effectively to both familiar and new situations with minor guidance.</p> <p>5 (Excellent): Applies knowledge skillfully to new and varied situations independently.</p> <p><b>4. Analyse</b></p> <p>2 (Fail): Unable to break down information into components or see relationships.</p> <p>3 (Pass): Can break down information into basic components but struggles with complex relationships.</p> <p>3.5 (Satisfying): Breaks down information into components and identifies some relationships, with errors.</p> <p>4 (Good): Analyses information effectively, identifying most components and relationships.</p> <p>4.5 (Good Plus): Analyses information thoroughly, identifying components and most relationships accurately.</p> <p>5 (Excellent): Analyses information comprehensively, identifying all components and relationships accurately.</p> <p><b>5. Empathise</b></p> <p>2 (Fail): Shows little to no ability to understand or share the feelings of others.</p> <p>3 (Pass): Shows basic ability to understand and share the feelings of others in familiar situations.</p> <p>3.5 (Satisfying): Demonstrates empathy in familiar situations and attempts in new situations with mixed success.</p> <p>4 (Good): Demonstrates a good level of empathy in both familiar and new situations.</p> <p>4.5 (Good Plus): Consistently demonstrates strong empathy in various situations.</p> <p>5 (Excellent): Demonstrates profound empathy and understanding in diverse and complex situations.</p> <p><b>6. Evaluate</b></p> <p>2 (Fail): Unable to make judgments about the value or quality of ideas.</p> <p>3 (Pass): Makes basic judgments about ideas but lacks depth and justification.</p> <p>3.5 (Satisfying): Makes judgments about ideas with some justification but lacks thoroughness.</p> <p>4 (Good): Makes well-justified judgments about the value and quality of ideas.</p> <p>4.5 (Good Plus): Makes well-justified and nuanced judgments, considering multiple aspects.</p> <p>5 (Excellent): Makes insightful and comprehensive judgments, thoroughly justified and balanced.</p> <p><b>7. Create</b></p> <p>2 (Fail): Unable to generate new ideas or products.</p> <p>3 (Pass): Generates basic ideas or products with limited creativity.</p> <p>3.5 (Satisfying): Creates ideas or products with some originality and effectiveness.</p> <p>4 (Good): Creates ideas or products that show good originality and effectiveness.</p> <p>4.5 (Good Plus): Creates highly original and effective ideas or products with minor areas for improvement.</p> <p>5 (Excellent): Creates exceptionally original and highly effective ideas or products that demonstrate innovation and depth.</p> <p>This criteria provides a structured way to evaluate students' performance across different cognitive levels, ensuring a comprehensive assessment based on Bloom's taxonomy.</p> <p><b>Grades:</b></p> <p>2.0 (Niedostateczny) - Fail</p> <p>3.0 (Dostateczny) - Sufficient/Pass</p> <p>3.5 (Dostateczny Plus) - Sufficient Plus/Satisfactory</p> <p>4.0 (Dobry) - Good</p> <p>4.5 (Dobry Plus) - Good Plus/Very Good</p> <p>5.0 (Bardzo Dobry) - Very Good/Excellent</p>

## Literature

### Obligatory

1. Gyr, Ueli: The History of Tourism: Structures on the Path to Modernity, in: European History Online (EGO), published by the Institute of European History (IEG), Mainz 2010-12-03. URL: <http://www.ieg-ego.eu/gyru-2010-en> URN: urn:nbn:de:0159-20100921246 [2022-02-25]
2. Koenker, D. P. (2013). Introduction. In: *Club Red: Vacation Travel and the Soviet Dream*, Cornell University Press, pp. 299-308.
3. Magdalena Banaszekiewicz, Nelson Graburn & Sabina Owsianowska (2017) Tourism in (Post)socialist Eastern Europe, *Journal of Tourism and Cultural Change*, 15:2, pp. 109-121.
4. Wynn, L. L. *Pyramids and Nightclubs : A Travel Ethnography of Arab and Western Imaginations of Egypt, from King Tut and a Colony of Atlantis to Rumors of Sex Orgies, Urban Legends about a Marauding Prince, and Blonde Belly Dancers*, University of Texas Press, 2007. Ch.1
5. Bauman, Z. (1998). "On glocalization: or globalization for some, localization for some others." *Thesis eleven*(54): 37-49.
6. MacCannell, D. (1973), *Staged Authenticity: Arrangements of Social Spaces in Tourist Settings*. *The American Journal of Sociology*, 79(3), pp. 589-603.
7. Urry, J. and Larsen, J. (2011). *The Tourist Gaze 3.0*. [3rd edition.]. Los Angeles, [Calif.] SAGE. Ch. 1: Theories
8. Candea, M. & Da Col, G.(2012). The Return to Hospitality: The Return to Hospitality: Strangers, Guests, and Ambiguous Encounters. *The Journal of the Royal Anthropological Institute*, pp. 2-19.
9. Selwyn, T. (2000). *An Anthropology of Hospitality*. In *Search of Hospitality* (eds.) C. Lashley & A. Morrison. Oxford: Butterworth-Heinemann, pp. 18-37
10. Smith, V.: Introduction. In: Smith, V.L. (ed.), 1978 *Hosts and Guests: Toward and Anthropology of Tourism*, Oxford, pp. 1-16.
11. Waldren, J. and Abram, S.: Introduction. In: Abram, S., Waldren J. and Macleod, D. (eds) (1997) *Tourists and Tourism: Identifying with People and Places*. Oxford, Berghahn Books, p. 1-13.
12. Buchberger, S. (2012). "Hospitality, secrecy and gossip in Morocco: Hosting CouchSurfers against great odds." *Hospitality & Society* 1(3): 299-315.
13. Zarkia, C. (1996), *Philoxenia: Receiving Tourists – but not Guests – on a Greek Island*, in: *Coping with Tourists. European Reactions to Mass Tourism*, edit. by Jeremy Boissevain, Oxford: Berghahn Books, pp. 143-171.
14. Bruner, E. M. (1991). Transformation of the Self in Tourism. *Annals of Tourism Research*, 18, 13.
15. Feldman, J. (2008). *Above the Death Pits, Beneath the Flag: Jewish Youth Voyages to Poland and Performances of Israeli National Identity*. New York, Oxford: Berghahn Books.
16. Graburn, N. (1989), *Tourism: The Sacred Journey*, in: *Hosts and Guests. The Anthropology of Tourism*, ed. by Valene L. Smith, University of Pennsylvania Press, pp. 21-36.
17. Huang, Y.-p. (2017). "Pilgrimage, Modernity, Tourism, and Nostalgia: Tenrikyō's Ojibagaeri in Post-colonial Taiwan." *Japanese journal of religious studies* 44(2): 281-345.
18. Johnson, M. A. (2019). *Wildlife Conservation, Nature Tourism, and Creole Becomings. Becoming Creole*, Rutgers University Press: 117-142.
19. Kotašková, E. (2022). "From mining tool to tourist attraction: Cultural heritage as a materialised form of transformation in Svalbard society." *Polar record* 58.
20. Kugapi, O. and E. Höckert (2022). "Affective entanglements with travelling mittens." *Tourism Geographies* 24(2-3): 457-474.
21. Löfgren, Orvar (1994), *Learning to be a Tourist*. *Ethnologia Scandinavica* 24, pp. 102-125
22. Adams, K. M., et al. (2021). "(Post-) pandemic tourism resiliency: Southeast Asian lives and livelihoods in limbo." *Tourism Geographies* 23(4): 915-936.
23. Ghodsee, Kirstin (2005). Introduction. *The Red Riviera*. Duke University Press, pp. 1-20.
24. Williams, E. L. (2013). Introduction. In *Sex Tourism in Bahia: Ambiguous Entanglements* (pp. 1-17). University of Illinois Press. & Williams, E. L. (2013). *Aprosba: The Politics of Race, Sexual Labor, and Identification*. In *Sex Tourism in Bahia: Ambiguous Entanglements* (pp. 97-125). University of Illinois Press.
25. Kline, C. and J. M. Rickly (2020). *Exploring non-human work in tourism : from beasts of burden to animal ambassadors*. Berlin ;, De Gruyter Oldenbourg: Introduction (pp. 1-15); Ch. Choose a chapter (Group).
26. Boissevain, J. (2013) "Ritual and Tourism: Culture by the Pound?" In *Factions, Friends and Feasts: Anthropological Perspectives on the Mediterranean*, Berghahn Books, pp. 182-96.
27. Greenwood, Davydd J.. "8. Culture by the Pound: An Anthropological Perspective on Tourism as Cultural Commoditization". *Hosts and Guests: The Anthropology of Tourism*, edited by Valene L. Smith, Philadelphia: University of Pennsylvania Press, 2012, pp. 169-186.
28. Picard, M. (1995), *Cultural Heritage and Tourist Capital: Cultural Tourism in Bali*, *International Tourism. Identity and Change*, ed. by M. F. Lafant, J.B. Allcock, E.M. Bruner, pp. nn.

29. Ferraris, F. (2014). Temporal Fragmentation: Cambodian Tales. In N. B. Salazar & N. H. H. Graburn (Eds.), *Tourism Imaginaries: Anthropological Approaches*, New York, Oxford: Berghahn Books, pp. 172-193.
30. Salazar, N., & Graburn, N. (2014). Introduction, in : *Tourism Imaginaries: Anthropological Approaches*, ed. by Salazar, N., & Graburn, N., New York, Oxford: Berghahn. pp. 1-27.
31. Stasch, R. (2014). Toward Symmetric Treatment of Imaginaries: Nudity and Payment in Tourism to Papua's "Treehouse People." In N. B. Salazar & N. H. H. Graburn (Eds.), *Tourism Imaginaries: Anthropological Approaches*, New York, Oxford: Berghahn Books, pp. 31-56.
32. Dalley, C. (2018). "The Returns of Recognition: Ngarinyin Experiences of Native Title, Encounter and Indeterminacy in the Kimberley Region of Northern Australia." *Oceania* 88(3): 360-376.
33. Simoni, V. (2014), The Morality of Friendship in Touristic Cuba. *Suomen. Journal of the Finnish Anthropology Society*. 39 (1) 2014, pp. 19-36.
34. Wadle, H. (2017), Domestic Tourism Encounters in the Masurian Lake District: Multiple Tourism Moralities, Reversible Relationships, and Social Well-Being in Contemporary Poland, "Journal of Tourism and Cultural Change", vol. 15 (2), p. 136-151.
35. Bruner, E. M., & Kirschenblat-Gimblett, B. (1994). Massai on the Lawn: Tourist Realism in East Africa. *Cultural Anthropology*, 9(4), 435-470
36. Hall, C.M. and Tucker, H. (2004). *Tourism and postcolonialism: contested discourses, identities and representations*. London, Routledge, pp. 1-24.
37. Nash, D. (1989) *Tourism as a Form of Imperialism*, in: *Hosts and Guests. The Anthropology of Tourism*, ed. by V. L. Smith, University of Pennsylvania Press, pp. 37-52.
38. Bloch, N. and Adams, K. M.(2023), Introduction. In: Bloch, N. and Adams, K. M.(eds): *Intersections of Tourism, Migration and Exile*. Routledge, London, pp. 1-30.
39. Bloch, N. (2020), Beyond a Sedentary Other and a Mobile Tourist: Transgressing mobility categories in the informal tourism sector in India. *Critique of Anthropology*, 40 (2), pp. 218-237.
40. Sheller, Mimi & John Urry (2005), The new mobilities paradigm, *Environment and Planning A*(38), pp. 207-226.
41. Stasch, R. (2019), Primitivist tourism and anthropological research: awkward relations. *Journal of the Royal Anthropological Institute (N.S.)* 25, pp. 526-545.
42. Lehrer, E. T. (2013). *The Quest - Scratching the Heart. Jewish Poland Revisited*, Indiana University Press: 91-122.
43. Mai, U. (2008), Lost and Regained. German Second Home Owners in Mazury, Poland, *Ethnologia Europea*, 37 (1-2), Museum Tusculanum Press.
44. Marschall, Sabine (2016). The role of tourism in the production of cultural memory: The case of 'Homesick Tourism' in Poland. *Memory Studies*, 9(2), p. 187-202.
45. Smith, A. (2003). Place Replaced: Colonial Nostalgia and Pied-noir Pilgrimages to Malta. *Cultural Anthropology*, 18(3), 36.
46. Chew Bigby, B., et al. (2022). "The Potential of Toxic Tours: Indigenous Perspectives on Crises, Relationships, Justice and Resurgence in Oklahoma Indian Country." *Journal of Sustainable Tourism*: 1-22.
47. Freire-Medeiros, B. (2012). Favela Tourism. Listening to Local Voices, in: *Slum Tourism. Poverty, Power and Ethics*, ed. by F. Frenzel, Koens, K., & Steinbrick, M., London: Routledge, pp. 175-192.
48. Macdonald, S. (2006). "Mediating Heritage: Tour Guides at the Former Nazi Party Rally Grounds, Nuremberg." *Tourist Studies* 6(2): 119-138.
49. Parrenas, R. "Juno" S. (2012). Producing affect: Transnational volunteerism in a Malaysian orangutan rehabilitation center. *American Ethnologist*, 39(4), 673-687.

### Optional

1. Salazar, N. (2020) Covid-19, mobilities, and futures. 2020 John Urry Memorial Lecture with T. Cresswell and M. Sheller. Center for Mobilities Research, Lancaster University. Available at: [www.lancaster.ac.uk/cemore/4566-2/](http://www.lancaster.ac.uk/cemore/4566-2/)  
<https://youtu.be/fjPx7Y9fIDM>
2. Banksyfilm (2016): Dismaland. <https://youtu.be/V2NG-MgHqEk>
3. Banksyfilm (2016): Make this the year YOU discover a new destination: <https://youtu.be/3e2dShY8jlo> ,
4. Sipkes, L. (2019). *Guilding solidarity*. Leiden, South Holland: Institute of Cultural Anthropology and Development Sociology, Universiteit Leiden: DOCUMENTARY FILM

## Calculation of ECTS points

Activities	Activity hours*
Conversatory classes	30

Reading the indicated literature	90
Preparation for the assessment	10
Portfolio preparation	20
<b>Student workload</b>	<b>Hours</b> 150
<b>Number of ECTS points</b>	<b>ECTS</b> 5

\* academic hour = 45 minutes

## Efekty uczenia się dla kierunku

Kod	Treść
ETE_K2_K01	The graduate is ready to critically develop interests and professional competences throughout life
ETE_K2_K04	The graduate is ready to accurately identify and address contemporary civilizational problems related to the profession of an ethnologist/cultural anthropologist
ETE_K2_K05	The graduate is ready to professionally protect cultural heritage and educate in this field
ETE_K2_K06	The graduate is ready to actively and responsibly participate in cultural and social life
ETE_K2_K07	The graduate is ready to creatively and consciously use knowledge about the complexity of cultural phenomena, the organization and functioning of culture, the significance of its individual elements, and the historical variability of forms as well as the ethnocultural diversity of the world
ETE_K2_K08	The graduate is ready to engage responsibly, tolerantly, and understandingly in favor of other cultures
ETE_K2_K09	The graduate is ready to effectively establish interpersonal contacts with representatives of various social, ethnic, and religious groups as an advocate of intercultural dialogue
ETE_K2_K10	The graduate is ready to thoroughly observe and identify the most important moral, political, social, and economic problems of the contemporary world
ETE_K2_U01	The graduate can search, analyze, evaluate, select, and integrate new information using various sources and interpretation methods, and formulate critical judgments based on this
ETE_K2_U02	The graduate can independently carry out complex research tasks, including analyzing other authors' works, synthesizing various ideas and viewpoints, selecting methods and constructing research tools, and preparing and presenting results in the field of ethnology/cultural anthropology
ETE_K2_U05	The graduate can conduct in-depth and critical analysis and interpretation of various types of cultural products and fields, using original approaches that consider the latest trends in ethnology/cultural anthropology and new achievements in the humanities and social sciences
ETE_K2_U06	The graduate can substantiate arguments, formulate conclusions, and create synthetic summaries of selected problems using their own views and the views of other authors
ETE_K2_U08	The graduate can competently prepare complex written works in the field of ethnology/cultural anthropology
ETE_K2_U09	The graduate can competently prepare complex presentations on issues of interest in ethnology/cultural anthropology or in areas at the intersection of various scientific disciplines
ETE_K2_W01	The graduate knows and understands in-depth subject matter and methodology of ethnology/cultural anthropology and its creative applications in professional activities
ETE_K2_W02	The graduate knows and understands in depth the specialized terminology of ethnology/cultural anthropology as well as the terminology appropriate for disciplines related to ethnology/cultural anthropology
ETE_K2_W03	The graduate knows and understands in-depth theoretical and methodological knowledge in the field of ethnology/cultural anthropology
ETE_K2_W04	The graduate knows and understands the principles of anthropological interpretation of cultural phenomena in a systematic and in-depth manner
ETE_K2_W05	The graduate knows and understands in-depth connections between ethnology/cultural anthropology and various disciplines of humanities and social sciences as well as related sciences, enabling interdisciplinary integration of research perspectives
ETE_K2_W06	The graduate knows and understands in-depth contemporary achievements, centers, and research schools covering selected areas of ethnology/cultural anthropology and related sciences
ETE_K2_W07	The graduate knows and understands specialized methods of analysis, interpretation, evaluation, and problematization characteristic of selected traditions, theories, and research schools in the field of ethnology/cultural anthropology and related sciences