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| COURSE | PROFESSOR | SEMESTER | LANGUAGE/LEVEL | LEVEL ECTS CREDITS | STUDY LEVEL | COURSE DESCRIPTION |
| Anthropology of Urban  | 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 criticisms towards them. The focal point is the city and urbanity as a state of social interaction. The course content is split into two modules. The City – theoretical reflections; and 2. 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 supposed 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 viewpoint 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. |
| Anthropology of Childhood | Assist. Prof. Svetoslava Mancheva, PhD | W/S | BG, EN/B1 | 6 | BA/MA | Anthropology of Childhood presents basic theories, concepts and approaches in childhood research. Basic concepts related to childhood and the process of cultural learning are presented: *childhood, child, аge and life transitions*. The course focuses on case studies related to childhood among Roma communities in Bulgaria and Plovdiv. Attention is paid to factors in the world of childhood; to social and cultural boundaries in the socialization of youth and adolescents. The course includes a practical seminar held in urban neighborhoods using spatial approach to field research among communities. |
| Anthropology of Food | Assoc . Prof. Elits a Stoilova | W/S | EN/B1, BG | 6 | BA, MA | An anthropological approach to the study of food and eating focuses on the cultural, social, economic, and political contexts of those categories. The aim is to develop a critical understanding about food and eating by presenting them as biological entities , but also as cultural, technological, and scientific constructs . Presenting the complex nature of food and eating, the course aims to present the diverse angles of anthropological research dedicated to the subject matter of food production, consumption, and distribution. The students will widen their understanding of the social aspects of food and eating, their role in identity creation but also will expand their research opportunities within food as a main focus. |
| Antike christliche Apokryphen | Dr. Eva Kovacheva, 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 | BG, EN/B1 | 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 | Language English B1,  | 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 | Assist. Prof. Bojidar DraganovPhD | 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. |
| 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 Folklore | Assoc . Prof. Borislava Petkova | 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 | Assoc. Prof. Adriana Lyubenova | 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 | Assist. Prof. Mina Marinova, PhD | 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. |
| Cultural Heritage and Digital Studies | Assist. Prof. Svetoslava Mancheva, PhD | W/S | BG, EN/B1 | 6 | BA/MA | The aim of the course is to familiarize students with the digital environment, its technological and communication features, the emergence, dissemination and use of various cultural forms. Students will become familiar with some of the most common views on the motives for digitization of cultural heritage, possible target groups and approaches to them. Special attention will be paid to the attitude of the European Union towards digital heritage and the problems. The object of interest are the new cultural forms appearing directly in the digital space, as well as the opportunities they offer to the main actors in the field of culture - institutions, individual artists, consumers. The course aims at practical interaction with digital tools and cultural heritage. |
| 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 |  Prof. Darin Tenev | 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 | Assoc. Prof. Adriana Lyubenova | 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.  |
| Ethnographic Methods of Research | Assoc . Prof. Stoyan Antonov | 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. |
| FORMAL LOGIC | Martina Mineva, PhDAsst. 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 | Assoc. Prof. Dimitar Dimitrov, PhD | 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 | Assoc. Prof. Adriana Lyubenova | 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.  |
| Impact weapons from the Bulgarian Middle Ages | Assoc. prof. Stoyan Popov, PhD | 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. |
| Industrial Heritage: local history, identity and possibilities for regional development | Associt. Prof. Elitsa Stoilova | W/S | EN/B1, BG | 6 | BA, MA | This course explores the concept of *heritage* through the lens of industrial sites, practices, and landscapes. It focuses on the specifics of industrial heritage and will invite students to look at former factories, industrial infrastructures, and diverse industrial knowledge and practices not only as part of the collective memory but also as contemporary cultural and social imaginaries. Students will engage with industrial heritage as a powerful tool for reinterpreting territories and local communities. Through case studies and interdisciplinary perspectives—combining history, anthropology and cultural studies - students will learn how industrial heritage can become a resource for sustainable development, identity construction, and community engagement. |
| Intercultural Communication | Assoc . Prof. Maria Petrova | 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 to Psychoanalysis |  Prof. Darin Tenev | 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. Prof. | 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 | Assoc. Prof. Adriana Lyubenova | 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 | Assist Prof. N. Kirova-Yovcheva, PhD. | 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) | Assoc . Prof. Borislava Petkova | 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 | Assoc.Prof. Elitsa Dimitrova | 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. |
| 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". |
| The Empresses of Byzantium | Assoc. Prof. Dimitar Dimitrov, PhD | 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 | Assist. Prof. Bojidar Draganov PhD | 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 | Assoc. Prof. Meglena Zlatkova | W/S | BG, EN/B1 | 6 | BA, MA | The Visual Anthropology course aims to present the state of the art of the discipline as one of the most critical fields in late-modern anthropology, studying the visual in 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 familiarize students with various methods and techniques for visual data analysis, enabling them to critically approach the epistemological premises and methodological fundamentals of visual anthropology as a sub-discipline of social and cultural anthropology. The primary statement of the course is that visual anthropology encompasses both the visual data collected from anthropological field research and a study of visual systems and visual culture. Anthropology as a discipline is a process of presentation, engaged with a cultural translation. That is why the course proposes working with images and representations, positioning itself between gathering visual data analysis of previously created data and presenting the anthropological research. The seminars are directed at practical tasks for analyzing visual data (albums, movies, museum exhibits, digital presentations, internet sites, etc.).Assessment: The students are supposed to submit an essay, design a project for visual research, conduct visual research, present the results visually, and analyse a visual product. |
| Weapons and equipment of the medieval warrior | Assoc. prof. Stoyan Popov, PhD | 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, PhDAssist. 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 | Assist. Prof. Mina Marinova, PhD | 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. |