

Subject card

Subject name and code	Ethnolinguistics, PG_00136595						
Field of study	Spanish and Portuguese Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2028/2029		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	3		Language of instruction		Spanish		
Semester of study	5		ECTS credits		2.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Division of Iberian Studies -> Institute of Romance Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. Marek Baran				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	30		2.0		18.0	50
Subject objectives	The aim of the course is to familiarize students with the area and methodology of ethnolinguistic research. Particular attention will be paid to ethnolinguistic issues related to the communities of the Spanish and Portuguese speaking areas.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[IBEL3_U13] Have adequate knowledge of Spanish in line with the requirements of level C1 of the Common European Framework of Reference for Languages	The student has a command of Spanish in accordance with the requirements specified for level B2 of the Common European Framework of Reference for Languages.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU4] test/exam - oral or written
	[IBEL3_W05] Has a structured general knowledge covering Spanish terminology, theory and methodology in linguistics	The student has a structured general knowledge covering Spanish terminology, theory and methodology in the field of ethnolinguistics and anthropological-cultural approaches in linguistics. The student knows: the assumptions of the thesis on linguistic relativism, the connections between language and the sphere of the sacred, the processes of linguistic taboo, the theory of the communicative ethos considered in connection with the anthropological and functional characteristics of ethnolects, the basics of ethnobotany.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[IBEL3_U03] Know and be able to use basic research methods and tools, develop and present results in the field of linguistics	The student knows and is able to use basic ethnolinguistic methods and tools; has the ability to interpret and analyse various lexical, syntactic and pragmatic-communicative forms, phenomena and mechanisms based on ethnolinguistic approaches, especially on the basis of the theory of the «linguistic image of the world». The student has the ability to distinguish the typological features of creole languages, in particular the Creole languages of the Portuguese and Spanish-speaking world.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU4] test/exam - oral or written
	[IBEL3_U07] Can apply basic concepts from the discipline of linguistics in typical professional situations	The student is able to use the basic concepts of ethnolinguistics and cultural linguistics, referring to a variety of communicative, social and cultural phenomena.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU4] test/exam - oral or written
	[IBEL3_K02] He/she is ready to recognise the importance of knowledge in solving cognitive and practical problems and to consult experts in case of difficulties in solving a problem on his/her ownThe graduate will be able to continue his/her education:	The student is ready to recognize the importance of knowledge in solving cognitive and practical problems and to consult experts, especially experts in ethnolinguistics, in the event of difficulties in solving a problem on their own.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report
	[IBEL3_W03] Knows basic linguistic terminology in Spanish	The student knows the basic linguistic terminology in Spanish, with particular emphasis on contemporary ethnolinguistic terminology.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[IBEL3_W10] He/she knows and understands basic terms and principles of copyright protection	The student knows and understands the basic concepts and principles of copyright protection, especially the copyright of scientific publications.	[SW2] presentation/project/paper/report
	[IBEL3_W07] Knows and understands the main contemporary trends in literary studies	The student knows literary approaches related to ethnolinguistic research.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
	[IBEL3_W06] Has advanced knowledge of the links between Iberistics and other disciplines in the humanities and related sciences, has a basic knowledge of the participants in cultural activities	The student has advanced knowledge of the connections between ethno-linguistic studies and other disciplines of humanities and related sciences, has basic knowledge of the participants of cultural activities.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report
	[IBEL3_K01] He is ready to critically evaluate the knowledge he possesses and the content he receives	The student is ready to critically evaluate the knowledge and content in the field of ethnolinguistics.	[SK1] oral statement/conversation/discussion [SK2] presentation/project/paper/report [SK3] text preparation/written work [SK4] test/exam - oral or written

	<table><tr><th>Course outcome</th><th>Subject outcome</th><th>Method of verification</th></tr><tr><td>[IBEL3_K05] Is ready to participate in cultural life and use its various forms and media</td><td>The student is ready to participate in cultural life (including the Spanish- and Portuguese-speaking world) and to use its various forms and various media.</td><td>[SK2] presentation/project/paper/report</td></tr></table>	Course outcome	Subject outcome	Method of verification	[IBEL3_K05] Is ready to participate in cultural life and use its various forms and media	The student is ready to participate in cultural life (including the Spanish- and Portuguese-speaking world) and to use its various forms and various media.	[SK2] presentation/project/paper/report								
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Subject contents	Historical outline of the development of ethnolinguistics and current research directions. Links of ethnolinguistics with other fields of humanities; ethnolinguistic terminology. Linguistic relativism and universalism. Language and the sphere of the sacred; language taboos. Gender in language. Folk beliefs and their linguistic realizations / ethnobotany. The concept of the linguistic image of the world and ethnolinguistic ways of its reconstruction (limitations of the model). The theory of communicative ethos and the classification of ethnolects. Mutual influences of the Spanish language and the languages of the Latin American Indians. Creole languages based on Spanish. Mutual influences of Portuguese and Brazilian Indian languages and African languages. Creole languages based on Portuguese and Spanish.														
Prerequisites and co-requisites	Selection of the specialty "Spanish language in culture and business"; in justified cases, the university teacher may derogate from this rule. Knowledge of Spanish at B1 level.														
Assessment methods and criteria	<table><tr><th>Subject passing criteria</th><th>Passing threshold</th><th>Percentage of the final grade</th></tr><tr><td>preparation of thematic presentation</td><td>51.0%</td><td>20.0%</td></tr><tr><td>final written exam</td><td>51.0%</td><td>60.0%</td></tr><tr><td>active participation in classes</td><td>80.0%</td><td>20.0%</td></tr></table>	Subject passing criteria	Passing threshold	Percentage of the final grade	preparation of thematic presentation	51.0%	20.0%	final written exam	51.0%	60.0%	active participation in classes	80.0%	20.0%		
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Recommended reading	Basic literature	• Baran, M. (2010): Emotividad y convención sociopragmática. Una contribución al estudio del ethos comunicativo de la comunidad hispanohablante peninsular. Łódź: Wydawnictwo Uniwersytetu Łódzkiego. • Bartmiński, J. (red.) (1999), Językowy obraz świata. Lublin: Wydawnictwo UMCS. • Burszta, W. (1986): Język a kultura w myśli etnologicznej, Wrocław: Polskie Towarzystwo Ludoznawcze. • Calvo Shadid, A. (2011): Sobre el tabú lingüístico y su estado de la cuestión, w: Artes y Letras, Universidad Costa Rica XXXV (2), s. 121-145. • Díaz Rojo, J. A., Morant Marco, R. (2004): Etnolingüística, www.liceus.com. • Granda, G. de (1994): Español de América, español de África y hablas criollas hispánicas, Madrid: Gredos. • Lipski, J. M.: Las lenguas criollas (afro)ibéricas: estado de la cuestión, Pennsylvania State University, http://www.csusb.edu/~tfernandez_ulloa/HLE/LIPSKI-LENGUAS%20CRIOLLAS%20AFROIBERICAS.pdf. • Medina López, J. (1997): Lenguas en contacto, Madrid: Arco Libros. • Palacios, A. (2008): El español en América. Contactos lingüísticos en Hispanoamérica, Barcelona: Ariel.													
	Supplementary literature	• Candre, A. (2011): Historia de mi padre Mogoroto? Guacamayo azul: palabras del ritual de las frutas que llega a no-sotros como comida en abundancia, de parte de la etnia ocaina, w: Mundo Amazónico, vol. 2, s. 307-327. • Comrie, B. et alii (red.) (1998): Atlas języków. Pochodzenie i rozwój języków świata, Poznań: Oficyna Wydawnicza Atena. • Key, M. R. (1988): Sobre préstamos y clasificaciones lingüísticas, w: Etnolingüística, vol. 2, s. 23-28. • López Morales, H. (2001): Estratificación social del tabú lingüístico: El caso de Puerto Rico, w: Estudios de Lingüística del Español, vol. 13. • Lustig, W. (1996): Mba'éichapa oiko la guaraní? Guarani y jopara en el paraguay, w: Papia, nr 4(2), s. 19-43. • Nejedek Numey, A. (2011): La ciencia de vida escrita en las aves, w: Mundo Amazónico, vol. 2, s. 329-357. • Román Enokakuiedo, O., Echeverri, J. A. (2010): Mito de la coca: el manejo y sus consecuencias, w: Mundo Amazónico, vol. 1, s. 315-326.													
	eResources addresses														
Example issues/ example questions/ tasks being completed	1. Ritual magical formulas in Latin America: forms and functions. 2. - Folk botanical terminology: lexicological motivations.														
Work placement	Not applicable														