

## Subject card

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|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------|-------------------------------------|---------|--------------------------------------------------------------------------|-----|
| Subject name and code                       | The carnival of memes in digital communication, PG_00208239                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                          |                                         |                                     |         |                                                                          |     |
| Field of study                              | German Studies, Polish Studies, Romance and Iberian Studies, Applied Linguistics, Logopedics, Scandinavian Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                          |                                         |                                     |         |                                                                          |     |
| Date of commencement of studies             | October 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                          | Academic year of realisation of subject |                                     |         | 2026/2027                                                                |     |
| Education level                             | Master's studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                          | Subject group                           |                                     |         | Obligatory subject group in the field of study<br>Optional subject group |     |
| Mode of study                               | full-time studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                          | Mode of delivery                        |                                     |         | e-learning                                                               |     |
| Year of study                               | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                          | Language of instruction                 |                                     |         | Polish                                                                   |     |
| Semester of study                           | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                          | ECTS credits                            |                                     |         | 2.0                                                                      |     |
| Learning profile                            | academic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                          | Assessment form                         |                                     |         | credit                                                                   |     |
| Conducting unit                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                          |                                         |                                     |         |                                                                          |     |
| Name and surname of lecturer (lecturers)    | Subject supervisor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                          | dr Aleksandra Klimkiewicz               |                                     |         |                                                                          |     |
|                                             | 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: 30.0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                          |                                         |                                     |         |                                                                          |     |
| 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 course aims to familiarize students with the mechanisms of contemporary online communication understood as a form of participatory culture (Web 2.0), in which content is not merely transmitted but is continuously created, transformed, remixed, and reinterpreted by users. Particular emphasis is placed on: the analysis of internet memes as units of cultural communication; understanding the concept of folklore in both its traditional sense and its transformation into digital (online) folklore; identifying the mechanisms underlying the creation, circulation, and dissemination of viral content, including memes, copypastas, and hashtags; examining phenomena such as absurd memes, non-linear humor, and post-ironic forms of communication. |                                                          |                                         |                                     |         |                                                                          |     |
| Learning outcomes                           | Course outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                          | Subject outcome                         |                                     |         | Method of verification                                                   |     |

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| Subject contents                                               | <div>1. Communication and online participation: interpersonal communication in digital environments, virtual spaces of communication, transformations of communication models from Web 1.0 to Web 5.0, participatory culture and Text 2.0.</div> <div>2. Carnavalesque communication in digital culture: Bakhtin's concept of carnival, laughter as a social practice, inversion of hierarchies, grotesque, parody, and transgression of norms in online communication.</div> <div>3. Folklore and internet folklore: classical and contemporary approaches to folklore, digital folklore, memes as units of internet folklore, hashtags and collective narrative formations in online spaces.</div> <div>4. Internet memes and their typologies: simple, complex, and absurd memes; Polish and global meme cultures; image macros, rage faces, demotivators, and copypastas.</div> <div>5. Language and emotions in online communication: transformations of internet language, emotional communication, aggression and vulgarization in online environments, emoticons, emojis, and kaomoji.</div> <div>6. Intertextuality and cyberculture: cultural remix, intertextuality and intervisuality, circulation of images and symbols online, functions of hashtags.</div> <div>7. Memes as tools of social discourse: stereotypes, representations of social groups, political, media, and religious discourse in internet culture.</div> <div>8. Internet humor: theories of humor and comedy, absurd and post-ironic humor, "dad jokes" and copypastas, online communities of laughter, and mechanisms of virality in humorous content.</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                               |                |       |                          |  |  |  |                      |  |  |                                                                |  |  |  |                |                |  |  |
| Prerequisites and co-requisites                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                               |                |       |                          |  |  |  |                      |  |  |                                                                |  |  |  |                |                |  |  |
| Assessment methods and criteria                                | <table><tr><td>Subject passing criteria</td><td>Passing threshold</td><td>Percentage of the final grade</td></tr><tr><td>Knowledge Test</td><td>51.0%</td><td>100.0%</td></tr></table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Subject passing criteria      | Passing threshold                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Percentage of the final grade | Knowledge Test | 51.0% | 100.0%                   |  |  |  |                      |  |  |                                                                |  |  |  |                |                |  |  |
| Subject passing criteria                                       | Passing threshold                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Percentage of the final grade |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                               |                |       |                          |  |  |  |                      |  |  |                                                                |  |  |  |                |                |  |  |
| Knowledge Test                                                 | 51.0%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 100.0%                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                               |                |       |                          |  |  |  |                      |  |  |                                                                |  |  |  |                |                |  |  |
| Recommended reading                                            | <table><tr><td>Basic literature</td><td><div>1. Bachtin M., Twórczość Franciszka Rabelais'go a kultura ludowa średniowiecza i renesansu, przeł. A. i A. Goreniewie, Wydaw. Literackie, Kraków 1995.</div><div>2. Bergson H., Śmiech. Esej o komizmie. Tł. S. Cichowicz, Wydawnictwo Literackie, Kraków 1977.</div><div>3. Brodie R., Wirus umysłu: Nowa nauka o memach, przeł. P. Turski, Te Ta Publishing, Łódź 1997, s. 41.</div><div>4. Burkacka I., Intertekstualność współczesnej komunikacji. Memy a teksty kultury, „Poznańskie Spotkania Językoznawcze”, 2016, nr, 32, s. 75–91.</div><div>5. Camus A., Mit Syzyfa, przeł. J. Guze, Warszawa: Państwowy Instytut Wydawniczy, 1999, s. 21-29.</div><div>6. Dawkins R., Samolubny gen, przeł. Marek Skoneczny, Warszawa 2006.</div><div>7. Gajewski K., Mem internetowy jako gatunek wypowiedzi, [w:] Z teorii i praktyki komunikacji społecznej. Stan i rozwój badań w Polsce, Libron, Kraków 2018.</div><div>8. Godlewska E., Emocje w sieci. Ekspresywność wybranych memów internetowych. [w:] Odkrywanie słowa – historia i współczesność. Sokółska U., (Ed.). Białystok 2015.</div><div>9. Juza M., Memy internetowe – tworzenie, rozpowszechnianie, znaczenie społeczne. „Studia Medioznawcze” 2013, nr 4, s. 44–60.</div><div>10. Piskorz K., Internetowe memy – hieroglify XXI wieku, [w:] Współczesne media. Język mediów. Hofman I., Kepa-Figura D., (Ed.). Wydawnictwo UMCS, Lublin, 2013.</div><div>11. Shifman L., Memes in Digital Culture, The MIT Press, Cambridge, Massachusetts, London 2014.</div><div>12. Śliz A., Demotywator — emblemat kultury uczestnictwa? (wokół problemów definicyjnych memów oraz memów internetowych), „Zagadnienia Rodzajów Literackich”, LVII z.1, 2014, s. 152–165.</div></td><td colspan="2"></td></tr><tr><td></td><td>Supplementary literature</td><td colspan="2"></td></tr><tr><td></td><td>eResources addresses</td><td colspan="2"></td></tr><tr><td>Example issues/<br/>example questions/<br/>tasks being completed</td><td colspan="3"></td></tr><tr><td>Work placement</td><td colspan="3">Not applicable</td></tr></table> | Basic literature              | <div>1. Bachtin M., Twórczość Franciszka Rabelais'go a kultura ludowa średniowiecza i renesansu, przeł. A. i A. Goreniewie, Wydaw. Literackie, Kraków 1995.</div> <div>2. Bergson H., Śmiech. Esej o komizmie. Tł. S. Cichowicz, Wydawnictwo Literackie, Kraków 1977.</div> <div>3. Brodie R., Wirus umysłu: Nowa nauka o memach, przeł. P. Turski, Te Ta Publishing, Łódź 1997, s. 41.</div> <div>4. Burkacka I., Intertekstualność współczesnej komunikacji. Memy a teksty kultury, „Poznańskie Spotkania Językoznawcze”, 2016, nr, 32, s. 75–91.</div> <div>5. Camus A., Mit Syzyfa, przeł. J. Guze, Warszawa: Państwowy Instytut Wydawniczy, 1999, s. 21-29.</div> <div>6. Dawkins R., Samolubny gen, przeł. Marek Skoneczny, Warszawa 2006.</div> <div>7. Gajewski K., Mem internetowy jako gatunek wypowiedzi, [w:] Z teorii i praktyki komunikacji społecznej. Stan i rozwój badań w Polsce, Libron, Kraków 2018.</div> <div>8. Godlewska E., Emocje w sieci. Ekspresywność wybranych memów internetowych. [w:] Odkrywanie słowa – historia i współczesność. Sokółska U., (Ed.). Białystok 2015.</div> <div>9. Juza M., Memy internetowe – tworzenie, rozpowszechnianie, znaczenie społeczne. „Studia Medioznawcze” 2013, nr 4, s. 44–60.</div> <div>10. Piskorz K., Internetowe memy – hieroglify XXI wieku, [w:] Współczesne media. Język mediów. Hofman I., Kepa-Figura D., (Ed.). Wydawnictwo UMCS, Lublin, 2013.</div> <div>11. Shifman L., Memes in Digital Culture, The MIT Press, Cambridge, Massachusetts, London 2014.</div> <div>12. Śliz A., Demotywator — emblemat kultury uczestnictwa? (wokół problemów definicyjnych memów oraz memów internetowych), „Zagadnienia Rodzajów Literackich”, LVII z.1, 2014, s. 152–165.</div> |                               |                |       | Supplementary literature |  |  |  | eResources addresses |  |  | Example issues/<br>example questions/<br>tasks being completed |  |  |  | Work placement | Not applicable |  |  |
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|                                                                | Supplementary literature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                               |                |       |                          |  |  |  |                      |  |  |                                                                |  |  |  |                |                |  |  |
|                                                                | eResources addresses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                               |                |       |                          |  |  |  |                      |  |  |                                                                |  |  |  |                |                |  |  |
| Example issues/<br>example questions/<br>tasks being completed |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                               |                |       |                          |  |  |  |                      |  |  |                                                                |  |  |  |                |                |  |  |
| Work placement                                                 | Not applicable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                               |                |       |                          |  |  |  |                      |  |  |                                                                |  |  |  |                |                |  |  |

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