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|  **UNIVERSITY OF NIŠ** |
| **Course Unit Descriptor** | **Faculty**  | **Faculty of Philosophy** |
| **GENERAL INFORMATION** |
| Study program  | **Psychology** |
| Study Module (if applicable) |  |
| Course title | Psychology of Humor |
| Level of study | [ ] Bachelor [x]  Master’s [ ]  Doctoral |
| Type of course | [ ]  Obligatory [x]  Elective |
| Semester  |  [x]  Autumn [ ] Spring |
| Year of study  | I |
| Number of ECTS allocated | 4 |
| Name of lecturer/lecturers | Miroslav Komlenić |
| Teaching mode |  [x] Lectures [ ] Group tutorials [ ]  Individual tutorials [ ] Laboratory work [ ]  Project work [x]  Seminar [ ] Distance learning [ ]  Blended learning [x]  Other |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** |
| The aim of the course : to familiarize students with: a) Basic previous conceptions of one of the most mysterious phenomena of the human race: humor, the fun, b) modern explanations of humor, the essence of a joke and aphorism: what constitutes a joke or aphorism, what is it that brings pleasure in a joke and what kind of sudden and explosive satisfaction, v) basic types of humorous stimuli and to distinguish them, d) the basic principles, regularities and mechanisms which a humorous experience contains.The subject outcome. Students are expected that at the end of the course: a) be able to connect knowledge from the psychology of learning, especially the topics on reinforcement and satisfaction, but also other areas with the phenomenon of humor, b) raise critical valuation related to wit - in the arts, literature, film, entertainment and everyday life, and v) strengthen capability of witticism. |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** |
| Theoretical study 1) The phenomenon of humor and laughter (Definition and history; Simple explanations of humor; Views of philosophers 2) Freud's explanation humor; Bergson's explanation of humor 3) Cognitive theories of humor and laughter4) The range and characteristics of existing explanations 5) Learning and humor - humor dependence of learning, previous experience, culture6) Associatianistic psychology of learning as explanation of phenomenon of humor (the rules for associations; Habit; disappearance of habits; Interference of reactions; mediated reaction)7) Hal's theory of learning and behavior in explaining humor8) The role of reactive inhibition phenomena in humor; Failure to complete the reaction as a foundation for reinforcement and enjoying the joke and aphorism9) The division and classification of humor (Witty and comical; Witty and funny)10) Principles of Gestalt - psychology in perception of humorous stimuli 11) Humor and the principle of antagonism (Physiological antagonism; Philosophical: antagonism; Generalization and discrimination)12) Empiricism: research, examples of comic situations, examples of wit; Similarities and differences between the categories of humorous entities 13) Maxims and humor (Similarities and differences between apotegms– wise proverbs - and aphorisms)14) The new definition of humor, witty, comical, quick resourceful, funny15) Producing a phenomenon: how to make a joke (application of the law of associations and rules of grouping charm into wholes while producing and creating jokes and aphorisms.Practical lectures: exercises During exercises are revised contents from the lectures. Students are expected to actively participate, their presentation of individual themes, autonomy in formulating responses during the checking of knowledge. |
| **LANGUAGE OF INSTRUCTION** |
| [x] Serbian (complete course) [ ]  English (complete course) [ ]  Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)[ ] Serbian with English mentoring [ ] Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **ASSESSMENT METHODS AND CRITERIA** |
| **Pre exam duties** | **Points** | **Final exam** | **points** |
| **Activity during lectures** | **5** | **Written examination** | **20** |
| **Practical teaching** | **5** | **Oral examination** | **50** |
| **Teaching colloquia** | **20** | **OVERALL SUM** | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** |