

Subject card

Subject name and code	German Studies - lecture II, PG_00166448						
Field of study	German Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2027/2028		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study 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	2		Language of instruction		Polish		
Semester of study	4		ECTS credits		2.0		
Learning profile	academic		Assessment form		exam		
Conducting unit	Division of German Literature and Culture -> Institute of German Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		prof. dr hab. Sławomir Leśniak				
	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 purpose of the course is to familiarize students with different ways of perceiving culture. The focus rests on representative thematic circles relating to the culture of the countries of the German-speaking area: art history - A. Dürer, architecture - BAUHAUS, sociology: student revolt 68, social issues - Hartz IV and Bürgergeld, risk society (U. Beck), German education (systemic and alternative on the example of Waldorfschule, music history - Liedermacher (E. Pluhar, H. v. Veen, M. Prosa, D. Kehr, Knyphausen), cultural faces of the Reformation and M. Luther.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FGL3_W03] They have advanced knowledge and understanding of methodologies, theories and terminology constituting fundamental general knowledge in the field of cultural and religious studies in research on the culture of the German-speaking area	Is able to apply basic knowledge of German-speaking culture and cultural concepts in conversation, understanding the contexts in which they are used.	[SW4] test/exam - oral or written
	[FGL3_W06] They have advanced and detailed knowledge of selected issues in the field of cultural and religious studies, in particular concerning research on the culture of the German-speaking area.	Is able to discuss topics covered in class in a substantive manner during a conversation.	[SW4] test/exam - oral or written
	[FGL3_K06] They are ready to participate in cultural life and to care for the achievements and traditions of the profession of a German philologist	She shows a willingness to participate in class activities. She is willing to take on, for example, a presentation in culture, drawing on the knowledge she has gained in other courses during her language studies.	[SK1] oral statement/conversation/discussion
	[FGL3_K01] They are ready to critically evaluate the knowledge they have acquired during their studies in Germanic Philology and to what extent the content they have received corresponds to this knowledge	Can question the validity of statements made during a conversation and independently seek answers to questions.	[SK1] oral statement/conversation/discussion
	[FGL3_W09] They know and understand the fundamental dilemmas of the contemporary civilisation in the context of issues related to intercultural linguistic and literary communication and the role of modern information technologies in the work of a German philologist	Is able to highlight the major problems of modern civilization in conversation, drawing on the topics we discussed in class that relate to German-speaking culture.	[SW4] test/exam - oral or written
Subject contents	The classes focus on the most important cultural developments in Germany primarily in the 20th century. The classes are divided into thematic circles - German education (systemic and alternative), social issues (risk society, historical role of the bourgeoisie, social security system), architecture and pedagogy (BAUHAUS), student revolt 68. Each thematic circle is discussed in the context of analogous events in Poland. In addition: the art of A. Dürer and the cultural faces of the Reformation refer to the origins of the German spirit of modernity.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Oral Statement	51.0%	100.0%
Recommended reading	Basic literature	Bauhaus, Warsaw 2021, Maja Dobiasz-Krysiak: Szkoła Transformacji. O szkole waldorfskiej w dobie przełomu demokratycznego, Kraków 2021. Piotr Oseka: My, ludzie marca. Autoportret pokolenia 68, Wołowiec 2015. Jürgen Habermas: Ruhestörung. Protestbewegung und Hochschulreform, Frankfurt am Main 2008, Herbert Marcuse: Człowiek jednowymiarowy, Warszawa 1991. Alexander Mitscherlich: Die Unfähigkeit zu trauern, Munich 2007. Martin Luther: Von der Freiheit eines Christenmenschen; Stuttgart 2011. Erwin Panofsky: Das Leben und die Kunst A. Dürers, Berlin 1977. Materiał audiowizualny: Katharina von Bora, 2009. Treibhäuser der Zukunft. How schools are succeeding in Germany (documentary by Reinhard Kahl), Nadja Klinger, Jens König: Einfach abgehängt. A true report on the new poverty in Germany, Hamburg 2008	
	Supplementary literature	Peter J. Brenner: School in Germany. Ein Zwischenzeugnis, Stuttgart 2006, Magdalena Droste, BAUHAUS 1919-1933, Cologne 2013, Ulrike Müller: Bauhaus-Frauen, Munich 2009, Christina von Hodenberg: Das andere Achtundsechzig, Munich 2018, Gerd Koenen, Andreas Veiel, 1968 Bildspur eines Jahres, Cologne 2010.	
	eResources addresses		
Example issues/ example questions/ tasks being completed	What determines in Poland and Germany (differences and similarities) the perception of social benefits by society and politicians? Differences between the Polish and German education systems. Why is BAUHAUS one of the most important cultural events in Germany in the 20th century? State the differences and similarities of student revolts 68 in Poland and Germany.		
Work placement	Not applicable		

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