University of Gdańsk

Subject card

Subject name and code	German Studies - lecture I, PG_00166421		
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	German German, depending on the students' proficiency level
Semester of study	3	ECTS credits	2.0
Learning profile	academic	Assessment form	credit
Conducting unit			
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 is on various circles of topics relating to the culture of the countries of the German language area. The classes (often) take a comparative approach between German-speaking and Polish cultures. They cover topics such as. art history, A. Dürer), sociology (Student Revolt 68, J. Habermas, H. Marcuse, A. Mitscherlich), Hartz IV, risk society (U. Beck), German education (systemic and alternative approaches (as exemplified by the Waldorf School), inclusion in education,

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	They have an in-depth knowledge of the basic concepts relating to methodology and theory relevant to understanding issues relating to German-speaking culture, such as the arts, social movements, socio-political issues and education, including in an intecultural and comparative context.	[SW1] oral statement/ conversation/discussion
[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.	They are in-depth knowledge of issues relating to German-culture, such as the arts and architecture, social movements, socio-political issues and education, including in an intercultural and comparative context.	[SW1] 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	They are prepared to take a critical approach to issues of German-speaking culture, such as the arts, social movements, socio-political issues and education, including in an intecultural and comparativ context.	[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	They are familiar with and understand landmark events of German-speaking culture and understand their linguistic and media-related nature.	[SW1] oral statement/ conversation/discussion

Subject contents

Classes focus on the most representative cultural areas relating to the modern German-speaking world..Classes cover topics such as: art history, A. Dürer), sociology (Student Revolt 68, J. Habermas, H. Marcuse, A. Mitscherlich), Hartz IV, risk society (U. Beck), German education (systemic and alternative approaches (as exemplified by the Waldorf School), inclusion in education,..

Prerequisites and co-requisites

No pre-requirements

Assessment methods and criteria

Subject passing criteria	Passing threshold	Percentage of the final grade
Oral statement (colloquium)	51.0%	100.0%

Recommended reading

Basic literature	Maja Dobiasz-Krysiak: Szkołą Transformacji. O szkole waldorfskiej w dobie przełomu demokratycznego,Kraków 2021.Piotr Osęka: My, ludzie marca. Autoportret pokolenia 68,Wołowiec 2015.Jürgen Habermas, Disturbing the peace. Protest movement and university reform, Frankfurt am Main 2008.Herbert Marcuse: Człowiek jednowymiarowy, Warszawa 1991.Alexander Mitscherlich: The inability to mourn, Munich 2007.Martin Luther: On the Freedom of a Christian; Stuttgart 2011.Erwin Panofsky: The Life and Art of A. Dürer, Berlin 1977. Materiał audiowizualny: Katharina von Bora, 2009.Greenhouses of the future. Wie in Deutschland die Schulen gelingen (Documentation by Reinhard Kahl) Ruhestörung - Protestbewegung,Frankfurt am Main 1968.Nadja Klinger, Jens König::Einfach angehängt. A true report on the new poverty in Germany
Supplementary literature	Peter J. Brenner, School in Germany. Ein Zwischenzeugnis, Stuttgart 2006, Christina von Hodenberg, Das andere Achtundsechzig, Munich 2018, Gerd Koeen, Andreas Veiel, 1968 Bildspur eines Jahres, Cologne 2010....
eResources addresses	

Example issues/ example questions/ tasks being completed	Give positive and negative features of Waldorf school, compare (list similarities and differences) German student revolt 68 and Polish March 68. What remains of the revolt today.
Work placement	Not applicable

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