

Subject card

Subject name and code	Culture of French-speaking countries, PG_00147715						
Field of study	Romance 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 Humanistic-social subject group		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	2		Language of instruction		French		
Semester of study	3		ECTS credits		2.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Division of Romance Linguistics -> Institute of Romance Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Barbara Brzezicka				
	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 selected elements of the cultures of French-speaking countries, with particular emphasis on African countries.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FRL3_W15] Has general knowledge of humanistic and social thought in the countries of the Romance language areas.	Has general knowledge of the socio-historical issues of colonialism.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
	[FRL3_W01] Has advanced knowledge of the subject and methodological specificities of philology and its importance among the humanities and social sciences and in the process of shaping culture.	The student knows how language and literature reflect historical and political processes in French-speaking countries.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
	[FRL3_U15] Is able to make observations and interpret socio-cultural, economic and legal phenomena, analyze their connections with various fields and disciplines of the humanities.	The student can make observations and interpretations of current political and social events in French-speaking countries. They understand the post-colonial context of these events.	[SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written [SU8] observation of student's independent or team work
	[FRL3_W06] Has advanced knowledge of the relationship of Romance philology with other fields and disciplines of the humanities and related sciences, including legal sciences, has basic knowledge of participants in cultural and economic activity, knows the basic principles of creation and development of various forms of entrepreneurship.	The student knows and understands the impact of the colonial history of France and Belgium on the formation of culture, literature and language in both Europe and the conquered countries. They have a basic knowledge of selected artists, writers and public figures in French-speaking countries.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
	[FRL3_K06] He participates in culture in the broadest sense using various media and understands the need to encourage others to interact with cultural, economic and social life, thinks and acts in an entrepreneurial manner, critically evaluates his knowledge.	Together with others, the student follows the latest works of art, music, film and literature of French-speaking countries, choosing the items most interesting to himself and his social group. They critically evaluate the dominant international cultural market.	[SK1] oral statement/conversation/ discussion [SK8] observation of student's independent or team work
	[FRL3_K05] He is aware of the responsibility for preserving and promoting the cultural heritage of Europe and French-speaking countries, and is aware of the importance of this heritage for understanding social, cultural, economic and legal events.	The student is aware of the value of the cultural heritage of French-speaking countries, including the heritage of the pre-colonial era. They understand the problem of restitution of works of art seized in the process of colonization.	[SK1] oral statement/conversation/ discussion [SK4] test/exam - oral or written [SK8] observation of student's independent or team work
	[FRL3_W14] Has systematic knowledge of history, history of arts, history of literature, economic, legal and diplomatic realities in French-speaking countries.	The student has a general knowledge of the historical context of the culture of French-speaking countries.	[SW4] test/exam - oral or written
	[FRL3_K01] He understands the need for continuous professional training and personal development, is aware of his knowledge and workshop skills, sets the direction of his development.	The student is aware of the eurocentricity of the knowledge he has received in his previous education, and understands the need to adopt a critical post-colonial perspective and expand his knowledge of countries outside the so-called Global North.	[SK1] oral statement/conversation/ discussion [SK4] test/exam - oral or written [SK8] observation of student's independent or team work
	[FRL3_U16] He/she is able to express himself/herself precisely and coherently in French and communicatively in another Romance language in writing and in speech on a topic concerning selected philological and cultural issues.	The student can create a coherent and precise written statement on a selected topic concerning social problems in French-speaking countries.	[SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written
	[FRL3_U08] Can interpret cultural texts using typical philological methods.	The student can interpret selected works of art and literature in the context of the history of the French-speaking countries in which they were created.	[SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written [SU8] observation of student's independent or team work
	[FRL3_W09] Has advanced knowledge of the methods of analysis and interpretation of cultural texts and contemporary media.	The student knows how to apply methods of analysis and interpretation of cultural texts in the context of post-colonial countries.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion

Subject contents	Selected topics from the following list for each French-speaking country (especially African, Asian and Oceanian countries) will be discussed: Location, regions basic information on geography.Natural resources and cultural heritage, including UNESCO-listed monuments.Education in French-speaking countries.Political systems of French-speaking countries in the perspective of de-colonization.French language and local languages in French-speaking countries, Creole languages.Selected elements of the history of French-speaking countries.Literature and art.Current social problems.		
Prerequisites and co-requisites	Knowledge of French at the A2/B1 level.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	participation in discussion	51.0%	10.0%
	written exam	51.0%	90.0%
Recommended reading	Basic literature	J. Noutchié Nikjé, <i>Civilisation progressive de la francophonie</i> , CLE, Paris 2003. J.-J. Luthi, <i>Dictionnaire général de la francophonie</i> , Letouzey et Ané, Paris 1986. A. Poissonnier, G. Sournia et F. Le Goff, <i>L'Atlas mondial de la francophonie</i> , Autrement, Paris 2006. La Francophonie dans le monde, 2006-2007, Nathan, 2007.	
	Supplementary literature	Strony www organizacji pozarządowych i instytucji publicznych w krajach francuskojęzycznych oraz inne zasoby internetowe. Kanał ARTE, programy: Karambolage, Dessous des cartes i inne Prowadzący każdorazowo aktualizuje listę lektur.	
	eResources addresses		
Example issues/ example questions/ tasks being completed	1. Quelle est la date, où 13 états africains ont gagné leur indépendance? 1. 1914 b. 1918 c. 1946 d. 1960 1. Dans quel pays parle-t-on nouchi ? 2. Quels sont les problèmes de l'éducation dans les pays postcoloniaux? Décrivez et expliquez au moins deux d'entre eux (au moins 3/4 de la réponse doit être basée sur le contenu du cours présenté lors du semestre).		
Work placement	Not applicable		

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