

**Subject card**

<b>Subject name and code</b>	Development of social thought in romance countries II, PG_00189158						
<b>Field of study</b>	Spanish and Portuguese Studies						
<b>Date of commencement of studies</b>	October 2026	<b>Academic year of realisation of subject</b>			2026/2027		
<b>Education level</b>	Bachelor's studies	<b>Subject group</b>			Obligatory subject group in the field of study Humanistic-social subject group		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	1	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	2	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>	Division of Romance Literatures -> Institute of Romance Philology -> Faculty of Languages -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr hab. Marek Mosakowski				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	30		2.0		18.0	50
<b>Subject objectives</b>	The purpose of the course is to familiarize students with the development of social thought in the Romance countries from the early 19th century to the present day. Students should be able to analyze the various social phenomena occurring in these countries during this period, find their historical, economic and political sources, and place them critically in the broader contexts of contemporary institutions and ideals of civil society.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[IBEL3_K01] He is ready to critically evaluate the knowledge he possesses and the content he receives	The student understands the need for continuing education and personal development resulting from a critical assessment of his knowledge and workshop skills in the evolution of social thought in the Romance countries from the early 19th century to the present. Thus, he/she is aware of the responsibility for preserving and promoting the intellectual heritage of these countries.	[SK1] oral statement/conversation/discussion [SK5] implementation of a problem task
	[IBEL3_W06] Has advanced knowledge of the links between iberistics and other disciplines in the humanities and related sciences, has a basic knowledge of the participants in cultural activities	The student has advanced knowledge of the interrelationship of iberistics with disciplines belonging to the area of social sciences. He/she has a basic knowledge of the participants of cultural activities in the Romance countries from the beginning of the 19th century to the present day in an economic, anthropological and social perspective.	[SW1] oral statement/conversation/discussion [SW5] implementation of a problem task
	[IBEL3_W15] Has a structured general knowledge of the development of social thought and socio-economic-political realities in the Romance-speaking countries	The student has a structured general knowledge of the development of social thought in the Romance countries from the early 19th century to the present. He can relate it to the social thought of other linguistic areas, especially to the main theorists of this thought in Anglo-Saxon countries and Germany.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
	[IBEL3_W09] It knows and understands basic methods of analysis and interpretation of cultural texts	The student knows and understands the basic methods of analyzing and interpreting texts written from the beginning of the 19th century to the present concerning socio-political issues in the countries of the Romance language area.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion
	[IBEL3_U16] Can make observations and interpretations of socio-cultural phenomena, analysing their links with various disciplines in the humanities	The student observes selected social phenomena in modern Romance countries, analyzes their genesis in the context of the development of social thought in these countries from the early 19th century to the present. On this basis, he/she draws conclusions taking into account the achievements of various humanities.	[SU1] oral statement/conversation/discussion [SU5] implementation of a problem task
	[IBEL3_W01] Has advanced knowledge of the specificity of philology in terms of subject matter and methodology as well as its importance among the humanities and in the process of shaping culture	The student understands the mutual influence of the social sciences and the literary and linguistic thought of the Romance language area. He can identify the main lines of development of social thought in the area in the context of social evolution from the early 19th century to the present.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW5] implementation of a problem task
	[IBEL3_K04] Is aware of cultural differences and related challenges, is able to apply in practice the knowledge of mechanisms of intercultural communication	The student is aware of the cultural differences between the Romance countries resulting from the different paths of evolution of these societies in anthropological, economic and political perspectives. He/she is able to point out these differences and apply them to facilitate contemporary intercultural communication.	[SK1] oral statement/conversation/discussion [SK5] implementation of a problem task

Subject contents	<p>Conservative reaction to the progressive social and political thought of the Enlightenment in various Romance countries.</p> <p>Early sociology in France, Italy, Spain, England and Germany in the first half of the 19th century.</p> <p>The industrial revolution, social secularization and the retreat from religion in the Romance countries in the second half of the 19th century.</p> <p>Auguste Comte's social theories. Positivism and scientism.</p> <p>Evolution of social institutions in the 19th and 20th centuries in Western Europe.</p> <p>The social thought of Durkheim and Weber.</p> <p>Ortega y Gasset. Criticism of mass society.</p> <p>Contemporary sociology in the Romance countries.</p>											
Prerequisites and co-requisites	No prerequisite requirements.											
Assessment methods and criteria	<table border="1"> <thead> <tr> <th data-bbox="454 996 794 1025">Subject passing criteria</th> <th data-bbox="799 996 1139 1025">Passing threshold</th> <th data-bbox="1144 996 1482 1025">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="454 1032 794 1061">Written exam</td> <td data-bbox="799 1032 1139 1061">51.0%</td> <td data-bbox="1144 1032 1482 1061">70.0%</td> </tr> <tr> <td data-bbox="454 1068 794 1097">Participation in class discussions.</td> <td data-bbox="799 1068 1139 1097">51.0%</td> <td data-bbox="1144 1068 1482 1097">30.0%</td> </tr> </tbody> </table>			Subject passing criteria	Passing threshold	Percentage of the final grade	Written exam	51.0%	70.0%	Participation in class discussions.	51.0%	30.0%
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Written exam	51.0%	70.0%										
Participation in class discussions.	51.0%	30.0%										
Recommended reading	<p>Basic literature</p> <p>Supplementary literature</p> <p>eResources addresses</p>	<p>Jerzy Szacki, <i>Historia myśli socjologicznej</i>, Warszawa 2006.</p> <p>George Ritzer, <i>Klasyczna teoria socjologiczna</i>, transl. by Hanna Jankowska, Warszawa 2004.</p> <p>Paweł Śpiewak, (red), <i>Klasyczne teorie socjologiczne</i> (selection of texts), Warszawa 2006.</p> <p>No supplementary reading list.</p>										
Example issues/ example questions/ tasks being completed	<p>Conservative reactions in France, Spain and Portugal to the social gains of the French Revolution. Alexis de Tocqueville and his concept of social atomization. The social thought of positivism. The search for order and social progress. Durkheim and the levels of social reality. Weber - the spirit of Protestantism and capitalism. Ortega and Gasset - the social revolt of the masses in liberal and conservative perspectives. Post-modern social theories in the Romance countries.</p>											
Work placement	Not applicable											

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