

Subject card

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| Subject name and code | Selected Issues in Danish Literature, PG_00140055 | | | | | | |
| Field of study | Scandinavian Studies | | | | | | |
| Date of commencement of studies | October 2024 | Academic year of realisation of subject | | | 2024/2025 | | |
| Education level | undergraduate 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 | 1 | Language of instruction | | | Polish Polish | | |
| Semester of study | 2 | ECTS credits | | | 6.0 | | |
| Learning profile | academic | Assessment form | | | | | |
| Conducting unit | Instytut Skandynawistyki i Fennistyki -> Faculty of Languages | | | | | | |
| Name and surname of lecturer (lecturers) | Subject supervisor | | dr Justyna Haber-Biały | | | | |
| | Teachers | | dr Justyna Haber-Biały | | | | |
| 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 | | 118.0 | 150 |
| Subject objectives | The aim of the classes is to familiarize students with knowledge about the most important phenomena in Danish literature, with particular emphasis on contemporary trends and tendencies, as well as to improve skills in interpreting literary works. The course is oriented towards recognizing the specificity of literary works in their native, historical contexts, and reflecting on their significance in contemporary times in the context of multifaceted intercultural transfer. | | | | | | |

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| Learning outcomes | Course outcome | Subject outcome | Method of verification |
| | [SKANL3_W05] He possesses an advanced knowledge of Nordic literature and the connections between them. | The student lists significant literary figures in Denmark and explains their role in the development of culture and social discourse in Denmark; he points out and describes the relationships between the development of literature in Denmark and ongoing social and historical processes in its territories, as well as the literary output in other Nordic countries | [SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion |
| | [SKANL3_U02] He is able to independently plan his lifelong learning and understands the need for continuous self-improvement, with particular emphasis on knowledge of literature, culture, societies, and languages of the Nordic region. | The student understands the need for continuous deepening of their knowledge of Danish literature as the foundation for their future professional activity as a philologist. | [SU1] oral statement/conversation/ discussion |
| | [SKANL3_U12] With the use of his literary knowledge, he can critically examine literary trends in the Nordic countries both from a historical perspective and considering the latest phenomena. | Utilizing literary knowledge, the student can critically address literary trends in Denmark from both historical and contemporary perspectives | [SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written |
| | [SKANL3_K05] He is ready to fulfill the professional role of an employee in Nordic companies operating in the Polish job market or Polish companies collaborating with Nordic countries, including in the promotion of literature. | the student is prepared to professionally promote Scandinavian literature, especially Danish literature. | [SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report |
| | [SKANL3_K02] He is ready to take responsibility for his own decisions and team work, carrying out tasks related to promoting Nordic literature (Swedish, Norwegian, Danish, Finnish). | The student is ready to take responsibility for their own decisions as well as the work of the team when preparing reviews of selected literary works. | [SK1] oral statement/conversation/ discussion [SK8] observation of student's independent or team work |
| | [SKANL3_U09] He has the ability to prepare oral presentations in Polish, one of the Nordic languages, and English, concerning literature, language, culture, media, history, and societies in the Nordic countries, addressing specific issues, using basic theoretical approaches, as well as various sources. | The student is able to prepare an oral presentation on selected topics in Danish literature, taking into account the basic theoretical aspects of the literary work and various sources. | [SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written |
| [SKANL3_W03] He knows and understands the methods of literary analysis and interpretation relevant to the Scandinavian Studies field. | The student is capable of analyzing and interpreting Danish literary works. | [SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW3] text preparation/written work | |
| Subject contents | <ol style="list-style-type: none"> The development of Danish literary biography and its variations illustrated by novels about artists such as D. Willumsen's "Marie," Birgit Pouplier's "Lisinka," and Ch. Hesselholdt's "Vivian." Danish representations of Greenland, exemplified by novels like K. Leine's "Prorocy znad Fiordu Wieczności," P. Hoeg's "Smila w labiryntach śniegu" and K. Rasmussen's travel journal "Nowi ludzie." Additionally, works like Niviaq Korneliusen's "Dolina kwiatów". Depiction of life in Danish provinces and social exclusion based on novels like K. Romer's "Ten, kto mrugnie, boi się śmierci," M. Pryds-Helle's "Piękno ludu" K. Bang Foss "Śmierć jeździ audi" and Jonas T. Bengtsson's "Życie Sus." Selected Danish classics: H.C. Andersen, Karen Blixen, Tove Ditlevsen, and others. | | |
| Prerequisites and co-requisites | | | |
| Assessment methods and criteria | Subject passing criteria | Passing threshold | Percentage of the final grade |
| | active participation in classes | 80.0% | 10.0% |
| | exam | 51.0% | 60.0% |
| | writing a review | 51.0% | 30.0% |

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| Recommended reading | Basic literature | <ol style="list-style-type: none"> 1. Kaszyński, H. Stefan, and Krysztofiak, Maria. "Danish Literature." In: The History of European Literature, vol. II, part II, Warsaw, 1983, pp. 145-223. 2. Kaszyński, H. Stefan, and Krysztofiak, Maria. History of Danish Literature. Poznań: Wydawnictwo Naukowe UAM, 1985. 3. Krysztofiak, Maria. Guide to Scandinavian Literatures. Poznań: Wydawnictwo Naukowe UAM, 2000. |
| | Supplementary literature | <ol style="list-style-type: none"> 1. Pessel, Włodzimierz. "Red and White and White and Red: North - Issues of Cultural Neighborhood." Warsaw: Sedno Academic Publishing, 2020. 2. Schab, Sylwia Izabela. "Here Resides Peace." Poznań: Poznańskie Publishing, 2023. 3. "Women at the Modern Turn in Scandinavia," edited by Mrozek-Sadowska E., Dymel-Trzebiatowska H., Gdańsk, 2007. 4. Iwaszkiewicz J. "Sketches on Scandinavian Literature," Warsaw, 1977. 5. Dictionary of Scandinavian Writers, edited by Ciesielski Z., Warsaw, 1991 |
| | eResources addresses | Adresy na platformie eNauczenie: |
| Example issues/ example questions/ tasks being completed | <ol style="list-style-type: none"> 1. Discuss the family relationships in the home of the main character in the novel "Ulica dzieciństwa." 2. Isolation and the sense of alienation in the novel "Ten kto mrugnie, boi się śmierci." Who is isolated/ excluded and why? Discuss with selected examples. 3. Characterize the theme of social exclusion in Banga Foss's novel "Śmierć jeździ audi." | |
| Work placement | Not applicable | |

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