

**Subject card**

<b>Subject name and code</b>	Development of social thought in romance countries II, PG_00147706						
<b>Field of study</b>	Romance Studies						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2024/2025		
<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 Lectures conducted entirely in Polish.		
<b>Semester of study</b>	2	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>					
<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>		dr hab. Marek Mosakowski				
<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
	[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 responsibility for the preservation and promotion of the cultural heritage of the Romance countries with particular attention to the development of social thought in these countries over the centuries. The student is aware of the influence of the intellectual heritage of the representatives of social thought of the Romance countries on contemporary social, cultural, economic and legal developments in these countries.	[SK1] oral statement/conversation/discussion [SK5] implementation of a problem task
	[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 has advanced knowledge of the connections of Romance philology 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
	[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 observes selected social phenomena in modern Romance countries, analyzes their genesis in the context of the development of social thought in the area of 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
	[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 understands the mutual influence of the social sciences and the literary and linguistic thought of the Romance language area. He/she can identify the main lines of development of social thought in the area in the context of social and cultural evolution from the early 19th century to the present day.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion [SW5] implementation of a problem task
	[FRL3_W09] Knows and understands the methods of analysis and interpretation of cultural texts and contemporary media.	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
	[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 understands the need for continuous training and personal development resulting from a critical assessment of his/her knowledge and workshop skills in the evolution of social thought in the Romance countries.	[SK1] oral statement/conversation/discussion [SK5] implementation of a problem task
	[FRL3_W15] Has general knowledge of humanistic and social thought in the countries of the Romance language areas.	The student has a structured general knowledge of the development of social thought in the area of today's Romance countries from the early 19th century to the present. He/she can relate it to the social thought of other linguistic areas, especially the main theorists of this thought in Anglo-Saxon countries and Germany.	[SW4] test/exam - oral or written [SW1] oral statement/conversation/discussion

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 Romance countries.</p>											
Prerequisites and co-requisites	No prerequisite requirements.											
Assessment methods and criteria	<table border="1" data-bbox="451 913 1487 1010"> <thead> <tr> <th data-bbox="451 913 798 943">Subject passing criteria</th> <th data-bbox="805 913 1141 943">Passing threshold</th> <th data-bbox="1149 913 1487 943">Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="451 954 798 983">Participation in class discussions</td> <td data-bbox="805 954 1141 983">51.0%</td> <td data-bbox="1149 954 1487 983">30.0%</td> </tr> <tr> <td data-bbox="451 994 798 1010">Written exam</td> <td data-bbox="805 994 1141 1010">51.0%</td> <td data-bbox="1149 994 1487 1010">70.0%</td> </tr> </tbody> </table>			Subject passing criteria	Passing threshold	Percentage of the final grade	Participation in class discussions	51.0%	30.0%	Written exam	51.0%	70.0%
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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>, trans. 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.</p> <p>Alexis de Tocqueville and his concept of social atomization.</p> <p>The social thought of positivism. The search for order and social progress.</p> <p>Durkheim and the levels of social reality.</p> <p>Weber - the spirit of Protestantism and capitalism.</p> <p>Ortega and Gasset - the social revolt of the masses in liberal and conservative perspectives.</p> <p>Post-modern social theories in the Romance countries.</p>											
Work placement	Not applicable											

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