

Subject card

Subject name and code	German Studies - lecture I, PG_00166421						
Field of study	German Studies						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2026/2027		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	2		Language of instruction		Polish		
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 (art history, A. Dürer), architecture - BAUHAUS, sociology (Student Revolt 68, J. Habermas, H. Marcuse, A. Mitscherlich), Hartz IV, risk society (U. Beck), German education, history of music - Liedermacher (E. Pluhar, H. v. Veen, M. Prosa, D. Kehr, Knyphausen), religious studies (M. Luther and the cultural faces of the Reformation).						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FGL3_W08] Has a basic knowledge of the conditions of professional work in cultural mediation, education or working in a business and economic environment.	Can apply knowledge of German culture in social and business-economic life.	[SW1] oral statement/conversation/discussion
	[FGL3_K01] They are aware of their knowledge and skills, and have a critical approach to the received and acquired content.	Able to prepare a presentation on German culture of the 20th and 21st centuries (or other statement) and critically present it.	[SK2] presentation/project/paper/report
	[FGL3_K05] Is aware of their responsibility for the preservation and promotion of the cultural heritage of Europe, is aware of the importance of this heritage for the understanding of social and cultural events.	Based on German culture, it seeks to develop and preserve the cultural heritage of the region.	[SK1] oral statement/conversation/discussion
	[FGL3_K02] Is ready to establish contacts and ask for help when expert knowledge is needed to solve a problem.	He is aware that the presence and expertise of an expert is a starting point to expand one's own knowledge of education, social life and German art of the 20th and 21st centuries.	[SK2] presentation/project/paper/report
	[FGL3_U18] Can individually plan and implement their own lifelong learning.	He uses his knowledge of 20th and 21st century German culture to make changes in his professional life.	[SU5] implementation of a problem task
	[FGL3_W18] Has a structured general knowledge of the culture of the countries of the German language area.	Able to engage in conversation and argue clearly in the field of German-speaking culture of the 20th and 21st centuries.	[SW1] oral statement/conversation/discussion
	[FGL3_K06] Participates in cultural and social life using various media and understands the need to encourage others to be in touch with culture and engage with social institutions, initiates such activities.	He is active in community life and uses various media to create bridges between German and Polish culture.	[SK2] presentation/project/paper/report
	[FGL3_W11] Knows and understands the main methods of analysis and interpretation of cultural texts.	He can coherently and clearly interpret a text on 20th century German culture.	[SW1] oral statement/conversation/discussion
	[FGL3_W16] Has knowledge of cultural institutions and orientation in contemporary literary and cultural life in the countries of the German language area.	Can give, for example, a presentation on a topic of his choice about German culture in the 20th century.	[SW2] presentation/project/paper/report
	[FGL3_U10] Has the ability to substantiate their formulated theses, is able to critically use the views of other authors, formulate conclusions and communicate them to various circles of addresses.	Is able to draw conclusions from the analysis of these phenomena, substantively refer to the assigned issues, the work assigned by the instructor	[SU1] oral statement/conversation/discussion
	[FGL3_U11] Is able to use the specialised language and to communicate accurately and coherently in German, using a variety of communication channels and techniques.	Uses specialised German for projects in the arts, social life and education.	[SU1] oral statement/conversation/discussion
	[FGL3_W01] Knows the subject and methodological specificity of philology and understands its importance among the humanities and in the process of culture formation.	He is able to apply philological knowledge to Polish-German cultural exchange in the fields of art, social life and education in the 20th and 21st centuries.	[SW1] oral statement/conversation/discussion
Subject contents	Classes focus on the most important cultural events in Germany primarily in the 20th century. Classes are divided into thematic circles - German education (systemic and alternative), social issues (risk society, the historical role of the bourgeoisie, the social security system), architecture and pedagogy BAUHAUS, student revolt 68. Each thematic circle is discussed in the context of analogous events in Poland. The search for A. Dürer and the cultural faces of the Reformation allude to the origins of the German modern spirit.		
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	Walter Gropius: Pełnia architektury, Kraków 2014 Fiona MacCARTHY: Walter Gropius. Człowiek, który zbudował Bauhaus, Warszawa 2021. 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) Ruhe störung - 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. Magdalena Droste, BAUHAUS 1919-1933, Cologne 2013. Ulrike Müller, Bauhaus-Frauen, Munich 2009. Christina von Hodenberg, Das andere Achtundsechzig, Munich 2018. Gerd Koenen, Andreas Veiel, 1968 Bildspur eines Jahres, Cologne 2010....
	eResources addresses	
Example issues/ example questions/ tasks being completed	Compare BAUHAUS and modernism of Gdynia, why BAUHAUS is an important event in German and world culture, 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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