

Subject card

Subject name and code	German studies - exercises I, PG_00166446						
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	4		ECTS credits		2.0		
Learning profile	academic		Assessment form				
Conducting unit	Division of German Literature and Culture -> Institute of German Philology -> Faculty of Languages -> Rector						
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	0.0	30.0	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 train the ability to discuss and understand and present (presentation) topics that are related to the most important events and areas in German-speaking culture (with a focus on the 20th century). The second goal is to develop the ability to compare German and Polish culture.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[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.	Can substantively discuss the problems of German society, education and the arts, for example, on social media.	[SU1] oral statement/conversation/discussion
	[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.	In light of his knowledge of German culture, he is aware of his responsibility to preserve the cultural heritage of the region.	[SK1] oral statement/conversation/discussion
	[FGL3_U13] Has the ability to prepare oral presentations in German on specific topics, using basic theoretical concepts as well as a variety of sources.	He knows how to make a presentation in an orderly manner. In doing so, he uses theoretical knowledge and that of, for example, art, the life of German society or 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 use cultural knowledge from Germanic philology in cultural life.	[SW1] oral statement/conversation/discussion
	[FGL3_W08] Has a basic knowledge of the conditions of professional work in cultural mediation, education or working in a business and economic environment.	Applies knowledge of German culture in social and business-economic life.	[SW1] oral statement/conversation/discussion [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 addressees.	Using the theory and works of German authors, he clearly formulates his views arguments and theses.	[SU2] presentation/project/paper/report
	[FGL3_U12] Has the ability to produce a typical written work in German on specific topics, using basic theoretical approaches as well as various sources.	He uses his knowledge of German architecture, social life, education or art to write written works.	[SU2] presentation/project/paper/report
	[FGL3_K02] Is ready to establish contacts and ask for help when expert knowledge is needed to solve a problem.	Is aware of the need for continuous development and learning from experts. Uses their knowledge of German culture in solving problems.	[SK1] oral statement/conversation/discussion
	[FGL3_U18] Can individually plan and implement their own lifelong learning.	He keeps track of changes and trends in German culture and uses them in his professional life.	[SU2] presentation/project/paper/report
Subject contents	[FGL3_K01] They are aware of their knowledge and skills, and have a critical approach to the received and acquired content.	Can clearly and substantively present theses and arguments related to German culture.	[SK1] 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.	Participates in the cultural life and receives content related to the culture of the countries of the German-speaking countries, using various media and its various forms	[SK2] presentation/project/paper/report
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	oral statement, presentation	51.0%	100.0%

Recommended reading	Basic literature	Walter Gropius: The Fullness of Architecture, Kraków 2014, Fiona MacCARTHY: Walter Gropius. The Man Who Built the Bauhaus, Warsaw 2021, Maja Dobiasz-Krysiak: School of Transformation. On the Waldorf School in the Era of the Democratic Breakthrough, Kraków 2021, Piotr Osęka: We, the People of March. A self-portrait of the 68 generation, Wolowiec 2015. Jürgen Habermas: Ruhestörung. Protestbewegung und Hochschulreform, Frankfurt am Main 2008, Herbert Marcuse: One-Dimensional Man, Warsaw 1991. Alexander Mitscherlich: Die Unfähigkeit zu trauern, München 2007. Erwin Panofsky: Das Leben und die Kunst A. Dürers, Berlin 1977. Treibhäuser der Zukunft. Wie in Deutschland die Schulen gelingen (Dokumentation von Reinhard Kahl), Nadja Klinger, Jens König: Einfach abgehängt. Ein wahrer Bericht über die neue Armut in Deutschland, Hamburg 2008, Dirk Oschmann, How the West Invented its East, Poznań 2024.
	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	What determines in Poland and Germany (differences and similarities) the perception of social benefits by society and politicians? Differences between the Polish and German education systems. Why is BAUHAUS one of the most important cultural events in Germany in the 20th century? State the differences and similarities of student revolts 68 in Poland and Germany.	
Work placement	Not applicable	

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