

## Subject card

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                          |                                         |                                     |         |                                                                                                                      |     |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------|-------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------|-----|
| Subject name and code                       | History of the Nordic region - lecture II, PG_00140068                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                          |                                         |                                     |         |                                                                                                                      |     |
| Field of study                              | Scandinavian Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                          |                                         |                                     |         |                                                                                                                      |     |
| Date of commencement of studies             | October 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                          | Academic year of realisation of subject |                                     |         | 2025/2026                                                                                                            |     |
| Education level                             | Bachelor's studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                          | Subject group                           |                                     |         | Obligatory subject group in the field of study<br>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                                                                                                               |     |
| Semester of study                           | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                          | ECTS credits                            |                                     |         | 4.0                                                                                                                  |     |
| Learning profile                            | academic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                          | Assessment form                         |                                     |         | exam                                                                                                                 |     |
| Conducting unit                             | Institute of Scandinavian Studies -> Faculty of Languages -> Rector                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                          |                                         |                                     |         |                                                                                                                      |     |
| Name and surname of lecturer (lecturers)    | Subject supervisor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                          | dr Marta Grzechnik                      |                                     |         |                                                                                                                      |     |
|                                             | Teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                          | dr Marta Grzechnik                      |                                     |         |                                                                                                                      |     |
| 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                                 |         | 68.0                                                                                                                 | 100 |
| Subject objectives                          | The aim of the course is to familiarise students with the history of the Nordic countries, with a particular focus on long-term historical processes and issues that allow for a fuller understanding of the shape of societies in these countries today. These topics will be presented against the background of European and world history, with the aim of presenting, on the one hand, the specificity of the historical processes taking place in the Nordic region and, on the other hand, their relationship to the wider European and world context. |                                                          |                                         |                                     |         |                                                                                                                      |     |

| Learning outcomes               | Course outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Subject outcome                                                                                                                                                                                                                                                                                  | Method of verification                                                            |
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|                                 | [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 seeks out facts and opinions about the history of the Nordic states in historical studies. The student draws conclusions from the content of lectures and texts on the history of the Nordic countries.                                                                              | [SU1] oral statement/conversation/discussion<br>[SU4] test/exam - oral or written |
|                                 | [SKANL3_W04] He is familiar with selected, advanced terminology in the field of literary studies, linguistics, as well as cultural and religious studies of the Nordic region, in Polish, English, or one of the Nordic languages (Swedish, Norwegian, Danish, Finnish).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | The student describes the most important historical processes that have taken place in the Nordic countries and the historical basis for the structure of Nordic societies and their principles.                                                                                                 | [SW4] test/exam - oral or written<br>[SW1] oral statement/conversation/discussion |
|                                 | [SKANL3_K01] He is aware of the level of knowledge attained regarding Northern Europe and its languages, and is also capable of critically evaluating this knowledge.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | The student is aware of the extent of knowledge achieved about the history of Northern Europe and is able to evaluate this knowledge critically.<br>The student is cautious in expressing opinions about other cultures.                                                                         | [SK1] oral statement/conversation/discussion<br>[SK4] test/exam - oral or written |
|                                 | [SKANL3_W10] He knows and understands the contexts and processes related to the geographic, social, historical, economic, and media diversity of the Northern European region, as well as the dilemmas of contemporary civilization.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | The student knows the position of the citizen in Nordic societies resulting from the long-term development processes of these societies.<br>The student draws simple conclusions from these processes and explains their impact on the shape of contemporary Nordic societies and their culture. | [SW4] test/exam - oral or written<br>[SW1] oral statement/conversation/discussion |
| Subject contents                | <p>Lecture topics in semester two: Nordic societies in the first half of the 19th century (e.g. new constitutions, Finland under Russian rule); Nordic foreign policy problems in the 19th century. (Crimean War - question of Åland Islands, conflict over Schleswig and Holstein); Nineteenth-century Scandinavianism; Scandinavian societies in the second half of the nineteenth century (industrialisation, rise and development of political parties, emigration); Dissolution of the Swedish-Norwegian union; The Nordic states vis-à-vis the First World War; Finnish independence; Nordic states in the interwar period (beginning of the development of the welfare state); Nordic states during the Second World War; Independence of Iceland; Nordic states vis-à-vis the Cold War; Internal development after the Second World War (consolidation and crisis of the Nordic welfare state system); Nordic states vis-à-vis European integration; Nordic states vis-à-vis the changes in Eastern Europe in the late 1980s and early 1990s; Nordic states in the 1990s.</p> |                                                                                                                                                                                                                                                                                                  |                                                                                   |
| Prerequisites and co-requisites | <p>Fluency in English - unless otherwise agreed in special cases.</p> <p>Passing the first semester of the course - unless otherwise agreed in special cases.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                  |                                                                                   |
| Assessment methods and criteria | Subject passing criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Passing threshold                                                                                                                                                                                                                                                                                | Percentage of the final grade                                                     |
|                                 | Exam                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 51.0%                                                                                                                                                                                                                                                                                            | 99.0%                                                                             |
|                                 | active participation in classes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 85.0%                                                                                                                                                                                                                                                                                            | 1.0%                                                                              |

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| Recommended reading | <p data-bbox="456 69 595 91">Basic literature</p> <ul data-bbox="804 69 1477 331" style="list-style-type: none"> <li>• Władysław Czapliński, Karol Górski, Historia Danii, Wrocław 1965.</li> <li>• Adam Kersten, Historia Szwecji, Wrocław 1973.</li> <li>• Tadeusz Cieślak, Historia Finlandii, Wrocław 1983.</li> <li>• Matti Klinge, Krótka historia Finlandii, Helsinki 1997.</li> <li>• Osmo Jusilla, Seppo Hentilä, Jukka Nevakivi, Historia polityczna Finlandii: 1809-1999, Kraków 2001.</li> <li>• Grażyna Szelągowska, Dania, Warszawa 2010.</li> <li>• Barbara Szordykowska, Historia Finlandii, Warszawa 2011.</li> <li>• Janusz Małek, Historia Norwegii (do roku 1814), Toruń 2019.</li> <li>• Grażyna i Krystyna Szelągowskie, Historia Norwegii XIX i XX wieku, Warszawa 2019.</li> </ul> <p data-bbox="804 356 994 378"><b>Selected chapters:</b></p> <ul data-bbox="804 409 1469 600" style="list-style-type: none"> <li>• Frost, Robert I. (2000): The Northern Wars 1558-1721, Harlow: Longman Group.</li> <li>• Hurd, Madeleine (red.) (2010): Bordering the Baltic. Scandinavian Boundary-drawing processes 1900-2000, Berlin: LIT Verlag.</li> <li>• Roesdahl, Else (1996): Historia wikingów, Gdańsk: Marabut.</li> <li>• Piotrowski Bernard (2015): Skandynawia powojenna. W cieniu państwa opiekuńczego 1944-1975, Poznań: Wydawnictwo Naukowe UAM.</li> </ul> <p data-bbox="804 627 967 649"><b>Selecte articles:</b></p> <ul data-bbox="804 680 1147 777" style="list-style-type: none"> <li>• Scandinavian Journal of History</li> <li>• Studia Scandinavica</li> <li>• Zapiski historyczne</li> <li>• Journal of Baltic Studies</li> </ul> |
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|----------------------------------------------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                | Supplementary literature | <ul style="list-style-type: none"> <li>Kirby, David (1990): Northern Europe in the early modern period: the Baltic world 1492-1772, London: Longman Group.</li> <li>Kirby, David (1999): The Baltic world 1772-1993: Europe's northern periphery in an age of change, London: Longman Group.</li> <li>Ingvar Andersson, Dzieje Szwecji, Warszawa 1967.</li> <li>Bereza-Jarociński, Andrzej (1991): Zarys dziejów Norwegii, Warszawa: Wydawnictwo Naukowe PWN.</li> <li>Czapliński, Władysław (1982): Dzieje Danii nowożytnej, Warszawa: Państwowe Wydawnictwo Naukowe.</li> <li>Denkiewicz-Szczepaniak Emilia (1992): Norwegia na drodze dylematów i przemian 1945-1949, Toruń: Towarzystwo Naukowe w Toruniu.</li> <li>Denkiewicz-Szczepaniak Emilia (2004): Norwegia w I połowie XX wieku. Studia pod red. E. Denkiewicz-Szczepaniak, Toruń: Wydawnictwo UMK.</li> <li>Denkiewicz-Szczepaniak Emilia, Grimnes Ole Kristian (red.), 2006: Norwegia-Polska. Przeszłość i teraźniejszość. Norge-Polen. Fortid og nåtid, Toruń: Wydawnictwo Firet.</li> <li>Grzybowski Marian (2015): Norwegia. Zarys systemu ustrojowego, Kraków: Wydawnictwo Uniwersytetu Jagiellońskiego.</li> <li>Kubka Andrzej (2009): Partie polityczne i systemy partyjne Szwecji, Norwegii i Danii na przełomie XX i XXI wieku, Gdańsk: Wydawnictwo UG.</li> <li>Szelągowska Krystyna (2011): My Norwegowie. Tożsamość narodu norweskich elit w czasach nowożytnych, Kraków: Wydawnictwo Avalon.</li> <li>Urbanik Paweł, Knyt Agnieszka (2016): Droga na północ. Antologia norweskiej literatury faktu, Warszawa: Ośrodek KARTA.</li> <li>Wiśniewska Olga (2010): Związki gospodarcze Norwegii z Gdańskiem i Szczecinem w II połowie XIX wieku, Gdańsk: Wydawnictwo UG.</li> <li>Beckman, Margareta (2011): Jean Baptiste Bernadotte: o tym, jak żołnierz armii Napoleona został następcą tronu szwedzkiego. Gdańsk: Oficyna Wydawnicza Finna.</li> <li>Chymkowski, Roman; Pessel, Włodzimierz (2009): Islandia. Wprowadzenie do wiedzy o społeczeństwie i kulturze, Warszawa: Wydawnictwo Trio.</li> <li>Cieślak, Tadeusz (1983): Historia Finlandii, Wrocław: Zakład Narodowy im. Ossolińskich.</li> <li>Czapliński, Władysław (1973): Ruch oporu w Danii 1940-1945, Wrocław: Zakład Narodowy im. Ossolińskich.</li> <li>Czapliński, Władysław; Górski, Karol (1965): Historia Danii, Wrocław: Ossolineum.</li> <li>Ericson Wolke, Lars (2010): Jan III Waza: władca renesansowy, Gdańsk: Oficyna Wydawnicza Finna.</li> <li>Foot, P. G.; Wilson, D. M. (1975): Wikingowie, Warszawa: Państwowy Instytut Wydawniczy.</li> <li>Haavio, Martti (1979): Mitologia fińska, Warszawa: Państwowy Instytut Wydawniczy.</li> <li>Jaworski, Paweł (2001): Polska niepodległa wobec Skandynawii 1918-1939, Wrocław: Wydawnictwo Uniwersytetu Wrocławskiego.</li> <li>Klinge, Matti (1998): Bałtycki świat, Helsinki: Otava.</li> <li>Kłoczyński, Arnold (2007): Stosunki polsko-szwedzkie w latach 1945-1956, Gdańsk: Wydawnictwo Uniwersytetu Gdańskiego.</li> <li>Kromer, Marcin (1974): Historyja prawdziwa o przygodzie żalosnej księżniczki finlandzkiej Jana i królowny polskiej Katarzyny, oprac. Janusz Małek, Olsztyn: Pojezierze.</li> <li>Majewska, Gabriela (1991): Polityka handlowa Szwecji w latach 1720-1809, Wrocław: Zakład Narodowy im. Ossolińskich.</li> <li>Majewska, Gabriela (2004): Szwecja: kraj, ludzie, rządy w polskiej opinii II połowy XVIII wieku, Gdańsk: Wydawnictwo Uniwersytetu Gdańskiego.</li> <li>Palmer, Alan Warwick (2008): Północne sąsiedztwo: historia krajów i narodów Morza Bałtyckiego, Warszawa: Książka i Wiedza.</li> <li>Piekarczyk, Stanisław (1979): Mitologia germańska, Warszawa: Wydawnictwa Artystyczne i Filmowe.</li> <li>Piotrowski, Bernard (2006): Tradycje jedności Skandynawii: od mitu wikingów do idei nordyckiej, Poznań: Wydawnictwo Naukowe UAM.</li> <li>Piotrowski, Bernard (2006): Integracja Skandynawii: od Rady Nordyckiej do wspólnoty. Poznań: Wydawnictwo Naukowe UAM.</li> <li>Szordyńska, Barbara (1994): Finlandia w polityce caratu w latach 1899-1914: problemy rusyfikacji i unifikacji, Gdańsk: Wydawnictwo Uniwersytetu Gdańskiego.</li> <li>Urbańczyk, Przemysław (2004): Zdobywcy północnego Atlantyku, Wrocław: Wydawnictwo Uniwersytetu Wrocławskiego.</li> </ul> |
|                                                                | eResources addresses     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Example issues/<br>example questions/<br>tasks being completed |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Work placement                                                 | Not applicable           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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