

Subject card

Subject name and code	Scandinavian social thought and policy, PG_00144517						
Field of study	Scandinavian Studies						
Date of commencement of studies	October 2025		Academic year of realisation of subject		2027/2028		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study Optional subject group Humanistic-social subject group 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	3		Language of instruction		Polish		
Semester of study	5		ECTS credits		3.0		
Learning profile	academic		Assessment form		credit		
Conducting unit	Institute of Scandinavian Studies -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr Marta Skorek				
	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		43.0	75
Subject objectives	The aim of the course is to present the Nordic social thought and policy in the 20th and 21th century, the specificity of the Nordic political culture, the welfare state, and labor market conditions, as well as the Nordic economic tradition and political economy. The course covers case studies related to the public sector to explore the Nordic perception of the role played by education and the school system in shaping rational and community-oriented civic attitudes. The course also focuses on the changes taking place in the Nordic countries in the wake of globalization (multiculturalism).						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[SKANL3_U05] He participates in discussions, is open to the variable, often unpredictable positions of interlocutors, and can jointly reach a constructive solution with them using appropriate methods.	In conditions that are not always predictable, students approach problem-solving innovatively, inspired by Nordic solutions. They use appropriate methods and procedures, also in a foreign language.	[SU2] presentation/project/paper/report [SU3] text preparation/written work
	[SKANL3_W06] He knows and comprehends cultural and media-related facts and issues of the Nordic region in an advanced degree, as well as the tools for their description and analysis.	Students have advanced knowledge of the political culture in the Nordic countries, and are familiar with the basics of their social philosophy.	[SW2] presentation/project/paper/report [SW3] text preparation/written work
	[SKANL3_W08] He knows and understands the methods, tools, and techniques of data acquisition appropriate for political and administrative sciences, allowing for the description of phenomena, structures, and social institutions in the Nordic countries, as well as the processes occurring within and between them.	Students know and understand methods, tools and techniques used for obtaining data regarding the Nordic welfare state, the labor market, and labor relations, which enables them to describe social phenomena, structures and institutions, as well as the processes occurring within and among them.	[SW2] presentation/project/paper/report [SW3] text preparation/written work
	[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).	Students know selected, advanced terminology in the field of the political culture of the Nordic countries, and the Nordic model of the welfare state, in Polish, English or one of the Nordic languages (Swedish, Norwegian, Danish).	[SW2] presentation/project/paper/report [SW3] text preparation/written work
	[SKANL3_U04] He is able to plan and organize both individual and team work.	Students can plan and organize - also using English and one of the Nordic languages (Swedish, Norwegian, Danish) - both individual and team work, e.g. keeping a learning diary and making a group presentation.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work
	[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.	Students are able to independently plan their own lifelong learning, and they understand the importance of continuing education and professional development, with particular emphasis on the culture of Northern Europe.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
	[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.	Students are aware of the degree of their knowledge about social philosophy of the Nordic countries and understand the importance of their continuous skill development.	[SK3] text preparation/written work
	[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.	Students are ready to work for Nordic companies operating in the Polish labor market or for Polish companies cooperating with the Scandinavian countries.	[SK2] presentation/project/paper/report [SK3] text preparation/written work
	[SKANL3_U01] He is able to search, select, analyze, and interpret information using advanced information and communication techniques, in Polish, English, or one of the Nordic languages (Swedish, Norwegian, Danish, Finnish), employing appropriate terminology.	Students are able to search, select, analyze and interpret information on the Internet about the roots of the Nordic model, in Polish, English or in one of the Nordic languages (Swedish, Norwegian, Danish).	[SU2] presentation/project/paper/report [SU3] text preparation/written work
	[SKANL3_U08] He has the ability to prepare written works in Polish, one of the Nordic languages, and English concerning literature, language, culture, media, history, and societies in the Nordic countries based on various theoretical concepts and diverse sources.	Students have the ability to prepare written assignments in Polish or a foreign language, based on various sources and theoretical concepts in the field of political culture and the welfare state using various sources.	[SU2] presentation/project/paper/report [SU3] text preparation/written work

	Course outcome	Subject outcome	Method of verification
	[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.	Students become familiar with the elements of the Nordic welfare state and distinguish among its variants, depending on the Nordic country in which a given model has been developed.	[SW2] presentation/project/paper/report [SW3] text preparation/written 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.	Students have the ability to make oral presentations on particular systemic solutions to be found in the Nordic countries. The presentations are prepared in Polish or in a foreign language, using various sources and basic theoretical concepts.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report
Subject contents	Social thought and policy of the Nordic area from a European perspective, The Nordic model - then and now. The idea of progress and modernity. The welfare state, social policies related to the labor market and flexible security (flexicurity). Citizens in the welfare state. Social minorities and equal rights in the postmodern era. Nordic economic tradition. Nordic model of politics - consensualism and the idea of a social contract. Neoliberalism and the minimal state and public sector management. The Nordic model of education and higher education from the perspective of various stakeholders. Educational policy from Grundtvig to lifelong learning. The Nordic countries in the era of multiculturalism. Originality or peripherality of the Nordic thought and social policy.		
Prerequisites and co-requisites	Formal requirements: Receiving credit for the following: "History of the Nordic region" and "Selected social and political developments in the Nordic countries", unless the teacher decides otherwise. Entry requirements: Consolidated knowledge of the basics of the political and administrative system of the Nordic countries. The ability to independently acquire and use relevant theoretical knowledge. The ability to write standard assignments in Polish for the purpose of documenting the acquired knowledge.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Written assignment	51.0%	50.0%
	Presentation	51.0%	19.0%
	Active class participation	80.0%	1.0%
	Learning diary	51.0%	30.0%
Recommended reading	Basic literature	Häusermann, Silja; Palier, Bruno (2008): The politics of employment-friendly welfare reforms in post-industrial economies, Socio-Economic Review, 6, 559 - 586. Musiał, Kazimierz (1999): Institutionalisation of Scandinavian Consensual Democracy. Folia Scandinavica Posnaniensia, Vol. 5, 59-73 Sipilä, Jorma; Anttonen, Anneli; Kröger, Teppo (2009): A Nordic Welfare State in Post-industrial Society, [w:] J. Powell, J. Hendricks: The Welfare State in Post-Industrial Society. Dordrecht: Springer, 181-198.	
	Supplementary literature	Brak.	
	eResources addresses		
Example issues/ example questions/ tasks being completed	Brak.		
Work placement	Not applicable		

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