University of Gdańsk

Subject card

Subject name and code	Development of social thought in romance countries II, PG_00189158						
Field of study	Spanish and Portuguese Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject	2026/2027			
Education level	Bachelor's studies		Subject group	Obligatory subject group in the field of study Humanistic-social subject group			
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	2.0			
Learning profile	academic		Assessment form	credit			
Conducting unit	Division of Romance Literatures -> Institute of Romance Philology -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		dr hab. Marek Mosakowski, prof. UG				
	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 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
	[IBEL3_K04] Is aware of cultural differences and related challenges, is able to apply in practice the knowledge of mechanisms of intercultural communication	The student is aware of the cultural differences between the Romance countries resulting from the different paths of evolution of these societies in anthropological, economic and political perspectives. He/she is able to point out these differences and apply them to facilitate contemporary intercultural communication.	[SK1] oral statement/conversation/ discussion [SK5] implementation of a problem task
	[IBEL3_W15] Has a structured general knowledge of the development of social thought and socio-economic-political realities in the Romance-speaking countries	The student has a structured general knowledge of the development of social thought in the Romance countries from the early 19th century to the present. He can relate it to the social thought of other linguistic areas, especially to the main theorists of this thought in Anglo-Saxon countries and Germany.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
	[IBEL3_W06] Has advanced knowledge of the links between iberistics and other disciplines in the humanities and related sciences, has a basic knowledge of the participants in cultural activities	The student has advanced knowledge of the interrelationship of iberistics 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
	[IBEL3_K01] He is ready to critically evaluate the knowledge he possesses and the content he receives	The student understands the need for continuing education and personal development resulting from a critical assessment of his knowledge and workshop skills in the evolution of social thought in the Romance countries from the early 19th century to the present. Thus, he/she is aware of the responsibility for preserving and promoting the intellectual heritage of these countries.	[SK1] oral statement/conversation/ discussion [SK5] implementation of a problem task
	[IBEL3_W09] It knows and understands basic methods of analysis and interpretation of cultural texts	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
	[IBEL3_U16] Can make observations and interpretations of socio-cultural phenomena, analysing their links with various disciplines in 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 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
	[IBEL3_W01] Has advanced knowledge of the specificity of philology in terms of subject matter and methodology as well as its importance among the humanities 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 can identify the main lines of development of social thought in the area in the context of social evolution from the early 19th century to the present.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW5] implementation of a problem task

<table>
<tr><td>Subject contents</td><td>Conservative reaction to the progressive social and political thought of the Enlightenment in various Romance countries.

Early sociology in France, Italy, Spain, England and Germany in the first half of the 19th century.

The industrial revolution, social secularization and the retreat from religion in the Romance countries in the second half of the 19th century.

Auguste Comte's social theories. Positivism and scientism.

Evolution of social institutions in the 19th and 20th centuries in Western Europe.

The social thought of Durkheim and Weber.

Ortega y Gasset. Criticism of mass society.

Contemporary sociology in the Romance countries.</td></tr>
<tr><td>Prerequisites and co-requisites</td><td>No prerequisite requirements.</td></tr>
<tr><td>Assessment methods and criteria</td><td><table>
<tr><th>Subject passing criteria</th><th>Passing threshold</th><th>Percentage of the final grade</th></tr>
<tr><td>Written exam</td><td>51.0%</td><td>70.0%</td></tr>
<tr><td>Participation in class discussions.</td><td>51.0%</td><td>30.0%</td></tr>
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<tr><td>Recommended reading</td><td><table>
<tr><td>Basic literature</td><td>Jerzy Szacki, Historia myśli socjologicznej, Warszawa 2006.

George Ritzer, Klasyczna teoria socjologiczna, transl. by Hanna Jankowska, Warszawa 2004.

Paweł Śpiewak, (red), Klasyczne teorie socjologiczne (selection of texts), Warszawa 2006.</td></tr>
<tr><td>Supplementary literature</td><td>No supplementary reading list.</td></tr>
<tr><td>eResources addresses</td><td></td></tr>
</table></td></tr>
<tr><td>Example issues/ example questions/ tasks being completed</td><td>Conservative reactions in France, Spain and Portugal to the social gains of the French Revolution.Alexis de Tocqueville and his concept of social atomization.The social thought of positivism. The search for order and social progress.Durkheim and the levels of social reality.Weber - the spirit of Protestantism and capitalism.Ortega and Gasset - the social revolt of the masses in liberal and conservative perspectives.Post-modern social theories in the Romance countries.</td></tr>
<tr><td>Work placement</td><td>Not applicable</td></tr>
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