University of Gdańsk

Subject card

Subject name and code	Development of social thought in romance countries I, PG_00189162		
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	1	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	dr hab. Marek Mosakowski, prof. UG	

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 acquaint students with the development of social thought in the geographical area of today's Romance countries from the beginning of the formation of socio-political theories in Greco-Roman antiquity to the end of the 18th century. Students should be able to analyze the various social phenomena occurring in these countries at the time, find their historical, political and economic sources, and place them critically in the broader contexts of contemporary institutions and ideals of civil society.Translated with DeepL.com (free version)

Learning outcomes

Course outcome	Subject outcome	Method of verification
[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 antiquity to the end of the 18th century in economic, anthropological and social perspectives.	[SW1] oral statement/ conversation/discussion [SW5] implementation of a problem task
[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 evolutionary paths of their societies in anthropological, economic and political perspectives. He/she is able to identify these differences and apply them to facilitate contemporary intercultural communication.	[SK1] oral statement/conversation/ discussion [SK5] 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. 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_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 the area of these countries from antiquity to the end of the 18th century. 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_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 up to the end of the 18th century on socio-political issues in the countries of the Romance language area.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
[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 antiquity to the end of the 18th century.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW5] 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 area of today's Romance countries from antiquity to the end of the 18th century. He can relate it to the social thought of other linguistic areas, especially the main early modern theorists of this thought in Anglo-Saxon countries, such as Hobbes, Locke and Smith.	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion

Subject contents	Development of socio-political thought in ancient Greece - Plato, Aristotle, Stoics. Socio-political thought of St. Augustine and St. Thomas Aquinas. Machiavelli - the theory of raison d'etat as an expression of the new socio-political concepts of the Renaissance. Reformation and its impact on the formation of modern capitalism. Bartolomeo de las Casas and his anthropological theories. Theories of the social contract - Hobbes, Locke and Rousseau.Montesquieu as the first representative of modern sociology. Social thought of the French Enlightenment - Voltaire and the Encyclopedists.
Prerequisites and co-requisites	No requirements.

Assessment methods and criteria

Subject passing criteria	Passing threshold	Percentage of the final grade
Written examination	51.0%	70.0%
Participation in class discussions	51.0%	30.0%

Recommended reading

Basic literature	Jerzy Szacki, *Historia myśli socjologicznej*, Warszawa 2006. George Ritzer, *Klasyczna teoria socjologiczna*, trans. by Hanna Jankowska, Warszawa 2004. Paweł Śpiewak, (red)., *Klasyczne teorie socjologiczne* (selection of texts), Warszawa 2006.
Supplementary literature	No supplementary reading list.
eResources addresses	

Example issues/ example questions/ tasks being completed	Differences in the socio-political concepts of Plato and Aristotle. St. Augustine's socio-political visions in his work *De Civitate Dei*.St. Thomas Aquinas and his theory of feudalism. Machiavelli as theorist of the modern secular state. Theories of the social contract in the 17th and 18th centuries. New socio-political concepts during the Enlightenment.
Work placement	Not applicable

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