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This book is the end result of lectures conducted in 2017/2018, whose main theme was "Knowledge". The lecturers and authors of these articles are renowned scholars from various departments of Adam Mickiewicz University in Poznań. Due to this being the jubilee year marking 100 years of the University, one representative from each of the universities that emerged from the University of Poznan was invited to give lectures: Karol Marcinkowski University of Medical Sciences, University of Life Sciences, and the Eugeniusz Piasecki Academy of Physical Education. The lecturers thus included a chemist, ethnologist, philologist, doctor, lawyer, psychologist, sociologist, food technologist and a specialist in physical culture. The lectures were held in the former imperial castle, which during the interwar period was not only the residence of the head of state but also the seat of the University of Poznan. In this jubilee year, the subject matter of the lectures was "knowledge" and thus an attempt to answer the questions: What is knowledge? How is it acquired, verified and passed on? What is common knowledge and expert knowledge? What is it for the researcher and what is it for the subject of the research?

Jarosław Liberek

The Philologist and Non-philologist on a Quest for Customs, Conventions and Norms – in Search of Full Knowledge about Communication

According to one of the most widespread definitions, a philologist is a specialist in the language and literature of a particular nation or civilisation, i.e. someone with the proper knowledge base on the topic. Therefore, the main focus of the present paper is this particular knowledge as resource, primarily in relation to language and communication, due to the fact that the author is a Polish linguist. Knowledge concerning human communication codes presupposes not only knowledge about models, patterns and norms, which constitute a more or less abstract reflection of language, but also knowledge about language custom (usage). This dichotomous principle applies to both specialists and laymen. The philologist who delves into the mysteries of grammar and at the same time ne-

glects the study of language usage is as flawed as the layman who stubbornly rejects scientific or popular science descriptions of language. Harmony between clear and explicit knowledge is the essence of understanding.

Keywords: clear knowledge, explicit knowledge, language, communication, language norm, correctness, language mistake

Jerzy Marian Brzeziński

Ethical Aspects of Acquiring Knowledge within the Social Sciences

When we talk about acquiring or extending knowledge in the field of the social sciences, what we have in mind, apart from its content, is the credibility of such knowledge. The key question here is whether that which researchers communicate to us can be labelled "scientific knowledge". The essence of scientific knowledge is its intersubjectivity and that is in two senses: first, it can be intersubjectively communicated and second, it is intersubjectively verifiable. Only knowledge acquired in this "transparent" way deserves attention, also as a potential foundation for various programmes for practical implementation. Thus, the first ethical context is that of acquiring knowledge and disseminating it, as well as superimposing social practice on it. Scientific knowledge within the social sciences is of an empirical nature. In order to acquire their 'scientific citizenship', new ideas in the form of individual assertions and theories must first be contrasted with the facts of a broadly understood and well-controlled experiment. Such research is conducted using people as participants. At present, researchers conducting empirical research are not allowed to do just anything they wish, because they are limited by the rules of ethics. This is what comprises the second ethical context. In the contemporary world, scientific knowledge is created within the limits of an institutional structure. States provide science with better or worse financial support, depending on their GDP and the policies governing this field. The level of funding granted by the state depends on the stature of the scientific unit and the researchers themselves. This system is flawed, as has become apparent in Poland, and has given rise to various protests. Unfortunately, the state pretends that everything is fine. Those researchers who are less resistant to various institutional pressures become participants in the merciless "rat race" and in order to remain ahead of the pack, break the rules of scientific research ethics. This is what comprises the third ethical context of scientific knowledge creation.

Keywords: knowledge social sciences, intersubjectivity of research, ethics of acquiring knowledge

Paweł Wiliński

The Price of (a Lack of) Knowledge and the First Paradox of Law

Implementing and applying law is a constant battle for access to knowledge. This is because 'knowledge' is, or at least should be, the basis of all decisions, findings and conclusions relating to the application of the law. Knowledge of

the law is necessary for each of us. It is important when we conclude a contract for the sale of a flat or sign an employment contract, when we are summoned as witnesses, when we become the victim of a crime or the accused. However, the way in which laws are made, drafted, interpreted and applied does not make them easy to understand. In fact, one might even have the impression that the opposite is true. Seemingly accessible knowledge becomes impenetrable. However, the less possible it seems to know and understand the law, the more obedience seems to be enforced. Knowledge of the facts, on the other hand, is needed by the authorities that enforce the law, i.e. tax offices, prosecutors, police and courts. In order to obtain it, they use a variety of instruments, not shying away from those whose use is oppressive for the addressees. Remand, inspections, wiretapping and investigations are all the means whose instrumental use becomes a way to extract knowledge. All these phenomena have been analysed. They show emphatically that the price of knowledge about the law (or a lack of it) and the costs we pay for acquiring it are constantly growing.

Keywords: knowledge, law, legal knowledge, lack of legal knowledge

Grzegorz Schroeder

Chemistry – the Scientist's Approach and the Public's Expectations and Opinions

"Chemistry creates substances with new properties, it creates the world": this sentence formulated by the Italian philosopher of science Professor Evandro Agazzi most comprehensively describes the relationship between the results of chemists' work and the public's concerns and expectations about new chemical compounds and materials. Chemists create new materials not found in the natural environment. All chemical substances have properties resulting from their form and structure, hence each chemical element or compound affects the environment in which it occurs. Responsible handling of chemical products and reliable testing of their effects on the environment is an essential step towards deriving benefits from the achievements of chemistry.

Keywords: knowledge, chemistry, chemicals, environment

Jan Gawęcki

Instruments for Disseminating Nutritional Knowledge and their Reliability

Knowledge of how to eat properly in order to satisfy the body's needs and stay healthy has long been the subject of human interest. Views on this subject have evolved throughout history, giving rise in the second half of the 18th century to the science of nutrition, whose founding father is considered to be the French aristocrat and scientist Antoine Lavoisier. This science, which developed in conjunction with medicine, bromatology and food technology, has thus far accumulated a substantial body of knowledge on the relationship between food, nutrition and health, which is constantly updated by means of various types of

observational and experimental studies. There are four main instruments for disseminating nutritional knowledge: nutritional standards, nutritional recommendations, nutritional targets and food labelling. Each of these targets a different audience, has different specificities and different determinants of an effective response. The dynamic progress in scientific research, on the one hand, and the existence of numerous myths in society about healthy eating, on the other, create the need for a systematic evaluation of the scientific evidence used to update and disseminate nutrition knowledge.

Keywords: knowledge, nutrition, nutritional standards, nutritional recommendations, nutritional goals, food labelling

Doroła Zozulińska-Ziółkiewicz

How Diabetes Knowledge can Improve Health in Society

Diabetes is a metabolic disease resulting from an absolute or relative insulin deficiency. Sweet in name only, this disease is a 21st-century pandemic. Over 420 million people worldwide suffer from diabetes; in Poland, the number of sufferers stands at around 3 million. The number of sufferers has more than tripled in the last three decades, and forecasts indicate that over the next 20 years, it will exceed 600 million worldwide.

Diabetes is a health problem that leads many to crippling chronic complications and premature death. Every 6 seconds somebody somewhere in the world dies from diabetes and its complications, and half of these are under the age of 60. Diabetes, and above all its chronic complications, constitutes a huge social and economic problem. What is needed is knowledge and the will to overcome it. We first need to identify and define the causative factors, a complex causal construct linked to the development of civilisation and human physical fatigue. This knowledge of the causative factors of the disease and its complications provides the basis for preventive measures that lead to swifter, proactive detection of the disease and also to prevent its negative consequences. Knowledge and skills of good therapy for those affected, in addition to prevention, provide a chance for a healthier and longer life.

Keywords: knowledge, diabetes, health, social communication

Wiesław Osiński

Surpassing the Impossible. Towards Physical Activity in Old Age

The process of distinguishing knowledge about physical culture became clear in the second half of the 19th century. At that time, the development of mass education, military service, preventive medicine and hygiene created new needs, as did sports, tourism and recreational movements. The first training centres and targeted research laboratories were set up. When in 1919 in Poznań, after centuries of hard work, this dream came true and work started on creating a uni-

versity in Poznań, the bold idea of establishing a Chair of Physical Education and School of Hygiene was also taken up. Eugeniusz Piasecki, at that time an assistant professor at the University of Lwow, was appointed the first head of the Chair. Throughout his activity (1919-1947), he remained a consistent advocate of university education for physical education teachers. Today, the importance of physical activity for physical, mental, social and spiritual health is recognised at many of the world's most renowned universities. One issue in particular that has developed during the last 20 years is the physical activity of older people. Initiatives in this area are being undertaken by the world's most serious organisations, the reason being that we are dealing with a demographic phenomenon that some even call the 'geriatric bomb'. Not only do people wish to live longer, but above all to do so with full physical, intellectual and emotional abilities. Studies have shown the role of physical activity in the primary and secondary prevention of diabetes, coronary heart disease, depression, osteoporosis, some forms of cancer and other diseases. In Poland, the state of the sedentary lifestyle and its consequences is extremely alarming.

Keywords: knowledge, movement, lifestyle, physical culture, older people

Anna Weronika Brzezińska
"Alternative Facts", Rumours and Fake News. An Anthropological Look at Common Knowledge

We refer to the knowledge we possess and have acquired during the education process. But is it only this? After all, every day we are exposed to a wealth of information from different sources, but are we able to verify all of it and find time to reflect on it? We absorb this information, but do we process it in its entirety? How often do we use stories, anecdotes and bits of gossip in our conversations to embellish our stories, to build some drama, to focus our interlocutors' attention, to lend credibility to our statements?

Common knowledge, or everyday and universal knowledge, is the sum of our life experiences, which each of us constructs individually. What happens when we base our life experiences on unverified information sources that mislead us in order to deceive us? Why do we need fallacious rumours and deliberately spread fake news in our daily lives? For example, about how the pack treats old wolves

Keywords: knowledge, common knowledge, contemporary folklore, rumour, urban legend

Marek Ziółkowski
Disruption and Manipulation of Knowledge Transmission. The Sociology of Lying

The overwhelming bulk of knowledge about the world comes from messages received in various ways from other people, by means of everyday conversations,

formalised records or the internet. These messages are a source of verified knowledge, but also more or less varying opinions, false beliefs and stereotypes. The different phases of the knowledge transmission process (sources of the sender's knowledge – the sender's subjective beliefs – messages sent by the sender – messages received and understood by the receiver – information accepted by the receiver) are subject to both accidental interference and intentional manipulation. Among the latter, the most important forms are naive replication of untruths, deliberate lies, creating false authorities, imposing views by coercion or indoctrination, not allowing any dialogue. A lie, understood as a conscious and intentional provision by the sender of information contrary to his/her subjective beliefs, occurs not only in propaganda, the game of intelligence, politics or diplomacy, but also in everyday life. It has various forms, methods and social functions, not only purely negative, but sometimes also positive. The sociology of lying is the analysis of its functions in society.

Keywords: knowledge, lie, social communication