

**John Paul II Catholic University of Lublin**  
**Faculty of Philosophy**  
**academic year 2012/2013**

field of study

**philosophy**

first-cycle studies

full-time studies

<b>Subject catalogue History of Medieval Philosophy</b>				
<b>Type:</b>	lecture and classes			
<b>Hours:*</b>	winter semester	-	summer semester	30 + 30
*If a subject consists of e. g. lecture and classes, the proper hours to any classes should be given.				
<b>ECTS:</b>	winter semester	-	summer semester	5
<b>Language of tuition:</b>	English			
<b>Method of assessment:*</b>	winter semester	-	summer semester	E + credit with mark
*If a subject consists of lecture and classes, the proper method of assessment to any classes should be given.				
<b>SUBJECT SPECIFIC OBJECTIVES</b>				
1.	Introduction into the problems of history of ideas in the Christian antiquity and the Middle Ages			
2.	Presenting information on the basic patristic and medieval philosophies			
3.	Highlighting the problems regarding the interface of philosophy and religion			
<b>PREREQUISITE (KNOWLEDGE, SKILLS, COMPETENCE, OTHERS)</b>				
1.	Satisfactory knowledge concerning ancient philosophy			
2.	Some general knowledge concerning the great world religions: Christianity, Judaism and Islam			
3.	Elementary skills in analytical and comparative thinking			
<b>LEARNING OUTCOMES</b>				<b>Correlation with program learning outcomes</b>
Knowledge				
1.	Student has the knowledge of the basic facts and theoretical issues regarding patristic and medieval thought			K_W02, K_W03, K_W09
2.	Student has an awareness of the complexities regarding the relationship of thought and religion			K_W01, K_W02, K_W09

Skills				
1.	Student can understand and process information concerning issues relevant to medieval intellectual life			K_U04, K_U05
2.	Student can read, analyze and discuss patristic and medieval philosophical texts			K_U05
3.	Student can apply his knowledge of medieval philosophy to our contemporary intellectual pursuits			K_U04, K_U05
Social Competence				
1.	Having understood the complexities of the relationship obtaining between thought and religion, student develops a tolerant and understanding attitude to diverse world-views and religious faiths			K_K05
TEACHING CONTENT (SUBJECT DESCRIPTION)				
The relationship of philosophy and religion, early Christianity's attitude to philosophy, patristic systems of thought: Origen, the Cappadocians, St. Augustine of Hippo, the intermediaries between antiquity and the Middle Ages: Boethius, Pseudo Dionysius, the Carolingian renaissance, the thought of St. Anselm, the philosophical issues of the 12 <sup>th</sup> century: the problem of universals, the humanist and naturalistic trends in the 12 <sup>th</sup> century Scholasticism; the development of Scholasticism in the 13 <sup>th</sup> century: the reception of Aristotle's philosophy and Arab science and philosophy; the great systems of the 13 <sup>th</sup> and 14 <sup>th</sup> centuries: St. Bonaventure, St. Thomas Aquinas, St. Albert the Great, John Duns Scotus, William Ockham.				
TEACHING METHODS*				
<b>Lecture:</b> conventional lecture				
<b>Classes:</b> analyzing classical texts, problem discussion in a group, preparation of papers by the participants				
*If a subject consists of lecture and classes, the proper teaching methods to any classes should be given.				
METHODS OF LEARNING ACHIEVEMENTS ASSESSMENT*				
<b>Lecture:</b>				
1.	written and oral exam – 100%			
<b>Classes:</b>				
2.	written tests – 50%, preparation and presentation of a paper – 30%, current assessment of participation – 20%			
GRADING SCALE*				
LEARNING OUTCOMES	2 unsatisfactory (fail)	3 satisfactory	4 good	5 very good
Knowledge	Student fails to acquire the requisite information on patristic and medieval philosophy	Student possesses minimum knowledge of theoretical issues and historical facts concerning patristic and medieval philosophy	Student has a fairly extensive, systematized knowledge as well as a correct understanding of patristic and medieval philosophy	Student has a very thorough, comprehensive and systematized and nuanced grasp of the theoretical issues and historical circumstances of patristic and medieval thought

Competence	Student is unable to grasp and analyze the essence of a given philosophical problem related to medieval philosophy	Student can show some understanding of theoretical issues relative to medieval philosophy	Student can give a fairly correct discussion of a relevant philosophical issue	Student can thoroughly and comprehensively analyze any philosophical point related to the medieval period; can grasp the interconnection of medieval issues and those of other epochs, including the present day theoretical concerns
Social Competence	Student is unable to cooperate in group work and group discussion of philosophical points	Student rather passively participates in discussions	Student is able to bring some original contribution to social debates and exchanges concerning philosophical matters	Student can play a leading role in any social debate concerning philosophical problems

Sometimes the plus symbol or decimal is used to modify the numerical grades.

### STUDENT WORKLOAD

Activity	Average time students typically need to complete proper learning activity*
sessions with the lecturer	60
preparing to classes	40
preparing paper	30
self-study	20
<b>TOTAL HOURS:</b>	<b>150</b>

\* Workload indicates the time students typically need to complete all learning activities required to achieve the expected learning outcomes. In most cases, student workload ranges from 1,500 to 1,800 hours for an academic year, whereby **one credit corresponds to 25 to 30 hours of work.**

**TOTAL ECTS:**

5

### REQUIRED READING LIST

1.	F. Copleston, History of Philosophy, vol. 2 From Augustine to Scotus, London/New York 1956 (or any other edition).
2.	A selection of readings from medieval patristic and authors: Origen, St. Augustine, Boethius, St. Anselm, John of Salisbury, Aquinas.

### RECOMENDED READING LIST

1.	A. S. McGrade, The Cambridge Companion to Medieval Philosophy, Cambridge 2003.
2.	J. Marenbon, Medieval philosophy, New York 2007.