

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

field of study

**philosophy (course in English)**

first-cycle studies

full-time studies

<b>Subject catalogue Introduction to Philosophy</b>				
<b>Type:</b>	lecture with classes			
<b>Hours:*</b>	winter semester	30	summer semester	-
*If a subject consists of e. g. lecture and classes, the proper hours to any classes should be given.				
<b>ECTS:</b>	winter semester	4	summer semester	-
<b>Language of tuition:</b>				
<b>Method of assessment:*</b>	winter semester	E	summer semester	-
*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 to the basic insight to philosophy (its main sections, currents etc.).			
2.	Acquiring the basic philosophical skills (formulating questions, analyzing, discriminating etc.).			
3.	Forming the attitude of conscious participation in public life.			
<b>PREREQUISITE (KNOWLEDGE, SKILLS, COMPETENCE, OTHERS)</b>				
1.	General intellectual culture.			
2.	The ability to think in a critical manner.			
<b>LEARNING OUTCOMES</b>				<b>Correlation with programme learning outcomes</b>
Knowledge				
1.	The student knows the specificity of philosophy – its subject matter, method and goal.			K_W02
2.	The student knows the basic sections of philosophy and philosophical currents.			K_W03
3.	The student understands the role of philosophy in culture and the connection between philosophy and world-view.			K_W01
Skills				
1.	The student knows how to use the basic instruments of philosophical analysis.			K_U05
2.	The student uses philosophical terminology.			K_U04
Social Competence				
1.	The student is able to discuss on topics concerning world-view and backs up the views by knowledge acquired during the lectures.			K_K04
2.	While participating in public life the student is able to identify problems of philosophical nature, differences between views and philosophical argumentation.			K_K05
<b>TEACHING CONTENT (SUBJECT DESCRIPTION)</b>				

The lecture includes the following topics:

I. Metaphilosophy (theory of philosophy): (1) the etymology of the word 'philosophy'; (2) the division of philosophy – the branches of philosophy; (3) the conceptions of philosophy; (4) the nature of the philosophical questions; (5) the relations between philosophy and some other domains of culture: science, world view, religion, and art.

II. Some Main Problems of Philosophy:

(1) Ontology (metaphysics) [theory of being]: (i) the kinds of being; (ii) 'why is there something rather than nothing?'; (iii) the existence of God (philosophical/natural theology or philosophy of religion); (iv) the mind-body problem (philosophical psychology/anthropology or philosophy of mind).

(2) Epistemology [theory of knowledge]: (i) the definition of knowledge; (ii) the nature of truth; (iii) what does 'to mean' mean?; (iv) does language determine our world view? (philosophy of language).

(3) Axiology [theory of value]: (i) are the values objective or subjective?; (ii) what ought we to do? (ethics – deontology); (iii) how to be happy? (ethics – theory of 'eudaimonia'); (iv) what is beauty? (aesthetics).

III. Some Main Currents in Contemporary Philosophy: (1) Analytical Philosophy ('English-speaking' philosophy). (2) Phenomenology – Existentialism – Hermeneutics ('continental' philosophy). (3) Neo-Thomism (Neo-Scholasticism, 'Christian' philosophy).

IV. Polish Philosophy: (i) the Lvov-Warsaw School (Polish Analytical Philosophy); (ii) Phenomenology of Roman Ingarden; (iii) Neo-Thomism in Lublin; (iv) Personalism of Rev. Karol Wojtyła (Pope John Paul II).

V. Some Main Philosophical Skills: (1) questions; (2) definitions; (3) arguments; (4) divisions; (5) analyses; (6) discussions.

Students are additionally required to become acquainted with the selected titles from the given reading-matter:

T. Nagel, *What Does It All Mean? A Very Short Introduction to Philosophy*, New York: Oxford University Press 1987.

J. Pieper, *In Defense of Philosophy. Classical Wisdom Stands Up to Modern Challenges*, San Francisco: Ignatius Press 1992.

F. Savater, *The Questions of Life: An Invitation to Philosophy*, Cambridge: Polity Press 2002.

P. F. Strawson, *Analysis and Metaphysics: An Introduction to Philosophy*, Oxford: Oxford University Press 1992.

R. Trigg, *Reason and Commitment*, Cambridge: Cambridge University Press 1973.

R. Scruton, *Modern Philosophy: An Introduction and Survey*, New York: Penguin Books 1996.

A. C. Greyling (ed), *Philosophy: A Guide Through the Subject*, Oxford: Oxford University Press 1995.

E. Craig, *Philosophy: A Very Short Introduction*, Oxford: Oxford University Press 2002.

#### TEACHING METHODS\*

Conventional (traditional) lecture, conversational lecture, lecture utilizing multimedia techniques (slide-show).

\*If a subject consists of lecture and classes, the proper teaching methods to any classes should be given.

#### METHODS OF LEARNING ACHIEVEMENTS ASSESSMENT\*

1. Oral exam in the content of the lecture – 70%.

2. Oral exam in the knowledge of given reading-matters – 30%.

**GRADING SCALE\***

<b>LEARNING OUTCOMES</b>	<b>2 unsatisfactory (fail)</b>	<b>3 satisfactory</b>	<b>4 good</b>	<b>5 very good</b>
<b>Knowledge</b>	The student does not understand the specificity of philosophy. The student does not know the main sections of philosophy, the main problems and philosophical currents. The student does not understand the role of philosophy in culture and the connection between philosophy and world-view.	The student understands the specificity of philosophy (its subject matter, method and goal) on an elementary level. The student has a general knowledge on sections of philosophy, basic problems and philosophical currents. The student has a basic knowledge on the role of philosophy in culture and its connections with world-view.	The student has a systematic knowledge on the specificity of philosophy (its subject matter, method, goal), sections of philosophy, the main problems and philosophical currents. The student understands the role of philosophy in culture and connections between philosophy and world-view.	The student has a systematic and profound knowledge on the specificity of philosophy (independently formulates philosophical questions and initiates philosophical reflection) and on sections of philosophy, problems and philosophical currents. The student profoundly understands the role of philosophy in culture and the connection between philosophy and world-view.
<b>Competence</b>	The student is not able to use philosophical terminology and basic instruments of philosophical analysis.	The student is able to use philosophical terminology and basic instruments of philosophical analysis.	The student is skilled in using philosophical terminology and basic instruments of philosophical analysis in typical situations.	The student independently uses philosophical terminology and basic instruments of philosophical analysis in difficult and non-standard situations.
<b>Social Competence</b>	The student is not able to discuss topics concerning world-view and to back up the views by knowledge acquired during the lectures. While participating in public life the student is not able to identify philosophical problems, views and argumentation.	The student is able to discuss elementary level topics concerning world-view and to back up the views by knowledge acquired during the lectures. While participating in public life the student is able to identify some philosophical problems, views, arguments.	While discussing topics concerning world-view the student makes a good use of knowledge acquired during the lectures. While participating in public life the student identifies the basic philosophical problems, views and arguments.	While discussing topics concerning world-view the student creatively makes use of the knowledge acquired during the lectures. While participating in public life the student is skilled in identifying many philosophical problems, views and arguments.

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

**STUDENT WORKLOAD**

<b>Activity</b>	<b>Average time students typically need to complete proper learning activity*</b>
The teacher's contact hours.	30
Becoming acquainted with the given reading-matter.	50
Preparation for exam.	20
<b>TOTAL HOURS:</b>	<b>100</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.**

<b>TOTAL ECTS:</b>		4
<b>REQUIRED READING LIST</b>		
1.	T. Nagel, <i>What Does It All Mean? A Very Short Introduction to Philosophy</i> , New York: Oxford University Press 1987.	
2.	J. Pieper, <i>In Defense of Philosophy. Classical Wisdom Stands Up to Modern Challenges</i> , San Francisco: Ignatius Press 1992.	
3.	F. Savater, <i>The Questions of Life: An Invitation to Philosophy</i> , Cambridge: Polity Press 2002.	
4.	P. F. Strawson, <i>Analysis and Metaphysics: An Introduction to Philosophy</i> , Oxford: Oxford University Press 1992.	
5.	R. Trigg, <i>Reason and Commitment</i> , Cambridge: Cambridge University Press 1973.	
6.	R. Scruton, <i>Modern Philosophy: An Introduction and Survey</i> , New York: Penguin Books 1996.	
7.	A. C. Greyling (ed), <i>Philosophy: A Guide Through the Subject</i> , Oxford: Oxford University Press 1995.	
8.	E. Craig, <i>Philosophy: A Very Short Introduction</i> , Oxford: Oxford University Press 2002.	
<b>RECOMENDED READING LIST</b>		
1.	Ted Honderich (ed.), <i>The Oxford Companion to Philosophy</i> , second edition, Oxford: Oxford University Press 2005.	

Lublin, 20.06.2012 r.

place, date

dr hab. Jacek Wojtysiak, prof. KUL / mgr Ewa Odoj

signature