

**John Paul II Catholic University of Lublin
Faculty of Philosophy**

academic year 2012/2013

field of study

cultural studies

second-cycle studies

full-time studies

Selected issues of philosophical foundations of culture studies: The Place of John Hick's Pluralistic Hypothesis in the Contemporary Intellectual Culture				
Type:	lecture			
Hours:*	winter semester	-	summer semester	30
ECTS:	winter semester	-	summer semester	2
Language of tuition:	English			
Method of assessment:*	winter semester	-	summer semester	E
SUBJECT SPECIFIC OBJECTIVES				
1.	to acquaint students with different fields of discussions about John Hick's pluralistic hypothesis			
PREREQUISITE (KNOWLEDGE, SKILLS, COMPETENCE, OTHERS)				
1.	English at A2			
2.	Basic knowledge about the problem of religious diversity			
LEARNING OUTCOMES				Correlation with programme learning outcomes
Knowledge				
1.	Student knows typical positions concerning the problem of religious diversity			K_W02; K_W05; K_W10; K_W13; K_W14; K_W17
2.	Student has got a systematic knowledge about the pluralistic hypothesis and its differences from aspectual pluralism			K_W02; K_W05; K_W10; K_W13; K_W14; K_W17
3.	Student knows philosophical and theological objections against the hypothesis and knows Hick's responses to them			K_W02; K_W05; K_W10; K_W13; K_W14; K_W17
Skills				
1.	Student can find relationships between the hypothesis and general philosophical background of Hick's thought			K_U01; K_U02; K_U04; K_U05; K_U06;
2.	Student can assess the hypothesis on his own			K_U01; K_U02; K_U04; K_U05; K_U06;
3.	Student can find cultural foundations of the hypothesis			K_U01; K_U02; K_U04; K_U05; K_U06;
4.	Student can point at possible cultural consequences of the hypothesis			K_U01; K_U02; K_U04; K_U05; K_U06;

Social Competence				
1.	Student is able to analyze specific cultural and religious problems			K_K04
2.	Student is aware of the role of intellectual reflection about religion			K_K03
TEACHING CONTENT (SUBJECT DESCRIPTION)				
The problem of religious diversity and positions in the question: atheism, agnosticism, relativism, pluralism, inclusivism, exclusivism; fundamentals of Hick's philosophy of religion: faith as "experiencing as", eschatological verification, religious experience as the justification of religious beliefs, "soul making" theodicy, pluralistic hypothesis; the fields of dialogue with the hypothesis: philosophy, Protestant theology, Catholic theology; pluralistic hypothesis and our understanding of the culture				
TEACHING METHODS*				
traditional lecture				
METHODS OF LEARNING ACHIEVEMENTS ASSESSMENT*				
1.	oral exam (100%)			
GRADING SCALE*				
LEARNING OUTCOMES	2 unsatisfactory (fail)	3 satisfactory	4 good	5 very good
Knowledge	Student cannot answer even 50% questions concerning teaching contents	Student can answer 50% questions concerning teaching contents	Student can answer 75% questions concerning teaching contents	Student can answer 95% questions concerning teaching contents
Competence	Student cannot: find relationships between the hypothesis and general philosophical background of Hick's thought; assess the hypothesis on his own; find cultural foundations of the hypothesis; point at possible cultural consequences of the hypothesis	Student (with some difficulties) can: find relationships between the hypothesis and general philosophical background of Hick's thought; assess the hypothesis on his own; find cultural foundations of the hypothesis; point at possible cultural consequences of the hypothesis	Student can: find relationships between the hypothesis and general philosophical background of Hick's thought; assess the hypothesis on his own; find cultural foundations of the hypothesis; point at possible cultural consequences of the hypothesis	Student easily can: find relationships between the hypothesis and general philosophical background of Hick's thought; assess the hypothesis on his own; find cultural foundations of the hypothesis; point at possible cultural consequences of the hypothesis

Social Competence	Student is not able to analyze specific cultural and religious problems and is not aware of the role of intellectual reflection about religion	Student has an average ability to analyze specific cultural and religious problems and has an average degree of awareness of the role of intellectual reflection about religion	Student has more than an average ability to analyze specific cultural and religious problems and has more than an average degree of awareness of the role of intellectual reflection about religion	Student has an excellent ability to analyze specific cultural and religious problems and has an excellent degree of awareness of the role of intellectual reflection about religion
STUDENT WORKLOAD				
Activity			Average <small>time students typically need to complete proper learning activity*</small>	
immediate contact with a teacher			30	
self-study			20	
revision for the exam			10	
TOTAL HOURS:			60	
* 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:			2	
REQUIRED READING LIST				
1.	J. Hick, Dialogues in the Philosophy of Religion, Polgrave, New York 2001			
RECOMENDED READING LIST				
1.	J. Hick, An Interpretation of Religion, Macmillan and Yale University Press, London and New Haven 1989			
2.	K. Kondrat, Filozofia analityczna wobec pluralizmu religijnego, Wydawnictwo Uniwersytetu w Białymstoku, Białystok 2000			

Lublin, 20th June 2012

place, date

Marek Piwowarczyk

signature