field of study   **philosophy**

third-cycle studies
part-time and full-time studies

Subject catalogue **Selected topics in analytical philosophy**			
Type:	lecture		
Hours:*	winter semester	30	summer semester	-

*If a subject consists of e. g. lecture and classes, the proper hours to any classes should be given.

ECTS:	winter semester	2 (if E) or 1 (if C)	summer semester	-
Language of tuition:	ENGLISH			
Method of assessment:*	winter semester	E or Credit without mark	summer semester	-

*If a subject consists of lecture and classes, the proper method of assessment to any classes should be given.

SUBJECT SPECIFIC OBJECTIVES	
1.	presentation of pluralistic methodology against the dominant methodological stance
2.	presentation of different versions and areas of application of scientific pluralism
3.	presentation of own conception of integrated methodological pluralism (MIM)

PREREQUISITE (KNOWLEDGE, SKILLS, COMPETENCE, OTHERS)	
1.	introductory course in philosophy
2.	basic logical skills

LEARNING OUTCOMES		Correlation with programme learning outcomes
Knowledge		
1.	student recognizes the relevance of scientific pluralism to contemporary research methods and theories thereof	K_W03; K_W06; K_W09
2.	student knows the historical unfolding of scientific pluralism and its basic forms	K_W04; K_W05; K_W06
3.	student becomes acquainted with P. Kawalec's conception of integrated scientific pluralism	K_W05; K_W04
Skills		
1.	student is able to analyze the validity of research paradigm with regard to research agenda	K_U02; K_U03
2.	student is able to interpret and discuss limits of various research paradigms	K_U04; K_U06
3.	student is able to compare pros/cons of various research programmes	K_U04

Social Competence		
1.	student realizes the need for continuous updating of research competence	K_K01
2.	student presents the attutide of group research and discussion with elements of legitimation of varied viewpoints	K_K03; K_K06
3.	student recognizes the major international institutions and research scholars working within scientific pluralism paradigm	K_K04; K_K06

TEACHING CONTENT (SUBJECT DESCRIPTION)

The dominant methodological paradigm. Scientific pluralism: its beginnings and development. Pluralism about sciencies vs in sciences - J. Życiński's version of scientific pluralism. Applications of scientific pluralism to various scientific disciplines. Scientific pluralism in methodology of non-experimental research. MIM programme - P. Kawalec's conception of intergated methodological pluralism. Case study of MIM. Applicability of MIM to innovation study.

TEACHING METHODS*

Traditional lecture with elements of mutlimedia presentations, group work, case study method.

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

METHODS OF LEARNING ACHIEVEMENTS ASSESSMENT*

1.	100% - oral exam
or	
2.	100% - written paper

GRADING SCALE*

LEARNING OUTCOMES	2 unsatisfactory (fail)	3 satisfactory	4 good	5 very good
Knowledge	Student fails to understand the notion of scientific and methodological pluralism. Does not understand principles of pluralistic methodology in non-experimental research. Cannot discuss case studies presented. Does not recognize the MIM approach.	Student basically understands the notion of scientific and methodological pluralism. Has elementary understanding of fundamental principles of pluralistic methodology in non-experimental research. Can discuss some case studies presented. Has elementary recognition of the MIM approach.	Student well understands the notion of scientific and methodological pluralism. Has a good understanding of fundamental principles of pluralistic methodology in non-experimental research. Can discuss most of case studies presented. Has a good recognition of the MIM approach.	Student very well understands the notion of scientific and methodological pluralism. Has a very good understanding of fundamental principles of pluralistic methodology in non-experimental research. Can discuss case studies presented. Has a very good recognition of the MIM approach. Is able to provide own examples of application of scientific pluralism based on own literature study.

Competence	Is not able to apply various research method in problem-solving. Is not able to evaluate various results from different research paradigms. Cannot integrate different approaches.	Is basically able to apply various research methods in problem-solving. Is basically able to evaluate various results from different research paradigms. Can basically integrate different approaches.	Is well able to apply various research methods in problem-solving. Is well able to evaluate various results from different research paradigms. Can satisfactorily integrate different approaches.	Is very well able to apply various research methods in problem-solving. Is very well able to evaluate various results from different research paradigms. Can very well integrate different approaches. Is able to provide own solutions to new multilevel problems.
Social Competence	Is not able to pariticpate in group work. Does not recognize major institutions propounding pluralistic approach in research.	Is a passive pariticpant in group work. Has elementary recognition of major institutions propounding pluralistic approach in research.	Is an active pariticpant in group work. Has good recognition of major institutions propounding pluralistic approach in research.	Is a pro-active and inspirational pariticpant in group work. Has a very good recognition of major institutions propounding pluralistic approach in research. Can provide own examples based on own literature study.

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

STUDENT WORKLOAD	
Students requiring a credit mark	
Activity	Average time students typically need
sessions with the lecturer	30
self-study	15
preparaption for exam/paper	15
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

TOTAL ECTS:	2

Students requiring a credit without mark	
Activity	Average time students typically need to complete proper learning activity*
sessions with the lecturer	30
TOTAL HOURS:	30

* 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:	1

	REQUIRED READING LIST
1.	P. Kawalec, Moderately Pluralistic Methodology, 2012, paper submitted to Roczniki Filozoficzne.
	RECOMENDED READING LIST
1.	Cartwright N., (2007), " Counterfactuals in Economics: A Commentary", in: J. K. Campbell, M. O'Rourke, H. Silverstein (eds.), Causation and explanation, Cambridge, MA.: The MIT Press, p. 191-216.
2.	della Porta D., Keating M., (2008), Approaches and methodologies in the social sciences: A pluralist perspective, Cambridge: Cambridge University Press.
3.	Kawalec P., (2006), Przyczyna i wyjaśnianie, Lublin: Wydawnictwo KUL.
4.	Suppes P., (1978), "The plurality of science", PSA: Proceedings of the Biennial Meeting of the Philosophy of Science Association, vol. 2, Symposia and Invited Papers, p. 3-16.

Lublin, June 15th 2012   dr hab. Paweł Kawalec, prof. KUL