

## Course Syllabus – PHILOSOPHY MA

### YEAR I

#### THE BIBLE – ITS NATURE AND ROLE IN CULTURE

#### I. General Information

Course name	The Bible – its Nature and Role in Culture
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Krzysztof Mielcarek, prof. KUL
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
lecture	30	I	2

Course pre-requisites	<p>W 1 – Practical ability of using the Bible; The basic knowledge about the Bible, biblical environment, biblical books and their inspired character.</p> <p>W 2 - General knowledge about key-biblical figures and about main Old and New Testament themes (Torah, Jos, Jdg 1-2 Sm; 1-2 Kng, Gospels).</p> <p>W 3 – Basic knowledge about biblical theology.</p>
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#### II. Course Objectives

C1 - Introducing students with the process and environment of the Bible's genesis, with the biblical languages and with the biblical canon.
C2 - Presentation of the great biblical <i>topoi</i> and the texts that represent them.
C3 - Interpretation of the biblical texts in the context of the ancient culture and presenting their inspiring role in the Western Art.
C4 - Presenting Bible as still actual answer to the great existential questions of the humanity.

#### III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
UnW_01	Students acquire knowledge about the Bible and its specifics as a theandric writing	H2A_01
UnW_02	Students get acquainted with some chosen examples of biblical texts presenting the role of the Bible in the human culture	H2A_01
UnW_03	Student know biblical texts that are of fundamental significance for Christian faith and morality.	H2A_01
SKILLS		

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UnU_01	Students are able to search for, analyse, and evaluate biblical texts.	H2A_U01
UnU_02	Students can formulate critical opinions with the use of theological knowledge	H2A_U01
<b>SOCIAL COMPETENCIES</b>		
UnK_01	Students are open to dialogue with the followers of other religions on the role of the Holy Scripture as a source of faith and inspiration for European culture.	H2A_K01, H2A_K03, S2A_K06
UnK_02	Students are aware of complexity of the world and they understand the need of interdisciplinary approach in solving its challenges including the content of the Bible.	H2A_K01, H2A_K03, S2A_K06

### IV. Course Content

<p>0. General introductory issues connected to the Bible:</p> <ul style="list-style-type: none"> <li>- Names and terms, content and chronology, language, literary genre and authors</li> <li>- Biblical inspiration and its results: truth and holiness of the Bible</li> <li>- History of biblical text</li> <li>- Biblical hermeneutics</li> <li>- Biblical canon and its history</li> <li>- Methods and approaches in reading and interpreting the Bible</li> </ul> <p>1. Introduction to the Old Testament (environment, genesis, languages, authors). The creation of the Universe and the humanity (Gen 1-2).</p> <p>2. The fall of the humans and the primordial sin (Gen 3). Inspiration and infallibility of the biblical texts. Questions posed by the contemporary science.</p> <p>3. The Deluge (Gen 6 - 9)</p> <p>4. The historicity of the patriarchs. Abraham (Gen 12 - 24)</p> <p>5. Exodus and its historical background (Leaving Egypt, the Covenant, Decalogue, Moses)</p> <p>6. Introduction to the historical books of the OT. The History of the kings: part 1 - Samuel and Saul</p> <p>7. The History of the kings: part 2 - David</p> <p>8. The prophets. The history of biblical writings and of shaping the biblical canon of the OT.</p> <p>9. Job and the challenge of suffering</p> <p>10. Introduction to the New Testament (environment, books, authors). Infancy narratives (Lk 1 - 2 ; Mt 1 - 2). The historicity of the NT texts.</p> <p>11. Jesus preaches the Kingdom of God: part 1: the temptation on the desert.</p> <p>12. Jesus preaches the Kingdom of God: part 2: miracles and parables</p> <p>13. The Passion of the Lord</p> <p>14. The Resurrection narratives</p> <p>15. Paul the Apostle, his letters, life and thought.</p> <p>16. The Book of Revelation.</p>
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### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
<b>KNOWLEDGE</b>			
W_01	Conventional lecture, Conversational lecture	Exam – written text	Protocol/ report printout
W_02	Textual analysis	Written test	Test evaluation
W_03	Multimedia presentation: analysis of the artefacts and works of art	Oral test	Test report
<b>SKILLS</b>			
U_01	Work of textual sources	Written test	Evaluated test

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U_02	Group work	Oral presentation	Rating card
U_03	Discussion	Observation	Group work rating card
SOCIAL COMPETENCIES			
K_01	Group work in different roles	Observation	Group work rating card
K_02	Discussion	Observation	Discussion report
K_03	Presentation	Test of practical skills	Report on presentation

### VI. Grading criteria, weighting factors.....

**General remarks** – the factors having impact on the final evaluation are as follows:

1. Students activity during the classes (oral statement, discussions, group work);
2. Submitting a written paper;
3. Preparing a paper or a presentation;
4. Participation in classes (permissible number of absence is 2);
5. Students preparation for classes (source preparation; searching and analysis of information, written papers, obligatory reading);

**Detailed remarks:**

**Unsatisfactory:**

(W) Students do not know the most important themes of the OT and NT or their ancient cultural counterparts as well as their connections to the works of Western art and culture.

(U) Students are not able to analyse biblical texts, nor can they differentiate between biblical and non-biblical textual traditions. They are not capable of pointing out some particular works of Western art connected to these traditions;

(K) Students do not show respect nor knowledge of the cultural heritage of the Western and the other civilizations or religions.

**Satisfactory:**

(W) Students know only generally the most important themes of the OT and NT or their ancient cultural counterparts as well as their connections to the works of Western art and culture.

(U) Students are able to poorly analyse biblical texts, or they differentiate with difficulty between biblical and non-biblical textual traditions. They are capable of pointing out only few particular works of Western art connected to these traditions;

(K) Students show little respect or knowledge of the cultural heritage of the Western and the other civilizations or religions.

**Good:**

(W) Students know most important themes of the OT and NT or their ancient cultural counterparts as well as their connections to the works of Western art and culture.

(U) Students are able to analyse most biblical texts, and differentiate between biblical and non-biblical textual traditions. They are capable of pointing out some particular works of Western art connected to these traditions;

(K) Students show respect and knowledge of the cultural heritage of the West and other civilizations or religions.

**Very good:**

(W) Students know all important themes of the OT and NT, and their ancient cultural counterparts as well as their connections to the works of Western art and culture.

(U) Students are able to analyse all the key biblical texts, and differentiate between biblical and non-biblical textual traditions. They are capable of pointing out many particular works of Western art connected to these traditions;

(K) Students show deep respect and thorough knowledge of the cultural heritage of the West and other civilizations or religions.

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### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>30</b>
Number of hours of individual student work	<b>30</b>

### VIII. Literature

<b>Basic literature</b>
1. The Blackwell Companion to the Bible and Culture, ed. John F.A. Sawyer, Malden: MA – Oxford: Blackwell, 2006.
2. New Jerome Bible Commentary, ed. R.E. Brown and others, Pearson, 1989.
3. Teaching the Bible through Popular Culture and Arts, eds. M. Roncace and P. Gray, Atlanta: SBL, 2007.
4. Adrian Curtis, Oxford Bible Atlas, Oxford: University Press, 2007 <sup>4</sup> .
<b>Additional literature</b>
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**ANALYSIS AND EDITING SCIENTIFIC (PHILOSOPHICAL) TEXT**

**I. General Information**

Course name	Analysis and Editing Scientific (Philosophical) Text
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	prof. dr hab. Jan Kłos
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
workshops	30	I	4

Course pre-requisites	None
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**II. Course Objectives**

1. Familiarizing with the rules of analysis and editing of the philosophical text
2. Acquiring the ability to analyse philosophical texts
3. Acquisition of skills to prepare scientific texts, especially philosophical ones

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	Student knows and understands advanced methods of analysing and interpreting various forms of philosophical statements (and other scientific statements)	W07
<b>SKILLS</b>		
U_01	Student possesses extended research skills (formulating and analysing works of other authors, synthesizing different ideas and views, choosing research methods and creating instruments, presenting results of others and his/her research.	U02
U_02	Student is able to select proper instruments for analysing and interpreting a philosophical texts, he/she analyses philosophical arguments, assumptions and consequences.	U05
<b>SOCIAL COMPETENCIES</b>		
K_01	Student is able to analyse thoroughly situations and problems and formulate on his own propositions how to solve them.	K02

**IV. Course Content**

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Recognizing the specificity of a scientific, philosophical text, with the rules of analysis and interpretation, especially summarizing, identifying the main and partial theses, premises, presumptions and conclusions of the author of the philosophical text, analysis and interpretation of selected philosophical texts, writing a philosophical text

### Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods (choose from the list)	Forms of assessment (choose from the list)	Documentation type (choose from the list)
KNOWLEDGE			
W_01	Discussion	Observation	Evaluation protocol
SKILLS			
U_01 U_02	Text analysis	Observation, written work	Evaluation protocol
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Evaluation protocol

#### V. Grading criteria, weighting factors.....

Participation in the discussion, attendance at classes - 60%, written work - 40%

#### VI. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>30</b>
Number of hours of individual student work	<b>90</b>

#### VII. Literature

Basic literature
B. Lang, <i>Philosophy and the Art of Writing</i> , Bucknell University Press 1983, R.A. Watson, <i>Writing Philosophy: A Guide to Professional Writing and Publishing</i> , Southern Illinois University Press 1992, S. Felman, <i>Writing and Madness: Literature Philosophy Psychoanalysis (Meridian: Crossing Aesthetics)</i> , Stanford University Press 2003. M.C. PhD, <i>Where Writing Begins: A Postmodern Reconstruction (Rhetorical Philosophy &amp; Theory)</i> , 2003. Z.P. Seech, <i>Writing Philosophy Papers</i> , Cengage Learning 2008.S.J. Finn et al., <i>The Philosophy Skills Book: Exercises in Philosophical Thinking, Writing and Thinking</i> , Continuum 2012.
Additional literature
S. Bernecker, <i>Reading Epistemology: Selected Texts with Interactive Commentary (Reading Philosophy)</i> , Blackwell 2006, H. Beebe and J. Dodd, <i>Reading Metaphysics: Selected Texts with Interactive Commentary (Reading Philosophy)</i> , Blackwell 2007.

**MULTIMEDIAL SCIENTIFIC PRESENTATION**

**I. General Information**

Course name	Multimedial Scientific Presentation
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	mgr Krystyna Szawłowska
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<i>Type of class (use only the types mentioned below)</i>	Number of teaching hours	Semester	ECTS Points
Tutorial	30	I	2

Course pre-requisites	Basic computer skills including internet usage
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**II. Course Objectives**

C1. Acquiring the ability to prepare presentations using IT tools
C2. Acquiring the ability to publicly present issues with the support of computer presentations
C3. Acquiring the ability to provide and receive feedback

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	Student knows and applies ways and techniques to prepare PowerPoint presentations	W07
W_02	Student knows and applies the principles of presenting issues with the support of computer presentations	W07
W_03	Student knows the rules and methods of providing and receiving feedback and assessment	W07
<b>SKILLS</b>		
U_01	Student in a supportive and helpful way assesses the work of their colleagues, calmly and matter-of-factly receives feedback.	U01
U_02	Student correctly and interestingly presents the selected topic with the support of self-prepared presentation	U01
U_03	Student prepares correct multimedia presentation at PowerPoint and infographics	U06
<b>SOCIAL COMPETENCIES</b>		
K_01	Peer support evaluation in accordance with the feedback rules.	K02
K_02	Mutual help and cooperation during the preparation of exercises.	K06

**IV. Course Content**

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<p>Lecture issues:</p> <ol style="list-style-type: none"> <li>1. Rules and methods of presentation way</li> <li>2. Rules and practices for preparing presentations at PowerPoint, Prezi</li> <li>3. Rules and methods of preparing infographics on Canva</li> <li>4. Rules and methods of providing feedback</li> </ol> <p>Exercises:</p> <p>Individual practicing skills based on provided knowledge</p>
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### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
<b>KNOWLEDGE</b>			
W_07	Presenting the issue with support of computer presentation by the teacher and discussing the main principles	debate	Activity evaluation
W_07	Individual, with teacher's support, preparation of issues for presentations	assessment	Presentation files
W_07	Debate	Observation	Evaluation card
<b>SKILLS</b>			
U_01	Mutual feedback	Observation	Evaluation card
U_06	Individual or group work on preparing a presentation	Observation, colloquy	Presentation files, assessment card
<b>SOCIAL COMPETENCIES</b>			
K_01	Debate	Observation	Evaluation card
K_06	Mutual help in preparing exercises	Observation	Evaluation card

### VI. Grading criteria, weighting factors.....

- 1/3 of grade - attendance and activity in class
- 1/3 of grade - mutual evaluation and providing feedback
- 1/3 of grade - presenting content

#### Very good mark:

- W - the student knows all the rules for preparing and delivering presentations and assessments, which he demonstrates on the credit
- U - student practices during classes and makes visible progress
- U - student prepares and demonstrates two presentations: one from LibreOffice Impress or Powerpoint, the other from Prezi or a poster
- U, K - the student assesses the presentations of all other students in accordance with the principles of providing feedback;
- K - the student is friendly to others and will gladly help whenever possible

#### Good rating:

- W - the student knows most of the rules for preparing and delivering presentations and assessments, which he demonstrates on the credit
- U - student prepares and demonstrates two presentations: one from LibreOffice Impress or Powerpoint, the other from Prezi or a poster
- U - student exercises in class
- U, K - the student assesses the presentations of other students in accordance with the rules of providing feedback
- K - the student is friendly to others and will gladly help whenever possible

#### Fair rating:

- W - the student does not know the rules for preparing and delivering presentations and assessments

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U - student prepares and demonstrates one presentation from LibreOffice Impress or from Prezi or a poster

U - the student does not practice in class

U, K - a student rarely or reluctantly assesses the presentations of other students in accordance with the principles of providing feedback

### Insufficient rating:

W - the student does not know the rules for preparing and delivering presentations and assessments

U - the student does not prepare and demonstrates any presentation

U - the student does not practice in class

U, K - a student rarely assesses the presentations of other students according to the rules of providing feedback

## VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>30</b>
Number of hours of individual student work	<b>30</b>

## VIII. Literature

<b>Basic literature</b>
Materials prepared by the teacher, instructions posted on the Moodle platform and passed on in class.
<b>Additional literature</b>
Lectures, videos, instructions posted on the Moodle platform and passed on in class.

**INTRODUCTORY COURSE OF LATIN FOR PHILOSOPHERS**

**I. General Information**

Course name	Introductory Course of Latin for philosophers
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Monika Komsta
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<i>Type of class (use only the types mentioned below)</i>	Number of teaching hours	Semester	ECTS Points
Tutorial	30	I	4

Course pre-requisites	–
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**II. Course Objectives**

C1 Introduction of the listeners into knowledge of the structure of Latin sentence
C2 to acquire knowledge of the Latin vocabulary, especially Latin philosophical vocabulary
C3 ability to translate Latin texts

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	Knows grammatical structure of Latin sentence and grammatical forms of words	W03, W04
W_02	Knows Latin vocabulary	W03, W04
W_03	Knows Latin philosophical terms	W03, W04
<b>SKILLS</b>		
U_01	Is able to translate Latin text and recognise the grammatical structure of sentence	U03, U09
<b>SOCIAL COMPETENCIES</b>		
K_01	Can justify the role of Latin and responsibility for preserving the cultural heritage of the region, country and Europe	K01

**IV. Course Content**

The Latin Course contains knowledge on history and culture of ancient Rome. Student acquires knowledge about grammatical structures, Latin vocabulary and original classical texts, Latin philosophical terms.

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### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Lecture	Quiz, test	Corrected quiz or test
W_02	Work on text	Quiz, test	Corrected quiz or test
W_03	Work on text	Quiz, test	Corrected quiz or test
SKILLS			
U_01	Text's analysis	Quiz, test	Corrected quiz or test
U_02	Text's analysis	Quiz, test	Corrected quiz or test
SOCIAL COMPETENCIES			
K_01	Discussion	observation	Evaluation of group work

### VI. Grading criteria, weighting factors.....

Fail:

A student does not have a competence in analysing philosophical texts and does not understand the basic content of the tutorials;

A student is not engaged in the process of acquiring the knowledge offered within tutorials

Satisfactory

A student knows basic grammatical terms and concepts, is able to recognise the structure of Latin sentence, is able to translate an easy Latin text.

Good

A student knows grammatical concepts and terms, is able to inflect Latin words and translate original Latin text. A student is engaged in the process of acquiring the knowledge offered within tutorials.

Very good

A student knows grammatical concepts and terms, is able to inflect Latin words and translate long original Latin text, knows Latin philosophical terms and their English translation.

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>30</b>
Number of hours of individual student work	<b>90</b>

### VIII. Literature

<b>Basic literature</b>
W.C. Collar, M.G. Daniell, <i>First Year Latin</i> , The Atheneum Press Boston, Chicago 1902. S. Thomas, <i>Summa theologiae, Roma 1888</i> , [ <a href="http://www.corpusthomaticum.org/sth0000.html">http://www.corpusthomaticum.org/sth0000.html</a> ]
<b>Additional literature</b>
Ch. Bennett, <i>A Latin Grammar</i> , Allyn and Bacon, Boston, Chicago 1913. William Whitaker's Words: <a href="http://archives.nd.edu/words.html">http://archives.nd.edu/words.html</a>

**ELEMENTS OF METAPHYSICS AND PHILOSOPHICAL ANTHROPOLOGY**

**I. General Information**

Course name	Elements of Metaphysics and Philosophical Anthropology
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Katarzyna Stępień
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	30	I	4

Course pre-requisites	W1 - Basic knowledge in the domain of history and culture W2 - The skill of critical thinking
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**II. Course Objectives**

C1-Introduction into the specificity of metaphysics and philosophical anthropology
C2-Introduction to the history of metaphysics (selected concepts of being) and philosophical anthropology (main concepts of man)
C3-Introduction to system of metaphysics and philosophical anthropology

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	Knowledge about basic terminology and elements of the methodology of metaphysics and philosophical anthropology	W03, W04
W_02	Knowledge of history of philosophical understanding of being and man (main interpretations)	W05
W_03	Basic knowledge regarding the realistic concept of being and the ontic structure of man, human action and the specificity of the person	W01
<b>SKILLS</b>		
U_01	Student is able to summarize and analyse philosophical texts in the domain of Metaphysics and Anthropology, identifies their main theses, assumptions and consequences	U05
U_02	Student is able to cooperate and work in a group, playing different role in it	U11
<b>SOCIAL COMPETENCIES</b>		
K_01	Student is able to analyze actual social situation, to evaluate adapted solutions and formulate propositions for solving problems and also he is aware of the role of the metaphysical and anthropological	K02, K03

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	explanation and the theoretical and practical consequences of the philosophical concepts and responsibility for preservation of philosophical and cultural heritage	
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**IV. Course Content**

<p>I. Elements of methodology (specificity and tasks of metaphysics and philosophical anthropology (content of classes), purpose of the study, properties, object-matter, definitions)</p> <p>II. Elements of history of metaphysics and anthropology - selected concepts of being and man (a monistic, dualistic, pluralistic, realistic interpretation of world)</p> <p>III. Selected elements of the system of metaphysics (being and its properties (so-called transcendentals), structure of being (essence and existence, potency and act, matter and form, substance and potencies), causality, analogy and ontic participation)</p> <p>IV. Selected elements of the system of philosophical anthropology (human fact available in internal and external experience, structure of human being - composition of soul and body, man as a person (personal features) - nature - culture, human cognition, morality, art and technics, religion, philosophical interpretation of death)</p>
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**V. Didactic methods used and forms of assessment of learning outcomes**

Symbol	Didactic methods	Forms of assessment	Documentation type
<b>KNOWLEDGE</b>			
W_01	Elements of conversation lecture	Written work	Assessment of the text of the written paper
W_02	Work with selected texts	Written work	Assessment of the text of the written paper
W_03	Discussions	Observation	Group performance appraisal card
<b>SKILLS</b>			
U_01	Analysis of texts	Written work	Group performance appraisal card
<b>SOCIAL COMPETENCIES</b>			
K_01	Discussions	Observation	Group performance appraisal card

**VI. Grading criteria, weighting factors.....**

Insufficient grade

(W) The student is not able to discuss the methodological status of metaphysics and philosophical anthropology and to show their attitude to other sciences. He does not know the terminology of the basic concepts of metaphysics and philosophical anthropology. He does not have historically ordered knowledge introducing selected concepts in the domain of metaphysics and philosophical anthropology

(U) The student is not able to use the basic concepts proper to metaphysics and philosophical anthropology. Cannot analyse philosophical arguments in the domain of metaphysics and anthropology, identify their main theses, assumptions and consequences

(K) The student is not able to undertake discussions and formulate proposals for their solution

Sufficient grade

(W) The student has a minimal knowledge of the terminology of metaphysics and philosophical anthropology. He has got general knowledge about various concepts in the domain of metaphysics and philosophical anthropology

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(U) The student is able to use the basic concepts proper to metaphysics and philosophical anthropology to a minimal extent. He can summarize philosophical texts in the domain of metaphysics and anthropology, and he can minimally identify their main theses, assumptions and consequences

(K) The student undertakes minimal discussions and tries to formulate proposals for their solution

Good grade

(W) The student is able to discuss the methodological status of metaphysics and philosophical anthropology and show their relations to other sciences. He knows the terminology of basic concepts of being and of man. He has got an ordered historical knowledge introducing selected concepts in the domain of metaphysics and philosophical anthropology

(U) The student is able to use the basic concepts of metaphysics and philosophical anthropology to a satisfactory degree. Is able to summarize and analyse philosophical texts in the domain of metaphysics and anthropology, as well as identify their main theses, assumptions and consequences

(K) The student is able to undertake problem discussions and formulate proposals for their solution

Very good grade

(W) The student is able to present the methodological status of metaphysics and philosophical anthropology and show their specificity to other sciences. He has got mastered terminology in the domain of metaphysics and philosophical anthropology. He has got historically ordered knowledge about this topic

(U) Student is able to fluently use basic concepts appropriate to metaphysics and philosophical anthropology. He is able to independently analyse philosophical texts, pointing out the main theses, assumptions and consequences of metaphysical and anthropological concepts

(K) Student eagerly takes up problem discussions, actively joins the course of classes and formulates his own solutions proposals

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>30</b>
Number of hours of individual student work	<b>90</b>

### VIII. Literature

Basic literature
<p><u>Metaphysics:</u></p> <ol style="list-style-type: none"><li>1. Mieczysław A. Krąpiec, <i>Metaphysics. An Outline of the Theory of Being</i>, transl. Th. Sandok, New York: Mariel Publications 1991</li><li>2. Andrzej Maryniarczyk, <i>The Monistic and Dualistic Interpretation of Reality</i>, transl. by Hugh McDonald, Lublin 2010 (in the series "Notebooks on Metaphysics" No. 1-6)</li><li>3. A. Maryniarczyk, <i>The Pluralistic Interpretation of Reality</i>, transl. by Hugh McDonald, Lublin 2011</li><li>4. A. Maryniarczyk, <i>The Realistic Interpretation of Reality</i>, transl. by Hugh McDonald, Lublin 2015</li><li>5. A. Maryniarczyk, <i>Rationality and Finality of the World of Persons and Things</i>, transl. by Hugh McDonald, Lublin 2016</li><li>6. A. Maryniarczyk, <i>On Causes, Participation and Analogy</i>, transl. by Hugh McDonald, Lublin 2017</li><li>7. A. Maryniarczyk, <i>Discovery of the Internal Structure of Beings</i>, transl. by Hugh McDonald, Lublin-Roma 2018</li></ol> <p><u>Methodology of Metaphysics:</u></p> <ol style="list-style-type: none"><li>8. Stanisław Kamiński, <i>On the Methodology of Metaphysics - Z metodologii metafizyki</i>, transl. by Maciej B. Stępień, Lublin 2018 (in the series „The Lublin Philosophical School”),</li></ol>

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9. S. Kamiński, On the Methods of Contemporary Metaphysics – Metody współczesnej metafizyki, transl. by Maciej B. Stępień, Lublin-Roma 2019

Philosophical Anthropology:

10. M. A. Krąpiec, I-Man. An Outline of Philosophical Anthropology, transl. M. Lescoe [i in.], New Britain (Conn.): Mariel Publications 1983

11. Karol Wojtyła, Considerations on the Essence of Man – Rozważania o istocie człowieka, transl. by John Grondelski, Lublin 2016.

**Additional literature**

12. M. A. Krąpiec, On Man, The Reverend Professor Albert Mieczysław Krąpiec OP in Conversation with Romuald Jacob Weksler-Waszkineł, transl. by W. Hansen, Lublin 2012

13. M. A. Krąpiec, Anthropology, in: Universal Encyclopedia of Philosophy ([ptta.pl/pef/](http://ptta.pl/pef/)).

**EPISTEMOLOGY: PHILOSOPHY OF MIND**

**I. General Information**

Course name	Epistemology: Philosophy of Mind
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA and PhD
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Marek Piwowarczyk, prof. KUL
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Seminar	120	I-IV	22

Course pre-requisites	none
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**II. Course Objectives**

C1. To inform students about formal principles concerning PhD and MA theses
C2. To present partial results of research
C3. To arrange, prepare and complete PhD and MA theses

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	student knows advanced terminology concerning the topic which is selected for his/her PhD or MA thesis	K_W03, K_W04
W_02	student knows both traditional and recent formulations of the problems he/she deals with and knows traditional and new solutions to them	K_W05, K_W06, K_W07
W_03	student knows basic norms of the intellectual property law	K_W08
<b>SKILLS</b>		
U_01	student is able to find, state and present particular problems concerning the selected topic	K_U02, K_U07
U_02	student is able to suggest his/her own solutions to the analysed problems	K_U03, K_U06, K_U10
<b>SOCIAL COMPETENCIES</b>		
K_01	student presents his/her PhD or MA thesis in communicable language	K_K01, K_K02, K_K03

**IV. Course Content**

Students present their partial results, present projects of dissertations and present succeeding chapters
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**Course Syllabus – PHILOSOPHY MA, Year I**

**V. Didactic methods used and forms of assessment of learning outcomes**

Symbol	Didactic methods	Forms of assessment	Documentation type
<b>KNOWLEDGE</b>			
W_01	directed research	written work	assessed work (project, reports, chapters, the whole dissertation)
W_02	(seminar work)		
W_03	discussion	observation	report
<b>SKILLS</b>			
U_01	directed research	written work	assessed work (project, reports, chapters, the whole dissertation)
U_02	(seminar work)		
	discussion	observation	report
<b>SOCIAL COMPETENCIES</b>			
K_01	directed research	written work	assessed work (project, reports, chapters, the whole dissertation)
	(seminar work)		
	discussion	observation	report

**VI. Grading criteria, weighting factors.....**

This is the completion without a mark. A student gets the completion if he/she presents the project of a dissertation and partial reports or chapters or the whole dissertation and if he/she takes part in the discussions.

**VII. Student workload**

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>120</b>
Number of hours of individual student work	<b>540</b>

**Literature**

<b>Basic literature</b>
There is no common list of literature, because it depends on particular topics selected for PhD and MA theses.

**METAPHYSICS AND PHILOSOPHICAL ANTHROPOLOGY**

**I. General Information**

Course name	Metaphysics and Philosophical Anthropology
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Ks. prof. dr hab. Andrzej Maryniarczyk
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Seminar	120	I-IV	22

Course pre-requisites	Advanced knowledge of the major philosophical disciplines, advanced knowledge of the methods of philosophy, good skills of reading and commenting of philosophical texts.
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**II. Course Objectives**

An understanding of the problems of metaphysical cognition and explanation
Ability to analyse the text in metaphysical aspects, formulation and presentation of arguments
Formulation of the world view, understanding of things and persons, relations between beings
Learning of the writing techniques of philosophical texts, preparation of the Diploma Thesis

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	Has well-ordered and historically grounded particular knowledge from the area of metaphysics, philosophical anthropology and ethics.	W03, W04,
W_02	Knows and understands extensive methods of analysing and interpreting various forms of philosophical statements.	W05, W06
W_03	Knows and understands the concept and principles of the protection of intellectual property and copyright law, possesses extensive knowledge about institutions of culture and is up to date with contemporary cultural life.	W07, W08
<b>SKILLS</b>		
U_01	Possesses developed research skills – including formulating and analysing research problems, choosing research methods and instruments, elaborating and presenting results – which allow to solve philosophical problems.	U01, U02
U_02	Is able to acquire philosophical knowledge and develop research skills on his own, on the basis of instruction given by an academic supervisor; is able to employ in typical professional situations some	U03, U04

## Course Syllabus – PHILOSOPHY MA, Year I

	basic theoretical understandings, research paradigms and concepts characteristic for metaphysics, philosophical anthropology and ethics in the domain of the humanities.	
U_03	Is able to select proper and adequate instruments for interpreting and analysing philosophical texts, to summarize and analyse philosophical arguments as well as to identify their key theses, assumptions and consequences; possesses in an advanced range the skill in argumentation, in formulating conclusions in a written and oral form, in properly employing a specialist terminology and views of other authors.	U06, U07
U-04	Possesses linguistic skills in the domains and disciplines of science corresponding to metaphysics, philosophical anthropology and ethics.	U10
<b>SOCIAL COMPETENCIES</b>		
K_01	Can cooperate and work in a group	K01, K02
K_02	Can justify the role of metaphysics, philosophical anthropology and ethics in preserving the cultural heritage of the region, country and Europe	K03, K05

### IV. Course Content

The seminar deals with issues in the field of metaphysics, especially the method of metaphysical cognition, including metaphysical justification and explanation. It is realized through applying this method to research into selected problems in the field of particular metaphysics like anthropology, ethics, philosophy of law, philosophy of culture, philosophy of art, as well as philosophy of God and philosophy of religion. The methodical aspect of seminar includes discussing principles of philosophical text's analysis as well as techniques of writing philosophical reviews, and papers, especially formulating problems, preparing plans, making footnotes and bibliographies. Seminar makes possible the preparation of a diploma dissertation.

### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
<b>KNOWLEDGE</b>			
W_01	Work of art analysis	Report	Protocol
W_02	Laboratory analysis	Test	Evaluated test
W_03	Guided practice	Report	MA thesis
W_04	Discussion	Observation	Rating card
<b>SKILLS</b>			
U_01	Writing text	Preparation of review	Evaluated text of the written work
U_02	Presenting the results of research	Preparation of the MA thesis	Evaluated text of the written work
U_03	Textual analysis	Test of practical skills interpretation	Rating card
U_04	Brainstorming discussion group	Implementation of the project	Rating card
<b>SOCIAL COMPETENCIES</b>			
K_01	Work in group	Observation	Protocol
K_02	Discussion		MA thesis

## Course Syllabus – PHILOSOPHY MA, Year I

### VI. Grading criteria, weighting factors.....

(W) no credit: over 50% of negative ratings in the evaluation card.

Credit: over 50% of positive ratings in the evaluation card.

(U) no credit: not prepared texts or texts were negatively evaluated, over 50% of negative ratings in the evaluation card.

Credit: prepared texts were positively evaluated, over 50% of positive ratings in the evaluation card.

(KS) no credit: over 50% of negative ratings in the evaluation card.

Credit: over 50% of positive ratings in the evaluation card.

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>120</b>
Number of hours of individual student work	<b>540</b>

### VIII. Literature

<b>Basic literature</b>
S. Kaminski, M. Kurdzialek, Z.J. Zdybicka (Ed). (1980). Theory of being. To Understand Reality. Lublin: Towarzystwo naukowe KUL.
M.A. Krapiec, (1991), Metaphysics, An Outline of the History of Being, trans. M. Lescoe, A. Woznicki, and Th. Sandok, New York, Mariel Publication.
M.A. Krapiec, A. Maryniarczyk, (2010), The Lublin Philosophical School, trans. H. McDonald, Lublin: PTTA.
K. Wojtyła, The Acting Person, trans. by A. Potocki and ed. by A.-T. Tymieniecka, Dordrecht, 1979.
K. Wojtyła, Love and responsibility, trans. G. Ignatik, Boston Pauline Books & Media, 2013.
<b>Additional literature</b>
G.P. Klubertanz SJ, (1955). Introduction to the Philosophy of Being. New York.
J.E. Wippel, (2003), The Metaphysical Thought of Thomas Aquinas.
J. Owens, (1985), An Elementary Christian Metaphysics. Houston: Center for Thomistic Studies.

**PROBLEMS AND HISTORY OF ETHICS**

**I. General Information**

Course name	Problems and History of Ethics
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA and PhD
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Alfred Wierzbicki
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Seminar	120	I-IV	22

Course pre-requisites	Basic knowledge of concepts and theories in Ethics; sensibility to the contemporary moral issues
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**II. Course Objectives**

Development of the scientific methods of research in Ethics
Accomplishment of Master or Doctor Thesis

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	Student has well-ordered and historically grounded advanced knowledge on the classical, modern, and contemporary views, both those world-wide recognized and vernacular from Ethics and on its methodology	K_W05
W_02	Student has well-ordered particular knowledge and is familiar with research problems in a selected topic of his/her Master or Doctor Thesis	K_W06
W_03	Student knows and understands advanced methods of analysing and interpreting various forms of ethical statements and is able to formulate his/her own thesis regarding a selected topic	K_W07
<b>SKILLS</b>		
U_01	Student is able to select proper and adequate instruments for interpreting and analysing a philosophical/ethical text, to summarize and analyse philosophical/ethical arguments as well as to identify their key thesis, assumptions and consequences and to offer his/her own thesis regarding a selected topic of his/her /Master Thesis/ Doctor Thesis	K_U05
U_02	Student possesses the skill of argumentation and formulating conclusions in a written form, properly employing specialist	K_U06

## Course Syllabus – PHILOSOPHY MA, Year I

	terminology and views of other authors and possesses the skill to defend his/her conclusions	
U_03	Student understands the need for lifelong learning, is able to inspire and organize the process of education for others	K_U10
<b>SOCIAL COMPETENCIES</b>		
K_01	Student is able to determine adequately priorities in completing a Master Thesis/ Doctor Thesis and similar research tasks	K_K01
K_02	Student is able to analyse thoroughly situations and problems and formulate on his/her own propositions how to solve them	K_K02
K_03	Student participates in cultural and social life, utilizing its various forms and media, as well as is interested in current events and philosophical, cultural, social, religious and political trends	K_K04

### IV. Course Content

The program of seminar is related to the ethical interests of students who are supposed to declare a topic of their research for the sake of Master or Doctor Thesis

### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
<b>KNOWLEDGE</b>			
W_01	Research work directed by a professor	Master Thesis	Opinion of a director and of a reviewer
W_02	SWOT Method	Report	Protocol
<b>SKILLS</b>			
U_01	Case study	Report or essay	Protocol
<b>SOCIAL COMPETENCIES</b>			
K_01	Problem Based Learning	Report	Protocol

### VI. Grading criteria, weighting factors.....

The work of a student is evaluated in every semester on the basis of a progress of realization of his/her Master or Doctor Thesis.

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	120
Number of hours of individual student work	540

### VIII. Literature

<b>Basic literature</b>
Literature is in correspondence of a topic chosen by a student
<b>Additional literature</b>
Lindsay David, Scientific writing = thinking in words, Collingwood VIC: CSIRO PUBLISHING 2011.

**ARISTOTLE – METAPHYSICS**

**I. General Information**

Course name	Aristotle – Metaphysics
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Zbigniew Pańpuch
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	30	1	2

Course pre-requisites	A knowledge of the ancient Greek at the level of a Greek lectorate for philosophers would be desired. Additionally it will be useful a knowledge of an popular modern language (French, German, Italian , Spanish)
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**II. Course Objectives**

C1. Exploring the sources of philosophical thought through the contact with the text of one of the most important ancient author.
C2. To help the students to understand one of the most important philosophical texts of the antiquity.

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	Knows basic philosophical terminology in English language in Aristotle's <i>Metaphysics</i>	W03, W04
W_02	Has well-ordered knowledge on main metaphysical problems presented in Aristotle's <i>Metaphysics</i>	W05
W_03	Has well-ordered particular knowledge about concept of substance, theory of causes and being compositions discovered by Aristotle.	W06
<b>SKILLS</b>		
U_01	Is able to employ in typical situations basic theoretical understandings of concept of substance, theory of causes and being compositions discovered by Aristotle.	U04
U_02	Is able to cooperate and work in a group during the scientific discussion about the text interpretation of Aristotle's <i>Metaphysics</i> and understanding theoretical issues in it.	U11
<b>SOCIAL COMPETENCIES</b>		
K_01	Can justify the role of metaphysical knowledge in understanding the fundamentals of the cultural heritage of the European civilisation.	K03

## Course Syllabus – PHILOSOPHY MA, Year I

### IV. Course Content

During the conversatory it will be analysed the text of Aristotle’s *Metaphysics* and if necessary and helpful – comparison with the translations in other modern languages. There also will be tried to place the understood content in a broader philosophical context through indicating the relations with other related philosophical problems.

### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods (choose from the list)	Forms of assessment (choose from the list)	Documentation type (choose from the list)
W_01	Student’s own work with the companions to philosophy and philosophical vocabularies	writing a scientific text at the end of conversatory	Estimated written text
W_02	Student’s own reading of proposed literature	writing a scientific text at the end of conversatory	Estimated written text
W_03	Proposed text analysis	writing a scientific text at the end of conversatory	Estimated written text
U_01	Discussion	observation	Report from observation
U_02	Instruction about methodology of discussion	observation	Report from observation
K_01	Discussion	observation	Report from observation

### VI. Grading criteria, weighting factors.....

Student’s activity during the tutorial, written essay at the end of semester, the presence in the time of tutorial.

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>30</b>
Number of hours of individual student work	<b>30</b>

### VIII. Literature

<b>Basic literature</b>
Aristotle, <i>Metaphysics; Oeconomica, Magna Moralia</i> , transl. C.Armstrong, Loeb Classical Library, London 1957.
Arystoteles, <i>Opera omnia. Graece et Latinae cum indice nominum et rerum absolutissimo</i> , Parisiis 1850.
<b>Additional literature</b>
<i>Benselers Griechisch - Deutsch Woerterbuch, Leipzig 1990.</i>
<i>A Greek-English lexicon, compiled by H.G. Liddell and R.Scott, Oxford 1968.</i>
<i>Metaphysics. An Outline of the Theory of Being, tłum. Th. Sandok, Mariel Publications, New York 1991.</i>

**ARISTOTLE - NICOMACHEAN ETHICS - ON THE SOUL (DE ANIMA)**

**I. General Information**

Course name	Aristotle - Nicomachean Ethics - On the Soul (De Anima)
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Ks. dr hab. Piotr Pasterczyk
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	45	I-II	3

Course pre-requisites	The basic acquaintance with history of antic philosophy
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**II. Course Objectives**

C1. The acquaintance with main problems of <i>Nicomachean Ethics and On the Soul's</i> interpretation
C2. The obtention of the knowledge about Aristotelian arguments for philosophical understanding of the soul, human action and the good
C3. The application of the Aristotelian theory of soul and action in the interpretation of chosen positions in the antic and medieval anthropology

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	the student is acquainted with English terminology concerning the text of <i>Nicomachean Ethics and On the Soul</i>	W03, W04
W_02	the student has general knowledge concerning the main problems of <i>Nicomachean Ethics and On the Soul</i>	W05, W06
W_03	the student is acquainted with the role of <i>Nicomachean Ethics and On the Soul</i> in the interpretation of social and cultural phenomena	W09
<b>SKILLS</b>		
U_01	the student is in position to integrate anthropological, epistemological and cultural aspects of <i>Nicomachean Ethics and On the Soul</i>	U04
U_02	the student is able to choose the proper tools for interpretation of <i>Nicomachean Ethics and On the Soul</i> and he/she is able to make the independent analysis of the dialogue	U05
U_03	the student has the ability of oral and writing argumentation interpreting <i>Nicomachean Ethics and On the Soul</i> and he/she is in position to write short essays concerning the dialogue	U06, U07
<b>SOCIAL COMPETENCIES</b>		

## Course Syllabus – PHILOSOPHY MA, Year I

K_01	the student is able to justify the role of philosophy in the cultural life	K03
K_02	the student is ready to be interested in current cultural events and philosophical and cultural trends	K04

### IV. Course Content

1. The introduction to translation and interpretation of <i>Nicomachean Ethics</i> and <i>On the Soul</i> , 2. The interpretation of human action as the basic problem of Aristotelian practical philosophy, 3. The interpretation of the theory of soul in <i>Nicomachean Ethics</i> (EN, 1. 3), 3. The interpretation of the theory of soul in <i>On the Soul</i> (DA, 3), 4. The genesis of the concept of the will in <i>Nicomachean Ethics</i> a (EN 3), 5. The problem of the good from the ethical and dianoethical point of view (EN 1-2, 6)
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### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conservatory lecture	Written paper	Evaluated written paper
W_02	Text interpretation	Written paper	Evaluated written paper
W_03	Discussion	Observation	Evaluation in the group
SKILLS			
U_01	Text analysis	Written paper	Evaluation in the group
U_03	Text analysis	Written paper	Evaluation in the group
U_03	Text analysis	Written paper	Evaluation in the group
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Evaluation in the group
K_02	Work in different roles	Observation	Evaluation in the group

### VI. Grading criteria, weighting factors.....

50% - presence and active participation in the classes

50% -written paper

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>45</b>
Number of hours of individual student work	<b>45</b>

### VIII. Literature

<p><b>Basic literature:</b></p> <ol style="list-style-type: none"> <li>1. <i>Nicomachean Ethics</i>, transl. D. Ross, Oxford 2009.</li> <li>2. <i>De Anima</i>, tłum. D. W. Hamlyn, Oxford 1993.</li> </ol>
<p><b>Additional literature:</b></p> <ol style="list-style-type: none"> <li>1. A. Rorty, (ed.), <i>Essays on Aristotle's Ethics</i>, Berkeley 1980.</li> <li>2. J. Cooper, <i>Reason and Emotion</i>, Princeton 1999.</li> <li>3. A. MacIntyre, <i>After Virtue</i>, London 1981.</li> <li>3. D. Bostock, <i>Aristotle's Ethics</i>, Oxford 2000.</li> </ol>

**PLATO – THE REPUBLIC**

**I. General Information**

Course name	Plato – the Republic
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Ks. dr hab. Piotr Pasterczyk
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	45	I-II	3

Course pre-requisites	The basic acquaintance with history of contemporary philosophy
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**II. Course Objectives**

C1. The acquaintance with main problems of interpretation of Plato's Republic
C2. The obtention of the knowledge about analysis of Socratic arguments for philosophical understanding of the soul and state in Republic
C3. The obtention of the ability of interpretation of chosen antic and medieval philosophical positions from the point of view of the platonic anthropology

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	the student is acquainted with English terminology concerning the text of Plato's Republic	W03, W04
W_02	the student has general knowledge concerning the main problems of Plato's Republic	W05, W06
W_03	the student is acquainted with the role of Plato's Republic in the interpretation of social and cultural phenomena	W09
<b>SKILLS</b>		
U_01	the student is in position to integrate anthropological, epistemological and cultural aspects of Plato's Republic	U04
U_02	the student is able to choose the proper tools for interpretation of Plato's Republic and he/she is able to make the independent analysis of the dialogue	U05
U_03	the student has the ability of oral and writing argumentation interpreting Plato's Republic and he/she is in position to write short essays concerning the dialogue	U06, U07
<b>SOCIAL COMPETENCIES</b>		
K_01	the student is able to justify the role of philosophy in the cultural life	K03

## Course Syllabus – PHILOSOPHY MA, Year I

K_02	the student is ready to be interested in current cultural events and philosophical and cultural trends	K04
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### IV. Course Content

1. The introduction to translation and interpretation of Plato's Republic; 2. The Interpretation of justice as the main problem of Plato's Republic, (book 1-2); 3. The interpretation of platonic theory of state – the social contract and the foundation of the state (book 2-3); 4. The interpretation of platonic theory of tripartite soul and cardinal virtues (book 4); 5. The interpretation of three knowledge pictures (book 6-7); 6. The interpretation of psychological aspects of five political constitutions; 7. The interpretation of the eschatological myth.
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### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conservatory lecture	Written paper	Evaluated written paper
W_02	Text interpretation	Written paper	Evaluated written paper
W_03	Discussion	Observation	Evaluation in the group
SKILLS			
U_01	Text analysis	Written paper	Evaluation in the group
U_03	Text analysis	Written paper	Evaluation in the group
U_03	Text analysis	Written paper	Evaluation in the group
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Evaluation in the group
K_02	Work in different roles	Observation	Evaluation in the group

### VI. Grading criteria, weighting factors.....

50% - presence and active participation in the classes

50% -written paper

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>45</b>
Number of hours of individual student work	<b>45</b>

### VIII. Literature

<p><b>Basic literature:</b></p> <ol style="list-style-type: none"> <li>1. The Republic of Plato, transl. A. Bloom, Basic Books 1991.</li> <li>2. E. A. Havelock, Preface to Plato, Cambridge 1994.</li> </ol>
<p><b>Additional literature:</b></p> <ol style="list-style-type: none"> <li>1. D. Nails, The People of Plato, Cambridge 2002.</li> <li>2. J. Annas, An Introduction to Plato's Republic, Oxford 1981.</li> <li>3. N. P. White, A Companion to Plato's Republic, Cambridge 1979.</li> </ol>

**ST. THOMAS – SUMMA THEOLOGIAE**

**I. General Information**

Course name	St. Thomas – Summa Theologiae
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full.time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Zbigniew Pańpuch
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
tutorial	60	I-II	4

Course pre-requisites	Basic knowledge of Latin from the course for philosophers
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**II. Course Objectives**

C1. Exploring the sources of philosophical thought through the contact with the text of one of the most important medieval author St. Thomas Aquinas.
C2. To help the students to understand one of the most important philosophical texts of the middle ages.

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	Knows basic philosophical terminology in English language in philosophical anthropology	W03, W04
W_02	Has well-ordered knowledge on Thomistic anthropology	W05
W_03	Has well-ordered particular knowledge about relations between soul and body, nature of the human soul, its essential qualities and basic powers – intellect and will	W06
W_04	Possesses basic knowledge about university and is up to date with its cultural life	W09
<b>SKILLS</b>		
U_01	Is able to employ in typical situations some basic theoretical understandings about human being	U04
U_02	Is able to cooperate and work in a group as a discussing person	U11
<b>SOCIAL COMPETENCIES</b>		
K_01	Can justify the role of philosophical anthropology in formulating humanistic culture	K03
K_02	Participates in cultural life events involving the anthropological problems.	K04

## Course Syllabus – PHILOSOPHY MA, Year I

### IV. Course Content

During the conversatory it will be analyzed the text of St. Thomas's *Summa theologiae* in it's anthropological part: I sem. - Part 1 of the *Summa theologiae*, q.75-76 (A structure of human being), II sem. - q.77-78 (A structure of human powers of cognition and action). If necessary and helpful the English translation could be compared with the translations in other modern languages. There also will be tried to place the understood content in a broader philosophical context through indicating the relations with other related anthropological problems.

### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
W_01	Student's own work with the companions to philosophy and philosophical vocabularies	writing a scientific text at the end of conversatory	Estimated written text
W_02	Student's own reading of proposed literature	writing a scientific text at the end of conversatory	Estimated written text
W_03	Proposed text analysis	writing a scientific text at the end of conversatory	Estimated written text
W_04	Discussion	observation	Report from observation
U_01	Scientific discussion	observation	Report from observation
U_02	Instruction about methodology of discussion	observation	Report from observation
K_01	Discussion	observation	Report from observation
K_02	Discussion	observation	Report from observation

### VI. Grading criteria, weighting factors.....

Student's activity during the tutorial, written essay at the end of semester, the presence in the time of tutorial.

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>60</b>
Number of hours of individual student work	<b>60</b>

### VIII. Literature

<b>Basic literature</b>
<i>S. Thomae Aquinatis... Summa theologiae: cum textu ex recensione Leonina cura et studio Petri Caramello</i> , Taurini: Marietti, 1950. internet version of the text (13.06.2019): <a href="http://www.logicmuseum.com/wiki/Authors/Thomas_Aquinas/Summa_Theologiae/Part_I/Q75">http://www.logicmuseum.com/wiki/Authors/Thomas_Aquinas/Summa_Theologiae/Part_I/Q75</a>
<b>Additional literature</b>
<i>I-Man. An Outline of Philosophical Anthropology</i> , transl. M.Lescoe [i in.], New Britain (Conn.): Mariel Publications 1983; abr. version F. J. Lescoe, R. B. Duncan, NewBritain (Conn.) 1985;

**FOUNDATION OF LOGIC FOR PHILOSOPHERS**

**I. General Information**

Course name	Foundation of logic for philosophers
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr Anna Karczewska
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<i>Type of class (use only the types mentioned below)</i>	Number of teaching hours	Semester	ECTS Points
Tutorial	15	II	2

Course pre-requisites	General knowledge about mathematics of high school level.
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**II. Course Objectives**

C1 Presentation and discussion about main concepts, problems and achievements of philosophical logic.
C2. Presentation of Propositional Calculus, First Order Logic.
C3. Developing skills in solving logic problems.
C4. Developing skills in paying attention to logical fallacies and logical correctness.

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	Student has knowledge about basic types of formulas, main ways to justification the theorems, main types of knowledge and he/she understands specificity of them.	W01, W02, W03, W04, W05
W_02	Student has knowledge and understanding the features and way to construction logical theories.	W01, W02, W03, W04, W05
<b>SKILLS</b>		
U_01	Student has a skill to analysing, evaluating of correctness and reading the structure of logical reasoning.	U02, U05, U011
U_02	Student has a skill to solve the problems in Propositional Calculus and First Order Logic.	U02, U05,
U_03	Student has a skill to examine the correctness of the formal proofs.	U02, U05,
U_04	Student has a skill to recognize and naming basic logical fallacies.	U02, U05, U011
<b>SOCIAL COMPETENCIES</b>		
K_01	Is able to analyse thoroughly situations and problems and formulate on her/his own propositions how to solve them	K02

**Course Syllabus – PHILOSOPHY MA, Year I**

**IV. Course Content**

Structure, types and features of arguments, correctness and logical fallacies in reasoning. Induction, deduction, inconsistency and similar relations. Structure of logical theory, concepts of model and interpretation. Selected concepts of set theory, algebra and arithmetic of natural numbers. Propositional Calculus. First Order Logic. Structure and features of logical theories, axioms, proofs, definitions.

**V. Didactic methods used and forms of assessment of learning outcomes**

Symbol	Didactic methods	Forms of assessment	Documentation type
<b>KNOWLEDGE</b>			
W_01	Lecture	exam/oral exam	protocol
W_02	Lecture	exam/oral exam	protocol
<b>SKILLS</b>			
U_01	Text analysis	test	protocol
U_02	Practical classes	test	protocol
U_03	Practical classes	test	protocol
U_04	Practical classes	test	protocol
U_05	Practical classes	test	protocol
<b>SOCIAL COMPETENCIES</b>			
K_01	Practical classes	test	protocol

**VI. Grading criteria, weighting factors.....**

**Fail:**

Knowledge: Student doesn't have required knowledge about reasonings and definitions. Student doesn't have basic knowledge about constructing a logical theory, types of knowledge.

Skills: Student doesn't have a skill to analyse arguments, recognize the logical fallacies and solve logical problems.

Social competences: The student is not involved in the learning process.

**Barely Pass:**

Knowledge: Student has required knowledge about types, features and correctness of reasonings and definitions. Student has knowledge about constructing a logical theory, types of knowledge.

Skills: Student has a skill to analyse arguments, recognize and naming the logical fallacies and solve logical problems. Student can solve logical problems with the help of the teacher.

Social competences: The student is involved in the learning process.

**Good Pass:**

Knowledge: Student has knowledge about all topics presented during the course, but he/she can have insignificant gaps in detail.

Skills: Student has a skill to solve typical problems in all presented topics.

Social competences: The student is involved in the learning process.

**Very Good Pass**

Knowledge: Student has systematized and wide knowledge about all topics presented during the course.

Skills: Student has a skill to solve typical and difficult problems in all presented topics. He/she can put the problems, find the answers and illustrate them by examples.

Social competences: student is very active at the classes

**VII. Student workload**

Form of activity	Number of hours
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## Course Syllabus – PHILOSOPHY MA, Year I

Number of contact hours (with the teacher)	15
Number of hours of individual student work	45

### VIII. Literature

<b>Basic literature</b>
D. Bonevac, <i>Deduction. Introductory Symbolic Logic</i> , Blackwell Publishers Ltd., 2003.
<b>Additional literature</b>
J. C. Beall, B. C. van Fraassen, <i>Possibilities and Paradox. An Introduction to Modal and Many-Valued Logic</i> , Oxford 2003. R. M. Smullyan, <i>Goedel's Incompleteness Theorems</i> , Oxford 2001.

**MAIN CONCEPTS AND CONTEMPORARY ETHICAL THEORIES**

**I. General Information**

Course name	Main Concepts and Contemporary Ethical Theories
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr Wojciech Lewandowski
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	15	II	2

Course pre-requisites	General knowledge about main ethical categories and ways of justifying moral judgments.
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**II. Course Objectives**

C1: Presentation and discussion on selected issues in contemporary ethics
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**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	Student has an in-depth knowledge of the most important concepts and problems of contemporary ethics and the main arguments present in ethical debates.	K_W03, K_W04
<b>SKILLS</b>		
U_01	Student is able to carry out a critical analysis of the contemporary ethical arguments in terms of their metaethical and normative assumptions	K_U01, K_U04, K_U05
U_02	Student is able to independently formulate original and complex arguments concerning given ethical problem ethics	K_U06
<b>SOCIAL COMPETENCIES</b>		
K_01	Student understands the need for reliable and creative research on contemporary ethical issues	K_K02

**IV. Course Content**

Partiality: its meaning and justification 1. Impartial vs. personal point of view (agent-neutral vs. agent-relative reasons) 2. Reductionist justification of partiality (consequentialism, voluntarism) 3. Non-reductionist justification of partiality (project view, relationship view, individuals view)
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## Course Syllabus – PHILOSOPHY MA, Year I

### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	text analysis	essay	assessment of the essay
W_02	text analysis	essay	assessment of the essay
SKILLS			
U_01	discussion	presentation	assessment of presentation
U_02	discussion	presentation	assessment of presentation
SOCIAL COMPETENCIES			
K_01	discussion	presentation	assessment of presentation

### VI. Grading criteria, weighting factors.....

**essay: 50%, presentation: 50%.**

Fail:

(W) – student did not prepare his presentation and did not turn in his essay by deadline. Student doesn't have a basic knowledge about discussed concepts, assumptions and arguments formulated in contemporary ethical theories.

(U) – student is not able to analyse arguments present in contemporary debates

(K) – student is not engaged in the discussion, is not interested in making attempts to formulate and justify his position.

Barely Pass

(W) – student prepared his presentation and essay. Student has limited knowledge about discussed concepts, assumptions and arguments formulated in contemporary ethical theories.

(U) – student re-formulates simple arguments and barely analyses them.

(K) – student attends the classes, but doesn't participate in discussion

Good Pass

(W) – student has a good knowledge about discussed concepts, assumptions and arguments formulated in contemporary ethical theories

(U) student is able to critically describe and analyse complex argumentation;

(K) – student is active at the classes

Very Good Pass

(W) – student has systematized and wide knowledge about discussed concepts, assumptions and arguments formulated in contemporary ethical theories

(U) – student is highly competent in analysis of complex arguments present in contemporary ethical debates. Student formulates his own well-justified position.

(K) – student is very active at the classes

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>15</b>
Number of hours of individual student work	<b>45</b>

### VIII. Literature

Basic literature
S. Keller, Partiality, Princeton University Press 2013.
S. Scheffler, Boundaries and allegiances, Oxford University Press 2001.

**Course Syllabus – PHILOSOPHY MA, Year I**

B. Feltham, J. Cottigham (eds.) Partiality and impartiality, Oxford University Press 2010.
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D. Jeske, Rationality and moral theory: how intimacy generates reasons, Taylor & Francis 2008.
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<b>Additional literature</b>
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D. Parfit, On What Matters, v. 1-3, Oxford University Press 2011-2017.
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**MAIN PROBLEMS IN PHILOSOPHY**

**I. General Information**

Course name	Main Problems in Philosophy
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr Piotr Szafek
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
tutorial	30	II	4

Course pre-requisites	basic knowledge of the liberal arts
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**II. Course Objectives**

C1 – Knowledge of the main concepts, methods and systematic views in philosophy
C2 – Ability to read with understanding and analyse philosophical texts
C3 – Ability to reconstruct and evaluate philosophical arguments, as well as to formulate and defend philosophically one’s own views

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	Knowledge of the main concepts, methods and systematic views in philosophy	W01, W02, W03, W04, W05
<b>SKILLS</b>		
U_01	Ability to read with understanding and analyse philosophical texts	U02, U05
U_02	Ability to reconstruct and evaluate philosophical arguments, as well as to formulate and defend philosophically one’s own views	U06
U_03	Ability to integrate knowledge from various humanistic disciplines	U04, U11
<b>SOCIAL COMPETENCIES</b>		
K_01	Ability to understand philosophical problems and solutions against a wider background of Western culture as well as to apply such understanding in interdisciplinary and public conversations	K03

**IV. Course Content**

The aim of the class is to introduce students the main concepts, methods and systematic views in philosophy, with a special emphasis on the achievements of the contemporary analytic philosophy.
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## Course Syllabus – PHILOSOPHY MA, Year I

The tutorial is organized around the following philosophical themes: (i) knowledge and the world, (ii) mind and the self, (iii) free will, (iv) God and religion, (v) reasoning, and (vi) morality.

### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
<b>KNOWLEDGE</b>			
W_01	A Conversational Lecture/A Discussion	An Essay/An Observation	An Essay Evaluation/A Group Working Evaluation Card
<b>SKILLS</b>			
U_01 U_02 U_03	A Classical Text Analysis/A Discussion	An Essay/Observation	A Group Working Evaluation Card
<b>SOCIAL COMPETENCIES</b>			
K_01	A Discussion	Observation	A Group Working Evaluation Card

### VI. Grading criteria, weighting factors.....

Fail:

(W) – a student does not have a basic knowledge of the main problems of philosophy

(U) – a student does not have a competence in analysing classical texts and does not understand the basic content of the tutorials; the student is not able to offer any conceptual solution for the discussed problem

(K) – student is not engaged in the process of acquiring the knowledge offered within tutorials and does not fulfil tutorial's aims and tasks, does not engage himself into the discussion of the raised problems

Barely Pass:

(W) – a student gained general but limited knowledge of the main problems of philosophy

(U) – a student barely can analyse and understand the contents of tutorials; with tutor's assistance student is able to analyse and reconstruct classical texts

(K) – student attends the classes, but is passive

Good Pass:

(W) – a student has gained a good knowledge of the main problems of philosophy

(U) – a student is able easily to demonstrate his knowledge on the main problems of philosophy and is able to apply the knowledge to a puzzling situation; the student can analyse classical texts without any serious difficulty

(K) – student is active at the classes and is willing to broaden his knowledge

Very Good Pass:

(W) – a student has systematized and wide knowledge of the main problems of philosophy

(U) – a student is highly competent as regards the analysis of the classical texts and is able easily to refer to the secondary sources

(K) – student is very active at the classes and takes an initiative with broadening his knowledge

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>30</b>
Number of hours of individual student work	<b>90</b>

### VIII. Literature

## Course Syllabus – PHILOSOPHY MA, Year I

<b>Basic literature</b>
(1) Simon Blackburn, <i>Think: A Compelling Introduction to Philosophy</i> , Oxford: Oxford University Press 1999.; (2) John Hospers, <i>An Introduction to Philosophical Analysis</i> , London: Routledge 1956/1997; (3) Thomas Nagel, <i>What Does It All Mean?: A Very Short Introduction to Philosophy</i> , New York: Oxford University Press 1987.
<b>Additional literature</b>
(1) Bertrand Russell, <i>The Problems of Philosophy</i> , Buffalo, N.Y.: Prometheus Books 1912/1988; (2) Bertrand Russell, <i>An Outline of Philosophy</i> , London: George Allen & Unwin 1927; (3) Simon Blackburn, <i>The Big Questions: Philosophy</i> , London: Quercus 2009; (4) Simon Blackburn, <i>The Oxford Dictionary of Philosophy</i> , Oxford: Oxford University Press 1994; (5) Thomas Nagel, <i>Mortal Questions</i> , Cambridge: Cambridge University Press 1979/2012; (6) John Cottingham (ed.), <i>Western Philosophy: An Anthology</i> , Oxford: Blackwell 1996; (7) Julian Baggini, <i>The Pig That Wants to Be Eaten: 100 Experiments for the Armchair Philosopher</i> , New York: Plume-Penguin 2005; (8) John Perry, Michael Bratman, and John Martin Fischer, <i>Introduction to Philosophy: Classical and Contemporary Readings</i> , Oxford-New York: Oxford University Press 2012; (9) Relevant entries from E. Craig's "Routledge Encyclopaedia of Philosophy" and online Stanford Encyclopaedia of Philosophy ( <a href="http://plato.stanford.edu/">http://plato.stanford.edu/</a> ). Appropriate excerpts from the classic and contemporary sources will be distributed in the course of the class.

**MAIN TOPICS IN HISTORY OF PHILOSOPHY**

**I. General Information**

Course name	Main Topics in History of Philosophy
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	prof. Piotr Gutowski/dr Piotr Szalek
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	45	I-II	6

Course pre-requisites	W1 – basic knowledge of the liberal arts
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**II. Course Objectives**

C1 – the first aim is to offer an analysis of the basic philosophical concepts and categories from ancient to contemporary times
C2 – the second aim is to give students an opportunity of gaining the competence of analysing classical philosophical texts
C3 – the third aim is to enable students to acquire skills necessary for both analytic and synthetic way of thinking and a good argumentative and critical competence

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	A student knows the main topics and the basic terminology of the major philosophical systems in history of philosophy	W01, W03; W04, W05
<b>SKILLS</b>		
U_01	A student can read with understanding and analyse philosophical texts, and is able to reconstruct and evaluate philosophical arguments	U05, U11
<b>SOCIAL COMPETENCIES</b>		
K_01	A student can understand philosophical problems and solutions against a wider background of Western culture as well as to apply such understanding in interdisciplinary and public conversations	K02, K03

**IV. Course Content**

A year-long tutorial is providing an introductory course of the history of philosophy through the major themes and philosophers. It consists of the main philosophical standpoints such as, among others, of
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## Course Syllabus – PHILOSOPHY MA, Year I

Pre-Socratics, Socrates, Plato and Aristotle, St Thomas Aquinas, two main streams in modern philosophy: Continental Rationalism and British Empiricism, I. Kant, G. W. Hegel, A. Comte, F. Nietzsche, American Pragmatism, Phenomenology, Analytic Philosophy, and Existentialism. Tutorials give an opportunity for students to gain and broaden their knowledge about crucial categories, arguments and conceptual schemas elaborated by philosophers through the course of the history of philosophy. It consists mostly in the close reading and discussion of their classical texts, which gives students a chance to acquire the competence and tools of the philosophical analysis. It gives also a tool for critical thinking and deeper self-consciousness as regards different opinions and ideas.

### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
<b>KNOWLEDGE</b>			
W_01	A Conversational Lecture/A Discussion	An Essay/An Observation	An Essay Evaluation/A Group Working Evaluation Card
<b>SKILLS</b>			
U_01	A Classical Text Analysis/A Discussion	An Essay/Observation	A Group Working Evaluation Card
<b>SOCIAL COMPETENCIES</b>			
K_01	A Discussion	Observation	A Group Working Evaluation Card

### VI. Grading criteria, weighting factors.....

Fail:

(W) – a student does not have a basic knowledge of the main topics in the history of philosophy

(U) – a student does not have a competence in analysing classical texts and does not understand the basic content of the tutorials; the student is not able to offer any conceptual solution for the discussed problem

(K) – student is not engaged in the process of acquiring the knowledge offered within tutorials and does not fulfil tutorial's aims and tasks, does not engage himself into the discussion of the raised problems

Barely Pass:

(W) – a student gained general but limited knowledge of the main topics in the history of philosophy

(U) – a student barely can analyse and understand the contents of tutorials; with tutor's assistance student is able to analyse and reconstruct classical texts

(K) – student attends the classes, but is passive

Good Pass:

(W) – a student has gained a good knowledge of the main topics in the history of philosophy

(U) – a student is able easily to demonstrate his knowledge on the main topics in the history of philosophy and is able to apply the knowledge to a problematic situation; the student can analyse classical texts without any serious difficulty

(K) – student is active at the classes and is willing to broaden his knowledge

Very Good Pass:

(W) – a student has systematized and wide knowledge of the main topics in the history of philosophy

(U) – a student is highly competent as regards the analysis of the classical texts and is able easily to refer to the secondary sources

(K) – student is very active at the classes and takes an initiative with broadening his knowledge

### VII. Student workload

Form of activity	Number of hours
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## Course Syllabus – PHILOSOPHY MA, Year I

Number of contact hours (with the teacher)	45
Number of hours of individual student work	135

### VIII. Literature

<b>Basic literature</b>
(1) R.H. Popkin (ed.), <i>The Columbia History of Western Philosophy</i> , New York: Columbia University Press 2006; (2) A. Kenny, <i>An Illustrated Brief History of Western Philosophy</i> , Oxford: Blackwell 1999; (3) A. Kenny, <i>A New History of Western Philosophy</i> , Oxford-New York: Oxford University Press 2012.
<b>Additional literature</b>
(1) A. Kenny, <i>Ancient Philosophy: A New History of Western Philosophy</i> , Vol. 1, New York: Oxford University Press 2004; (2) A. Kenny, <i>Medieval Philosophy: A New History of Western Philosophy</i> , Vol. 2, New York: Oxford University Press 2005; (3) A. Kenny, <i>The Rise of Modern Philosophy: A New History of Western Philosophy</i> , Vol. 3, New York: Oxford University Press 2006; (4) A. Kenny, <i>Philosophy in the Modern World: A New History of Western Philosophy</i> , Vol. 4, New York: Oxford University Press 2008; (5) F. Copleston, <i>History of Philosophy</i> , 9 vols (various editions); (6) B. Russel, <i>History of Western Philosophy</i> (various editions); (7) É. Gilson, <i>History of Christian Philosophy in the Middle Ages</i> , New York: Random House 1953; (8) Classical philosophical works by Plato, Aristotle, Aquinas, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Hegel, Comte, Marx, Nietzsche, Husserl, Russell, Wittgenstein, Sartre, Levinas (further details on required reading selections from the works will be given at the lecture); (9) Selected essays from the Cambridge Companions series, especially from those on Plato (R. Kraut), Aristotle (J. Barnes), Augustine (N. Kretzmann, E. Stumpff), Aquinas (E. Stumpff, N. Kretzmann), Descartes (J. Cottingham), Kant (P. Guyer), Hegel (F. Beiser), Marx (T. Carver); (10) Relevant entries from E. Craig's "Routledge Encyclopedia of Philosophy" and online Stanford Encyclopedia of Philosophy ( <a href="http://plato.stanford.edu/">http://plato.stanford.edu/</a> ).

**METHODS OF SCIENTIFIC RESEARCH**

**I. General Information**

Course name	Methods of Scientific Research
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	dr Robert Kublikowski
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	15	II	2

Course pre-requisites	basic critical thinking skills
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**II. Course Objectives**

C1 to show the basic knowledge concerning semiotics and methodology.
C2 to develop critical thinking.

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	student has well-ordered particular knowledge from the area of semiotics and methodology.	W_06
W_02	student knows and understands basic methods of analysing and interpreting various forms of philosophical statements.	W_07
W_03	student knows and understands basic notions and principles from the domain of intellectual property protection and copyright law.	W_08
<b>SKILLS</b>		
U_01	Student is able to find, analyse, evaluate, arrange and use information by employing sources both printed and digital.	U_01
U_02	Student possesses basic research skills - including formulating and analysing research problems, choosing research methods and instruments, elaborating and presenting results - which allow to solve philosophical problems.	U_02
U_03	Student is able to select proper and adequate instruments for interpreting and analysing philosophical texts, to summarise and analyse philosophical arguments as well as to identify their key theses, assumptions and consequences.	U_05
<b>SOCIAL COMPETENCIES</b>		

## Course Syllabus – PHILOSOPHY MA, Year I

K_01	Student understands the need for lifelong learning and developing critical thinking skills.	K_01
K_02	Student is able to analyse situations and problems and formulate on his own propositions how to solve them.	K_04

### IV. Course Content

1. Basic knowledge concerning semiotics (philosophy of language) and methodology.
2. Different types of sciences concerning language.
3. Semiotics as a formal science about language.
4. Sign: a definition, structure, functions (roles) and types.
5. Language: a definition, types, functions (roles) and structure.
6. Methodology as a science concerning methods.
7. Analysing.
8. Classifying and typologisation.
9. Defining.
10. Questioning.
11. Reasoning.
12. Arguing.
13. Persuasion.
14. Manipulation.
15. Discussion

### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Lecture	2 oral revisions	Grades of the work in a group
SKILLS			
U_01	Analysis of a text	observation	Grades of the work in a group
SOCIAL COMPETENCIES			
K_01	Discussion	observation	Grades of the work in a group

### VI. Grading criteria, weighting factors.....

#### KNOWLEDGE

- 2 (unsatisfactory - fail) Student does not obtain basic knowledge concerning semiotics and methodology.
- 3 (satisfactory) Student obtains basic knowledge concerning semiotics and methodology.
- 4 (good) Student obtains knowledge concerning semiotics and methodology.

## Course Syllabus – PHILOSOPHY MA, Year I

5 (very good) Student obtains a precise, well-ordered knowledge concerning semiotics and methodology.

### COMPETENCE

2 (unsatisfactory - fail) Student is not able to analyse and understand basic knowledge concerning semiotics and methodology.

3 (satisfactory) Student is able to analyse and understand basic knowledge concerning semiotics and methodology.

4 (good) Student is able to analyse and understand in a fluent way basic knowledge concerning semiotics and methodology.

5 (very good) Student is able to analyse and understand in a fluent way advanced knowledge concerning semiotics and methodology. Student is able to put many interesting questions and to search for correct answers.

### SOCIAL COMPETENCE

2 (unsatisfactory - fail) Student is not active in the learning process. Student is not able to put an interesting question and take a part in a discussion concerning semiotics and methodology.

3 (satisfactory) Student is active in the learning process. Student is able to put interesting questions and take a part in a discussion concerning semiotics and methodology.

4 (good) Student is very active in the learning process. Student is able to put interesting questions and take a part in a discussion concerning semiotics and methodology.

5 (very good) Student is very active in the learning process. Student is able to put many interesting questions and take a part in a discussion concerning semiotics and methodology.

## VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>15</b>
Number of hours of individual student work	<b>45</b>

## VIII. Literature

<b>Basic literature</b>
Ziemiński Z., <i>Practical Logic</i> , Warsaw: PWN 1976. Bowell T., G. Kamp, <i>Critical Thinking, A Concise Guide</i> , London, New York: Routledge 2010.
<b>Additional literature</b>
<u>Kublikowski R., <i>Definition Within the Structure of Argumentation, Special Issue on Informal Logic and Argumentation Theory</i>, red. M. Koszowy, "Studies in Logic, Grammar and Rhetoric" 16 (29) 2009, s. 229-244.</u>

**LATIN PHILOSOPHICAL TEXTS**

**I. General Information**

Course name	Latin Philosophical Texts
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	dr hab. Monika Komsta
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Translation class	60	II-III	8

Course pre-requisites	Knowledge of Latin grammar
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**II. Course Objectives**

C1 to be able to translate Latin philosophical texts
C2 to be able to recognize philosophical problems in Latin texts

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	Student knows philosophical vocabulary in Latin	W03, W04
W_02	knows methods of translation and interpretation of philosophical texts	W07
<b>SKILLS</b>		
U_01	student is able to analyse Latin text, recognize philosophical problems, understands philosophical vocabulary	U05
<b>SOCIAL COMPETENCIES</b>		
K_01	Is aware of the role of Latin and of the responsibility for preservation of the cultural heritage of the region, country, and Europe	K03

**IV. Course Content**

Translation of some original philosophical Latin text and discussion philosophical problem, which are contained in it.
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**V. Didactic methods used and forms of assessment of learning outcomes**

Symbol	Didactic methods	Forms of assessment	Documentation type
<b>KNOWLEDGE</b>			
W_01	Work on text	quiz	Corrected quiz

## Course Syllabus – PHILOSOPHY MA, Year I

W_02	Work on text	quiz	Corrected quiz
SKILLS			
U_01	Work on text	quiz	Corrected quiz
SOCIAL COMPETENCIES			
K_01	discussion	observation	Evaluation of group work

### VI. Grading criteria, weighting factors.....

Fail:

A student does not have a competence in analysing philosophical texts and does not understand the basic content of the tutorials;

A student is not engaged in the process of acquiring the knowledge offered within tutorials

Satisfactory

A student knows basic grammatical terms and concepts, is able to recognise the structure of Latin sentence, is able to translate an easy Latin text.

Good

A student knows grammatical concepts and terms, is able to inflect Latin words and translate original Latin text. A student is engaged in the process of acquiring the knowledge offered within translatorium.

Very good

A student knows grammatical concepts and terms, is able to inflect Latin words and translate long original Latin text, knows Latin philosophical terms and their English translation.

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>60</b>
Number of hours of individual student work	<b>180</b>

### VIII. Literature

<b>Basic literature</b>
S. Thomas, <i>Summa theologiae</i> [ <a href="http://www.corpusthomicum.org/sth0000.html">http://www.corpusthomicum.org/sth0000.html</a> ]
S. Thomas, <i>De aeternitate mundi</i> [ <a href="http://www.corpusthomicum.org/ocm.html">http://www.corpusthomicum.org/ocm.html</a> ]
<b>Additional literature</b>
Ch. Bennett, <i>A Latin Grammar</i> , Allyn and Bacon, Boston, Chicago 1913.
William Whitaker's Words: <a href="http://archives.nd.edu/words.html">http://archives.nd.edu/words.html</a>

**AUGUSTINE – ON THE FREE CHOICE**

**I. General Information**

Course name	Augustine - On the free choice
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Ks. dr hab. Piotr Pasterczyk
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Course coordinator/person responsible	Number of teaching hours	Semester	ECTS Points
Tutorial	30	II	2

Course pre-requisites	Basic knowledge of history of ancient and medieval philosophies
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**II. Course Objectives**

C1. The acquaintance with main problems of interpretation of St. Augustine's <i>On the free choice of the will</i>
C2. The obtention of the knowledge about analysis of Augustinian arguments for philosophical understanding of the will and soul in <i>On the free choice of the will</i>
C3. The obtention of the ability of interpretation of chosen antic and medieval philosophical positions from the point of view of the Augustinian understanding of the will

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	the student is acquainted with English terminology concerning the text of <i>On the free choice of the will</i>	W03, W04
W_02	the student has general knowledge concerning the main problems of <i>On the free choice of the will</i>	W05, W06
W_03	the student is acquainted with the role of <i>On the free choice of the will</i> in the interpretation of social and cultural phenomena	W09
<b>SKILLS</b>		
U_01	the student is in position to integrate anthropological, epistemological and cultural aspects of <i>On the free choice of the will</i>	U04
U_02	the student is able to choose the proper tools for interpretation of <i>On the free choice of the will</i> and he/she is able to make the independent analysis of the dialogue	U05
U_03	the student has the ability of oral and writing argumentation interpreting <i>On the free choice of the will</i> and he/she is in position to write short essays concerning the dialogue	U06, U07
<b>SOCIAL COMPETENCIES</b>		

## Course Syllabus – PHILOSOPHY MA, Year I

K_01	the student is able to justify the role of philosophy in the cultural life	K03
K_02	the student is ready to be interested in current cultural events and philosophical and cultural trends	K04

### IV. Course Content

<p>1. The introduction to translation and interpretation of St. Augustine's <i>On the free choice of the will</i>,                  2. The interpretation of the human soul in <i>On the free choice of the will</i> from the point of view of platonic Republic ,                  2. The interpretation of the evil's Genesis from the point of view of platonic theory of soul in <i>On the free choice of the will</i>,                  3. The interpretation of the will as latin <i>voluntas</i> and <i>liberum arbitrium</i> in <i>On the free choice of the will</i>,                  4. The interpretation of Augustinian proof for God's existence in <i>On the free choice of the will</i></p>
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### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conservatory lecture	Written paper	Evaluated written paper
W_02	Text interpretation	Written paper	Evaluated written paper
W_03	Discussion	Observation	Evaluation in the group
SKILLS			
U_01	Text analysis	Written paper	Evaluation in the group
U_03	Text analysis	Written paper	Evaluation in the group
U_03	Text analysis	Written paper	Evaluation in the group
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Evaluation in the group
K_02	Work in different roles	Observation	Evaluation in the group

### VI. Grading criteria, weighting factors.....

50% - presence and active participation in the classes

50% - written paper

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>30</b>
Number of hours of individual student work	<b>30</b>

### VIII. Literature

<p><b>Basic literature</b>                  1. Augustine – On the Free Choice of the Will, transl. P. King, Cambridge 2010.</p>
<p><b>Additional literature:</b>                  1. J. Rist, Augustine: Ancient Thought Baptized, Cambridge, 1994.                  2. G. Matthew, Augustine, Oxford, 2005.                  3. A. D. The Theory of Will in Classical Antiquity, Berkeley, 1982.</p>

**KAROL WOJTYLA – LOVE AND RESPONSIBILITY**

**I. General Information**

Course name	Karol Wojtyla - Love and Responsibility
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr Małgorzata Borkowska-Nowak
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	45	II-III	3

Course pre-requisites	–
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**II. Course Objectives**

C1. The first aim is to analyze K. Wojtyla's views on sexual morality in the context of the personalistic norm
C2 The second aim is to provide students with the ability to analyze and evaluate moral problems
C3. The third aim is to develop skills of discussing

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	Possesses profound knowledge and deep understanding of Wojtyła's contribution to sexual ethics as a separate sphere of philosophical reflection.	W01
W_02	Knows terminology of sexual ethics as well as the main sources leading to the personalistic grasp of sexual-conjugal problems	W03
W_03	Has well-ordered particular knowledge of what essentially denotes Wojtyła's approach, and is familiar with research problems in the area of Wojtyła's philosophy. Possesses deep understanding that the personal order is the only plane proper to all reflections in the field of sexual ethics.	W06
<b>SKILLS</b>		
U_01	Is able to find, analyse, evaluate, arrange and utilize information, and employing them to formulate basic critical judgments concerning discussed issues.	U01
U_02	Possesses extended research skills which allow formulating original solutions to complex problems of sexual ethics.	U02

## Course Syllabus – PHILOSOPHY MA, Year I

U_03	Is able to select adequate instruments for interpreting and analysing ethical texts, to summarize and analyse ethical arguments.	U05
<b>SOCIAL COMPETENCIES</b>		
K_01	Is able to determine adequately priorities which would help to complete a task determined by him/her or the others.	K01
K_02	Is able to analyse thoroughly situations and problems concerning moral life and formulate on his own propositions how to solve them.	K02
K_03	Participates in cultural life, utilizing its various forms , as well as is interested in current events and philosophical (ethical) and cultural trends.	K04

### IV. Course Content

<p>The first part of the course covers the following topics: 1. The person as the subject and object of action; 2. The meaning of the verb 'to use'; 3. Love as the opposite of 'using'; 4. Critique of utilitarianism; 5. The sexual drive as a property of individual; 6. The sexual drive as the existence; 7. Interpretations (religious, rigoristic, libidinic) of the drive; 8. Metaphysical analysis of love; 9. Ethical analysis of love.</p> <p>The second part of course covers the following: The person and chastity; 2. Problems of abstinence; 3. Justice with respect to the Creator; 4. Vocation; 5. Sexology and Ethics.</p>
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### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
<b>KNOWLEDGE</b>			
W_01-03	Discussion	Paper	Evaluation of the written paper
<b>SKILLS</b>			
U_01-03	Text analysis	Observation	Card evaluation of work in a group
<b>SOCIAL COMPETENCIES</b>			
K_01-03	Socratic conversation	Observation	Card evaluation of work in a group

### VI. Grading criteria, weighting factors.....

#### Fail

A student does not a competence in analysing ethical texts and does not understand the basis content of the tutorials; student is not able to offer any conceptual solution for the discussed problems.

A student is not engaged in the process of acquiring the knowledge offered within tutorials and does not fulfil tutorial's aims and tasks, does not engage himself into the discussion of the raised problems.

#### Satisfactory

A student knows key concepts of the main ethical problems and is able to interpret the ethical text.

#### Good

A student knows concepts of the main ethical problems and has very well ordered knowledge concerning the controversies in Ethics, and is able to analyse the ethical text and shows openness to discussion on the ethical issues.

#### Very good

## Course Syllabus – PHILOSOPHY MA, Year I

A student knows very well the concepts of the main ethical systems and has well-ordered and historically grounded knowledge concerning the controversies in Ethics. A student is able to develop his research skills, analyse texts and participate in discussion.

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>45</b>
Number of hours of individual student work	<b>45</b>

### VIII. Literature

<b>Basic literature</b>
K. Wojtyła, Love and Responsibility, Pauline Books & Media 2013.
<b>Additional literature</b>
R. Buttiglione, Karol Wojtyła. The Thought of the Man Who Became Pope John Paul II, B. Eerdmans Publishing Company 1997.
John Paul II, The Theology of marriage & calibacy: catechesis on marriage and celibacy in the light of the ressurection of the body, Boston: Daughters of St. Paul, 1986.

**ST. THOMAS – SUMMA CONTRA GENTILES**

**I. General Information**

Course name	St. Thomas - Summa contra gentiles
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Ks. dr hab. Tomasz Duma
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	30	II	2

Course pre-requisites	Knowledge of metaphysics, philosophical anthropology and the history of philosophy at the undergraduate level in philosophy; good skills of commenting and interpreting philosophical texts.
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**II. Course Objectives**

Acquainting with the methodology and content of one of the most important works of St. Thomas Aquinas <i>Summa contra gentiles</i> .
Acquainting with the method of metaphysical explanation of ontological, cosmological, anthropological and theological problems

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	Knows the terminology of the philosophical thought of Thomas Aquinas, special developed in the <i>Summa contra gentiles</i> ; Knows the terminology in the languages in which the work was written and its contemporary and counterparts in English.	W03, W04
W_02	Has well-ordered and historically grounded knowledge on the Greek sources of Thomas Aquinas thought, its medieval contexts, as well as its modern and contemporary continuations. Knows the contemporary interpretations of this thought world-wide known, and local as well.	W05
W_03	Has well-ordered peculiar knowledge concerning the problems and methods of metaphysical explanation present in the <i>Summa contra gentiles</i> , is familiar with current research in this area. Has a basic knowledge of the institution of intellectual culture and is familiar with contemporary philosophical and religion life.	W06, W09
<b>SKILLS</b>		

## Course Syllabus – PHILOSOPHY MA, Year I

U_01	Can integrate knowledge of metaphysics, philosophical anthropology and philosophical theology with knowledge acquired from various disciplines of the humanities and successfully apply it in varied contexts.	U04
SOCIAL COMPETENCIES		
K_01	Is aware of the role of a metaphysical approach to the ontological, cosmological, anthropological and theological problems and importance of universal philosophical theories for the preservation of local and universal cultural heritage.	K03
K_02	Thanks to the acquired knowledge and skills, can actively participate in cultural life, is interested in events relevant to intellectual culture.	K04

### IV. Course Content

<p>The tutorials are devoted to the analysis of selected issues from <i>Summa contra gentiles</i> of St. Thomas Aquinas. At the beginning, general information about the context of the preparation, specificity and layout of the work will be presented. Then the selected Summa chapters will be analysed, in which Thomas undertakes problems such as: distinguishing the order of natural and supernatural cognition, arguments for the existence of God, philosophical <i>creatio ex nihilo</i> theory, the problem of diversity of beings, the problem of the human soul, the specificity of human faculties, the problem of evil, the question of happiness and the goal of human life, God's providence.</p>
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### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Work of art analysis	Paper	Paper file
W_02	Work with text	Test	Rating card
W_03	Conversational lecture	Oral test	Rating card
W_04	SWOT method	Observation	Observation report
SKILLS			
U_01	Textual analysis	Test of practical skills	Evaluated written paper
U_02	Group work	Observation	Rating card
SOCIAL COMPETENCIES			
K_01	Laboratory classes	Presentation	Rating card
K_02	Discussion	Observation	Observation report

### VI. Grading criteria, weighting factors.....

no credit (2) – presence and activity less than 50%, ability to analyse texts from the literature of the subject less than 50%, knowledge of subject literature less than 50%, the oral test on less than 50%.

credit: 3 – presence and activity over 50%, ability to analyse texts from the literature of the subject over 50%, knowledge of subject literature over 50%, the oral test on over 50%.

credit: 4 – presence and activity over 65%, ability to analyse texts from the literature of the subject over 65%, knowledge of subject literature over 65%, the oral test on over 65%.

credit: 5 – presence and activity over 80%, ability to analyse texts from the literature of the subject over 80%, knowledge of subject literature over 80%, the oral test on over 80%.

## Course Syllabus – PHILOSOPHY MA, Year I

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>30</b>
Number of hours of individual student work	<b>30</b>

### VIII. Literature

<b>Basic literature</b>
S. Thomae Aquinatis, Summa contra gentiles, w: tenze, Opera Omnia, Editio Leonina, Rome: Commissio Leonine, 1934.
<b>Additional literature</b>
Chenu M. D., Toward Understanding Saint Thomas, trans. Albert M. Landry and Dominic Hughes, Chicago: Regnery, 1964. Whipple J., The Metaphysical Thought of Thomas Aquinas: From Finite Being to Uncreated Being, Washington D.C.: Catholic University of America Press, 2000. Whipple, Metaphysical Themes in Thomas Aquinas. Washington, D.C.: The Catholic University of America Press, 1984.

**ST. THOMAS – SUMMA THEOLOGIAE**

**I. General Information**

Course name	St. Thomas – Summa Theologiae
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Zbigniew Pańpuch
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
tutorial	60	I-II	4

Course pre-requisites	Basic knowledge of Latin from the course for philosophers
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**II. Course Objectives**

C1. Exploring the sources of philosophical thought through the contact with the text of one of the most important medieval author St. Thomas Aquinas.
C2. To help the students to understand one of the most important philosophical texts of the middle ages.

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	Knows basic philosophical terminology in English language in philosophical anthropology	W03, W04
W_02	Has well-ordered knowledge on Thomistic anthropology	W05
W_03	Has well-ordered particular knowledge about relations between soul and body, nature of the human soul, its essential qualities and basic powers – intellect and will	W06
W_04	Possesses basic knowledge about university and is up to date with its cultural life	W09
<b>SKILLS</b>		
U_01	Is able to employ in typical situations some basic theoretical understandings about human being	U04
U_02	Is able to cooperate and work in a group as a discussing person	U11
<b>SOCIAL COMPETENCIES</b>		
K_01	Can justify the role of philosophical anthropology in formulating humanistic culture	K03
K_02	Participates in cultural life events involving the anthropological problems.	K04

## Course Syllabus – PHILOSOPHY MA, Year I

### IV. Course Content

During the conversatory it will be analysed the text of St. Thomas's *Summa theologiae* in it's anthropological part: I sem. - Part 1 of the *Summa theologiae*, q.75-76 (A structure of human being), II sem. - q.77-78 (A structure of human powers of cognition and action). If necessary and helpful the English translation could be compared with the translations in other modern languages. There also will be tried to place the understood content in a broader philosophical context through indicating the relations with other related anthropological problems.

### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
W_01	Student's own work with the companions to philosophy and philosophical vocabularies	writing a scientific text at the end of conversatory	Estimated written text
W_02	Student's own reading of proposed literature	writing a scientific text at the end of conversatory	Estimated written text
W_03	Proposed text analysis	writing a scientific text at the end of conversatory	Estimated written text
W_04	Discussion	observation	Report from observation
U_01	Scientific discussion	observation	Report from observation
U_02	Instruction about methodology of discussion	observation	Report from observation
K_01	Discussion	observation	Report from observation
K_02	Discussion	observation	Report from observation

### VI. Grading criteria, weighting factors.....

Student's activity during the tutorial, written essay at the end of semester, the presence in the time of tutorial.

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>60</b>
Number of hours of individual student work	<b>60</b>

### VIII. Literature

<b>Basic literature</b>
<i>S. Thomae Aquinatis... Summa theologiae: cum textu ex recensione Leonina cura et studio Petri Caramello</i> , Taurini: Marietti, 1950. internet version of the text (13.06.2019): <a href="http://www.logicmuseum.com/wiki/Authors/Thomas_Aquinas/Summa_Theologiae/Part_I/Q75">http://www.logicmuseum.com/wiki/Authors/Thomas_Aquinas/Summa_Theologiae/Part_I/Q75</a>
<b>Additional literature</b>
<i>I-Man. An Outline of Philosophical Anthropology</i> , transl. M.Lescoe [i in.], New Britain (Conn.): Mariel Publications 1983; abr. version F. J. Lescoe, R. B. Duncan, NewBritain (Conn.) 1985;

**ART OF RHETORIC IN PHILOSOPHICAL DISCUSSION**

**I. General Information**

Course name	Art of Rhetoric in Philosophical Discussion
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Imelda Chłodna-Błach
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	30	II	4

Course pre-requisites	Minimum knowledge of rhetoric
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**II. Course Objectives**

C1. Getting to know the principles of rhetoric and the types of persuasion used in philosophical discussions.
C2. Acquiring the ability to analyse philosophical texts and extract different types of argumentation from them, as well as the ability to form one's own statements in speech and writing.
C3. Acquiring the ability to discuss complex philosophical problems using different types of persuasion.

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	knows and understands what rhetoric is and what rules it is based on	W01, W02
W_02	knows rhetorical terminology	W03, W04
W_03	has a structured knowledge of the application of the principles of rhetoric in speech and writing, knows its methodology	W05, W06
<b>SKILLS</b>		
U_01	has the ability to analyse and evaluate discussions and disputes concerning philosophical issues in terms of types of persuasion and the rhetorical means used in them	U01
U_02	is able to argue his/her own position in speech and writing, correctly using specialised terminology and drawing conclusions	U06
<b>SOCIAL COMPETENCIES</b>		
K_01	is ready to participate in scientific and cultural life, understanding the role of rhetoric in philosophical discourse	K01, K03, K04

**IV. Course Content**

## Course Syllabus – PHILOSOPHY MA, Year I

The course explains the basic principles of rhetoric, types of arguments, types of persuasion and on this basis students prepare speeches in which they are supposed to show the knowledge and skills acquired during the course.

### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
<b>KNOWLEDGE</b>			
W_01	Lecture	Written work	Evaluated text of written work
W_02	Lecture	Observation	Evaluation form of group work
W_03	Discussion	Observation	Evaluation form of group work
<b>SKILLS</b>			
U_01	Practical classes	Observation	Evaluation form of group work
U_02	Discussion	Observation	Evaluation form of group work
<b>SOCIAL COMPETENCIES</b>			
K_01	Work in groups in different roles	Observation	Evaluation form of group work

### VI. Grading criteria, weighting factors.....

Whether the student is able to express himself/herself in speech and writing, preserving the rhetorical, logical and methodological culture.

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>30</b>
Number of hours of individual student work	<b>90</b>

### VIII. Literature

<b>Basic literature</b>
E. Corbett, <i>Classical Rhetoric for the Modern Student</i> , New York 1971; Aristotle, <i>Rhetoric</i> , transl. W. Rhys Roberts, New York 1954; A. Schopenhauer, <i>The Art of Being Right: 38 Ways to Win an Argument</i> (also <i>The Art of Controversy, or Eristic Dialectic: The Art of Winning an Argument</i> ), transl. T. Bailey Saunders, 2016.
<b>Additional literature</b>
The articles from the <i>Universal Encyclopedia of Philosophy</i> .

**21<sup>ST</sup> CENTURY PHILOSOPHY**

**I. General Information**

Course name	21 <sup>st</sup> Century Philosophy
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Prof. dr hab. Piotr Gutowski
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	30	I	2

Course pre-requisites	W1 – the first requirement is knowledge of basic philosophical categories W2 – the second requirement is knowledge of an outline of the history of philosophy, esp. modern and contemporary philosophy
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**II. Course Objectives**

C1 – the first aim is to offer an analysis of the basic concepts and categories of the most contemporary philosophy
C2 – the second aim is to give students an opportunity of gaining the competence of analysing classical philosophical texts
C3 – the third aim is to enable students to acquire skills necessary for both analytic and synthetic way of thinking and a good argumentative and critical competence

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	A student knows terminology of the main philosophical systems and of the most important philosophical attitudes in contemporary philosophy	K_W03
W_02	A student knows the basic English language philosophical terminology in contemporary philosophy	K_W04
W_03	A student has a well-ordered and historically grounded general knowledge on the contemporary views, both those world-wide recognized and vernacular, from analytic pragmatism and on its methodology	K_W05
W_04	A student has well-ordered particular knowledge and is familiar with research problems in contemporary philosophy	K_W06
W_05	A student possesses basic knowledge on institutions of culture and is up to date with contemporary cultural life	K_W09
<b>SKILLS</b>		

## Course Syllabus – PHILOSOPHY MA, Year I

U_01	A student is able to integrate knowledge taken from various disciplines of the humanities and to apply it in non-typical professional situations	K_U04
U_02	A student is able to cooperate and work in a group, playing different roles in it	K_U11
<b>SOCIAL COMPETENCIES</b>		
K_01	A student is aware of the role of philosophy and of the responsibility for preservation of the cultural heritage of the religion, country, and Europe	K_K03
K_02	A student participates in cultural life, utilizing its various forms and various media, as well as is interested in current events and philosophical and cultural trends	K_K04

### IV. Course Content

Tutorials give an opportunity for students to broaden their knowledge about crucial categories, arguments and conceptual schemas elaborated by contemporary philosophers. It consists mostly of the close reading of their classical texts, which gives students also a chance to acquire the competence and tools of the philosophical analysis. The tutorials are divided into two parts: in the first part, it concerns the general outline of the most dominant contemporary movements in philosophy broadly speaking (Phenomenology, Analytic Philosophy, Pragmatism, and Existentialism), while in the second part it focuses on the most recent and most important philosophical ideas. In the academic year 2019/2020, the tutorials will concern the most recent intersections of the analytic philosophy and neopragmatism of the last decade.

### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
<b>KNOWLEDGE</b>			
W_01	A Conversational Lecture	An Essay	An Essay Evaluation
W_02	A Classical Text Working	An Essay	An Essay Evaluation
W_03	A Discussion	An Observation	A Group Working Evaluation Card
W_04	A Discussion	An Observation	A Group Working Evaluation Card
W_05	A Discussion	An Observation	A Group Working Evaluation Card
<b>SKILLS</b>			
U_01	A Classical Text Analysis	An Essay/Observation	A Group Working Evaluation Card
U_02	A Discussion	An Observation	A Group Working Evaluation Card
<b>SOCIAL COMPETENCIES</b>			
K_01	A Discussion	An Observation	A Group Working Evaluation Card
K_02	A work in groups in various roles	An Observation	A Group Working Evaluation Card

### VI. Grading criteria, weighting factors.....

## Course Syllabus – PHILOSOPHY MA, Year I

### Fail:

(W) – a student does not have a basic knowledge of the most recent ideas in contemporary philosophy

(U) – a student does not have a competence in analysing the classical texts and does not understand the basic content of the tutorials; the student is not able to offer any conceptual solution for the discussed problem

(K) – a student is not engaged in the process of acquiring the knowledge offered within tutorials and does not fulfil tutorial’s aims and tasks, does not engage himself in the discussion of the raised problems

### Barely Pass

(W) – a student gained general but limited knowledge on the most recent ideas in contemporary philosophy

(U) – a student barely can analyse and understand the contents of tutorials; with a tutor’s assistance student is able to analyse and reconstruct the classical text.

(K) – a student attends the classes, but is passive

### Good Pass

(W) – a student has gained a good knowledge on the most recent ideas in contemporary philosophy

(U) – a student is able easily to demonstrate his knowledge on the most recent ideas in contemporary philosophy and is able to apply the knowledge to a problematic situation; the student can analyse the classical texts without any serious difficulty

(K) – a student is active in the classes and is willing to broaden his knowledge

### Very Good Pass

(W) – a student has systematized and wide knowledge on the most recent ideas in contemporary philosophy

(U) – a student is highly competent as regards the analysis of the classical texts and is able easily to refer to the secondary sources

(K) – a student is very active in the classes and takes an initiative with broadening his knowledge

## VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>30</b>
Number of hours of individual student work	<b>30</b>

## VIII. Literature

<b>Basic literature</b>
(1) R.B. Brandom, <i>Between Saying and Doing. Towards an Analytic Pragmatism</i> , Oxford: Oxford University Press 2008; (2) Ch. Misak (ed.), <i>New Pragmatists</i> , Oxford: Oxford University Press 2007; (3) H. Price, <i>Expressivism, Pragmatism, and Representationalism</i> , Cambridge: Cambridge University Press 2013.
<b>Additional literature</b>
(1) R.B. Brandom, <i>From Empiricism to Expressivism: Brandom Reads Sellars</i> , Cambridge, Mass., Harvard University Press 2014; (2) R.B. Brandom, <i>Perspectives on Pragmatism: Classical, Recent, and Contemporary</i> , Cambridge, Mass.: Harvard University Press 2011; (3) R.M. Calcaterra (ed.), <i>New Perspectives on Pragmatism and Analytic Philosophy</i> , Amsterdam-New York: Rodopi 2011; (4) A. Fisher, <i>Metaethics. An Introduction</i> , Durham: Acumen 2011; (5) Ch. Maher, <i>The Pittsburgh School of Philosophy: Sellars, McDowell, Brandom</i> , New York: Routledge 2012; (6) E. Minar (ed.), <i>On Between Saying and Doing (Robert Brandom’s John Locke Lectures Comments and Responses)</i> , “Philosophical Topics” 36(2), 2008; (7) B. Prien and D.P. Schweikard (eds.), <i>Robert Brandom. Analytic Pragmatist</i> , Frankfurt: Ontos 2008; (8) J. Wanderer, <i>Robert Brandom (Philosophy Now)</i> , Durham: Acumen 2008.

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The details of any further supplementary readings will be given at classes in due course, after consultations with students' interests and needs.

**THE QUESTION OF ABSOLUTE AND GOD IN EUROPEAN PHILOSOPHY**

**I. General Information**

Course name	The Question of Absolute and God in European Philosophy
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Ks. dr hab. Tomasz Duma
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<i>Type of class (use only the types mentioned below)</i>	Number of teaching hours	Semester	ECTS Points
Tutorial	30	I	2

Course pre-requisites	Knowledge on history of philosophy, metaphysics and methodology of sciences
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**II. Course Objectives**

Knowledge on theory of absolute and God in historical and systematical perspective
Presentation of the significance of the Absolute in the metaphysical interpretation of reality
Showing the impact of understanding of the Absolute on the conception of culture

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	Student knows the main topics from philosophy of God	W03, W04
W_02	Student has knowledge about the meaning and relationship of philosophy of God to theology, natural sciences, and about the methodological specificity of philosophy of God	W05
W_03	Student knows the terminology of the philosophy of God in classical languages and the English language	W04
W_04	Student has ordered and historically grounded knowledge of classical, modern and contemporary approaches to the problem of God, their methodology, as well as local statements	W05
W_05	Student has detailed and systematized knowledge about ways to explain the existence and nature of God; is familiar with contemporary discussions regarding the issue of God and religion	W06, W09
<b>SKILLS</b>		
U_01	Student can analyse and compare various views about the problem of absolute and God	U04

## Course Syllabus – PHILOSOPHY MA, Year I

U_02	Student can critically evaluate the various arguments for the existence and nonexistence of God	U04
U_03	Student has the ability to discuss issues from the field of Philosophy of God, formulate arguments and use the subject's literature	U11
<b>SOCIAL COMPETENCIES</b>		
K_01	Student can participate in discussions on the field of philosophy of God, can justify the importance of this field in preserving cultural heritage	K03
K_02	Student is opened to discuss various conceptions of God and sees the need for continuous education, is interested in current events related to the issue of God	K04

### IV. Course Content

The conceptions of absolute (God) existing in the ancient (Plato, Aristotle, Plotinus), medieval (Thomas Aquinas), modern (Descartes), and contemporary (Hegel, Whitehead, Krąpiec) thought are presented. Moreover it is presented the question of atheism and the relation contemporary science to the question of God.
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### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
<b>KNOWLEDGE</b>			
W_01	Conversational lecture	Preparation of the oral test	Mark from the test
W_02	Discussion	Observation	Evaluation card
<b>SKILLS</b>			
U_01	Text analysis	Written test	Mark from the test
U_02	Teamwork	Observation	Evaluation card
U_03	Discussion	Observation	Evaluation card
<b>SOCIAL COMPETENCIES</b>			
K_01	Discussion	Observation	Observation report
K_02	Socratic conversation	Observation	Evaluation card

### VI. Grading criteria, weighting factors.....

no credit (2) – presence and activity less than 50%, ability to analyse texts from the literature of the subject less than 50%, knowledge of subject literature less than 50%, the oral test on less than 50%.

credit: 3 – presence and activity over 50%, ability to analyse texts from the literature of the subject over 50%, knowledge of subject literature over 50%, the oral test on over 50%.

credit: 4 – presence and activity over 65%, ability to analyse texts from the literature of the subject over 65%, knowledge of subject literature over 65%, the oral test on over 65%.

credit: 5 – presence and activity over 80%, ability to analyse texts from the literature of the subject over 80%, knowledge of subject literature over 80%, the oral test on over 80%.

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>30</b>
Number of hours of individual student work	<b>30</b>

## Course Syllabus – PHILOSOPHY MA, Year I

### VIII. Literature

<b>Basic literature</b>
Gilson E., <i>God and Philosophy</i> , New Haven 2002 (2nd ed.). Kenny A., <i>The God of Philosophers</i> , Oxford 1979. Thomas Aquinas, <i>Summa Theologiae. Questions of God</i> . Zdybicka Z. J., <i>Absolute; Atheism; God</i> , in <i>Universal Encyclopedia of Philosophy</i> (entries).
<b>Additional literature</b>
Aristotle, <i>Metaphysics. Book XII</i> . Flint T. P., Rea M. C. (red.), <i>The Oxford Handbook of Philosophical Theology</i> , Oxford 2009. Matczak S.(ed.), <i>God in contemporary Thought</i> , New York 1977. Plantinga A., <i>God, Freedom and Evil</i> . London 1974. Swinburne R., <i>The Existence of God</i> , Oxford 2004 (2nd ed.). Wierenga E. R., <i>The Nature of God. An Inquiry into Divine Attributes</i> , London 1989.

**IMMANUEL KANT – GROUNDWORK OF THE METAPHYSICS OF MORALS**

**I. General Information**

Course name	Immanuel Kant – Groundwork of the Metaphysics of Morals
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Prof. dr hab. Jacek Wojtysiak
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<i>Type of class (use only the types mentioned below)</i>	Number of teaching hours	Semester	ECTS Points
Tutorial	30	III	2

Course pre-requisites	knowledge from the scope of the first year
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**II. Course Objectives**

C1 – to inform students about Kantian philosophy, esp. his ethics and philosophy of religion
C2 – to help students understand Kant’s ‘Groundwork of the Metaphysics of Morals’
C3 – to exercise philosophical discussion on moral topics

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	Knows and understands the importance of Kant’s philosophy (esp. moral philosophy) in the history of philosophy and in contemporary spiritual life	W01
W_02	Knows relations between Kant’s philosophy and science, logic, humanities and theology	W02
W_03	Knows and understands philosophical terminology used by Kant	W03
W_04	Knows advanced methods of analysing and interpreting classical philosophical texts	W07
<b>SKILLS</b>		
U_01	Can critically discuss topics connected with Kantian philosophy	U01
U_02	Can apply advanced methods of analysing and interpreting texts to Kant’s ‘Groundwork of the Metaphysics of Morals’	U02
U_03	Can express his or her views in a written and oral form	U05, U06
<b>SOCIAL COMPETENCE</b>		
K_01	Is able to analyse moral problems in light of Kantian philosophy	K02

## Course Syllabus – PHILOSOPHY MA, Year I

K_02	Is aware of the role of Kant’s philosophy in the cultural heritage of Europe	K03
K_03	Can identify moral problems in literature and film	K04

### IV. Course Content

<ol style="list-style-type: none"> <li>1. Kant’s philosophy – a general introduction.</li> <li>2. Kant’s ethics – an outline.</li> <li>3. ‘Grundwork’ – explaining the title, the structure, and main ideas (on the base of ‘Preface’).</li> <li>4. The idea of ‘the good will’ (on the base of the first section).</li> <li>5. ‘The moral imperative’ – the definitions, formulas, applications (on the base of the second section).</li> <li>6. The problem of freedom (on the base of the third section).</li> <li>7. Collective reading of the excerpts.</li> <li>8. Discussions on Kantian ethical problems.</li> <li>9. Discussions on essays written by students.</li> </ol>
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### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Lecture, tutorial, discussion	Completion	Protocol
W_02	Lecture, tutorial, discussion	Completion	Protocol
W_03	Lecture, tutorial, exercises, discussion	Completion	Protocol
W_04	Collective reading of the excerpts	Essay	Protocol
SKILLS			
U_01	Discussion	Evaluation of participation in discussion	Protocol
U_02	Collective reading of the excerpts	Evaluation of participation in discussion	Protocol
U_03	Writing	Essay	Protocol
SOCIAL COMPETENCIES			
K_01	Discussion	Evaluation of participation in discussion	Protocol
K_02	Discussion	Evaluation of participation in discussion	Protocol
K_03	Discussion	Evaluation of participation in discussion	Protocol

### VI. Grading criteria, weighting factors.....

The final grade includes: a grade from the completion (50%), a grade from the work (30%), a grade from discussion (20%)

#### KNOWLEDGE:

During the completion a student is supposed to answer 2 issues. The answer is assessed as following:

2 – a student answers to no issues or answers only to one, or her answer is chaotic, she does not know terminology, she cannot reconstruct problems and positions despite the teacher’s clues

3 – a student answers both questions, but her answer is chaotic, with many errors; problems and positions are recognized only with the teacher’s help, a student does not know details

## Course Syllabus – PHILOSOPHY MA, Year I

4 – a student answers both questions, speaks in a communicative way, commits few mistakes, is able to give a detailed analysis of problems and positions with no teacher’s help

5 – a student provides a fluent presentation, testifying her independent reflection, can state problems on her own and suggests solutions to them

The written work is assessed as follows:

2 – a student has not provided the work, or the work is not her independent achievement, is chaotic, with wrong terminology, deficient definitions, and wrongly stated problems and solutions

3 – a student has written a work in a communicative language, with no serious language mistakes, with few essential errors as to the problems and positions

4 – a student has provided a good work and stated problems and positions correctly

5 - a student has provided a good work, stated problems and positions correctly, and sketched her opinion about them

The evaluation of the discussion on the text:

2 - a student does not participate in the discussion or has not read the text

3 – a student has read the text but cannot say anything about it, does not justify her theses

4 – a student has read the text, can talk about it, justifies her theses but commits some mistakes

5 – a student has read the text, can talk about it, justifies her theses and answers, suggests original approaches to the issues

SKILLS:

The written work is assessed as above.

### SOCIAL COMPETENCE

2 – a student does not participate in discussions or violates social norms governing them

3 – a student participates in the discussion, does not violates norms

4 – a student initiates discussions

5 – a student initiates discussions, points to their role in the social life, places them in the broader background of everyday and scientific practices as well

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>30</b>
Number of hours of individual student work	<b>30</b>

### VIII. Literature

<b>Basic literature</b>
I. Kant, 'Groundwork of the Metaphysics of Morals' (transl. by H.J. Paton – London 1948 or transl. by M. Gregor – in Cambridge Kant Edition 1996 'Practical Philosophy')
<b>Additional literature</b>
R. Scruton, <i>Kant. A Very Short Introduction</i> , Oxford: Oxford University Press 1981 (2001) (the best at the beginning).
G. Bird (ed.), <i>A Companion to Kant</i> , Malden-Oxford: Wiley-Blackwell 2006 (2010) (esp. Part III; articles by A.W. Wood, S.K. Kerstein, Ph. Stratton-Lake are deeply recommended) .
P. Guyer (ed.), <i>The Cambridge Companion to Kant</i> , Cambridge: Cambridge University Press 1992 (2012) (esp. articles by J.B. Schneewind and A.W. Wood).
P. Guyer (ed.), <i>Kant's Groundwork of the Metaphysics of Morals. Critical Essays</i> , Lanham: Rowman & Littlefield Publishers 1998 (the best companion to GMM; esp. Part III including the chapter 7).

**KAROL WOJTYŁA – ACTING PERSON**

**I. General Information**

Course name	Karol Wojtyła – Acting Person
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr Małgorzata Borkowska-Nowak
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<i>Type of class (use only the types mentioned below)</i>	Number of teaching hours	Semester	ECTS Points
tutorial	45	III-IV	4

Course pre-requisites	Basic knowledge in the liberal arts
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**II. Course Objectives**

The first aim is to offer an analysis of the basic concepts and assumptions of Wojtyła's philosophy
The second aim is to develop skills of analyzing philosophical problems
The third aim is to develop skills of discussing (to acquire skills necessary for both analytic and synthetic way of thinking and a good argumentative and critical competence)

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	Knows terminology of Wojtyła's approach and understands his contribution to debates and explorations regarding the man-person constituting himself through moral judgments and corresponding actions. Understands the importance of an inquiry into the unifying factors of man for the proper outlook upon life and culture.	W01, W03
W_02	Has well-ordered and grounded knowledge on Wojtyła's central philosophical work. and the main sources of Karol Wojtyła's philosophy: the systems of metaphysics, anthropology, Aristotelian-Thomistic ethics on the one hand, and phenomenology, above all in Scheler's interpretation, on the other hand.	W05, W06
W_03	Knows and understands advanced methods of analysing and interpreting Wojtyła's reflection on specific issues regarding the meaning of freedom and responsibility, the foundations of moral judgement, the relation between values and conduct.	W07
<b>SKILLS</b>		
U_01	Possesses extended research skills – including analysing philosophical texts, synthesizing different ideas and views, choosing research	U02

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	methods – which allow formulating original solutions to complex philosophical problems.	
U_02	Is able to select proper instruments to analyse philosophical arguments as well as to bring his/her own investigation within the field of philosophy.	U05
<b>SOCIAL COMPETENCE</b>		
K_01	Is able to analyse situations and problems as well as to formulate by herself/himself propositions how to steer a middle course between the extremes of contemporary philosophical thought.	K02
K_02	Participates in cultural life, is interested in current events and philosophical and cultural trends.	K04

### IV. Course Content

<p>The first part of the course covers the following topics: 1. Consciousness and Efficacy (The Attempt to Discern Consciousness in the „Human Act“; consciousness and Self-Knowledge); An Analysis of Efficacy in the Light of Human Dynamism (The Basic Conceptions and Differentiations of Human Dynamism; The Definition of Efficacy; The Synthesis and Subjectiveness; The Person and Nature; Potentiality and Its Relation to Consciousness; The Relation of Potentiality to Consciousness; Man in Becoming; The Manifestation of Freedom in the Dynamism of the Man-Subject).</p> <p>The second part of the course covers the following: The Transcendence of the Person in the Action (The Personal Structure of Self-Determination; Self-Determination and Fulfilment); 2. The Integration of the Person in the Action (Integration and the Soma; Personal Integration and the Psyche); Intersubjectivity by Participation.</p>
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### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
<b>KNOWLEDGE</b>			
W_01	Discussion	Observation	Rated text of the written paper
<b>SKILLS</b>			
U_01	Text analysis	Essay	Assessment card of work in a group
<b>SOCIAL COMPETENCIES</b>			
K_01	Discussion	Observation	Assessment card of work in a group

### VI. Grading criteria, weighting factors.....

Fail:

A student does not have a competence in analysing philosophical texts and does not understand the basic content of the tutorials; student is not able to offer any conceptual solution for the discussed problems.

A student is not engaged in the process of acquiring the knowledge offered within tutorials and does not fulfil tutorial's aims and tasks, does not engage himself into the discussion of the raised problems.

Satisfactory:

A student knows key concepts of the main philosophical problems and is able to interpret the philosophical text.

Good:

A student knows concepts of the main philosophical problems, has very well ordered knowledge concerning the controversies in Wojtyła's philosophy, is able to analyze philosophical texts and shows openness to discussion on the philosophical issues.

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Very good:

A student knows very well the concepts of the main philosophical systems and has very well ordered and historically grounded knowledge concerning the controversies of Wojtyła's approach. A student is able to develop his research skills, analyse texts and participate in discussion.

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>45</b>
Number of hours of individual student work	<b>75</b>

### VIII. Literature

<b>Basic literature</b>
K. Wojtyła, <i>The Acting Person</i> (Analecta Husserliana), D. Reidel; 1st edition (February 28, 1979).
<b>Additional literature</b>
R. Buttiglione, <i>Karol Wojtyła. The Thought of the Man Who Became Pope John Paul II</i> , B. Eerdmans Publishing Company 1997.

**KAROL WOJTYLA – LOVE AND RESPONSIBILITY**

**I. General Information**

Course name	Karol Wojtyla - Love and Responsibility
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr Małgorzata Borkowska-Nowak
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
tutorial	45	II-III	3

Course pre-requisites	–
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**II. Course Objectives**

C1. The first aim is to analyze K. Wojtyla's views on sexual morality in the context of the personalistic norm
C2 The second aim is to provide students with the ability to analyze and evaluate moral problems
C3. The third aim is to develop skills of discussing

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	Possesses profound knowledge and deep understanding of Wojtyła's contribution to sexual ethics as a separate sphere of philosophical reflection	W01
W_02	Knows terminology of sexual ethics as well as the main sources leading to the personalistic grasp of sexual-conjugal problems	W03
W_03	Has well-ordered particular knowledge of what essentially denotes Wojtyła's approach, and is familiar with research problems in the area of Wojtyła's philosophy. Possesses deep understanding that the personal order is the only plane proper to all reflections in the field of sexual ethics	W06
<b>SKILLS</b>		
U_01	Is able to find, analyze, evaluate, arrange and utilize information, and employing them to formulate basic critical judgments concerning discussed issues	U01
U_02	Possesses extended research skills which allow formulating original solutions to complex problems of sexual ethics	U02

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U_03	Is able to select adequate instruments for interpreting and analyzing ethical texts, to summarize and analyze ethical arguments	U05
<b>SOCIAL COMPETENCIES</b>		
K_01	Is able to determine adequately priorities which would help to complete a task determined by him/her or the others	K01
K_02	Is able to analyze thoroughly situations and problems concerning moral life and formulate on his own propositions how to solve them	K02
K_03	Participates in cultural life, utilizing its various forms , as well as is interested in current events and philosophical (ethical) and cultural trends	K04

### IV. Course Content

<p>The first part of the course covers the following topics: 1. The person as the subject and object of action; 2. The meaning of the verb 'to use'; 3. Love as the opposite of 'using'; 4. Critique of utilitarianism; 5. The sexual drive as a property of individual; 6. The sexual drive as the existence; 7. Interpretations (religious, rigoristic, libidinic) of the drive; 8. Metaphysical analysis of love; 9. Ethical analysis of love.</p> <p>The second part of course covers the following: 1. The person and chastity; 2. Problems of abstinence; 3. Justice with respect to the Creator; 4. Vocation; 5. Sexology and Ethics.</p>
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### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
<b>KNOWLEDGE</b>			
W_01	Discussion	Paper	Evaluation of the written paper
<b>SKILLS</b>			
U_01	Text analysis	Essay	Assessment card of work in a group
<b>SOCIAL COMPETENCIES</b>			
K_01	Socratic conversation	Observation	Assessment card of work in a group

### VI. Grading criteria, weighting factors.....

#### Fail:

A student does not a competence in analysing ethical texts and does not understand the basis content of the tutorials; student is not able to offer any conceptual solution for the discussed problems.

A student is not engaged in the process of acquiring the knowledge offered within tutorials and does not fulfil tutorial's aims and tasks, does not engage himself into the discussion of the raised problems.

#### Satisfactory:

A student knows key concepts of the main ethical problems and is able to interpret the ethical text.

#### Good:

A student knows concepts of the main ethical problems and has very well ordered knowledge concerning the controversies in Ethics, and is able to analyse the ethical text and shows openness to discussion on the ethical issues.

#### Very good:

A student knows very well the concepts of the main ethical systems and has well-ordered and historically grounded knowledge concerning the controversies in Ethics. A student is able to develop his research skills, analyse texts and participate in discussion.

### VII. Student workload

## Course Syllabus – PHILOSOPHY MA, Year I

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>45</b>
Number of hours of individual student work	<b>45</b>

### VIII. Literature

<b>Basic literature</b>
K. Wojtyła, <i>Love and Responsibility</i> , Pauline Books & Media 2013.
<b>Additional literature</b>
R. Buttiglione, <i>Karol Wojtyła. The Thought of the Man Who Became Pope John Paul II</i> , B. Eerdmans Publishing Company 1997.
John Paul II, <i>The Theology of marriage &amp; celibacy: catechesis on marriage and celibacy in the light of the resurrection of the body</i> , Boston: Daughters of St. Paul, 1986.

**LATIN PHILOSOPHICAL TEXTS**

**I. General Information**

Course name	Latin Philosophical Texts
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Monika Komsta
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<i>Type of class (use only the types mentioned below)</i>	Number of teaching hours	Semester	ECTS Points
Translation class	60	II-III	8

Course pre-requisites	Knowledge of Latin grammar
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**II. Course Objectives**

C1 to be able to translate Latin philosophical texts
C2 to be able to recognize philosophical problems in Latin texts

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	Student knows philosophical vocabulary in Latin	W03, W04
W_02	Knows methods of translation and interpretation of philosophical texts	W07
<b>SKILLS</b>		
U_01	Student is able to analyse Latin text, recognize philosophical problems, understands philosophical vocabulary	U05
<b>SOCIAL COMPETENCIES</b>		
K_01	Is aware of the role of Latin and of the responsibility for preservation of the cultural heritage of the region, country, and Europe	K03

**IV. Course Content**

Translation of some original philosophical Latin text and discussion philosophical problem, which are contained in it.
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**V. Didactic methods used and forms of assessment of learning outcomes**

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			

## Course Syllabus – PHILOSOPHY MA, Year I

W_01	Work on text	quiz	Corrected quiz
W_02	Work on text	quiz	Corrected quiz
SKILLS			
U_01	Work on text	quiz	Corrected quiz
SOCIAL COMPETENCIES			
K_01	Discussion	observation	Evaluation of group work

### VI. Grading criteria, weighting factors.....

Fail:

A student does not have a competence in analysing philosophical texts and does not understand the basic content of the tutorials;

A student is not engaged in the process of acquiring the knowledge offered within tutorials

Satisfactory

A student knows basic grammatical terms and concepts, is able to recognise the structure of Latin sentence, is able to translate an easy Latin text.

Good

A student knows grammatical concepts and terms, is able to inflect Latin words and translate original Latin text. A student is engaged in the process of acquiring the knowledge offered within translatorium.

Very good

A student knows grammatical concepts and terms, is able to inflect Latin words and translate long original Latin text, knows Latin philosophical terms and their English translation.

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>60</b>
Number of hours of individual student work	<b>180</b>

### VIII. Literature

<b>Basic literature</b>
S. Thomas, Summa theologiae [ <a href="http://www.corpusthomicum.org/sth0000.html">http://www.corpusthomicum.org/sth0000.html</a> ]
S. Thomas, De aeternitate mundi [ <a href="http://www.corpusthomicum.org/ocm.html">http://www.corpusthomicum.org/ocm.html</a> ]
<b>Additional literature</b>
Ch. Bennett, A Latin Grammar, Allyn and Bacon, Boston, Chicago 1913.
William Whitaker's Words: <a href="http://archives.nd.edu/words.html">http://archives.nd.edu/words.html</a>

## Course Syllabus – PHILOSOPHY MA

### YEAR II

#### METHODS OF PHILOSOPHICAL DISCUSSIONS AND ARGUMENTS

##### I. General Information

Course name	Methods of Philosophical Discussions and Arguments
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Prof. dr hab. Jacek Wojtysiak
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Workshop	30	II	4

Course pre-requisites	knowledge of the first year of studies
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##### II. Course Objectives

C1 – to answer the question ‘what kinds of evidence are there for philosophical claims?’;
C2 – to learn how to build good (valid and sound) arguments;
C3 – to practice philosophical disputes;
C4 – to study the most famous philosophical arguments.

##### III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Knows relations between philosophy and logic, science, humanities and theology	W02
W_02	Knows and understands philosophical terminology used by philosophers in their arguments and discussions	W03, W04
W_04	Knows advanced methods of analysis, argumentation, interpretation etc. which are applied by philosophers in their papers and discussions	W07
W_04	Understands the role of argumentation in the social and cultural life	W09
SKILLS		
U_01	Can critically discuss famous philosophical topics	U01

## Course Syllabus – PHILOSOPHY MA, Year II

U_02	Can apply advanced methods of analysis and argumentation to classical philosophical problems	U02
U_03	Can formulate his or her valid arguments in a written and oral form	U05, U06
SOCIAL COMPETENCE		
K_01	Is able to analyse worldview problems in light of philosophical arguments	K02
K_02	Is aware of the role of philosophy in the cultural heritage of Europe	K03
K_03	Can identify philosophical problems in literature and film	K04

### IV. Course Content

<ol style="list-style-type: none"> <li>1. The theory of argument (the definition, the structure, types and applications of arguments).</li> <li>2. Conditions of good arguments (validity, soundness, epistemic and pragmatic conditions).</li> <li>3. Main rules (and schemes) of inference – typical kinds of valid arguments.</li> <li>4. Grice's conversational rules.</li> <li>5. Some famous arguments of Western philosophy, esp. of analytic philosophy of religion.</li> <li>6. Methods of philosophy, esp. thought experiment.</li> </ol>
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### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Lecture, tutorial, discussion	Completion	Protocol
W_02	Lecture, tutorial, discussion	Completion	Protocol
W_03	Exercises	Evaluation of oral and written exercises	Protocol
W_04	Exercises	Evaluation of oral and written exercises	Protocol
SKILLS			
U_01	Workshop	Evaluation of participation in workshop	Protocol
U_02	Workshop	Evaluation of participation in workshop	Protocol
U_03	Exercises	Evaluation of oral and written exercises	Protocol
SOCIAL COMPETENCIES			
K_01	Workshop	Evaluation of participation in workshop	Protocol
K_02	Workshop	Evaluation of participation in workshop	Protocol
K_03	Workshop	Evaluation of participation in workshop	Protocol

### VI. Grading criteria, weighting factors.....

The final grade includes: a grade from the completion (50%), a grade from the work (30%), a grade from discussion (20%)

Knowledge:

During the completion a student is supposed to answer 2 issues. The answer is assessed as following:

## Course Syllabus – PHILOSOPHY MA, Year II

- 2 – a student answers to no issues or answers only to one, or her answer is chaotic, she does not know terminology, she cannot reconstruct problems and positions despite the teacher’s clues
- 3 – a student answers both questions, but her answer is chaotic, with many errors; problems and positions are recognized only with the teacher’s help, a student does not know details
- 4 – a student answers both questions, speaks in a communicative way, commits few mistakes, is able to give a detailed analysis of problems and positions with no teacher’s help
- 5 – a student provides a fluent presentation, testifying her independent reflection, can state problems on her own and suggests solutions to them

The written work is assessed as follows:

- 2 – a student has not provided the work, or the work is not her independent achievement, is chaotic, with wrong terminology, deficient definitions, and wrongly stated problems and solutions
- 3 – a student has written a work in a communicative language, with no serious language mistakes, with few essential errors as to the problems and positions
- 4 – a student has provided a good work and stated problems and positions correctly
- 5 - a student has provided a good work, stated problems and positions correctly, and sketched her opinion about them

The evaluation of the discussion on the text:

- 2 - a student does not participate in the discussion or has not read the text
- 3 – a student has read the text but cannot say anything about it, does not justify her theses
- 4 – a student has read the text, can talk about it, justifies her theses but commits some mistakes
- 5 – a student has read the text, can talk about it, justifies her theses and answers, suggests original approaches to the issues

SKILLS:

The written work is assessed as above.

### SOCIAL COMPETENCE

- 2 – a student does not participate in discussions or violates social norms governing them
- 3 – a student participates in the discussion, does not violates norms
- 4 – a student initiates discussions
- 5 – a student initiates discussions, points to their role in the social life, places them in the broader background of everyday and scientific practices as well

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>30</b>
Number of hours of individual student work	<b>90</b>

### VIII. Literature

<b>Basic literature</b>
A. Weston, <i>A Rulebook for Arguments</i> , Cambridge 2009
<b>Additional literature</b>
Ch. Daly, <i>An Introduction to Philosophical Methods</i> , 2010 .
M. Bruce, S. Barbone (eds.), <i>Just the Arguments. 100 of the Most Important Arguments in Western Philosophy</i> , Oxford etc. 2011.

**17<sup>TH</sup> AND 18<sup>TH</sup> CENTURY PHILOSOPHY**

**I. General Information**

Course name	17th and 18th Century Philosophy
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Przemysław Gut
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	30	IV	2

Course pre-requisites	Student knows the basic philosophical systems, theories and ideas which appeared in modern philosophy
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**II. Course Objectives**

C1 the first aim is to give an account of the fundamental streams in modern philosophy and of essential philosophical concepts which modern philosophers elaborated
C2. the second aim is to enable students to acquire skills necessary for both analytic and synthetic way of thinking and a good argumentative and critical competence

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>Knowledge</b>		
W_01	Student is aware of the relevance of modern philosophy to developing modern era	W03, W04
W_02	Student knows the basic philosophical systems, theories and ideas which appeared in modern philosophy	W05, W06
W_03	Student is familiarized with standard philosophical terminology of modern philosophy as well as with the leading personalities concerning modern philosophy	W09
<b>Skills</b>		
U_01	Student can apply his knowledge of modern philosophy to our contemporary intellectual pursuits; Student can read and analyse classical philosophical texts of modern philosophers; Student can grasp a relationship between modern concerns, ideas and attitudes and the present-day issues concerning intellectual life	U04
<b>Social Competence</b>		
K_01	Student acquires an ability actively to participate in debates and exchanges on ethical, religious and world-view issues	K03

## Course Syllabus – PHILOSOPHY MA, Year II

K_02	Student understands the complexity of world-view concerns and, therefore, develops a tolerant attitude to views and attitudes others than his own	K04
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### IV. Course Content

The lecture presents the history of European philosophy from 17th to 18th century. Several systems are presented in detail (philosophy of R. Descartes, B. Spinoza, G.W. Leibniz, J. Locke, D. Hume, I. Kant.

### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
<b>KNOWLEDGE</b>			
W_01-03	Traditional lecture	Essay	Evaluated essay
<b>SKILLS</b>			
U_01	Interactive methods	Observation	Assessment card of work in a group
<b>SOCIAL COMPETENCIES</b>			
K_01 K_02	Multimedia displays	Observation	Assessment card of work in a group

### VI. Grading criteria, weighting factors.....

#### KNOWLEDGE

Fail	Barely Pass	Good Pass	Very Good Pass
student does not have a basic knowledge on modern philosophy	student gained general but limited knowledge on modern philosophy	student has gained a good knowledge on modern philosophy	student has systematized and wide knowledge on modern philosophy

#### SKILLS

– student does not have a competence in analysing the lecture’s contents and does not understand the basic content of the lecture; student is not able to offer any conceptual solution for the discussed problem	student barely can analyse and understand contents of the lecture; with a tutor’s assistance student is able to analyse and reconstruct the contents	student is able easily to demonstrate his knowledge on modern philosophy and is able to apply the knowledge to a problematic situation; student can analyse raised problems without any serious difficulty	student is highly competent as regards the lecture and is able easily to refer to its content and the reading list sources
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#### SOCIAL COMPETENCIES

– student is not engaged in the process of acquiring the knowledge offered within lecture and does not fulfil lecture’s aims and tasks, does not engage himself into the discussion of the raised problems	student attends the lecture, but is passive	student is active at the lecture and is willing to broaden his knowledge	student is very active at the lectures and takes an initiative with broadening his knowledge
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## Course Syllabus – PHILOSOPHY MA, Year II

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>30</b>
Number of hours of individual student work	<b>30</b>

### VIII. Literature

<b>Basic literature</b>
R. Popkin (ed.), <i>The Columbia History of Western Philosophy</i> , Columbia University Press: New York 1998.
<b>Additional literature</b>
1. Kenny, <i>The Rise of Modern Philosophy: A New History of Western Philosophy</i> , Oxford University Press: Oxford 2006.
2. Classical philosophical modern texts (detailed reading list of classical texts will be provided in the course of the lecture).

**DISPUTE ABOUT PERSONALISM: KANT, ROSMINI AND LUBLIN SCHOOL**

**I. General Information**

Course name	Dispute about Personalism: Kant, Rosmini and Lublin School
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Ks. dr hab. Alfred Wierzbicki
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	30	II	2

Course pre-requisites	General knowlegde of the fundamentals and history of Ethics
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**II. Course Objectives**

Understanding of the theoretical presuppositions of modern and contemporary personalism
Acquaintance with the comparative analysis of the classical texts in Ethics

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	Knows and understands on the advanced level the role of personalistic reflection in shaping spiritual culture and contemporary social life.	W01
W_02	Possesses well-ordered particular knowledge on Personalism as research problem in the contemporary Ethics.	W06
W_03	Knows and understands the methods of the analysis of the classical texts in Ethics of Kant and Rosmini and contemporary texts of Wojtyła.	W08
<b>SKILLS</b>		
U_01	Possesses the skill in argumentation of formulating conclusions in the oral form, properly employing a specialist personalistic terminology and views of classical and contemporary authors.	U06
U_02	Can plan and realize lifelong learning in the domain of Ethics.	U10
<b>SOCIAL COMPETENCIES</b>		
K_01	Can justify the role of Personalistic Ethics and responsibility for preserving cultural heritage of student's country, region and mankind.	K03

## Course Syllabus – PHILOSOPHY MA, Year II

K_02	Is interested in current events and trends in Ethics, Philosophy and Culture and also seeks to apply the principles of Personalism to solve the current issues.	K04
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### IV. Course Content

<p>Will and good, imperatives: hypothetical and categorical          The formulas of the categorical imperative          Personalistic justification of the moral law in Kantian Ethics          The Problem of autonomy and of the person as moral legislator          Rosmini's critique of Kantian version of the Personalistic Ethics          Separation of Eudaimonology and Ethics          Being and truth as principles of Ethics          The personalistic norm in Karol Wojtyła's interpretation          The truth and morality in Tadeusz Styczeń's interpretation of Personalistic Ethics</p>
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### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Lecture with the elements of debate	Oral exam	Electronic Index
SKILLS			
U_01	Debate		
SOCIAL COMPETENCIES			
K_01	Debate		

### VI. Grading criteria, weighting factors.....

Note „very good” (5)

Student can explain the difference between hypothetical and categorical imperative and between moral heteronomy and moral autonomy; can listen 3 formulas of the categorical imperative and can explain their meaning; can explain the significance of the personalistic justification of the second formula of the categorical imperative; can raise critical objections to the Kantian concept of the person as the moral-legislator; can present Rosmini's critical dialogue with Kant; can analyze the foundations of separation between Eudaimonology and Ethics in Rosmini's Moral Philosophy; to present Rosmini's arguments for the sake of the thesis: "Being and Truth are the principles of Ethics"; can point out difference in justification of the personalistic norm in Kant and Wojtyła; can present Styczeń's understanding of the normative power of truth and to compare it to the position of Rosmini

Note "good" (4)

Student can explain the difference between hypothetical and categorical imperative and between moral heteronomy and moral autonomy; can listen 3 formulas of the categorical imperative and can explain their meaning; can present Rosmini's critical dialogue with Kant; can present Rosmini's arguments for the sake of the thesis "Being and Truth are the principles of Ethics"; can point out difference in justification of the personalistic norm in Kant and Wojtyła; can present Styczeń's concept of the normative power of truth

Note "satisfactory" (3)

Student can explain the difference between hypothetical and categorical imperative and between moral heteronomy and moral autonomy; can listen 3 formulas of the categorical imperative; can present Rosmini's critical dialogue with Kant; can interpret Wojtyła's concept of the personalistic norm; can present Styczeń's understanding of the normative power of truth

Note "unsatisfactory" (2)

## Course Syllabus – PHILOSOPHY MA, Year II

Student cannot explain the difference between hypothetical and categorical imperative nor between moral heteronomy and moral autonomy; cannot list any of 3 formulas of the categorical imperative; cannot present Rosmini's critical dialogue with Kant; cannot interpret Wojtyła's concept of the personalistic norm; cannot present Styczeń's understanding of the normative power of truth.

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>30</b>
Number of hours of individual student work	<b>30</b>

### VIII. Literature

<b>Basic literature</b>
Kant I., <i>The Foundations of the Metaphysics of Morals, Text and Critical Essays</i> , ed. by R.P.Wolff, London: Macmillan Publishing Company 1988.
Rosmini A., <i>The Principles of Ethics</i> , Durham: Rosmini House 1996.
Wojtyła K., <i>Love and Responsibility</i> , New York: Farrar, Straus, Giroux Inc. 1981.
<b>Additional literature</b>
A. McIntyre, <i>A Short History of Ethics</i> , London: Macmillan Publishing Company 1966.
J.M. Burgos, <i>An Introduction to Personalism</i> , Washington D.C.: The Catholic University of America Press 2018.

**NEOSCHOLASTICS – BETWEEN PHILOSOPHY AND RELIGION**

**I. General Information**

Course name	Neoscholastics – between Philosophy and religion
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Fr dr hab. Rafał Charzyński
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	30	II	2

Course pre-requisites	
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**II. Course Objectives**

C 1 Acquainting students with the history of the New Scholasticism, the circumstances of its origin and main representatives
C 2 Demonstration of undertaken problems and proposed solutions, especially the relation between faith and reason

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	Knows and understands on some basic level the role of philosophical reflection in shaping spiritual culture; Student knows the achievements of the outstanding representatives of the Neo-Scholasticism. Can see the newness of reborn Scholasticism on the background of long and complicated history of this philosophical current	W06
W_02	Possesses basic knowledge on the place and meaning of philosophy in relation to theology as well as to the formal logic and exact sciences and on the subject and methodological specificity of philosophy on the background of the problem of relationship between reason and faith and of the solution offered by Neo-Scholasticism	W07
W_03	Possesses basic knowledge about the institutions of culture and is up to date with contemporary cultural life; knows main centres of European Neo-Scholasticism on the end of the nineteenth and the first decades of the twentieth century	W09
<b>SKILLS</b>		

## Course Syllabus – PHILOSOPHY MA, Year II

U_01	Is able to select proper and adequate instruments for interpreting and analysing philosophical texts, to summarize and analyse philosophical arguments as well as to identify their key thesis, assumptions and consequences. Student can see the worldview implications and consequences of Neo-Scholasticism	U05
U_02	Possesses the skill of argumentation and of formulating conclusions, properly employing a specialistic terminology and views of other authors, can discuss in a balanced way with representatives of different worldviews, defending reasonably his own position	U06
<b>SOCIAL COMPETENCIES</b>		
K_01	Can undertake a deeper analysis of the situation and problems and formulate suggestions of solution, looking back at the past events and being inspired by the writings of the discussed views	K02
K_02	Can justify the role of philosophy and responsibility for preserving the cultural heritage of the region, country and Europe, appreciating the solutions offered by Scholasticism. Can critically judge the received information and views, respecting different positions especially regarding worldview's problems	K03

### IV. Course Content

The tutorial is to get acquaintance with the origin of the new scholasticism in the nineteenth century and with its development after the Encyclical Letter *Aeterni Patris*. The tutorial is focused on the relationship between faith and reason resolved on the background of the intellectual context of the epoch. Demonstrates respecting of negative role of faith and rational justification of the *preambula fidei*.

### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
<b>KNOWLEDGE</b>			
W_01-03	Traditional lecture	observation	protocol
<b>SKILLS</b>			
U_01	discussion	observation	protocol
U_02	Analysis of the text	observation	
<b>SOCIAL COMPETENCIES</b>			
K_01 K_02	Discussion	observation	protocol

### VI. Grading criteria, weighting factors.....

Presence on tutorial and the involvement in discussion.

Insufficient mark: student doesn't participate in tutorial, has no basic knowledge regarding the new scholasticism – its history and main problems considered within in, especially the relationship between faith and reason.

Sufficient: student in limited way acquired the knowledge regarding new scholasticism, is not able to express himself precisely or formulate his views

Good: student actively participates in tutorial, has well ordained knowledge regarding the new scholasticism: its history and the main problems considered by its representatives, especially the relationship between reason and faith

## Course Syllabus – PHILOSOPHY MA, Year II

Very good: Student actively participates in tutorial, has very well ordained knowledge regarding the new scholasticism its history and the problems considered by its representatives and can apply it to resolve a problem by himself.

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>30</b>
Number of hours of individual student work	<b>30</b>

### VIII. Literature

<b>Basic literature</b>
M de Wulf, Scholasticism old and new. An Introduction to Scholastic Philosophy Medieval and Modern, Dublin 1907 (available in internet) E. Gilson, Christianity and Philosophy, New York 1939.
<b>Additional literature</b>
J. Maritain, An Essay on Christian philosophy, Michigan 2006.

**THE CONTROVERSY ABOUT CULTURAL IDENTITY OF EUROPE, THE CONTROVERSY ABOUT THEORY OF ART**

**I. General Information**

Course name	The Controversy about Cultural Identity of Europe, the Controversy about Theory of Art
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	dr Artur Mamcarz-Plisiecki
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	30	IV	2

Course pre-requisites	–
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**II. Course Objectives**

Getting to know the foundations of European culture.
Getting the ability to analyse cultural transformations in Europe.
Getting the ability to evaluate contemporary European culture and art.

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	Possesses extended knowledge on the place and meaning of philosophy in relation to European culture and art.	W02
W_02	Knows and understands advanced methods of analysing and interpreting various forms of philosophical statements.	W07
W_03	Possesses basic knowledge on institutions of culture and is up to date with contemporary cultural life	W09
<b>SKILLS</b>		
U_01	Possesses extended research skills - including formulating and analysing works of other authors, synthesizing different ideas and views, choosing research methods and creating research instruments, elaborating and presenting results - which allow formulating original solutions to complex philosophical problems	U02
U_02	Is able to integrate knowledge taken from various disciplines of the humanities and to apply it in non-typical professional situations	U04

## Course Syllabus – PHILOSOPHY MA, Year II

U_03	Possesses the skill of argumentation and of formulating conclusions in a oral form, properly employing specialist terminology and views of other authors	U06
SOCIAL COMPETENCIES		
K_01	Is aware of the role philosophy and of the responsibility for preservation of the cultural heritage of the region, country, and Europe	K03

### IV. Course Content

<p>Three cultural “rut” in Europe – relativism, idealism, realism.          Relativism, nihilism – characteristics.          Idealism – characteristics.          Realism – characteristics.          Three pillars of European civilization – Greece, Rome, Christianity.          Classical theory of art (elements).</p>
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### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01-03	discussion	observation	work card
SKILLS			
U_01-03	analysis of problem (case study)	report	protocol
SOCIAL COMPETENCIES			
K_01	discussion	observation	work card

### VI. Grading criteria, weighting factors.....

Analysis of problem (case study) – report – 50%  
 Activity in the discussion at the seminar – 50%

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>30</b>
Number of hours of individual student work	<b>30</b>

### VIII. Literature

<p><b>Basic literature</b></p> <p>E. Gilson, <i>The Realist Beginner’s Handbook</i> in: E. Gilson, <i>Methodical Realism</i>, engl. transl. by Philip Trower (Front Royal: Christendom Press) 1990.          T. E. Woods, <i>How the Catholic Church Built Western Civilization</i>, Washington 2005.</p>
<p><b>Additional literature</b></p> <p>J. Maritain, <i>Art and Scholasticism</i>, transl. by J. W. Evans  <a href="https://maritain.nd.edu/jmc/etext/art.htm">https://maritain.nd.edu/jmc/etext/art.htm</a>          V. Possenti, <i>Nihilism and Metaphysics: The Third Voyage</i>, trans. Daniel B. Gallagher with foreword by Brian Schroeder. Albany: SUNY Press, 2014.</p>

**Course Syllabus – PHILOSOPHY MA, Year II**

P. A. Redpath, Understanding the Current Revolution in Western Higher Education: How We Got Here and Where We Are Headed in: Sztuka I realism [Art and Reality], Lublin 2014.

**ANTHROPOLOGICAL THOUGHT OF JOHN PAUL II**

**I. General Information**

Course name	Anthropological Thought of John Paul II
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	dr Małgorzata Borkowska-Nowak
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	30	IV	1

Course pre-requisites	Basic knowledge of ethics.
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**II. Course Objectives**

The first aim is to offer an analysis of the basic concepts and assumptions of Wojtyła's philosophy
The second aim is to develop skills of analysing philosophical problems
The third aim is to develop skills of discussing (to acquire skills necessary to both analytic and synthetic way of thinking and a good argumentative and critical competence)

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	Is aware of Karol Wojtyła's concern for a comprehensive understanding of man which becomes the reference point for every ethical, political and social system, as well as for the whole of culture.	W01, W03
W_02	Has well-ordered and grounded knowledge on the main assumptions and sources of Karol Wojtyła's philosophy.	W05, W06
W_03	Knows and understands advanced methods of analysing and interpreting various forms of philosophical statements.	W07
<b>SKILLS</b>		
U_01	Is able to put the acquired knowledge into practice, making it the direction of his/her own study and research.	U02
U_02	Is able to select proper instruments for interpreting philosophical texts and to analyse philosophical arguments.	U05
<b>SOCIAL COMPETENCIES</b>		
K_01	Is able to determine adequately priorities which would help to complete a task determined by him/her or the others.	K01
K_02	Participates in cultural life, is interested in current discussions of world-views.	K02

## Course Syllabus – PHILOSOPHY MA, Year II

### IV. Course Content

The course covers the following issues: 1. The Basis of Our Knowledge about Man 2. The Spheres and Degrees of Human Experience 3. The Senses 4. Mental Knowing 5. An Analysis of the Field of Desire 6. Freedom of the Will

### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Discussion	Observation	Rated text of the written paper
SKILLS			
U_01	Text analysis	Essay	Assessment card of work in a group
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Assessment card of work in a group

### VI. Grading criteria, weighting factors.....

Fail:

A student does not have a competence in analysing philosophical texts and does not understand the basic content of the tutorials; student is not able to offer any conceptual solution for the discussed problems.

A student is not engaged in the process of acquiring the knowledge offered within tutorials and does not fulfil tutorial's aims and tasks, does not engage himself into the discussion of the raised problems.

Satisfactory:

A student knows key concepts of the main philosophical problems and is able to interpret the philosophical text.

Good:

A student knows concepts of the main philosophical problems, has very well ordered knowledge concerning the controversies in Wojtyła's philosophy, is able to analyse philosophical texts and shows openness to discussion on the philosophical issues.

Very good:

A student knows very well the concepts of the main philosophical systems and has very well ordered and historically grounded knowledge concerning the controversies of Wojtyła's approach. A student is able to develop his research skills, analyse texts and participate in discussion.

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>30</b>
Number of hours of individual student work	<b>0</b>

### VIII. Literature

<b>Basic literature</b>
K. Wojtyła, Considerations on the Essence of Man, Polskie Towarzystwo Tomasza z Akwinu, Lublin-Roma 2016.
<b>Additional literature</b>
M. Acosta, A. J. Reimers, Karol Wojtyła's Personalist Philosophy: Understanding Person and Act, The Catholic University of America Press; Reprint edition (December 18, 2018).

**MAX SCHELER - FORMALISM IN ETHICS**

**I. General Information**

Course name	Max Scheler - Formalism in Ethics
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr Piotr Szafek
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	30	II	2

Course pre-requisites	W1 – basic knowledge of the liberal arts W1 – basic knowledge of philosophy (ethics)
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**II. Course Objectives**

C1 – the first aim is to offer an analysis of the basic concepts and categories of ethics of Max Scheler on the background of the contemporary ethical and meta-ethical thought
C2 – the second aim is to give students an opportunity of gaining the competence of analysing classical ethical texts
C3 – the third aim is to enable students to acquire skills necessary for both analytic and synthetic way of thinking and a good argumentative and critical competence

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	A student knows the basic concepts and categories of ethics of Max Scheler on the background of the contemporary ethical and meta-ethical thought	W03, W04, W05, W06, W09
<b>SKILLS</b>		
U_01	A student can read with understanding and analyse ethical texts, especially of Max Scheler, and is able to reconstruct and evaluate their arguments with a reference to various disciplines of the humanities, as well as to formulate and defend student's own ethical view	U04, U11
<b>SOCIAL COMPETENCIES</b>		
K_01	A student can understand ethical problems and solutions against a wider background of the cultural heritage to apply such understanding in interdisciplinary and public conversations	K03, K04

**IV. Course Content**

## Course Syllabus – PHILOSOPHY MA, Year II

The tutorials are assigned to undergraduate students (second year, full time module, MA course in English). The tutorials give an opportunity for students to broaden their knowledge about the most important elements of the phenomenological ethics of Max Scheler. It consists mostly in the close reading and discussion of his seminal work on the Kantian formalism in ethics. It will focus on Scheler's criticism of Kant, and in this scope try to highlight Scheler's theory of values and persons as well as his concept of empathy. The tutorials give students a chance to acquire the competence and tools of the philosophical analysis, and supplements and consolidates their expertise in the ethics and phenomenology (and in contemporary philosophy, broadly speaking).

### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
<b>KNOWLEDGE</b>			
W_01	A Conversational Lecture/A Discussion	An Essay/An Observation	An Essay Evaluation/A Group Working Evaluation Card
<b>SKILLS</b>			
U_01	A Classical Text Analysis/A Discussion	An Essay/Observation	A Group Working Evaluation Card
<b>SOCIAL COMPETENCIES</b>			
K_01	A Discussion	Observation	A Group Working Evaluation Card

### VI. Grading criteria, weighting factors.....

Fail:

(W) – student does not have a basic knowledge on ethics of Max Scheler

(U) – student does not have a competence in analysing ethical texts and does not understand the basic content of the tutorials; student is not able to offer any conceptual solution for the discussed problem

(K) – student is not engaged in the process of acquiring the knowledge offered within tutorials and does not fulfil tutorial's aims and tasks, does not engage himself into the discussion of the raised problems

Barely Pass

(W) – student gained general but limited knowledge on ethics of Max Scheler

(U) – student barely can analyse and understand the contents of tutorials; with tutor's assistance student is able to analyse and reconstruct ethical texts

(K) – student attends the classes, but is passive

Good Pass

(W) – student has gained a good knowledge on ethics of Max Scheler

(U) – student is able easily to demonstrate his knowledge on ethics of Max Scheler and is able to apply the knowledge to a problematic situation; student can analyse ethical texts without any serious difficulty

(K) – student is active at the classes and is willing to broaden his knowledge

Very Good Pass

(W) – student has systematized and wide knowledge on ethics of Max Scheler

(U) – student is highly competent as regard the ethical texts analysis and is able easily to refer to the secondary sources

(K) – student is very active at the classes and takes an initiative with broadening his knowledge

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>30</b>

**Course Syllabus – PHILOSOPHY MA, Year II**

Number of hours of individual student work	<b>30</b>
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**VIII. Literature**

<b>Basic literature</b>
(1) Max Scheler, <i>Formalism in Ethics and Non-Formal Ethics of Values</i> , Northwestern University Press: Evanston 1973
<b>Additional literature</b>
(1) Max Scheler, <i>On Feeling, Knowing, and Valuing: Selected Writings</i> , The University of Chicago Press: Chicago and London 1992; (2) Manfred S. Frings, <i>The Mind of Max Scheler</i> , Milwaukee: Marquette University Press 1997; (3) Peter Spader, <i>Scheler's Ethical Personalism: Its Logic, Development and Promise</i> , New York: Fordham University Press 2002; (4) Herbert Spiegelberg, "The Phenomenology of Essences: Max Scheler (1874-1928)", in: H. Spiegelberg, <i>The Phenomenological Movement: A Historical Introduction</i> , Vol. 1, The Hague: Martinus Nijhoff 1960, pp. 228-270; (5) Karol Wojtyla, <i>The Acting Person</i> , Dordrecht-Boston: Reidel 1979; (6) Karol Wojtyla, "The Problem of the Separation of Experience from the Act in Ethics", in: K. Wojtyla, <i>Person and Community: Selected Essays</i> , New York: Peter Lang 1993, pp. 23-44; (7) Dan Zahavi, "Max Scheler", in: K. Ansell-Pearson and A. Schrift (eds.), <i>The History of Continental Philosophy</i> , Vol. 3: <i>The New Century: Bergsonism, Phenomenology and Responses to Modern Science</i> , Durham: Acumen Press 2010, pp. 171-186. The details of any further supplementary readings will be given at classes in due course, after consultations with students' interests and needs.

**THE LUBLIN PHILOSOPHICAL SCHOOL – PERSONALISM**

**I. General Information**

Course name	The Lublin Philosophical School - Personalism
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	MA
Form of studies (full-time, part-time)	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Arkadiusz Gudaniec
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Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	15	IV	1

Course pre-requisites	Basic knowledge of philosophical anthropology and ethics
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**II. Course Objectives**

C1. presentation of the concept of a person specific to the Lublin School of Philosophy
C2. analysis of the position of personalism, different concepts of the person in confrontation with the Lublin proposal

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	Has well-ordered knowledge on the concept of a person specific to the Lublin School of Philosophy, as well as the classical and contemporary personalistic philosophies.	W05, W06
<b>SKILLS</b>		
U_01	Has the ability to integrate knowledge from various philosophical disciplines in the field of understanding a person, can apply this knowledge in relation to phenomena present in today's culture.	U04
<b>SOCIAL COMPETENCIES</b>		
K_01	Is ready to justify the importance of a philosophical understanding of a person in contemporary cultural debates	K03

**IV. Course Content**

<ol style="list-style-type: none"> <li>1. the concept of a person specific to the Lublin School of Philosophy</li> <li>2. the position of personalism as such in the philosophy and in the culture</li> <li>3. different concepts of a person in confrontation with the Lublin proposal</li> </ol>
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**V. Didactic methods used and forms of assessment of learning outcomes**

## Course Syllabus – PHILOSOPHY MA, Year II

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conversational lecture	Observation	Observation report
SKILLS			
U_01	Text Analysis	Presentation	Presentation evaluation card
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Observation report

### VI. Grading criteria, weighting factors.....

#### Poor assessment

(W) the student hasn't general nor particular knowledge on the classical, modern and contemporary personalism

(U) the student isn't able to integrate knowledge taken from various disciplines of the humanities and to apply it in any way

(K) the student is not aware of the role of philosophy and of the responsibility for preservation of the cultural heritage of the region, country and Europe

#### Fair rating

(W) the student has on the elementary level general and particular knowledge on the classical, modern and contemporary personalism

(U) the student is able on the elementary level to integrate knowledge taken from various disciplines of the humanities and to apply it

(K) the student is elementarily aware of the role of philosophy and of the responsibility for preservation of the cultural heritage of the region, country and Europe

#### Evaluation of good

(W) the student has well-ordered and historically grounded general and particular knowledge on the classical, modern and contemporary personalism

(U) the student is able to integrate knowledge taken from various disciplines of the humanities and to apply it

(K) the student is aware of the role of philosophy and of the responsibility for preservation of the cultural heritage of the region, country and Europe

#### Very good rating

(W) the student to an excellent degree has well-ordered and historically grounded general and particular knowledge on the classical, modern and contemporary personalism

(U) the student has achieved great ability of integrating knowledge taken from various disciplines of the humanities and of applying it in various situations

(K) the student is perfectly aware of the role of philosophy and of the responsibility for preservation of the cultural heritage of the region, country and Europe

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>15</b>
Number of hours of individual student work	<b>15</b>

### VIII. Literature

Basic and additional literature
1. M. A. Krąpiec, A. Maryniarczyk, The Lublin Philosophical School, Lublin 2010
2. T. Duma, Personalism in the Lublin School of Philosophy, <i>Studia Gilsoniana</i> 5:2 (April–June 2016): 365–390

**STANISLAW KAMINSKI MEMORIAL LECTURES: THE HISTORY OF PHILOSOPHY AS TOLD FROM FUTURE**

**I. General Information**

Course name	Stanislaw Kaminski Memorial Lectures: The History of Philosophy as Told From Future
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	BA, MA, PhD
Form of studies (full-time, part-time)	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Steve Fuller, PhD
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Type of class ( <i>use only the types mentioned below</i> )	Number of teaching hours	Semester	ECTS Points
lecture	30	II	4

Course pre-requisites	General knowledge about main theme in current philosophy; Interested in problems in technical progress
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**II. Course Objectives**

C. 1. Introducing students to contemporary philosophical debates.
C. 2. Presenting how an understanding of many philosophical concepts influence on social life, culture, and area of values.
C. 3. Inspiring students to think about their own responsibility for the philosophy and its place in society and to join social debates on that issue.

**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
W_01	Knows terminology of main philosophical systems and of the most important philosophical attitudes in regards to the topic.	W_03, W_04
W_02	Has well-ordered and historically grounded general knowledge on the classical, modern and contemporary views in regards to the topic.	W_05
W_03	A student is aware of the institutional and cultural dimensions of current philosophical debates.	W_09
<b>SKILLS</b>		
U_01	Is able to integrate knowledge taken from ethics, history of philosophy, philosophy of science and to apply it in non-typical professional situations.	U_04
U_02	Is able to cooperate and work in a group, playing different roles in it by presenting opinion, arguing, debating.	U_11
<b>SOCIAL COMPETENCIES</b>		
K_01	Is aware of the role philosophy especially.	K_03

## Course Syllabus – PHILOSOPHY MA, Year II

K_02	Participates in cultural life, and is interested in philosophical and cultural trends.	K_04
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### IV. Course Content

This series of lectures is inspired by two interesting future-oriented responses to Hegel: Ludwig Feuerbach's Principles of the Philosophy of the Future and Benedetto Croce's What Is Living and Dead in the Philosophy of Hegel? Hegel invited 'futuristic' responses because of his own future-oriented approach to history, including the history of philosophy. In that spirit, I should retell the history of Western philosophy from the Greeks with an eye to its relevance to the emerging trans/post-human order. As might be expected from the 'cunning of reason', certain figures who have stood out in conventional histories of philosophy will recede from view, and others will more clearly come into their own.

### V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods (choose from the list)	Forms of assessment (choose from the list)	Documentation type (choose from the list)
KNOWLEDGE			
W_01-03	Lecture	Exam	Exam report
SKILLS			
U_01-02	Lecture	Exam	Exam report
SOCIAL COMPETENCIES			
K_01-02	Lecture	Exam	Exam report

### VI. Grading criteria, weighting factors ...

Lack of any condition to be met for the mark 3.

3. (satisfactory). A student regularly attends classes, has some knowledge on debates in topic and is able to indicate at least some its philosophical underpinnings, understands key concepts and controversies involved in that debate.

4. (good). A student attends classes, has very good knowledge of key concepts and problems of the debates. Student is able to present and to criticize main views in those debates as well as indicate their philosophical underpinnings.

5. (very good). A student possess extensive knowledge of concepts as well as historical and current issues in the debates.

### VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>30</b>
Number of hours of individual student work	<b>90</b>

### VIII. Literature

- Fuller, Steve. 2019. "From Transcendental Dopes to Transhumanists: Prolegomena to a Futurist Take on the History and Philosophy of Science." Social Epistemology Review and Reply Collective 8 (9): 19-24.
- Fuller, Steve. 2019. "The metaphysical standing of the human: A future for the history of the human sciences." History of the Human Sciences, Vol. 32(1) 23–40.
- Fuller, Steve. 2015. "Knowledge: The Philosophical Quest in History", Routledge, London & New York, esp. chap. 6.

**JACEK WORONIECKI MEMORIAL LECTURES: NEW WORLD ORDER AND NEW ATHEISM**

**I. General Information**

Course name	Stanislaw Kaminski Memorial Lectures: New World Order and New Atheism
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	BA, MA, PhD
Form of studies (full-time, part-time)	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Curtis L. Hancock, PhD
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Type of class ( <i>use only the types mentioned below</i> )	Number of teaching hours	Semester	ECTS Points
lecture	30	II	4

Course pre-requisites	Some familiarity with the kinds of principles needed for conversation in philosophy of God, ethics, and politics.
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**II. Course Objectives**

C1: Discussion and assessment of the challenges of atheism and its influence on contemporary culture and politics.
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**III. Course learning outcomes with reference to programme learning outcomes**

Symbol	Description of course learning outcome	Reference to programme learning outcome
<b>KNOWLEDGE</b>		
K_01	Student knows basic arguments for atheism and theism and knows how both involve worldviews implicit in society.	W01, W02, W05, W06
<b>SKILLS</b>		
S_01	Student can summarize rationale for atheism and theistic replies. Student can articulate how atheism influences cultural and political change.	U01, U06
<b>SOCIAL COMPETENCIES</b>		
C_01	Student can understand that, since ideas have consequences, cultural education is needed to understand atheism.	K01, K03, K04

**IV. Course Content**

<p>Outline and analysis of theistic and atheistic arguments and their cultural effects:</p> <ol style="list-style-type: none"> <li>1. Worldviews that support atheism</li> <li>2. Rationale for classical theism and its persistent defensibility</li> <li>3. The influence of atheism on ideas of the human person</li> </ol>
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**Course Syllabus – PHILOSOPHY MA, Year II**

4. Assessing the influence of atheism in contemporary culture and politics
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**V. Didactic methods used and forms of assessment of learning outcomes**

Symbol	Didactic methods <i>(choose from the list)</i>	Forms of assessment <i>(choose from the list)</i>	Documentation type <i>(choose from the list)</i>
<b>KNOWLEDGE</b>			
K_01	Lecture	Exam	Exam report
<b>SKILLS</b>			
S_01	Lecture	Exam	Exam report
<b>SOCIAL COMPETENCIES</b>			
C_01	Lecture	Exam	Exam report

**VI. Grading criteria, weighting factors:**

Exam: 100%

**VII. Student workload**

Form of activity	Number of hours
Number of contact hours (with the teacher)	<b>30</b>
Number of hours of individual student work	<b>90</b>

**VIII. Literature**

<b>Basic literature</b>
Feser, Edward. <i>The Last Superstition</i> . St. Augustine’s Press, 2008.
Feser, Edward. <i>Aquinas</i> . One World Publications, 2009.
Barash, David. <i>Through a Glass Brightly: Using Science to See Our Species as We Really Are</i> . Oxford University Press, 2018.
Dawkins, Richard. <i>The God Delusion</i> . Oxford, 2006.
<b>Additional literature</b>
Murray, Douglas. <i>The Strange Death of Europe</i> . Bloomsbury, 2017.