Course Syllabus – PHILOSOPHY BA

YEAR I

INTRODUCTION TO PHILOSOPHY

I.   General Information

Course name	Introduction to Philosophy
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	BA
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

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Lecture	30	I	4

Course pre-requisites	None

II.   Course Objectives

C1 – to inform students about main disciplines of and trends in philosophy
C2 - to acquire main philosophical abilities
C3 – to inform students about main problems of philosophy

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 and understands the importance of philosophy in spiritual life, theology, humanities and science	W01, W02
W_02	Knows and identifies philosophical problems, disciplines and terminology	W03
W_03	Knows the place of philosophy in culture and understands relations between philosophy and knowledge, arts and religion	W09
SKILLS		
U_01	Possesses the basic research skills, including abilities important in philosophy: asking questions, formulating definitions, making distinctions etc.	U01, U02, U03
U_02	Is able to participate in philosophical discussions and to formulate, analyse and improve philosophical arguments	U05, U06
SOCIAL COMPETENCIES		

K_01	Is ready to preserve European and Polish philosophical heritage, including the philosophical tradition of KUL	K03

IV. Course Content

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

II. Some Main Problems of Philosophy:

(1) **Ontology** (metaphysics) [theory of being]: (i) the kinds of being; (ii) 'why is there something rather than nothing?'; (iii) the existence of God (philosophical/natural theology or philosophy of religion); (iv) the mind-body problem (philosophical psychology/anthropology or philosophy of mind). (2) **Epistemology** [theory of knowledge]: (i) the definition of knowledge; (ii) the nature of truth; (iii) what does 'to mean' mean?; (iv) does language determine our world view? (philosophy of language). (3) **Axiology** [theory of value]: (i) are the values objective or subjective?; (ii) what ought we to do? (ethics – deontology); (iii) how to be happy? (ethics – theory of 'eudaimonia'); (iv) what is beauty? (aesthetics).

III. Some Main Currents in Contemporary Philosophy:

(1) Analytical Philosophy ('English-speaking' philosophy). (2) Phenomenology – Existentialism – Hermeneutics ('continental' philosophy). (3) Neo-Thomism (Neo-Scholasticism, 'Christian' philosophy). (4) Appendix – Polish Philosophy: (i) the Lvov-Warsaw School (Polish Analytical Philosophy); (ii) Phenomenology of Roman Ingarden; (iii) Neo-Thomism in Lublin; (iv) Personalism of Rev. Karol Wojtyła (Pope John Paul II).

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

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	Conventional lecture	Exam	Protocol
W_02	Conventional lecture	Exam	Protocol
W_3	Conventional lecture	Exam	Protocol
SKILLS			
U_01	Conventional lecture	Exam	Protocol
U_02	Conventional lecture	Exam	Protocol
SOCIAL COMPETENCIES			
K_01	Conventional lecture	Exam	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
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)	**30**
Number of hours of individual student work	**90**

VIII.   Literature

Basic literature
R. Scruton, Modern Philosophy: An Introduction and Survey, London: Penguin Books 1994. E. Craig, Philosophy. A Very Short Introduction, Oxford: Oxford University Press 2002.
Additional literature
T. Williamson, Doing Philosophy: from Common Curiosity to Logical Reasoning, Oxford: Oxford University Press 2018.

LOGIC

I.   General Information

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

Course coordinator/person responsible	o. prof. dr hab. Marcin Tkaczyk

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
lecture	30	I-II	9
classes	60	I-II	

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

II.   Course Objectives

C1 Presentation and discussion about main concepts, problems and achievements of philosophical logic, taking into account metalogic.
C2. Presentation of Propositional Calculus, First Order Logic and selected topics of non-classic 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
KNOWLEDGE		
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.	W02, W04, W05
W_02	Student has knowledge and understanding the features and way to construction logical theories and he/she knows the importance and way to proof of limitations theorems.	W02, W04, W05
SKILLS		
U_01	Student has a skill to analysing, evaluating of correctness and reading the structure of logical reasoning.	U05, U06
U_02	Student has a skill to solve the problems in Propositional Calculus and First Order Logic.	U05, U06
U_03	Student has a skill to solve the problems in non-classical logics.	U05, U07
U_04	Student has a skill to examine the correctness of the formal proofs.	U05, U07
U_05	Student has a skill to recognize and naming basic logical fallacies.	U05, U06, U07

SOCIAL COMPETENCIES		
K_01	Can undertake a deepened analysis of the situation and problems and formulate suggestion of solution	K02

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, theory of identity, logics of higher order. The sources of non-classical logics, formal logic in philosophical and worldview discussion, selected non-classical logics. Structure and features of logical theories, axioms, proofs, definitions. Limitation theorems: I and II Godel's theorem, Tarski's theorem, Church's theorem. Variety of types of knowledge and sciences.

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	Lecture	Exam / Oral credit	Protocol
W_02	Lecture	Exam / Oral credit	Protocol
SKILLS			
U_01	Text analysis	Polling / Test	Protocol
U_02	Problem-solving	Polling / Test	Protocol
U_03	Problem-solving	Polling / Test	Protocol
U_04	Problem-solving	Polling / Test	Protocol
U_05	Problem-solving	Polling / Test	Protocol
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	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 or limitation theorems.
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 and limitation theorems.
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
Number of contact hours (with the teacher)	**90**
Number of hours of individual student work	**180**

VIII.   Literature

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

HISTORY OF ANCIENT PHILOSOPHY

I.   General Information

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

Course coordinator/person responsible	Dr hab. Monika Komsta

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Lecture	30	I	6
Classes	30	I	

Course pre-requisites	No prior knowledge of philosophy is required

II.   Course Objectives

G1. Knowledge of philosophical problems, methods and solutions introduced by ancient philosophers
G2. Ability to read and analyse primary sources in translation
G3. Ability to critically examine and evaluate 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	Knowledge of philosophical problems, methods and solutions introduced by ancient philosophers	W02, W03, W09
W_02	The participants acquire first-hand knowledge of ancient philosophical texts	W02, W03
W_03	The participants acquire mastery of facts, personalities, issues, problems, arguments and solutions involved in ancient philosophy	W02, W03, W09
SKILLS		
U_01	Ability to read and analyse primary sources in translation	U02
U_02	Ability to critically examine and evaluate philosophical arguments	U06
U_03	Ability to integrate knowledge from various humanistic disciplines	U04
SOCIAL COMPETENCIES		
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

A survey of Western philosophy from its beginnings in the early Greek physicists to the late antiquity. The emphasis in class will be on the analysis of fundamental philosophical topics as reflected in the writings of the main figures of the period: Plato, Aristotle, Epicurus, Seneca and Sextus Empiricus. Concurrent reading of a standard history will supply additional background and continuity, while the tutorials will be devoted to reading and analysis of primary sources.

We will pay particular attention to the way in which the problems, methods, and proposed solutions central for the ancient philosophers informed later philosophical debates.

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

Symbol efektu	Didactic methods (choose from the list)	Forms of assessment (choose from the list)	Documentation type (choose from the list)
KNOWLEDGE			
W_01	Lecture	Exam	Corrected exam
W_02 W_03	Work on text	Quiz	Corrected quiz
SKILLS			
U_01 U_02 U_03	Text analyses	Quiz	Corrected quiz
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Evaluation of group work

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

A mid-term exam and final examination. Both exams will be written, consisting of twenty questions.

0–50   = 2
51–60 = 3
61–70 = 3+
71–75 = 4
76–90 = 4+
91–100 = 5

VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**60**
Number of hours of individual student work	**120**

VIII. Literature

Basic literature:
C. Shields, *Ancient Philosophy*, Routledge 2011.
Additional literature:
F. Copleston, *History of Philosophy*, vol. 1, Image 1995.
A. Kenny, *Ancient Philosophy. A New History of Western Philosophy*, Oxford University Press 2007.

METAPHYSICS–ONTOLOGY

I. General Information

Course name	Metaphysics–Ontology
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	BA
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

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Lecture	45	I-II	9
Classes	45	I-II	

Course pre-requisites	Basic knowledge from high school; general knowledge of physics and cosmology; basic skills in understanding philosophical texts.

II. Course Objectives

acquainting with the specificity of metaphysical cognition and distinguishing it from other types of cognition;
discussion of various concepts of beings and different metaphysics, as well as an indication of the sources of variety and consequences;
familiarization with contemporary realistic metaphysics, the way it is practiced and the application to other domains of philosophy;
providing tools for an understanding of the world of people and things by pointing out the reasons for their existence and activity;

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 the basic terminology in English in the field of classical metaphysics	W04
W_02	has well-ordered and historically grounded knowledge from the methods of metaphysical cognition in ancient, medieval, modern and contemporary metaphysics	W05
W03	has well-ordered particular knowledge from the area of metaphysics	W06
SKILLS		
U_01	possesses the skill of writing simple papers in studies conducted language	U07
U_02	has the ability to use the literature proper to the area of metaphysics	U07

U_03	can choose appropriate metaphysical tools to explain problems	U04
SOCIAL COMPETENCIES		
K_01	can justify the role of metaphysics and responsibility for preserving the intellectual heritage of European culture	K03

IV. Course Content

During the first part of the course there will be presented the issues concerning the way of understanding the philosophy in general and its role on the background of other sciences. Then the role and meaning of metaphysics in philosophy will be presented and the question of the history of the term "metaphysics" ("ontology") will be taken into consideration, as well as the questions of the specificity of the object of metaphysics and metaphysical cognition and of the ways of metaphysical explanation and justification. Next, the most important interpretations of reality (monistic, dualistic, pluralistic and realistic), which appeared in the history of philosophy and laid at the basis of the formation of different concepts of metaphysics (also known from the 17th century as ontologies): metaphysics of material existence, metaphysics of ideal being, metaphysics of possible being, metaphysics of real being. Second part of the lecture is designed to trace a process of the understanding cognition of the world which is provided by metaphysics. The cognition of that kind proceeds by distinguishing the common (transcendental) features of beings, such as: thing (*res*), one (*unum*), separateness (*aliquid*), truth (*verum*), good (*bonum*) and beauty (*pulchrum*), and the discovery of metaphysical laws governing the existence of things, such as the law of identity, non-contradiction, excluded middle, the raison of being, purposefulness and integrity. Then by distinguishing internal compositions of being that show the internal structure of beings and explain their nature, and by indicating the caused and analogous way of existence of things.

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	conventional lecture	oral exam	rating card
W_02	work of art analysis	paper	evaluated written paper
SKILLS			
U_01	textual analysis	test of practical skills	evaluated written paper
U_02	discussion group	implementation of the project	rating card
SOCIAL COMPETENCIES			
K_01	work in the group	observation	observation report
K_02	laboratory classes	written test	rating card

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

1. Students' activity during classes (formulating questions, oral statements, participation in discussions) – 20% of credit
2. Preparation for classes – 15% of credit
3. Preparation of written texts – 15% of credit
4. Preparation for the exam – 50% of credit

VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**90**
Number of hours of individual student work	**180**

    VIII.   Literature

Basic literature
Arystotle, Metaphysics, trans. W. D. Ross (http://classics.mit.edu/Aristotle/metaphysics.html); M.A. Krapiec, (1991), Metaphysics, An Outline of the History of Being, trans. M. Lescoe, A. Woznicki, and Th. Sandok, New York, Mariel Publication; A. Maryniarczyk, Notebooks on Metaphysics. The monistic and dualistic interpretation of reality, Vol.1, trans. H. McDonald, Lublin: Polskie Towarzystwo Tomasza z Akwinu 2010; A. Maryniarczyk, Notebooks on Metaphysics. The pluralistic interpretation of reality, Vol.2, trans. H. McDonald, Lublin: Polskie Towarzystwo Tomasza z Akwinu 2011.; Platon, The Republic, trans. B. Jowett (http://classics.mit.edu/Plato/republic.html).
Additional literature
E. Gilson, The Unity of Philosophical Experience. San Francisco, CA: Ignatius Press, 1999; 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.

PHILOSOPHICAL ANTHROPOLOGY

I.   General Information

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

Course coordinator/person responsible	Prof. dr hab. Piotr Jaroszyński

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Lecture	45	I-II	7
Classes	45	I-II	

Course pre-requisites	Some basic knowledge on the theories of man

II.   Course Objectives

C.1 Introduction to different philosophical theories of man
C.2 Acquaintance with the methods of analysis of texts in the area of philosophical anthropology
C.3 Acquaintance with the methods of analysis of texts in the area of historical views on man

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Understanding of the basic terminology related to the topic	W03, W04
W_02	General knowledge related to main philosophical views on the conceptions of man	W05, W06
W_03	General knowledge related to basic philosophical terminology necessary to explain different philosophical theories of man	W09
SKILLS		
U_01	Ability to integrate knowledge in the area of the philosophy of man, philosophy in general, culture, philosophy of politics and politics	U04
SOCIAL COMPETENCIES		
K_01	Ability to justify why knowledge of man is important in the social life, especially for the harmonious and peaceful development	K03
K_02	Openness and ability to take part in discussion related to contemporary life, including social and cultural events	K04

IV.   Course Content

Classes are consecrated to analysis of basic texts in the area of philosophical theories of man. During classes some important issues will be discussed, presented and argued against or for different

problems which appear in the context of main philosophical systems like platonism, aristotelianism, thomism, cartesianism, hegelism, positivism, phenomenology, existentialism, marxism, liberalism.	

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	Reading and analysing the texts	Essay	Evaluation of the essay
W_02	Discussion	Discussion	Evaluation of the essay
SKILLS			
U_01	Analysis of the text	Essay	Evaluation of the work in group
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Evaluation of the work in group
K_02	Working in the group in different roles	Observation	Evaluation of the work in group

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

1) Ability to discuss, present and argue against or for different ideas of man according to different philosophical systems, platonism, aristotelianism, thomism, cartesianism, hegelism, positivism, phenomenology, existentialism, marxism, liberalism – 60%.
2) An essay about one of the chosen topic in the area of philosophy – 40%

VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**90**
Number of hours of individual student work	**120**

VIII. Literature

Basic: Plato, Phedo; Aristotle, On the Soul; Thomas Aquinas, Summa Theologica (Treatise On Man), I, 75-102. Mieczyslaw A. Krapiec, I – man, Lublin 2006; W. Jaeger, Paideia, 1934, v. 1; E. Cassirer, An Essay on Human Culture. An Introduction to Philosophy of Human Culture, 1944; J. Maritian, Three Reformers, 1928; E. L. Mascall, The Importance of Being Human, 1958;
Additional: G. Marcel, Homo viator, 1944; Theory of Being, Lublin 1980; L. E. Cahoon, The Dilemma of Modernity. Philosophy, Culture and Anti-Culture, 1988.

GENERAL ETHICS

I.   General Information

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

Course coordinator/person responsible	Ks. dr Marcin Ferdynus

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Lecture	45	I-II	7
Classes	45	I-II	

Course pre-requisites	–

II.   Course Objectives

C1 – The first aim is to offer an analysis of the basic concepts and categories of ethics and metaethics
C2 – The second aim is to develop skills of analysing ethical problems (critical moral thinking)
C3 - 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)
C4 - The fourth aim is to develop skills of writing papers

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	A student knows and understands in general the role of philosophical (ethical) reflection in the development of spiritual culture of human being.	W01
W_02	A student has a basic knowledge on function and significance of philosophy (ethics) in its relation to theology, formal and natural sciences, and on methodological and merit specific of philosophy.	W02
W_03	A student knows and understands basic ethical issues.	W06
SKILLS		
U_01	A student is able to analyse philosophical (ethical) texts and moral issues.	U02
U_02	A student possesses the skill of argumentation of formulating conclusions in a written and oral form, properly employing a specialist terminology and views of other authors.	U06
SOCIAL COMPETENCIES		
K_01	A student is aware about the role of philosophy and the responsibility for saving the cultural heritage of a region, country, Europe.	K04

IV.   Course Content

The classes give an opportunity for students to broaden their knowledge about the most important and dominant ethical traditions (most notably on deontologism, consequentialism, and virtue ethics) and metaethical approaches, problems (particularly from the cognitivism-noncognitivism debate). It consists mostly in the close reading and discussion of both ethical and meta-ethical contemporary debates and their classical exemplifications, which gives students also a chance to acquire the competence and tools of the philosophical analysis. This approach supplements and consolidates their expertise in the field, which they receive originally from the compulsory lecture on general ethics.

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

Symbol efektu	Didactic methods (choose from the list)	Forms of assessment (choose from the list)	Documentation type (choose from the list)
KNOWLEDGE			
W_01	conventional lecture	exam	examination card
W_02	conventional lecture	exam	examination card
W_03	conventional lecture	exam	examination card
SKILLS			
U_01	Text analysis	written work	evaluated the text written work
U_02	Text analysis	colloquium	Test
SOCIAL COMPETENCIES			
K_01	discussion	observation	evaluation card

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

Lecture: exam 100%
Class: colloquium – 75%, written text – 25%
Fail:
(W) – A student does not have a basic knowledge on general ethics
(U) – A 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) – 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
Barely Pass
(W) – A student gained general but limited knowledge on general ethics
(U) – A student barely can analyse and understand the contents of tutorials; with a tutor's assistance student is able to analyse and reconstruct ethical texts.
(K) – A student attends the classes, but is passive
Good Pass
(W) – A student has gained a good knowledge on general ethics
(U) – A student is able easily to demonstrate his knowledge on general ethics and is able to apply the knowledge to a problematic situation; student can analyse ethical texts without any serious difficulty
(K) – A student is active at the classes and is willing to broaden his knowledge
Very Good Pass
(W) – A student has systematized and wide knowledge on general ethics
(U) – A student is highly competent as regard the ethical texts analysis and is able easily to refer to the secondary sources
(K) – A student is very active at the classes and takes an initiative with broadening his knowledge

VII.   Student workload

Course Syllabus – PHILOSOPHY BA, Year I

Form of activity	Number of hours
Number of contact hours (with the teacher)	**90**
Number of hours of individual student work	**120**

VIII. **Literature**

Basic literature
(1) M.W. Baron, P. Pettit and M. Slote, Three Methods of Ethics: A Debate, Oxford: Blackwell 1997. (2) J. Rachels, The Elements of Moral Philosophy, New York: McGraw-Hill 2003. (3) S. Blackburn, Think: A Compelling Introduction to Philosophy, Oxford: Oxford University Press 1999. (4) A. Miller, An Introduction to Contemporary Metaethics, Cambridge: Polity 2003. (5) K. Wojtyła, Man in the Field of Responsibility, South Bend, Indiana: St. Augustine's Press 2011. (6) K. Wojtyła, Ethics Primer, Lublin, 2017.
Additional literature
(1) Theories of ethics, ed. P. Foot, Oxford: Oxford University Press 2002. (2) B. Williams, Morality: An Introduction to Ethics, Cambridge: Cambridge University Press 1972. (3) S. Blackburn, Ethics: A Very Short Introduction, Oxford: Oxford University Press 2001. (4) B. Williams, Ethics and the Limits of Philosophy, Cambridge, Mass.; Harvard University Press 1985.

ENTREPRENEURSHIP

I. General Information

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

Course coordinator/person responsible	Paweł Kawalec

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Workshop	30	I	2

Course pre-requisites	none

II. Course Objectives

1. To familiarize students with the basic concepts of entrepreneurship (e.g. entrepreneurial person, organization, work, entrepreneurial attitude, teamwork, occupational stress, labour market, business ethics).
2. Improvement of entrepreneurial tools / skills.
3. Shaping entrepreneurial attitudes and habits.

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
WIEDZA		
W_01	Defines the basic economic and legal conditions of business activity and forms of individual entrepreneurship	Un_P_W01
UMIEJĘTNOŚCI		
U_01	Determines the opportunities for professional development and selects forms of own development and lifelong learning	Un_P_U01
KOMPETENCJE SPOŁECZNE		
K_01	Undertakes activities in the field of initiating business activity and creating her/his own professional career	Un_P_K01

IV. Course Content

1. Basic concepts in the field of entrepreneurship (knowledge, skills, competences) 2. Hard and soft competences 3. Talent test: the importance of talents from a professional perspective 4. Interpersonal and public communication: strategies and methods (Elevator pitch) 5. Team work: group dynamics, feedback, synergies and barriers 6. Psychophysiology of stress: stressors and strategies for coping with stress

7. Time management and strategies of balance between the sphere of work and personal life (work-life balance)
8. Labour market - specifics and requirements. Transactional dimension of work
9. Tools to increase market attractiveness (CV, interview)
10. Forms of business
11. Types of employment contracts and civil law contracts
12. Search for a job: sources of knowledge and barriers, micro-project: searching for job offers
13. Business project part 1. Vision, mission and strategy of the organization (design thinking, Marshmallow challenge)
14. Business project part 2. Market analysis: micro-determinants
and macroeconomic, legal-administrative, demographic, socio-cultural and technological market functioning.
15. Business project part 3. Matching the product / service to the requirements and needs of the market, product definition and its positioning on the market, the basics of the cost strategy.
16. Business project part 4. Planning your own business: setting up and management.
17. Passing the final project (presentations of business projects)

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	Conversational lecture	Presentation	Card of presentation evaluation
SKILLS			
U_01	Method of project	Presentation	Card of presentation evaluation
SOCIAL COMPETENCIES			
K_01	Brainstorm	Observation	Group work evaluation card

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

The final grade consists of:
1. Active participation in classes (30%)
2. Performing specific tasks set by the teacher at particular stages of the program implementation (including tests and colloquium checking knowledge) (30%)
3. Performance of the final project (40%).

VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**30**

VIII. Literature

Basic literature
Armstrong G., Kotler P. (2018). Principles of Marketing. Prentice Hall
Cardona P., Rey C. (2009). Management by Missions. Palgrave
Boeri T., van Ours J., (2013). The Economics of Imperfect Labor Markets. Princeton
Supplementary literature

Ankersen R. (2015). The Gold Mine Effect. Icon Books
Clayton M. (2012). Brilliant Stress Management. FT Press
Davis M., McKay M., Fanning P. (2017). Messages: The Communication Skills Book. New Harbinger
Klein, G. (2010). Decision Making in Action: Models and Methods. Praeger.
Leary M. (2017). Self-presentation: Impression Management And Interpersonal Behavior. Westview
Rudkin Ingle, B. (2013). Design Thinking for Entrepreneurs and Small Businesses. Apress

COURSE IN LATIN FOR PHILOSOPHERS

I. General Information

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

Course coordinator/person responsible	Dr hab. Monika Komsta

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Foreign language class	90	I-II	5

Course pre-requisites	-

II. Course Objectives

C1 1. to acquire knowledge of the Latin vocabulary, especially Latin philosophical vocabulary
C2 knowledge of Latin grammar structures, grammatical rules
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
KNOWLEDGE		
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
SKILLS		
U_01	Is able to translate Latin text,	U03, U09
U_02	Is able to recognise the grammatical structure of Latin text	U03, U09
SOCIAL COMPETENCIES		
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.

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conventional lecture	Colloquium	Completed and evaluated colloquium
W_02	Work with text	Colloquium	Completed and evaluated colloquium
W_03	Text analysis	Colloquium	Completed and evaluated colloquium
SKILLS			
U_01	Text analysis	Colloquium	Completed and evaluated colloquium
U_02	Text analysis	Colloquium	Completed and evaluated colloquium
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Observation report

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)	**90**
Number of hours of individual student work	**60**

VIII. Literature

Basic literature
W.B. Gunnison, W.S. Harley, "The First Year of Latin" , New York, Boston, Chicago 1902.
Additional literature
Ch. Bennett, A Latin Grammar, Boston, Chicago 1913. William Whitaker's Words: http://archives.nd.edu/words.html

PHILOSOPHY OF INANIMATE NATURE

I. General Information

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

Course coordinator/person responsible	ks. dr hab. Dariusz Dąbek

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Lecture	15	II	4
Classes	30	II	

Course pre-requisites	Critical thinking and ability to analyse scientific papers

II. Course Objectives

C1 – to discuss the epistemological and methodological status of the philosophy of nature and its various conceptions
C2 – to present some issues of the philosophical problem of matter
C3 – to outline scientific picture of the world

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	has a knowledge of epistemological and methodological status of the philosophy of nature, knows various types of its practising and its place and importance in relation to theology and science	K_W02
W_02	knows the terminology of philosophy of nature and contemporary cosmology, and has basic philosophical and scientific knowledge about the problems of matter and the current model of the Universe (its structure and evolution)	K_W03
SKILLS		
U_01	has the ability to integrate various types of knowledge, especially philosophy and natural sciences, to build the world image and take up worldview discussion	K_U04
U_02	can analyse and interpret philosophical texts, correctly apply specialized terminology (scientific and philosophical), evaluate arguments, identify assumptions and draw conclusions	K_U05, K_U06
SOCIAL COMPETENCIES		

K_01	is prepared to undertake discussion, analyse problems and formulate proposals for solutions and express opinion on the cognitive value of various types of knowledge about the world	K_K02
K_02	is aware of the value of knowledge and its limits, knows the need for lifelong learning, tracking the newest achievements of science, using various sources of knowledge to construct his/her own worldview	K_K04

IV.   Course Content

The content of the course includes three parts: 1) The methodological status of philosophy of nature: conceptions of practicing and relation to metaphysics and science; 2) Scientific and philosophical concepts of matter; 3) Scientific world-view: relativistic cosmology, the standard model of the universe, philosophical interpretations of initial singularity (Big Bang)

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	Conversational lecture	Essay	Evaluated written paper
W_02	Traditional lecture	Essay	Evaluated written paper
SKILLS			
U_01	Discussion	Observation	Observation report
U_02	Text analysis	Paper	File with a paper
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Observation report
K_02	Discussion	Observation	Observation report

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

Grade from the lecture – written exam (100%).

Exercise grade   – 2 written essays (40%);
– paper presented during classes (30%);
– presence and activity in classes (30%).

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**45**
Number of hours of individual student work	**75**

VIII.   Literature

Basic literature
M. Heller, *How is Philosophy in Science Possible?*, in: B. Brożek, J. Mączka, W. Grygiel (eds), *Philosophy in Science. Methods and Applications*, Kraków 2011, 13-24; I. Leclerc, *The Philosophy of Nature*, Washington 1986; A. Lemańska, *The Autonomous Philosophy of Nature*, in: A. Świeżyński (ed.), *Philosophy of Nature Today*, Warszawa 2009, 11-38; A. Liddle, *An Introduction to Modern Cosmology*, Chichester 1999; A.G. van Melsen, *The Philosophy of Nature*, Pittsburgh 1954.

Additional literature
E. Agazzi, *Philosophy of Nature and Natural Sciences*, „Philosophia Naturalis" 38 (2001), 1-23; R.S. Cohen, A.I. Tauber (eds), *Philosophies of Nature: The Human Dimention*, Dordrecht 1998; A. Świeżyński*, The Beginning of the Universe in the Concept of Creation and in Contemporary Cosmology. The Philosopher's of Nature Considerations*, in: A. Świeżyński (ed.), *Philosophy of Nature Today*, tłum. z pol. J. Witkowska, Warszawa: Wyd. UKSW 2009, 161-194; G. Bugajak, J. Tomczyk, *Creation and Evolution: Towards a Coherent Picture of the World and Mankind*, in: G. Bugajak et al. (eds), *God and Nature. Sellected Issues in the Philosophy and Theology of Nature*, Warszawa 2014, 71-93; A. Lemańska*, The Significance of the Philosophy of Nature for Theology*, in: G. Bugajak et al. (eds), *God and Nature. Sellected Issues in the Philosophy and Theology of Nature*, Warszawa 2014, 133-153; G.V. Coyne, *Quantum Cosmology and Creation*, in: B. Brożek, J. Mączka, W. Grygiel (eds), *Philosophy in Science. Methods and Applications*, Kraków: Copernicus Center Press 2011, s. 133-135.

HISTORY OF MEDIEVAL PHILOSOPHY

I. General Information

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

Course coordinator/person responsible	Dr Marcin Iwanicki

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Lecture	30	II	5
Classes	30	II	

Course pre-requisites	Knowledge of ancient philosophy

II. Course Objectives

1. Knowledge of philosophical problems, methods and solutions introduced by medieval philosophers
2. Ability to read and analyse primary sources in translation
3. Ability to critically examine and evaluate 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	Knowledge of the basic philosophical terminology, as well as the terminology specific to medieval philosophy	W03, W04
W_02	Knowledge of philosophical problems, methods and solutions introduced or developed by medieval philosophers in a broader context of medieval religious disputes	W05, W06
W_03	Knowledge of the structure and content of the classical works of medieval philosophy	W07
SKILLS		
U_01	Ability to read, analyse and evaluate arguments found in the primary sources of medieval philosophy in English translations	U02, U05
U_02	Ability to critically examine and evaluate philosophical arguments	U06
U_03	Ability to integrate knowledge from various humanistic disciplines	U04
U_04	Ability to write summaries and prepare bibliographies	U07
SOCIAL COMPETENCIES		
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
K_02	Ability to understand and analyse difficult pieces of academic writing	K05

IV.   Course Content

A survey of Western philosophy from Church Fathers to the beginning of Renaissance. The emphasis in class will be on the analysis of fundamental philosophical topics as reflected in the writings of the main figures of the period: Augustine of Hippo, Anselm of Canterbury, Thomas Aquinas, Duns Scotus and William of Ockham. Concurrent reading of a standard history will supply additional background and continuity, while the tutorials will be devoted to reading and analysis of primary sources.

We will pay particular attention to the way in which the problems, methods, and proposed solutions central for the medieval philosophers informed later philosophical debates.

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	Conventional lecture	Written exam	Evaluated written text
SKILLS			
U_01-04	Text analysis	Colloquium	Colloquium evaluated
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Observation report

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

A mid-term exam and final examination. Both exams will be written, consisting of twenty questions. Grading scale:

0–50   = 2
51–60   = 3
61–70   = 3+
71–75   = 4
76–90   = 4+
91–100 = 5

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**60**
Number of hours of individual student work	**90**

VIII.   Literature

Basic literature
A.A. Maurer, *Medieval Philosophy*, Pontifical Institute of Mediaeval Studies 1982.
Additional literature
F. Copleston, *History of Philosophy*, vol. 2-3, Image 1995.
A. Kenny, *Medieval Philosophy. A New History of Western Philosophy*, Oxford University Press 2007.

YEAR III

<table>
<tr><td colspan="2" align="center">**PHILOSOPHY OF GOD**</td></tr>
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I. General Information

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

Course coordinator/person responsible	Dr hab. Zbigniew Pańpuch

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Lecture	30	V	4
Classes	15	V	

Course pre-requisites	A knowledge acquired during the lecture of metaphysics and ontology as well the classes for it. Additionally some knowledge of logic and methodology of sciences would be an advantage.

II. Course Objectives

C1. Exploring the sources of philosophical thought about God from antiquity.
C2. To help the students to understand the most important philosophical issues about the existence and nature of God.

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	Possesses basic knowledge on the place and meaning of the philosophy in relation to theology as well to the formal and exact sciences and on the subject- and methodological- specificity of philosophy of God.	W02
W_02	Knows some terminology of philosophy of God.	W03
W_03	Has well-ordered and historically grounded knowledge on some classic approaches to philosophy of God.	W05
	SKILLS	
U_01	Is able to employ in typical situations some basic theoretical understandings concerning the problems of origin of the notion of God, ways of proving His existence and how to discover his necessary essential qualities.	U04
U_02	Is able to analyse philosophical texts about God.	U05
U_03	Possesses the skill of argumentation for existence and essence of God.	U06

	SOCIAL COMPETENCIES	
K_01	Participates in cultural life connected with the problems involved in philosophy of God.	K04

IV. Course Content

During the lecture it will be presented three main philosophical issues about God: a problem of notion or definition of God, the proofs of existence of God, the extent of essential knowledge about God. During the classes some ancient as also medieval texts of most important philosophers will be analysed which are concerned with God.

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	Lecture/text analysis	Oral exam – lecture/ A trial of writing a scientific text-classes	Estimated written text
W_02	Students' questions and explanatory answers of the lecturer	Questions of the lecturer and students' answers	
W_03	Individual students' studies	A trial of writing a scientific text-classes	Estimated written text
U_01	Presentation typical problems connected with the philosophy if God – lecture/ discussion - classes	Discussion observation	The report from observation
U_02	Checking, if the students are aware of the instruments for interpreting and analysing philosophical texts. If necessary , then explanation relevant issues	Common analysis of the text during the classes, at the end of them a trial of writing a scientific text	Estimated written text
U_03	Discussion	observation	The report from observation
K_01	Discussion related to the actual events in the philosophy and culture	observation	The report from observation

VI. Student workload

Activity during the classes, presence at the lectures and classes, quality of exam and written text.

Form of activity	Number of hours
Number of contact hours (with the teacher)	**45**
Number of hours of individual student work	**75**

VII. Literature

Basic literature
Books by Etienne Gilson: 1) God and Philosophy; 2) Thomism.
Additional literature
S. Thomae Aquinatis, Summa theologiae: cum textu ex recensione Leonina cura et studio Petri Caramello, Taurini: Marietti, 1950. Internet version of the text *(13.06.2019):* http://www.logic-museum.com/wiki/Authors/Thomas_Aquinas/Summa_Theologiae;

Aristotle, *Metaphysics*:
http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3atext%3a1999.01.0051 *(26.09.2019)*
Plato, Republic, https://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.01.0168 (26.09.2019)

HISTORY OF PHILOSOPHY IN POLAND

I. General Information

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

Course coordinator/person responsible	Ks. dr hab. Rafał Charzyński

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Lecture	30	V	5
Classes	15	V	

Course pre-requisites	Basic knowledge of the history of philosophy

II. Course Objectives

C1 - The presentation of the history of polish philosophy in its relationship to the other sciences and the branches of culture,
C2 - the showing of social references of philosophy as one of the most important foundations of national and Christian culture,
C3- the showing of the specificity of the polish philosophical culture on its European background

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Programme learning outcomes	Reference to programme learning outcome
Knowledge		
W_01	Knows and understands, on some basic, level the role of philosophical reflection in shaping spiritual culture. Knows the specificity of the Philosophy created in Poland: the connection of polish thought with the current needs of the State and society, the dependence of polish philosophy on western thought. Knows also autonomous and original trials of creating polish national philosophy in XIX century and their cultural circumstances.	W01
W_02	Possesses basic knowledge on the place and meaning of philosophy in relation to theology as well as to the sciences and on the subject and methodological specificity of philosophy. Understands the justness of complementary approach and the danger deriving from unauthorized extrapolations. Understands the meaning of the institutional base for the development of philosophical culture in Poland.	W02
W_03	Knows and understands basic methods of analysing and interpreting various forms of philosophical statements; the student knows that	W07

	some important philosophical threads can be found in writings dedicated to the branches of knowledge different from philosophy.	
	Skills	
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 theses, assumptions and consequences. Can see the worldview implications and consequences of Polish philosophy.	U05
U_02	Possesses the skill of argumentation of formulation conclusions in an oral form properly employing a specialist terminology and vies of other authors. Can justify the fundaments of his worldview in rational manner	U06
U_03	Can plan and realize lifelong learning	U10
	Social Competence	
K_01	Can undertake a deepened analysis of the situation and problems and formulate suggestions of solutions inspired by the statements of polish philosophers.	K02
K_02	Can justify the role of philosophy and responsibility for preserving the cultural heritage of the region and country appreciating polish merits especially in philosophy of politics, moral philosophy and philosophical pedagogics.	K03

IV.   The Description of the Subject/ the Contents

The lecture shows the views of polish philosophers from the Middle Ages to contemporary times. It concerns the history of metaphysics, anthropology, ethics and the other branches of philosophy in the historical development. It shows also the history of the teaching of philosophy in the most important polish education centres. The lecture allows to understand the polish contemporary philosophy based on the heritage of the previous epochs. The lecture joins the historical course with the objective one showing the appearance of the philosophical problems in the methodological and material aspect. The lecture pays attention on the cultural and social context of the development of philosophical problems. The lecture is focused on the philosophical inspiration of modern culture, especially the Christian one, and on the challenges i.e. currents opposite to it. It helps to elaborate the comprehensive vision of reality and teaches respecting the views of the others.

V.   Methods of realization and verification of the effects of learning

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
	KNOWLEDGE		
W_01	Conventional lecture	Exam	Protocol
W_02 W_03	Problem lecture	Exam	Protocol
	SKILLS		
U_01	Discussion	Observation	Protocol
U_02	Analysis of text	Observation	Protocol
	SOCIAL COMPETENCES		
K_01 K_02	Discussion	Observation	Protocol

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

The valuation of the student's answer takes into account the substantial and formal aspect. Insufficient mark: student hasn't any knowledge about the specificity and the history of polish philosophy; knows nothing of the currents, standpoints and representatives of polish thought and about its role in creating the foundations of our culture as well. He is unable to express himself accurately and to present the knowledge in a logical manner; sufficient mark: student has general knowledge about the specificity and about the history of polish philosophy, the currents, standpoints, representatives. He is able to indicate the basic philosophical problems without the indication of the solution. Student is not accurate in answering. Good mark: Student has an well - ordered knowledge about the specificity and the history of polish philosophy: the currents, standpoints and representatives and about the role of this philosophy in creating the foundations of the culture. He is also able to indicate the principal problems of philosophy with their solutions; very good mark: student has well-ordered and established knowledge about the history and the specificity of polish philosophy - the currents, standpoints and representatives. He can also use this knowledge to resolve by himself the indicated problems and justify the solution. Student is also able to discuss with the persons who has different philosophical views.

VII.   Student workload

Activity of student	Number of hours
Number of working hours with the teacher	**45**
Number of hours of individual work of student	**105**

VIII.   Literature

Basic literature
Tatarkiewicz W., Outline of the History of Philosophy in Poland. in: \"The Polish Review, vol. XVIII n. 3, 1973, pp. 73 - 85.
Additional literature
Jadacki J., Polish Analytical Philosophy, Warszawa 2009; Conley T., Byzantine culture in Renaissance and Baroque Poland, Warszawa 1994; Fiszman S.,The polish Renaissance in its European context, Indiana University Press, 1988; Polish Civilsation: Essays and Studies, red. Giergielewicz M., Krzyżanowski L. New York University Press 1979.

PHILOSOPHY OF LAW

I.   General Information

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

Course coordinator/person responsible	Dr hab. Katarzyna Stępień

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	30	V	3

Course pre-requisites	W1-Basic knowledge in the domain of philosophy, especially in the history of philosophy, metaphysics and anthropology and general ethics W2-The ability to analyse scientific texts W3-Ability to prepare reviews, summaries and final papers

II.   Course Objectives

C1-Presentation of basic issues in the domain of Philosophy of Law and Human Rights with elements of the methodology and history of Philosophy of Law
C2-Introduction in the integral and system understanding of law in the context of its reasons and causes
C3-Presentation of specificity of philosophical justifications of the legal order

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	The student knows the general elements of the methodology of Philosophy of Law and the basic philosophical terminology of the Philosophy of Law and Human Rights	W04
W_02	Student has got orderly particular knowledge of the system and selected concepts of Philosophy of Law and Human Rights	W05 W06
SKILLS		
U_01	Student has got basic research skills, including the formulation of problems and analysis of philosophical texts	U 11
SOCIAL COMPETENCIES		
K_01	Student is aware of the role of the Philosophy of Law and Human Rights and responsibility for reliable explanation of the phenomenon of law and the role of Philosophy of Law in culture and he can justify it	K02

IV.   Course Content

The main groups of issues are discussed: 1) The methodological status of Philosophy of Law and its specificity in the context of particular legal sciences; the status of Philosophy of Law among other philosophical disciplines; the specificity of the philosophical interpretation of human rights in relation to international law of human rights; 2) Law in general (law as a social fact and as a being requiring philosophical justification, basic structure of legal relation); 3) Historical understanding of the basics of the binding effects of law; 4) Man as a subject of law; 5) Theory of analogous natural law and other concepts of natural law; 6) Rights of the human person

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	Conversational lecture	writing reviews, papers, summaries	Evaluated text of thesis
W_02	Working with the text	writing reviews, papers, summaries	Evaluated text of thesis
SKILLS			
U_01	Analysis of text	writing reviews, papers, summaries	Group work card
SOCIAL COMPETENCIES			
K_01	Discussions	Observation	Group work card

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

On insufficient grade:
W-Student does not have basic knowledge about the Philosophy of Law and Human Rights
U-Student is not able to analyse and does not understand basic content in the domain of Philosophy of Law and Human Rights
K-Student does not get involved in acquiring knowledge, does not fulfil his or her commitments

For a sufficient grade:
W-Student has got elementary knowledge about the Philosophy of Law and Human Rights
U-Student sufficiently analyses and understands the content of the object-matter
K-Student participates in classes, engages in a sufficient degree in the group's work

Good grade:
W-Student has got ordered knowledge of the Philosophy of Law and Human Rights
U-Student is able to present his or her knowledge and also uses it correctly during classes
K-Student actively participates in classes, shows openness to the need to deepen his or her knowledge

Very good grade:
W-Student has a systematic and well-established knowledge of the Philosophy of Law and Human Rights
U-Student has got tools for analysing and synthesizing knowledge
K-Student actively participates in classes, deepens and improves his or her attitudes

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**60**

VIII.   Literature

Basic literature
M. A. Krąpiec, Person and Natural Law, transl. M. Szymańska, New York: Peter Lang 1993.
Additional literature
Philosophy of Law. Classic and Contemporary Readings, ed. by Larry May and Jeff Brown, Blackwell Publishing Ldt. 2011.   M. A. Krąpiec, I-Man. An Outline of Philosophical Anthropology, transl. M. Lescoe [i in.], New Britain (Conn.): Mariel Publications 1983).   On Man, The Reverend Professor Albert Mieczysław Krąpiec OP in Conversation with Romuald Jacob Weksler-Waszkinel, transl. W. Hansen, Lublin: Polskie Tow. Tomasza z Akwinu 2012.   M. Piechowiak, Human Rights, in: Universal Encyclopedia of Philosophy, ptta.pl/pef.   J. M. Jaskólska, Declaration Universal of Human Rights, in: Universal Encyclopedia of Philosophy, ptta.pl/pef.

PHILOSOPHICAL TEXTS IN CLASSICAL LANGUAGES

I.   General Information

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

Course coordinator/person responsible	Dr hab. Zbigniew Pańpuch

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
Translation class	60	V-VI	8

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

II.   Course Objectives

C1. Exploring the sources of philosophical thought through the contact with the text of the most important ancient/medieval authors.
C2. To help the students to understand the most important philosophical texts of the antiquity/middle ages

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 basic philosophical terminology in English and Latin/Greek language in Metaphysics	W04
W_02	Knows how to identify basic problems shown in the analysed texts.	W06
W_03	Knows and understands basic methods of analysing and interpreting philosophical texts.	W07
SKILLS		
U_01	Possesses the skill of translating from Latin/Greek language the metaphysical texts	U08, U09

IV.   Course Content

During the translatory it will be analysed the crucial elected by the students philosophical text of antiquity or middle ages generally from the area of Metaphysics and if necessary and helpful – the English translation will 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 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 work with the companions to philosophy and philosophical vocabularies	writing a scientific text at the end of conversatory	Estimated written text
W_03	Analysis of proposed/elected text	writing a scientific text at the end of conversatory	Estimated written text
U_01	Analysis of proposed/elected text	writing a scientific text at the end of conversatory	Estimated written text

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

1.Student's activity during classes,
2.Written text at the end of classes
3.The personal presence during classes

VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**60**
Number of hours of individual student work	**180**

VIII. Literature

Basic literature
Any Latin-English Vocabulary, *Benselers Griechisch - Deutsch Woerterbuch*, Leipzig 1990; *A Greek-English lexicon*, compiled by H.G. Liddell and R.Scott, Oxford 1968.
Additional literature
A History of Philosophy by F. Copleston, History of Christian Philosophy in the Middle Ages by E. Gilson.

APPLIED ETHICS

I. General Information

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

Course coordinator/person responsible	Dr Wojciech Lewandowski

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Lecture	15	V	2

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

II. Course Objectives

C1: Presentation of selected issues in contemporary ethics

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student knows main views and arguments concerning the problem of the role of general moral principles in moral reasoning	W03, W04
SKILLS		
U_01	Student is able to describe theoretical and practical aspects of discussion about the role of moral principles	U01, U04, U05
SOCIAL COMPETENCIES		
K_01	Student undertakes a deepened analysis of the problem with applying moral principles in specified circumstances	K02

IV. Course Content

1) Moral particularism: its usefulness and limits in resolving moral problems; 2) Holism vs. atomism in the theory of reasons; 3) Jonathan Dancy's conception of moral particularism; 4) Particularist solutions to practical moral problems; 5) Defence of usefulness of moral principles.

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	lecture	exam	test
W_02	lecture	exam	test
SKILLS			
U_01	lecture	exam	test
U_02	lecture	exam	test
SOCIAL COMPETENCIES			
K_01	lecture	exam	test

VI.   Grading criteria, weighting factors....

Exam: 100%

2 unsatisfactory
W: Student doesn't have basic knowledge about main views and arguments concerning the problem of the role of general moral principles in moral reasoning.
U: Student isn't able to analyse basic argumentation in the discussion about the role of moral principles
K: Student does not attend the classes.

3 satisfactory
W: Student has basic knowledge about main views and arguments concerning problem of the role of general moral principles in moral reasoning
U: Student is able to analyse basic argumentation in the discussion about the role of moral principles
K: Tries to formulate justified solution of a given theoretical and practical problem.

4 good
W: Has knowledge about main views and arguments concerning problem of the role of general moral principles in moral reasoning
U: Is able to present and analyse simple argumentation in the discussion about the role of moral principles
K: Tries to formulate justified solution of a given theoretical and practical problem.

5 very good
W: Has grounded knowledge about main views and arguments concerning problem of the role of general moral principles in moral reasoning
U: Is able to present and analyse complex argumentation in the discussion about the role of moral principles
K: Tries to formulate justified solution of a given theoretical and practical problem.

VII.   Student workload

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

VIII.   Literature

Basic literature
J. Dancy, *Ethics without principles*, Oxford University Press 2004.
B. Hooker, M. Little (eds.), *Moral Particularism*, Oxford University Press 2002.
D. Bakhurst, B. Hooker, M. Little (eds.), *Thinking About Reasons: Themes from the Philosophy of Jonathan Dancy*, Oxford University Press 2013.
Additional literature
Ch. Korsgaard, *The Constitution of Agency: Essays on Practical Reason and Moral Psychology*, Oxford University Press 2008.

METAPHYSICS AND ANTHROPOLOGY

I. General Information

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

Course coordinator/person responsible	Dr hab. Zbigniew Pańpuch

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Lecture	15	V	2

Course pre-requisites	Basic knowledge from the lectures of metaphysics and philosophical anthropology from previous years of studies.

II. Course Objectives

Explanation how the basic metaphysical concepts are applied for philosophical anthropology.
Elaborating one of the elected by the students metaphysical issues from some proposed.

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Possesses basic knowledge on the place and meaning of the metaphysical and anthropological reflection in shaping philosophical culture.	W01
W_02	Has well-ordered understanding of the relations between metaphysical and anthropological basic problems.	W05
W_03	Has well-ordered particular knowledge about the application metaphysical concepts of transcendentals and being compositions for analysing the human being.	W03, W06
SKILLS		
U_01	Is able to use basic metaphysical and anthropological terminology.	U04, U06
SOCIAL COMPETENCIES		
K_01	Is able to discuss basic metaphysical issues with other competent partners and apply them to the basic anthropological problems and explanations using philosophical argumentation.	K01

IV. Course Content

There are basic metaphysical issues which are relevant to philosophical anthropology (The propositions for the students to choose):

The concept of being and the understanding of human person;
The being composition from matter and form and its relevance to the explaining internal structure of human being as composed from the soul and body;
Transcendental truth and human cognition;
Transcendental good and human action, desire, morality and freedom;
Transcendental beauty and human technical and creative activity;
The being composition from actuality and possibility as the key issue for understanding the social (with the concept of common good) and religious (with the understanding of relations) life of the human being;
The being composition from substance and accidentals as the key issue for understanding the beginning and end of human life;

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

Symbol	Didactic methods *(choose from the list)*	Forms of assessment	Documentation type
		KNOWLEDGE	
W_01 W_02	Student's own reading of proposed main literature	Oral exam	Exam's mark
W_03	Lecture	Oral exam	Exam's mark
		SKILLS	
U_01-02	Discussion	Observation	Report from observation
		SOCIAL COMPETENCIES	
K_01	Work in the group	Observation	Report from observation

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

1. Presence and the activity during the lecture.
2. Reading and understanding recommended texts.

VII. Student workload

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

VIII. Literature

Basic literature
M.A. Krąpiec: *Metaphysics; I-Man;*
Additional literature
Aristotle: *Metaphysics; About Soul (De Anima)*.
R. Brennan, *Thomistic Psychology. A Philosophic Analysis of the Nature of Man*, New York 1956
E. Gilson, *Thomism; Being and essence;*
A. Maryniarczyk, Notebooks on *Metaphysics,*Vol. 1-6.;
R. Pasnau, Thomas Aquinas on Human Nature.A Philosophical Study of Summa Theologiae 1 a, 75-89, Cambridge 2002.

METAPHYSICS, ANTHROPOLOGY AND ETHICS

I. General Information

Course name	Metaphysics, Anthropology and Ethics
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	BA
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

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
Seminar	60	V-VI	8

Course pre-requisites	Basic knowledge of the major philosophical disciplines, general knowledge of the methods of philosophy, basic skills of reading and commenting of philosophical texts

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
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
KNOWLEDGE		
W_01	Has well-ordered particular knowledge from the area of metaphysics, philosophical anthropology and ethics	W06
W_02	Knows and understands basic methods of analysing and interpreting various forms of philosophical statements	W07
W_03	Knows and understands the basic concepts and principles of the protection of intellectual property and copyright law, possesses basic knowledge on institution of culture and is up to date with contemporary cultural life	W08, W09
SKILLS		
U_01	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	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 basic theoretical understandings, research paradigms and concepts characteristic for metaphysics, philosophical anthropology and ethics in the domain of the humanities	U03, U04
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,	U05, U06

	assumptions and consequences; possesses the skill of argumentation, in formulating conclusions in a written and oral form, in properly employing a specialist terminology and views of other authors	
U_04	Possesses linguistic skills in the domains and disciplines of science corresponding to metaphysics, philosophical anthropology and ethics	U09, U11
SOCIAL COMPETENCIES		
K_01	Can cooperate and work in a groups	K03
K_02	Can justify the role of metaphysics, philosophical anthropology and ethics in preserving the cultural heritage of the region, country and Europe	K03

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 (choose from the list)	Forms of assessment (choose from the list)	Documentation type (choose from the list)
KNOWLEDGE			
W_01	Work of art analysis	Report	Protocol
W_02	Laboratory analysis	Observation	Evaluated test
W_03	Discussion	Observation	Rating card
SKILLS			
U_01	Writing text	Preparation of review	Evaluated text of the written work
U_02	Presenting the results of research	Preparation of the BA 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
SOCIAL COMPETENCIES			
K_01	Discussion		BA thesis

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.

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

VII.   Student workload

Course Syllabus – PHILOSOPHY BA, Year III

Form of activity	Number of hours
Number of contact hours (with the teacher)	**60**
Number of hours of individual student work	**180**

Literature

Basic literature
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.
S. Kaminski, M. Kurdzialek, Z.J. Zdybicka (Ed). (1980). Theory of being. To Understand Reality. Lublin: Towarzystwo naukowe KUL.
Additional literature
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.

PHILOSOPHY OF RELIGION

I. General Information

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

Course coordinator/person responsible	Ks. dr hab. Marek Słomka

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Lecture	45	VI	4

Course pre-requisites	basic understanding of the classical philosophy an ability to grasp important relationships among various philosophical ideas

II. Course Objectives

1) to deliver important philosophical theories of religion 2) to teach the rational discourse on religion

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Students know the most important philosophical theories of religion.	W04
W_02	Students know epistemological and methodological aspects of the philosophy of religion.	W06
SKILLS		
U_01	Students can select proper and adequate instruments for interpreting and analysing texts in the scope of the philosophy of religion.	U05
U_02	Students can write summaries and simple dissertations on the philosophy of religion.	U06
SOCIAL COMPETENCIES		
K_01	Students can apply knowledge about religion into the public and social sphere of life.	K04

IV. Course Content

Among others: the idea of God and the ways of its presentation, the creative power, simplicity, personal existence, omnipotence, omniscience. The problem of evil.

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

Symbol efektu	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_01	Lecture, discussion	Oral exam	Protocol
W_02	Lecture, discussion	Oral exam	Protocol
SKILLS			
U_01	Lecture, discussion	Oral exam	Protocol
U_02	Lecture, discussion	Oral exam	Protocol
SOCIAL COMPETENCIES			
K_01	Lecture, discussion	Oral exam	Protocol

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

An oral exam 100%.

VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**45**
Number of hours of individual student work	**75**

VIII. Literature

Basic literature
Meister Ch., Introducing Philosophy of Religion, Routledge, London and New York 2009. Schellenberg J., Divine Hiddenness and Human Reason, London–Ithaca, CA: Cornell University Press 2006. Swinburne R.G., Providence and the Problem of Evil, Oxford: Clarendon Press 1998. Zdybicka Z.J., Person and Religion: An Introduction to the Philosophy of Religion. Transl. by T. Sandok. New York: Peter Lang 1991. Inwagen van P., God, Knowledge, and Mystery, Ithaca, NY: Cornell University Press 1988. Hick J., Evil and the God of Love, London: MacMillan Press 1977.
Additional literature
A Companion to Philosophy of Religion, ed. Ch. Taliaferro, P. Draper, P.L. Quinn, Oxford–Malden, MA: Wiley-Blackwell 2010. The Routledge Companion to Philosophy of Religion, ed. Chad Meister, Paul Copan. London-New York 2007. Plantinga A.C., Where the Conflict Really Lies. Science, Religion and Naturalism, Oxford: Oxford University Press 2011.

PHILOSOPHY OF RELIGION

I. General Information

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

Course coordinator/person responsible	Dr hab. Robert T. Ptaszek, prof. KUL

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	30	VI	3

Course pre-requisites	W.1 Basic knowledge of philosophy
	W.2 An ability to find relationships among religious and philosophical ideas

II. Course Objectives

C.1 to acquaint students with relationships between Christian religion and European culture
C.2 to acquaint students with differences between traditional religion and new forms of spirituality
C.3 to learn students an ability of rational discourse on religion and spirituality and their influence on culture

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student knows the basic ideas of Christianity, non-christian religions and forms of spirituality	W04; W06
W_02	Student knows the place of religion in personal life and culture	W05; W09
W_03	Student knows differences between religion and spirituality	W05; W06
SKILLS		
U_01	Student can recognize a relationship between religion and spirituality	U04;
U_02	Student can discuss the problem of a role of religion in personal and cultural life	U11
SOCIAL COMPETENCIES		
K_01	Student is able to analyse problems concerning the presence of religion in culture	K04
K_02	Student is aware of the responsibility for the transcendent dimension of the culture	K03

IV. Course Content

RELIGION AND SPIRITUALITY IN CONTEMPORARY EUROPE
1. The cultural background
2. Main reasons for the popularity of spirituality today
Subjective reasons
Objective reasons
3. The need for philosophical inquiries into religious movements and spirituality
4. Christianity in contemporary Western culture
5. Irreligion as the source of the crisis of contemporary Europe and its culture
6. Alternatives to Christianity: a typology
7. New spirituality as an alternative to Christianity
8. Alternative forms of religiosity
Religious Movements
Non-Christian religions
Islam as the most likely alternative?
9.Main issues with contemporary spiritual offers
10. Three arguments against the exclusion of Christianity from culture

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

Symbol efektu	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_01-03	Conversational lecture	Oral exam	Protocol
SKILLS			
U_01 U_02	Text analysis	Observation	Card evaluation of work in a group
SOCIAL COMPETENCIES			
K_01 K_02	Discussion	Observation	Card evaluation of work in a group

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

Knowledge
Grade 2: Student can answer less than 50% questions concerning teaching contents.
Grade 3: Student can answer at least 50% questions concerning teaching contents.
Grade 4: Student can answer 70% questions concerning teaching contents.
Grade 5: Student can answer over 90% questions concerning teaching contents.

Skills
Grade 2: Student cannot state and recognize a relationship between religion and spirituality cannot argue against positions considered by her/him as wrong.
Grade 3: Student with some difficulties can state and recognize a relationship between religion and spirituality, can argue against positions considered by her/him as wrong.
Grade 4: Student can state and recognize a relationship between religion and spirituality, can argue against positions considered by her/him as wrong.
Grade 5: Student easily can state and recognize a relationship between religion and spirituality, argue against positions considered by her/him as wrong.

Social competences
Grade 2: Student cannot give an analysis of the religious and social situation, cannot state suggestions concerning religious and spirituality, is not aware of the responsibility for the transcendent dimension of culture.

Grade 3: Student cannot give a profound analysis of the religious and social situation, cannot independently state suggestions concerning religious and spirituality, is not aware enough of the responsibility for the transcendent dimension of culture.

Grade 4: Student can give an analysis of the religious and social situation, can independently state suggestions concerning religious and spirituality, is aware of the responsibility for the transcendent dimension of culture.

Grade 5: Student can give a profound analysis of the religious and social situation, can independently state suggestions concerning religious and spirituality, is aware of the responsibility for the transcendent dimension of culture.

VII. Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**60**

VIII. Literature

Basic literature
Robert T. Ptaszek, Religion and spirituality in contemporary Europe, Textbook
Additional literature
Andre Comte-Sponville, The Little Book of Atheist Spirituality, Penguin Books, London 2007. Douglas E. Cowan, David G. Bromley, Cults and New Religions: A Brief History, Blackwell, Oxford 2008 . Philip Sheldrake, Spirituality: A Brief History Blackwell, Oxford 2007. The Oxford Handbook of New Religious Movements, Edited by James R. Lewis, Oxford University Press 2004.

ORIGIN OF THE COSMOS

I.   General Information

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

Course coordinator/person responsible	Ks. dr hab. Dariusz Dąbek

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Tutorial	15	VI	2

Course pre-requisites	Basic knowledge of methodology, and critical thinking and ability to analyse scientific papers

II.   Course Objectives

C1 – to present the philosophical problems arising in modern cosmology
C2 – to explicate ways of interpreting and using scientific achievements to build a world picture
C3 – to show the complexity and diversity of issues discussed in worldview disputes (science-philosophy-religion)

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	student has general knowledge about the basics of cosmology and problems inspired by its achievements, and extended knowledge of the relationship between philosophy, theology and science; also knows philosophical terminology in Polish and English	W02, W04
W_02	student has ordered and well-established general knowledge covering classic, modern, contemporary and the latest world and native views in the history of philosophy and philosophy of cosmology	W05
SKILLS		
U_01	student is able to correctly use specialist terminology, critically evaluate arguments, identify assumptions and consequences, formulate conclusions and propose and justify his/her own theses in speech and writing	U06
U_02	student notices the dynamics of scientific theories and the multitude of methods used in science, is able to initiate and lead a discussion especially on the role of science in building a coherent	U11

	image of the world and cooperate in a group, taking on different roles in it	
	SOCIAL COMPETENCIES	
K_01	student is prepared to undertake discussions, analyse problems, use expert opinions and formulate suggestions for solutions, and express judgments regarding the cognitive value of various types of knowledge about the world	K02
K_02	student is aware of the value of science and its limitations, knows the need to constantly expand and deepen his/her knowledge, use its various sources and be interested in current events, achievements and philosophical and cultural trends, and be guided by ethics in research	K04

IV.   Course Content

1) General Relativity as the basis of relativistic models of the Universe; 2) The method of constructing and testing cosmological models; 3) Standard cosmological model: idea of the beginning, evolution of the Universe, difficulties of this model, controversy related to the interpretation of the initial singularity; 4) Quantum cosmology: quantum cosmogenesis in the light of the difficulties of classical cosmology, models of the beginning of the Universe in quantum cosmology, methodological notes; 5) Selected properties of the Universe: temporal and spatial infinity, dynamics, fine tuning for life (Anthropic Principles).

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

Symbol	Didactic methods	Forms of assessment	Documentation type
	KNOWLEDGE		
W_01 W_02	Conversational lecture	Essay	Evaluated written work
	SKILLS		
U_01	Text analysis	Paper	File with a paper
U_02	Discussion	Observation	Rating card
	SOCIAL COMPETENCIES		
K_01 K_02	Discussion	Observation	Rating card

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

Written work (30%); paper presented during classes (40%); presence and activity in classes (30%).

VII.   Student workload

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

VIII.   Literature

Basic literature
G.V. Coyne, *Quantum Cosmology and Creation*, in: B. Brożek, J. Mączka, W. Grygiel (eds), *Philosophy in Science.*

H. Kragh, Cosmology and the Origin of the Universe: Historical and Conceptual Perspectives, https://arxiv.org/abs/1706.00726v1;

J. Such, *The Origin of the Universe and Contemporary Cosmology and Philosophy*, "Poznan Studies in the Philosophy of the Sciences and the Humanities" 79 (2003), no. 1, 365-373;

A. Świeżyński, *The Beginning of the Universe in the Concept of Creation and in Contemporary Cosmology. The Philosopher's of Nature Considerations*, in: A. Świeżyński (ed.), *Philosophy of Nature Today*, tłum. z pol. J. Witkowska, Warszawa 2009, 161-194;

S.F. Odenwald, *A modern look at the origin of the Universe*, "Zygon" 25 (1990), no. 1, 25-45;

J. Życiński, *Metaphysical and epistemological presuppositions in Stephen Hawking's interpretation of the creation of the Universe*, "Roczniki Filozoficzne" 50 (2002), no. 3, 109-133.

Additional literature

G. Bugajak et al. (eds), *God and Nature. Sellected Issues in the Philosophy and Theology of Nature*, Warszawa 2014;

L. Cahoone, Arguments from nothing: God and quantum cosmology, "Zygon" 44 (2009), no. 4, 777-796;

W.L. Craigh, 'What Place, Then, for a Creator?': Hawking on God and Creation, "The British Journal for the Philosophy of Science" 41 (1990), no. 4, 473-491;

A. Liddle, *An Introduction to Modern Cosmology*, Chichester 1999;

C. Mortensen, J. Csavas, In the beginning, "Erkenntnis" 59 (2003), 141-156;

B. Tower, *On Cosmic Origins and the Alleged Cosmological Evidence for God*, https://www.academia.edu/38213786/On_Cosmic_Origins_and_the_Search_for_God

PHILOSOPHICAL TEXTS IN CLASSICAL LANGUAGES

I. General Information

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

Course coordinator/person responsible	Dr hab. Zbigniew Pańpuch

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Translation class	60	V-VI	8

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

II. Course Objectives

C1. Exploring the sources of philosophical thought through the contact with the text of the most important ancient/medieval authors.
C2. To help the students to understand the most important philosophical texts of the antiquity/middle ages

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 basic philosophical terminology in English and Latin/Greek language in Metaphysics	W04
W_02	Knows how to identify basic problems shown in the analysed texts.	W06
W_03	Knows and understands basic methods of analysing and interpreting philosophical texts.	W07
SKILLS		
U_01	Possesses the skill of translating from Latin/Greek language the metaphysical texts	U08, U09

IV. Course Content

During the translatory it will be analysed the crucial elected by the students philosophical text of antiquity or middle ages generally from the area of Metaphysics and if necessary and helpful – the English translation will 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 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 work with the companions to philosophy and philosophical vocabularies	writing a scientific text at the end of conversatory	Estimated written text
W_03	Analysis of proposed/elected text	writing a scientific text at the end of conversatory	Estimated written text
U_01	Analysis of proposed/elected text	writing a scientific text at the end of conversatory	Estimated written text

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

1. Student's activity during classes,
2. Written text at the end of classes
3. The personal presence during classes

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**60**
Number of hours of individual student work	**180**

VIII.   Literature

Basic literature
Any Latin-English Vocabulary,   *Benselers Griechisch - Deutsch Woerterbuch*, Leipzig 1990;   *A Greek-English lexicon*, compiled by H.G. Liddell and R.Scott, Oxford 1968.
Additional literature
A History of Philosophy by F. Copleston,   History of Christian Philosophy in the Middle Ages by E. Gilson.

HISTORY OF MODERN AND CONTEMPORARY PHILOSOPHY

I. General Information

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

Course coordinator/person responsible	dr Maksymilian Roszyk

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Lecture	15	VI	2

Course pre-requisites	Basic acquaintance with history of Western modern and contemporary philosophy.

II. Course Objectives

C1 – analysis of selected modern and contemporary ideas and conceptions; in the academic year 2019/20 - Ludwig Wittgenstein's philosophy of religion C2 – perfecting students' critical attitude and skills in analytic and synthetic thinking and argumentation

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student knows main modern and contemporary philosophical systems	W03
W_02	Student knows and understands the significance of modern and contemporary philosophical reflection for culture	W01
SKILLS		
U_01	Student is able to select correct tools for interpretation and analysis of modern and contemporary philosophical text, to summarize and critically analyse modern and contemporary philosophical arguments, to identify their crucial theses, assumptions and consequences, to propose his/her own theses	U05
SOCIAL COMPETENCIES		
K_01	Student is ready to participate in cultural life and ongoing discussions of philosophical nature	K04

IV. Course Content

The aim of this monographic lecture is to deepen students' knowledge concerning history of modern and contemporary philosophy. A special emphasis is laid to determine the nature of philosophical

problems discussed in modern and contemporary philosophy, on elucidating the structure of philosophical arguments and on reconstructing the conceptual frameworks within which modern and contemporary thinkers work.

In the academic year 2019/20 the lecture will concern Ludwig Wittgenstein's philosophy of religion. In particular, the following topics will be discussed: (1) the implications of early Wittgenstein's critique of language for the problem of meaning of life; (2) the status of religious language in the writings from the period of the *Tractatus*; (3) the conception of nonsenseless of religious sentences in *Lecture on Ethics*; (4) the meaning of Wittgenstein's postulate of silence and its significance for religious discourse; (5) the idea of religion as practice as the ultimate foundation of Wittgenstein's philosophy of religion in the early period; (6) expressivist conception of ritual in *Remarks on Frazer's „Golden Bough"*; (7) nature of religious language in later period; (8) the idea of religion as practice in the late philosophy.

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	Problem lecture	Oral exam	Protocol of evaluation
W_01	Problem lecture	Oral exam	Protocol of evaluation
W_02	Problem lecture	Oral exam	Observation
SKILLS			
U_01	Discussion	Observation	Observation
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Observation

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

Oral exam 100%

VII.   Student workload

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

VIII.   Literature

Basic literature
L. Wittgenstein, Tractatus Logico-Philosophicus, trans. Pears and McGuiness, London 1961.
L. Wittgenstein, Notebooks 1914-16, Oxford 1961.
L. Wittgenstein, Lecture on Ethics, „Philosophical Review" 1965, pp. 3-12.
L. Wittgenstein, Remarks on Frazer's „Golden Bough", trans. R. Rhess, Brynmill 1979.
L. Wittgenstein, Lectures and Conversations on Aesthetics, Psychology and Religious Belief, Oxford 1966.
L. Wittgenstein, Culture and Value, trans. P. Winch, Oxford 1998.

Additional literature
C. Barrett, Wittgenstein on Ethics and Religious Belief, Oxford 1991.
P. Engelmann, Letters from Ludwig Wittgenstein, With a Memoir, Oxford 1967.
A. Janik, S. Toulmin, Wittgenstein's Vienna, London 1973.

PHILOSOPHY OF CULTURE AND ART

I. General Information

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

Course coordinator/person responsible	Prof. dr hab. Piotr Jaroszyński

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Lecture	15	VI	2

Course pre-requisites	Some knowledge and interest in Culture and Art

II. Course Objectives

C.1 Basic ideas about culture and art in the area of philosophy
C.2 Ability to read and understand basic philosophical texts in culture and art
C.3 Ability to analyze important texts and facts related to the topic

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Knowledge of English terminology in the area of culture and art	W03, W04
W_02	Some general philosophical knowledge about culture and art	W05, W06
W_03	Basic understanding of the terminology necessary to understand different areas of culture and art	W09
SKILLS		
U_01	Capability to integrate knowledge from differentia areas like philosophy of culture, philosophy of art, philosophical anthropology – in their relations to human being	U04
SOCIAL COMPETENCIES		
K_01	Capability to explain why culture and art are important in the social life, especially in relations to the higher quality of education and high culture	K03
K_02	Ability to make interested and open to talk about contemporary cultural and artistic events	K04

IV. Course Content

Classes are based upon texts related to Polish history and culture

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	Critical reading of the text	Essay	Evaluation of the essay
W_02 W_03	Discussion	Observation	Evaluation of the work in a group
SKILLS			
U_01	Analysis of the text	Essay	Evaluation of the work in a group
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Evaluation of the work in a group
K_02	Working in a group in different ways	observation	Evaluation of the work in a group

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

Ability to discuss, present and argue against or for different ideas of culture and art according to different philosophical systems, platonism, aristotelianism, thomism, cartesianism, hegelism, positivism, phenomenology, existentialism, marxism, liberalism – 60%.
An essay about one of the chosen topic in the area of philosophy – 40%

VII.   **Student workload**

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

VIII.   **Literature**

Basic literature
Piotr Jaroszyński, Metaphysics and Art, New York 2003;
Piotr Jaroszynski, Beauty and Being, Toronto 2011;
Władysław Tatarkiewicz, History of Six Ideas, Melbourne 1980.
Additional literature
Mieczyslaw A. Krąpiec, Metaphysics. An Outline of the History of Being, New York 1991;
Władysław Tatarkiewicz, History of Aesthetics, 3 vols. Hague 1970-74;
Roman Ingarden, Lectures on Aesthetics, Literary Studies in Poland, 11, 15-37, 1983;

	PHILOSOPHY OF GOD	

I.   General Information

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

Course coordinator/person responsible	dr hab. Katarzyna Stępień

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Lecture	15	VI	2

Course pre-requisites	W1-Basic knowledge in the domain of philosophy, especially in the history of philosophy, metaphysics and anthropology and general ethics W2-The ability to analyse scientific texts W3-Ability to prepare reviews, summaries and final papers

II.   Course Objectives

C1-Presentation of basic issues in the domain of Philosophy of God with elements of the methodology and history of Philosophy of God
C2-Introduction to the basics of a realistic and systemic concept of Philosophy of God
C3-Presentation of specificity of philosophical explanation of the existence and nature of God (Absolute)

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	The student understands the role of philosophical interpretation of Absolute as the addition of religious knowledge of God and its important role for the spiritual culture of human person	W01
W_02	The student knows the general elements of the methodology and the basic philosophical terminology of Philosophy of God, including terminology of different philosophical interpretations of God	W03 W04
W_03	Student has got knowledge of the basis of realistic and systemic Philosophy of God and knows elements of History of Philosophy of God and can identify contemporary problems and theories explaining the presence or absence of philosophical cognition of God in social discourse	W05 W06
SKILLS		

U_01	Student has got basic research skills, including the searching information, formulation of problems and critics of different solutions and analysis of philosophical issues	U01
U_02	Student is able to cooperate and work in a groups, is able to discuss and explain philosophical issues connected with philosophical interpretation of God (Absolute)	U11
SOCIAL COMPETENCIES		
K_01	Student is able to determine and analyse actual problems and social context of contemporary interpretation of the religion and philosophical explaining existence and nature of God	K02
K_02	Student is aware of the role of the Philosophy of God and responsibility for proper philosophical explanation of God and the role of Philosophy of God in education and culture and he can justify it	K03

IV.   Course Content

Philosophy of God is oriented on issues of existence, nature and relations the variously understood Absolute (God) to the world and man present in philosophical thought throughout history. The second type of issues is taking from the specificity of the philosophical understanding of Absolute, methods of discovering the issues, and the type of justifications present in Philosophy of God

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	Conversation lecture	Oral exam	Exam protocol
SKILLS			
U_01-02	Discussions	Oral exam	Exam protocol
SOCIAL COMPETENCIES			
K_01-02	Discussions	Oral exam	Exam protocol

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

On insufficient grade:
W-Student does not have basic knowledge about the Philosophy of God
U-Student is not able to analyse and does not understand basic content in the domain of Philosophy of God
K-Student does not get involved in acquiring knowledge, does not fulfil his or her commitments

For a sufficient grade:
W-Student has elementary knowledge about the Philosophy of God
U-Student sufficiently analyses and understands the content of the object-matter
K-Student participates in classes, engages in a sufficient degree in the group's work

Good grade:
W-Student has ordered knowledge of the Philosophy of God
U-Student is able to present his knowledge and also uses it correctly during classes
K-Student actively participates in classes, shows openness to the need to deepen his or her knowledge

Very good grade:
W-Student has got a systematic and well-established knowledge of the Philosophy of God
U-Student has got tools for analysing and synthesizing knowledge
K-Student actively participates in classes, deepens and improves his or her attitudes

VII. Student workload

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

VIII. Literature

Basic literature
Z. J. Zdybicka, Absolute, transl. H. McDonald, in: Universal Encyclopedia of Philosophy (ptta.pl/pef/)
Z. J. Zdybicka, Atheism, transl. H. McDonald, in: Universal Encycloapedia of Philosophy (ptta.pl/pef/)
Z. J. Zdybicka, God, transl. H. McDonald, in: Universal Encycloapedia of Philosophy (ptta.pl/pef/)
W. F. Dłubacz, First Mover, transl. H. McDonald, in: Universal Encycloapedia of Philosophy (ptta.pl/pef/)
E. Gilson, God and Philosophy, New Haven 2002 (2 ed.)

Additional literature
Plato, Laws, book X, 902a, nn. (http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0166%3Abook%3D10%3Apage%3D902)
Aristotle, Metaphysics, book XII
Thomas Aquinas, Summa Theologiae, Treaty of God, I, q. 7-26 (http://www.logicmuseum.com/wiki/Authors/Thomas_Aquinas/Summa_Theologiae/Part_I#Questions_7-10_The_infinity.2C_omnipresence.2C_immutability_and_eternity_of_God
The Oxford Handbook of Philosophical Theology, T. P. Flint, M. C. Rea (red.), Oxford 2009
A. Kenny, The God of Philosophers, Oxford 1979
God in Contemporary Thought, S. Matczak (red.), New York 1977
A. Plantinga, God, Freedom and Evil, London 1974
R. Swinburne, The Existence of God, Oxford 2004 (2 ed.)
E. R. Wierenga, The Nature of God. An Inquiry into Divine Attributes, London 1989

PHILOSOPHY OF NATURAL SCIENCE

I.   General Information

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

Course coordinator/person responsible	Ks. dr hab. Marek Słomka

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Lecture	15	VI	2

Course pre-requisites	Interest in the philosophy of natural sciences

II.   Course Objectives

Important problems of the philosophy of natural sciences. Historical, methodological and worldview aspects. Among others: basic definitions, purpose of science, scientific explanation, confirmation and falsification, theory and observation, borders of science, axiology of science.

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	student knows and understands terminology of main philosophical systems	W03
W_02	student knows foundations of methodology	W05
SKILLS		
U_01	student can search, analyse and evaluate basic philosophical texts	U01
U_02	student has basic research skills, including formulation and analysis of research problems connected to the philosophy of science	U02
U_03	student can independently acquire knowledge for further work in the scope of the philosophy of science	U03
SOCIAL COMPETENCIES		
K_01	student can justify the role of philosophy of science in the public sphere of life	K03

IV.   Course Content

Important problems of the philosophy of natural sciences. Historical, methodological and worldview aspects. Among others: basic definitions, purpose of science, scientific explanation, confirmation and falsification, theory and observation, borders of science, axiology of science.

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	Discussion	Observation	Group work evaluation card
W_02	Discussion	Observation	Group work evaluation card
SKILLS			
U_01	Discussion	Observation	Group work evaluation card
U_02	Discussion	Observation	Group work evaluation card
U_03	Discussion	Observation	Group work evaluation card
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Group work evaluation card

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

Oral exam. Activity during classes.

VII. Student workload

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

VIII. Literature

Basic literature
J. Losee, A Historical Introduction to the Philosophy of Science, New York: Oxford University Press 2001. Philosopohy of Science Contemporary Readings, ed. Y. Balashov, A. Rosenberg, London - New York: Routlege 2002. M. Curd, J.A. Cover, Philosophy of Science. The Central Issues, London - New York: W. W. Norton & Company 1998.
Additional literature
The Blackwell Guide to the Philosophy of Science, ed. P. Machamer, M. Silberstein, Oxford: Blackwell Publishers 2002. Blackwell Readings in Continental Philosophy of Science, ed. G. Gutting, Oxford: Blackwell Publishing 2005.

PHILOSOPHY OF RELIGION	

I. General Information

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

Course coordinator/person responsible	Dr hab. Robert T. Ptaszek, prof. KUL

Type of class (use only the types mentioned below)	Number of teaching hours	Semester	ECTS Points
Lecture	15	VI	2

Course pre-requisites	W.1 Basic knowledge of philosophy
	W.2 An ability to find relationships among religious and philosophical ideas

II. Course Objectives

C.1 to acquaint students with relationships between Christian religion and European culture
C.2 to acquaint students with differences between traditional religion and new forms of spirituality
C.3 to learn students an ability of rational discourse on religion and spirituality and their influence on culture

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	Student knows the main philosophical terminology used to analyse religion and spirituality	W01; W03
W_02	Student knows the basic ideas of Christianity, non-Christian religions and forms of spirituality	W04; W06
W_03	Student knows the place of religion in personal life and culture	W05;
W_04	Student knows differences between religion and spirituality	W05; W06

IV. Course Content

RELIGION AND SPIRITUALITY IN CONTEMPORARY EUROPE
1. The cultural background
2. Main reasons for the popularity of spirituality today
Subjective reasons
Objective reasons
3. The need for philosophical inquiries into religious movements and spirituality
4. Christianity in contemporary Western culture
5. Irreligion as the source of the crisis of contemporary Europe and its culture

6. Alternatives to Christianity: a typology
7. New spirituality as an alternative to Christianity
8. Alternative forms of religiosity
Religious Movements
Non-Christian religions
Islam as the most likely alternative?
9.Main issues with contemporary spiritual offers
10. Three arguments against the exclusion of Christianity from culture

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)*
WIEDZA			
W_01-04	Conversational lecture	Oral exam	Protocol

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

Knowledge
Grade 2: Student can answer less than 50% questions concerning teaching contents.
Grade 3: Student can answer at least 50% questions concerning teaching contents.
Grade 4: Student can answer 70% questions concerning teaching contents.
Grade 5: Student can answer over 90% questions concerning teaching contents.

VII. Student workload

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

VIII. Literature

Basic literature
Robert T. Ptaszek, Religion and spirituality in contemporary Europe, Textbook.
Additional literature
Andre Comte-Sponville, The Little Book of Atheist Spirituality, Penguin Books, London 2007.
Douglas E. Cowan, David G. Bromley, Cults and New Religions: A Brief History, Blackwell, Oxford 2008 .
Philip Sheldrake, Spirituality: A Brief History Blackwell, Oxford 2007.
The Oxford Handbook of New Religious Movements, Edited by James R. Lewis, Oxford University Press 2004.

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JACEK WORONIECKI MEMORIAL LECTURES: NEW WORLD ORDER AND NEW ATHEISM

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I.   General Information

Course name	Jacek Woroniecki Memorial Lectures: Curtis L. Hancock, 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

Type of class *(use only the types mentioned below)*	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.

II.   Course Objectives

C1: Discussion and assessment of the challenges of atheism and its influence on contemporary culture and politics.

III.   Course learning outcomes with reference to programme learning outcomes

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

IV.   Course Content

Outline and analysis of theistic and atheistic arguments and their cultural effects: 1. Worldviews that support atheism 2. Rationale for classical theism and its persistent defensibility 3. The influence of atheism on ideas of the human person 4. Assessing the influence of atheism in contemporary culture and politics

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			
K_01	Lecture	Exam	Exam report
SKILLS			
S_01	Lecture	Exam	Exam report
SOCIAL COMPETENCIES			
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)	**30**
Number of hours of individual student work	**90**

VIII. Literature

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

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

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I.   General Information

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

Course coordinator/person responsible	Steve Fuller, PhD

Type of class *(use only the types mentioned below)*	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

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
KNOWLEDGE		
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
SKILLS		
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
SOCIAL COMPETENCIES		

| K_01 | Is aware of the role philosophy especially. | K_03 |
| K_02 | Participates in cultural life, and is interested in philosophical and cultural trends. | K_04 |

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	Lecture	Exam	Exam report
W_02	Lecture	Exam	Exam report
W_03	Lecture	Exam	Exam report
SKILLS			
U_01	Lecture	Exam	Exam report
U_02	Lecture	Exam	Exam report
SOCIAL COMPETENCIES			
K_01	Lecture	Exam	Exam report
K_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)	**30**
Number of hours of individual student work	**90**

VIII.   Literature

Basic literature

1. 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.
2. 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.
3. Fuller, Steve. 2015. "Knowledge: The Philosophical Quest in History", Routledge, London & New York, esp. chap. 6.

Additional literature

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