COURSE SYLLABUS

GENERAL INFORMATION

Course name	LOGIC
Programme	PHILOSOPHY
Level of studies	BA
Form of studies	FULL-TIME
Discipline	PHILOSOPHY
Language of instruction	ENGLISH

Course coordinator/person responsible	PROF. DR. HAB. REV. MARCIN TKACZYK

Type of class	Number of teaching hours	Semester	ECTS Points
lecture	30	I, II	8
classes	60	I, II	

Course pre-requisites	A typical high school course of mathematics

COURSE OBJECTIVES

To familiarize with main concepts, problems, theorems and methods of logic.
To learn standard logic, metalogic, axiomatic method and selected topics in non-classical logic.
To learn solving logical problems.
To sensitize students to logical errors (fallacies).

LEARNING OUTCOMES

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student knows and understands the logical terminology, including that of metalogic.	W02, W04, W05
W_02	Student knows main systems of logic as well as theories based on logic, the methods of their construction and analysis, and their properties.	W02, W04, W05
SKILLS		
U_01	Student is capable of solving problems in classical propositional calculus, including checking any formal proofs, applying decision procedures and single-handedly finding typical proofs.	U05, U06
U_02	Student is capable of solving simple problems in metalogic and the axiomatic method, including the theories description and the correctness of definitions.	U05, U06
U_03	Student is capable of solving simple problems in selected non-	U05, U06

	classical logics.	
U_04	Student is capable of identifying and analysing main logical errors (fallacies).	U05, U06

COURSE CONTENT

1. Axiomatic method.
2. Mathematical logic.
3. Theories based on mathematical logic.
4. Rudimentary topics in philosophical (non-classical) logics.
5. Origin, development, methods of logic and its place among various kinds of knowledge.

DIDACTIC METHODS AND ASSESSMENT OF THE OUTCOMES

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	lecture	written examination	protocol
SKILLS			
U_01	classes	tests, activity, written examination	protocol
U_02	classes	tests, activity, written examination	protocol
U_….	classes	tests, activity, written examination	protocol

GRADING CRITERIA

Classes. Even one condition listed is sufficient for the unsatisfactory grade (2.0) and failure to get a credit. A necessary and sufficient condition for the credit and a pass grade (i.e. 3.0 or higher) is to meet all the conditions listed for the particular grade. The assignment of duties and evaluation of the student's work is up to the lecturer.

grade	conditions			
	absence per semester	activity	homework	tests combined
2.0	>3	serious transgressions	serious transgressions	$\leqslant 50\%$
3.0	$\leqslant 3$	at most minor transgressions	at most minor transgressions	$>50\%, \leqslant 60\%$
3.5	$\leqslant 3$	at most minor transgressions	at most minor transgressions	$>60\%, \leqslant 70\%$
4.0	$\leqslant 3$	impeccable	impeccable	$>70\%, \leqslant 80\%$
4.5	$\leqslant 3$	impeccable	impeccable	$>80\%, \leqslant 90\%$
5.0	$\leqslant 3$	impeccable	impeccable	$>90\%$

Lecture. Attendance with absence not exceeding three lectures per semester as well as the credit for the classes with a grade at least 3.0 in every semester is a necessary precondition for taking the examination. The final grade is up to the examiner and depends on the degree of unassisted fulfilment the examination

tasks in the assigned time with the caveat that an absence without leave as well as breaching the adopted examination rules are sufficient conditions each for the grade 2 and failure.

grade	the examination tasks fulfilment
2.0	⩽50%
3.0	>50%, ⩽60%
3.5	>60%, ⩽70%
4.0	>70%, ⩽80%
4.5	>80%, ⩽90%
5.0	>90%

STUDENT WORKLOAD

Form of activity	Number of hours
Number of contact hours (with the teacher)	90
Number of hours of individual student work	150

LITERATURE

Basic literature
E. J. Lemmon (1987), *Beginning Logic*, Boca Raton.   S. C. Kleene (2002), *Mathematical Logic*, Mineola NY.   J. Słupecki & L. Borkowski (1967), *Elements of Mathematical Logic and Set Theory*, Oxford.   D. Bonevac (2003), *Deduction: Introductory Symbolic Logic*, Blackwell Publishers Ltd.
Additional literature
D. Hilbert & W. Ackermann (1950), *Principles of Mathematical Logic*, New York: Chelsea Publishing Company.   V. Halbach (2010), *The Logic Manual*, Oxford.   R. M. Ackermann (1967), *Introduction to Many-Valued Logics*, London.   N. Rescher (1969), *Many-Valued Logic*, New York: McGraw-Hill.   E. J. Lemmon & D. Scott (1977), *An Introduction to Modal Logic*. Oxford: Blackwell.   G. E. Hughes & M. J. Cresswell (1996), *A New Introduction to Modal Logic*, London & New York: Routledge.   J. C. Beall, B. C. van Fraassen (2003), *Possibilities and Paradox. An Introduction to Modal and Many-Valued Logic*, Oxford.   A. Heyting (1971), *Intuitionism: An Introduction*, wyd. 3, Amsterdam & London: North-Holland 1971.   R. M. Smullyan (2001), *Goedel's Incompleteness Theorems*, Oxford 2001.   S. Shapiro (1991), *Foundations without Foundationalism: A Case for Second-Order Logic*, Oxford.

COURSE SYLLABUS

I.   General Information

Course name	Main Problems in Philosophy of Aristotle and Aquinas
Programme	Philosophy
Level of studies	BA
Form of studies	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Zbigniew Pańpuch

Type of class	Number of teach-ing hours	Semester	ECTS Points
tutorial	30	III	3

Course pre-requisites	Finished courses from 1st year of philosophy studies: metaphysics-ontology and history of ancient and medieval philosophy

II.   Course Objectives

To help the students to understand the most important philosophical problems and their solutions presented by Aristotle and St.Thomas Aquinas, as also the differences between them and the causes of them.
Exploring the sources of philosophical thought through the contact with the texts of the most influential ancient and medieval author.

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
SKILLS		
U_01	A student is able to find, analyze, evaluate, arrange and use information by employing sources both printed and digital concerning the philosophy of Aristotle and St.Thomas Aquinas	K_U01
U_08	A student possesses the skill of translating basic technical terms from latin and ancient greek language belonging to metaphysica and ontology	K_U08
U_11	A student can cooperate and work in a group with other participants by ability of discussing the problems	K_U11
SOCIAL COMPETENCIES		
K_02	A student can undertake a deepened analysis of the contemporary cultural situation and main problems of social life and	K_K02

formulate suggestions of solution according to realistic philosophy presented by Aristotle and St.Thomas Aquinas.	

IV.   Course Content

Comparision of the sources and presuppositions as also the solutions of the main problems formulated in the philosophy of Aristotle and St.Thomas Aquinas: **- understanding of human cognition: difference from Platos' solution, modifications introduced by St.Thomas;** **- concept of scientific cognition;** **- problem of understanding of the being and substance: concepts of predecessors, being compositions, pluralism, existence and essence;** **- understanding of generation and creation, its sources and causes;** **- understanding of the Absolute and religion;** **- understanding of the structure and genesis of the human being** **- understanding of the human powers;** **- understanding of human action: desire and will, virtues, final goal of life**

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

Symbol	Didactic methods	Forms of assessment	Documentation type
		SKILLS	
U_01	Student's own work with the companions to philosophy	writing a scientific text at the end of conversatory	Estimated written text
U_02	Student's own work with the philosophical vocabularies	writing a scientific text at the end of conversatory	Estimated written text
U_11	Discussion in a group	Asking the questions, participation in the discussion	Written report
		SOCIAL COMPETENCIES	
K_02	Discussion in a group	Asking the questions, participation in the discussion	Written report

VI.   Grading criteria, weighting factors …

presence during the tutorials, written

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

Aristotle, Metaphysics; About the Soul,
St.Thomas Aquinas, Summa theologiae, De ente et essentia,

Literatura pomocnicza

A History of Philosophy by F. Copleston, History of Christian Philosophy in the Middle Ages by E. Gilson
A.Maryniarczyk, Notebooks on Metaphysics, v.1-4.
M.A.Krąpiec, metaphysics; I-man;
Any Latin-English Vocabulary,Benselers Griechisch - Deutsch Woerterbuch, Leipzig 1990; *A Greek-English lexicon*, compiled by H.G. Liddell and R.Scott, Oxford 1968.

COURSE SYLLABUS

I.   General Information

Course name	Metaphysics–Ontology
Programme	Philosophy
Level of studies	I
Form of studies	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Fr. Dr hab. Tomasz Duma

Type of class	Number of teach-ing hours	Semester	ECTS Points
lecture	45	I, II	9
classes	45	I, II	

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

II.   Course Objectives

C1. Acquainting with the specificity of metaphysical cognition and distinguishing it from other types of cognition;
C2. Discussion of various concepts of being and different metaphysics as well as an indication of the sources of variation and consequences;
C3. Familiarization with the contemporary realistic metaphysics, the ways of its cultivation, and ap-plication to other domains of philosophy;
C4. Providing tools for an understanding of the world of people and things by pointing out the reas-ons for their existence and action;

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to pro-gramme learning out-come
	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, mod-ern, and contemporary metaphysics	W05
W_03	has well-ordered particular knowledge from the area of meta-physics	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 meta-	U07

	physics	
U_03	can choose appropriate metaphysical tools to explain problems	U04
SOCIAL COMPETENCIES		
K_01	can objectively discuss philosophical problems	K06
K_02	can present his metaphysical knowledge and defend its rationality	K03
K_03	can justify the role of metaphysics and responsibility for preserving the intellectual heritage of European culture	K03

IV.   Course Content

In the first part of the course, issues concerning the ways of understanding philosophy and its role in comparison to other sciences will be presented. Then the role and meaning of metaphysics in philosophy 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 being, metaphysics of ideal being, metaphysics of possible being, metaphysics of real being. The second part of the lecture is designed to trace a process of 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*), the truth (*verum*), the good (*bonum*), and the beauty (*pulchrum*), and the discovery of metaphysical laws governing the existence of things, such as the law of identity, non-contradiction, excluded middle, the reason 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	Forms of assessment	Documentation type
KNOWLEDGE			
W_01,	conventional lecture	oral exam	rating card
W_03	conversational lecture	observation	observation report
W_02	work with text	paper	evaluated written paper
SKILLS			
U_01	textual analysis	test of practical skills	evaluated written paper
U_02, U_03	discussion group	implementation of the project	rating card
SOCIAL COMPETENCIES			
K_01, K_03	work in the group	observation	observation report
K_02	laboratory classes	written test	rating card

VI.   Grading criteria, weighting factors …

Credits from the lecture: 100% - oral exam; the condition for passing the lecture and taking the exam is passing the Classes in Metaphysics.

Credits from classes: 40% - presence; 40% - colloquium / Test / Written test, 20% - active participation in 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
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, (2010–2015), Notebooks on Metaphysics. Vol.1–5, trans. H. McDonald, Lublin: Polskie Towarzystwo Tomasza z Akwinu; Platon, The Republic, trans. B. Jowett (http://classics.mit.edu/Plato/republic.html).

Additional literature
E. Gilson, (1999), The Unity of Philosophical Experience. San Francisco, CA: Ignatius Press; 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.

COURSE SYLLABUS

I.   General Information

Course name	Methodology of Philosophy
Programme	Philosophy
Level of studies	BA
Form of studies	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	dr Piotr Lipski

Type of class	Number of teach-ing hours	Semester	ECTS Points
lecture	15	IV	3
classes	30	IV	

Course pre-requisites	basic knowledge of logic

II.   Course Objectives

1.	Introducing students to basic issues of methodology understood as a theoretical reflection on research methods, especially in philosophy.
2.	Critical presentation of basic methods applied in philosophy, e.g. : analysis, argumentation, abstraction, definition, thought experiment, phenomenological method, hermeneutic method.
3.	Practicing the practical application of discussed methods by doing some exercises and dis-cussing some philosophical texts.

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to pro-gramme learning out-come
KNOWLEDGE		
W_01	Student knows and understands the impact of philosophical thought on culture	K_W01
W_02	Student knows and understands the relation of philosophy and its methods to other academic disciplines	K_W02
W_03	Student knows basic terminology of philosophical methods	K_W03
W_04	Student knows basic kinds of analysis	K_W07
SKILLS		
U_01	Student is able to analyse philosophical arguments, can identify premises and conclusion and evaluate strength, validity and soundness of arguments (formal and material correctness)	K_U05
U_02	Student is able to construct his/her own philosophical argu-ments, also by applying views of other philosophers.	K_U06

### IV.	Course Content

Basic distinctions: method, methodology (two understandings). Basic methods applied in philosophy, e.g. : analysis, argumentation (deductive, inductive), abstraction, definition, thought experiment, phenomenological method, hermeneutic method. Philosophical reflection on scientific methods (optionally). In order to get a better acquaintance with discussed methods, during classes students are going to solve some exercises and read some philosophical texts (e.g. by Williamson)

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conversational lecture	Test/Exam (written or oral)	Protocol/Evaluated test/ Evaluated exam
W_02	Conversational lecture	Test/Exam (written or oral)	Protocol/Evaluated test/ Evaluated exam
W_03	Conversational lecture	Test/Exam (written or oral)	Protocol/Evaluated test/ Evaluated exam
W_04	Conversational lecture	Test/Exam (written or oral)	Protocol/Evaluated test/ Evaluated exam
SKILLS			
U_01	Practical classes	Test/Exam (written or oral) or written paper	Protocol/Evaluated test/ Evaluated exam or evaluated written paper
U_02	Practical classes	Test/Exam (written or oral) or written paper	Protocol/Evaluated test/ Evaluated exam or evaluated written paper

### VI.	Grading criteria, weighting factors …

1. The knowledge of information delivered during the course.

2. The ability to describe, recognize and evaluate of basic philosophical methods.

3. The ability to assess the validity and soundness of arguments.

The acquired knowledge and skills will be verified in the form of an exam conducted during the examination session and in the form of a test or an essay conducted during the semester.

The course ends with two grades, one concluding classes and one concluding lecture.

Students must pass the classes in order to take an exam.

### VII.	Student workload

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

### VIII.	Literature

Basic literature
P. J. Hurley, „A concise introduction to logic".
T. Williamson, „Doing philosophy. From common curiosity to logical reasoning"
E. Gettier, „Is justified true belief knowledge?"
Selected entries from „Stanford Encyclopedia of Philosophy" (https://plato.stanford.edu/)
Additional literature
Ch. Daly, „An introduction to philosophical methods".
J. M. Bocheński, „The methods of contemporary thought"
A. Chalmers, „What is this thing called science?"

COURSE SYLLABUS

I.   General Information

Course name	Methodology of Science
Programme	Philosophy
Level of studies	BA
Form of studies	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Robert Kublikowski

Type of class	Number of teaching hours	Semester	ECTS Points
Lecture	30	III	
Classes	30	III	3

Course prerequisites	basic critical thinking skills

II.   Course Objectives

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

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	Student possesses a basic knowledge on the place and the importance of philosophy in relation to other scientific disciplines	W_02
W_02	Student knows some terminology concerning philosophy of language, semiotics and methodology	W_03
W_03	Knows and understands basic methods of analyzing and interpreting various forms of philosophical statements	W_07
	SKILLS	
U_01	Student is able to select proper and adequate instruments for interpreting and analyzing philosophical texts, to summarise and analyse philosophical arguments as well as to identify their key theses, assumptions and consequences.	U_05
U_02	Students possesses the skill of argumentation of formulating conclusions in a written and oral form, properly employing a specialist terminology and views of other authors	U_06

SOCIAL COMPETENCIES		
K_01	Student is able to determine adequately priorities which would help to complete a task determined by himself/herself or the others	K_01
K_02	Can undertake a deepened analysis of the situation and problems and formulate suggestions of solution	K_04

IV.   Course Content

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

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Lecture	2 oral revisions during classes and a final, oral exam	Grades of the work in a group
SKILLS			
U_01	Analysis of a text	Observation	Grades of the work in a group
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Grades of the work in a group

VI.   Grading criteria, weighting factors …

A student should obtain a positive grade for classes before an final, oral exam.

KNOWLEDGE

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

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

COMPETENCE

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

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

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

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

SOCIAL COMPETENCE

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

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

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

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

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	Lecture: 30 + Classes: 30 = 60
Number of hours of individual student work	30

VIII.   Literature

Basic literature
Ziembiński Z., *Practical Logic*, Springer
Additional literature
Kublikowski R., *Definition Within the Structure of Argumentation*, *Special Issue on Informal Logic and Argumentation Theory,* red. M. Koszowy, "Studies in Logic, Grammar and Rhetoric" 16 (29) 2009, s. 229-244.

Course Syllabus

General Information

Course name	Philosophical Anthropology
Programme	Philosophy
Level of studies	BA
Form of studies	Full-time studies
Discipline	Philosophy
Language of instruction	English

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

Type of class	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

Course Objectives

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

Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to pro-gramme 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 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
U_02	Skill of writing short summaries and simple dissertations in studies conducted language, utilizing bibliography from the area of the philosophy of man	U07
SOCIAL COMPETENCIES		
K_01	Ability to justify why knowledge of man is important in the so-cial life, especially for the harmonious and peaceful develop-	K03

	ment	
K_02	Openness and ability to take part in discussion related to contemporary life, including social and cultural events	K04

Course Content

Classes are consacrated 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.

Didactic methods used and forms of assessment of learning outcomes

Symbol	*Didactic methods*	*Forms of assessment*	*Documentation type*
KNOWLEDGE			
W_01	Reading and analyzing 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	Obserrvation	Evaluation of the work in group
K_02	Working in the group in different roles	Observation	Evaluation of the work in group

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%

Students must pass the classes in order to take an exam.

Student workload

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

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.

COURSE SYLLABUS

I. General Information

Course name	Philosophy of Animate Nature
Programme	Philosophy
Level of studies	BA
Form of studies	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr Justyna Herda

Type of class	Number of teach-ing hours	Semester	ECTS Points
lecture	15	III	4
classes	30	III	

Course pre-requisites	Students have basic knowledge of philosophical systems and philosoph-ical terminology, methodological specificity of philosophy and its meaning in the relation to the natural sciences and theology.

II. Course Objectives

C1. Presenting the specificity of philosophy of nature in the context of philosophy in general and in relation to the natural sciences
C2. Presenting the current state of knowledge in the philosophy of nature on the subject of origin and meaning of life, the origin of homo sapiens and its unique character in natural world
C3. Presentation of controversies and problems of interpretation concerning the beginning of life and man
C4. Indication of the multidisciplinary and complex nature of the problems undertaken by the philosophy of nature especially in the context of worldview debates

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to pro-gramme learning outcome
	KNOWLEDGE	
W_01	A student has basic knowledge on the place and meaning of philosophy of animate nature in relation to the natural sci-ences and theology	K_W02
W_02	A student knows basic philosophical terminology especially in the area of philosophy of nature in a chosen foreign language	K_W04
W_03	A student has well-ordered and historically grounded know-ledge on some classic, modern and contemporary approaches, both those world-wide recognized and vernacular from philo-	K_W05

	sophy of animate nature	
W_04	A student has well-ordered particular knowledge from the area of the philosophy of nature	K_W06
SKILLS		
U_01	A student is able to find, analyze, evaluate, arrange and use information by employing sources both printed and digital	K_U01
U_02	A student is able to select proper and adequate instruments for interpreting and analysing philosophical texts, to summarize and analyze philosophical arguments as well as to identify their key theses, assumptions and consequences	K_U05
U_03	A student possesses the skill of writing summaries and simple dissertations in studies conducted language, utilizing bibliography from the field of philosophy of nature	K_U07
SOCIAL COMPETENCIES		
K_01	A student can undertake a deepened analysis of the situation and problems and formulate suggestions of solution	K_K02
K_02	A student participates in cultural life using various media and its various forms, is interested in current events and trends in philosophy and culture	K_K04

IV.   Course Content

- **Philosophy of nature – terminology, methodology, problems**
- **Theory of evolution – history, mechanisms, applications**
- **The evolution of Earth as a habitat for life**
- **The origin of life – explanation and controversies**
- **The origin of human and its uniqueness**
- **Methodological and epistemological controversies around the problem of origin and nature of life and human being – naturalisms, reductionism, emergentism, teleology**
- **Anti-evolutionary creationism and intelligent design theory**

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conventional lecture	Exam	Protocol
W_02	Problem lecture	Exam	Protocol
W_03	Work with text	Exam	Protocol
W_04	Work with text	Exam	Protocol
SKILLS			
U_01	Discussion	Observation	Observation report
U_02	Brainstorming	Preparation/implementation of the project	Observation report
U_03	Textual analysis	Paper	Evaluated paper
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Observation report
K_02	Problem-Based Learning	Evaluation of the process	Protocol

VI.   Grading criteria, weighting factors …

- **Lecture: oral exam – 100% (students have to obtain positive ratings from classes to take the exam)**
- **Classes:**
- **activity in the classroom – 30%**
- **rated assignment – 30%**
- **attendance – 40%**

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
Adam Świeżyński (ed.), Philosophy of Nature Today, Waraszawa: Wydawnictwo UKSW 2009.
Józef Życiński, God and Evolution: Fundamental Questions of Christian Evolutionism. The Catholic University of America Press 2007.
Marek Słomka, Uniqueness of Man in Nature and Some Examples of Its Questioning, Roczniki Filozoficzne 2016 Vol. 64/3: 39-57.
Paweł Tambor, Selected Aspects of the Relationship Between Theology and the Natural Sciences. "Roczniki Teologiczne" Vol 65 No 9 (2018): 153-172.
Mark Bedau, Can Biological Teleology be Naturalized? "The Journal of Philosophy", Vol. 88, No. 11, 1991: 647-655.
Additional literature
Marek Słomka. Who is Man? The Anthropology of Karol Wojtyla. Lublin: Wydawnictwo KUL 2017.
Michael Heller, Creative Tension: Essays on Science & Religion. Templeton Foundation Press 2003.
Mark A. Bedau, Carol E. Cleland (ed.), The Nature of Life. Cambridge University Press 2010.
John Maynard Smith, Eörs Szathmáry, The Origins of Life: From the Birth of Life to the Origin of Language. Oxford University Press 2000.

COURSE SYLLABUS

I.   General Information

Course name	Philosophy of Culture
Programme	Philosophy
Level of studies	BA
Form of studies	full-time
Discipline	Philosophy
Language of instruction	English

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

Type of class	Number of teach-ing hours	Semester	ECTS Points
tutorial	30	IV	2

Course pre-requisites	Minimal knowledge of cultural basics and disciplines.

II.   Course Objectives

C 1. Learning about different conceptions of culture in historical and systemic dimensions
C 2. Acquiring the skills of analyzing cultural texts

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to pro-gramme learning outcome
	KNOWLEDGE	
W_01	Knows the English terminology for the subject matter of the class	K_W03, K_W04
W_02	Has organized general knowledge on the main philosophical views in the field of culture	K_W05, K_W06
W_03	He/she understands the meaning of philosophical terminology needed to explain artistic and cultural phenomena	K_W09
	SKILLS	
U_01	Has the ability to integrate knowledge in the field of philosophy, culture, philosophy of art and philosophy of culture and meta-physics. Is able to lead a discussion, finding appropriate argu-ments, in the areas of knowledge related to the philosophy of culture	K_U04, K_U06, K_U11
	SOCIAL COMPETENCIES	
K_01	Is able to justify why the heritage of culture is important in the social life, especially in terms of increasing the quality of educa-tion and high culture. He/she knows how to solve problems arising in the process of exploring issues concerning philosoph-ical aspects of culture.	K_K02, K_K03

K_02	Is prepared to take an interest in and express himself on current cultural and artistic events in Poland and abroad	K_K04

IV.   Course Content

The course analyzes classical texts in the field of philosophy, which show different concepts of culture resulting from different conceptions of nature. Students will analyze texts by such authors or currents as Aristotle, Sophists, Stoics, St. Augustine, St. Thomas Aquinas, Kant, Neo-Kantianism, Sartre, Cassirer, M. A. Krąpiec. This content is taken into account by the student in his/her MA or PhD thesis.

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Work with text	Written work	Graded text of a written work
W_02	Discussion	Observation	Graded text of a written work
W_03	Discussion	Observation	Evaluation of oral presentation
SKILLS			
U_01	Text analysis	Written work	Group work evaluation sheet
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Group work evaluation sheet
K_02	Working in groups in different roles	Observation	Group work evaluation sheet

VI.   Grading criteria, weighting factors …

Reasonable ability to express oneself orally and in writing, with logical and methodological 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	30

VIII.   Literature

Basic literature
M. A. Krąpiec, *I - Man. An Outline of Philosophical Anthropology*, 1985.
P. Jaroszynski, Lindael Rolstone, *Europe: Civilizations Clashing: From Athens to the European Union*, Berlin, New York 2019

P. Jaroszyński, *Science in Culture*, Amsterdam, New York 2007
Additional literature
P. Jaroszynski, *Beauty and Being*, Toronto 2011 Ch. Dawson, *Christianity and European Culture*, Washington 1998

Course Syllabus

I.   General Information

Course name	Philosophy of Inanimate Nature
Programme	Philosophy
Level of studies	BA
Form of studies	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Rev. Dariusz Dąbek PhD

Type of class	Number of teach-ing 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 (model of the Universe)

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to pro-gramme learning outcome
KNOWLEDGE		
W_01	student has a knowledge of epistemological and methodolo-gical status of the philosophy of nature, knows various types of its practising and its place and importance in relation to theo-logy and science	K_W02
W_02	student knows the terminology of philosophy of nature and contemporary cosmology, and has basic philosophical and sci-entific knowledge about the problems of matter and the cur-rent model of the Universe (its structure, evolution and hypo-theses of its origin)	K_W03
SKILLS		
U_01	student 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	student can analyse and interpret philosophical texts, correctly apply specialized terminology (scientific and philosophical), eval-uate arguments, identify assumptions and draw conclusions	K_U05, K_U06

	SOCIAL COMPETENCIES	
K_01	student 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	student 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	Forms of assessment	Documentation type
	KNOWLEDGE		
W_01	Traditional lecture	Exam / Written test	Evaluated written test
W_02	Conversational lecture	Paper	Evaluated written paper
	SKILLS		
U_01	Discussion	Observation	Observation report
U_02	Text analysis	Essay	File with a paper
	SOCIAL COMPETENCIES		
K_01	Text analysis	Presentation	File with a presentation
K_02	Discussion	Observation	Observation report

VI. Grading criteria, weighting factors …

Grade from the lecture – written exam (100%).
The necessary condition for admission to the exam is passing the classes.

Grade from classes   – 2 written essays (20% each);
                            – 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.

COURSE SYLLABUS

GENERAL INFORMATION

Course name	SET THEORY
Programme	PHILOSOPHY
Level of studies	BA
Form of studies	FULL-TIME
Discipline	PHILOSOPHY
Language of instruction	ENGLISH

Course coordinator/person responsible	PROF. DR. HAB. REV. MARCIN TKACZYK

Type of class	Number of teaching hours	Semester	ECTS Points
lecture	15	III	6
lecture+classes	30	IV	

Course pre-requisites	A typical high-school level course in mathematics. A Philosophy freshman course in formal logic.

COURSE OBJECTIVES

To learn basic concepts, theorems, problems and applications of set theory.
To gain elementary knowledge in philosophy of mathematics.
To practice working with axiomatic theories.

LEARNING OUTCOMES

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student knows and understands main concepts, problems, theorems, methods and applications of set theory, including the relation between algebra of sets and classical propositional calculus.	W02, W04, W05
W_02	Student knows and understands main versions of set theory.	W02, W04, W05
W_03	Student understands the role of set theory in the axiomatic method, including the unification of mathematics.	W02, W04, W05
W_04	Student knows main antinomies and ways to eliminate them.	W02, W04, W05
SKILLS		
U_01	Student solves typical problems of set theory, including those based on the relation between algebra of sets and classical	U05, U06

propositional calculus.	
SOCIAL COMPETENCIES	
K_01	

COURSE CONTENT

1. Algebra of sets and its relation to classical propositional calculus.
2. Relations, functions and operations.
3. Antinomies and ways of their elimination.
4. Axiomatic set theories.
5. Cardinal numbers, finite and infinite, countable and uncountable sets.
6. Ordered sets.
7. Set theory in the axiomatic method and the unification of mathematics.
8. Philosophical questions of set theory and mathematics.

DIDACTIC METHODS AND ASSESSMENT OF THE OUTCOMES

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	lecture	written examination	minutes
W_02	lecture	written examination	minutes
SKILLS			
U_01	classes	activity, tests, written examination	minutes
U_02	lecture	activity, tests, written examination	minutes
U_03	lecture	activity, tests, written examination	minutes

GRADING CRITERIA

Classes. Even one condition listed is sufficient for the unsatisfactory grade (2.0) and failure to get a credit. A necessary and sufficient condition for the credit and a pass grade (i.e. 3.0 or higher) is to meet all the conditions listed for the particular grade. The assignment of duties and evaluation of the student's work is up to the lecturer.

grade	conditions			
	absence per semester	activity	homework	tests combined
2.0	>3	serious transgressions	serious transgressions	$\leqslant 50\%$
3.0	$\leqslant 3$	at most minor transgressions	at most minor transgressions	$>50\%, \leqslant 60\%$
3.5	$\leqslant 3$	at most minor transgressions	at most minor transgressions	$>60\%, \leqslant 70\%$
4.0	$\leqslant 3$	impeccable	impeccable	$>70\%, \leqslant 80\%$
4.5	$\leqslant 3$	impeccable	impeccable	$>80\%, \leqslant 90\%$
5.0	$\leqslant 3$	impeccable	impeccable	$>90\%$

Lecture. Attendance with absence not exceeding three lectures per semester as well as the credit for the classes with a grade at least 3.0 is a necessary precondition for taking the examination. The final grade is up to the examiner and depends on the degree of unassisted fulfilment the examination tasks in the assigned time with the caveat that an absence without leave as well as breaching the adopted examination rules are sufficient conditions each for the grade 2 and failure.

grade	the examination tasks fulfilment
2.0	$\leqslant 50\%$
3.0	$> 50\%, \leqslant 60\%$
3.5	$> 60\%, \leqslant 70\%$
4.0	$> 70\%, \leqslant 80\%$
4.5	$> 80\%, \leqslant 90\%$
5.0	$> 90\%$

STUDENT WORKLOAD

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

LITERATURE

Basic literature
P. Suppes (1957), *Introduction to Logic*, New York. J. Słupecki & L. Borkowski (1967), *Elements of Mathematical Logic and Set Theory*, Oxford. M. Potter (2004), *Set Theory and its Philosophy*, Oxford.
Additional literature
H. B. Enderson (1977), *Elements of Set Theory*. M. D. Potter (1990), *Sets: An Introduction*, Oxford. W. V. O. Quine (1963), *Set Theory and its Logic*. A. Pietruszczak (2020), *Foundations of the Theory of Parthood*, Springer.

COURSE SYLLABUS

I.   **General Information**

Course name	Social and Political Ethics
Programme	Philosophy in English
Level of studies	BA
Form of studies	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Prof. Jan Kłos

Type of class	Number of teaching hours	Semester	ECTS Points
tutorial	30	IV	3

Course pre-requisites	Basic knowledge of philosophy and philosophical ideas

II.   **Course Objectives**

making students aware of the main doctrines in social and political ethics
teaching students how to adopt a philosophical analysis in the area of political 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 basic philosophical terminology in a chosen foreign language in one of the philosophical subdisciplines (E), (H), (L), (M)	K_W04
W_02	Has well- ordered and historically grounded knowledge on some classic, modern and contemporary approaches, both those world-wide recognized and vernacular from one of the philosophical subdisciplines (E), (H), (L), (M)	K_W05
W_03	Has well-ordered particular knowledge from the area of the philosophical subdisciplines: (E), (H), (L), (M)	K_W06
	SKILLS	
U_01	Can undertake a deepened analysis of the situation and problems and formulate suggestions of solution	K_U11
	SOCIAL COMPETENCIES	
K_01	Can undertake a deepened analysis of the situation and problems and formulate suggestions of solution	K_K02

IV.   **Course Content**

1. Anarchism.
2. Conservatism.
3. Rationalism - instrumental reason.
4. Locke and the Punctual Self.
5. Liberalism.
6. Hayek and Rationalism.
7. Marxism.
8. Socialism.
9. General Remarks - Summary.

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	presentation	Report	report
W_02	Brainstorming/ discussion group	Report	protocol
W_03	Discussion	Report	protocol
SKILLS			
U_01	discussion		report
SOCIAL COMPETENCIES			
K_01	Cooperation with others, ability to understand different views	Group-work rating card	report

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

Activity in class, preparing presentations, a short class work at the end of the semester.

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
R. E. Goodin, Ph. Pettit, A Companion to Contemporary Political Philosophy, Oxford 1993. Ch. Taylor, Sources of the Self, Harvard 1989.

Additional literature
F. Hayek, Law, Legislation and Liberty, London 1982.

COURSE SYLLABUS

I.   General Information

Course name	Theory of Knowledge - Epistemology
Programme	Philosophy BACHELOR
Level of studies	BA
Form of studies	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	dr Błażej Gębura

Type of class	Number of teaching hours	Semester	ECTS Points
lecture+classes	45	III	6
lecture+classes	45	IV	

Course pre-requisites	Knowledge of English at B2 level.

II.   Course Objectives

The aim of the course is to introduce students to the problems of the theory of knowledge - epistemology.

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 epistemological terminology (in english)	K_W04
W_02	Has well- ordered and historically grounded knowledge on some classic, modern and contemporary approaches, both those world-wide recognized and vernacular from epistemology	K_W05
W_03	Has well-ordered particular knowledge from the area of the epistemlogy	K_W06
SKILLS		
U_01	Is able to select proper and adequate instruments for interpreting and analyzing philosophical texts, to summarize and analyze philosophical arguments as well as to identify their key theses, assumptions and consequences	K_U05
U_02	Possesses the skill of writing summaries and simple dissertations in studies conducted language, utilizing bibliography from the field	K_U07
SOCIAL COMPETENCIES		
K_01	Can undertake a deepened analysis of the situation and problems and formulate suggestions of solution	K_K02

IV.   Course Content

The following issues, among others, will be discussed during lectures and exercises on the theory of cognition issues: methodological characteristics of the theory of knowledge, the nature of knowledge, theories of truth, cognitive value of perception, dispute between realism and idealism, scepticism.

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conventional lecture	Exam	Protocol
W_02	Conventional lecture	Exam	Protocol
W_03	Conventional lecture	Exam	Protocol
SKILLS			
U_01	Discussion	Observation	Observation report
U_02	Discussion	Observation	Observation report
U_03	Discussion	Observation	Observation report
SOCIAL COMPETENCIES			
K_01	Conversational lecture	Exam	Protocol
K_02	Conversational lecture	Exam	Protocol
K_03	Conversational lecture	Exam	Protocol

VI.   Grading criteria, weighting factors …

Assessment from lecture - oral exam (100%).

Assessment from classes:

- written test (one in a semester) (60%);

- essay on the topic given by the teacher (20%);

- activity during classes (20%).

A necessary condition to take the exam is to pass the classes. Oral exam includes issues discussed during the lecture.

VII.   Student workload

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

VIII.   Literature

Basic literature
Basic literature will be provided in class.
Additional literature
Additional literature will be provided in class.

COURSE SYLLABUS

I.   General Information

Course name	Anthropology and Evolutionism
Programme	Philosophy
Level of studies	BA
Form of studies	full-time
Discipline	philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Marek Słomka

Type of class	Number of teaching hours	Semester	ECTS Points
tutorial	30	4	3

Course pre-requisites	Interest in anthropology. Student knows main philosophical and scientific systems.

II.   Course Objectives

C.1 analysis of important anthropological issues in the context of the scientific picture of the world
C2. depicting philosophical aspects of the anthropological issues
C3. showing controversies around the origin of the human person and their place in 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	A student knows and understands the role of philosophical and scientific reflection in shaping human culture	K_W01
W_02	A student possesses essential knowledge on the place and meaning of philosophical anthropology in relation to theology as well as to the natural sciences	K_W05
W_04	A student knows basic philosophical terminology in a chosen foreign language in one of the philosophical subdisciplines (E), (H), (L), (M)	K_W06
SKILLS		
U_01	A student can search, analyse, evaluate, select and use information using printed and electronic sources	K_U01
U_02	A student has basic research skills, including the formulation and analysis of research problems, selection of research methods and tools, development and presentation of results, allowing to solve philosophical problems	K_U01
U_02	A student knows how to independently acquire knowledge and develop research skills following the guidance of a	K_U03

	scientific supervisor	
U_05	A student has language skills in scientific disciplines relevant to the field of study	K_U11
SOCIAL COMPETENCIES		
K_01	A student understands the need for lifelong learning	K_K01
K_02	A student can interact and work in a group, assuming different roles in it	K_K02
K_03	A student can properly define priorities for the implementation of tasks specified by himself or others	K_K03

IV. Course Content

EPISTEMOLOGICAL AND METHODOLOGICAL ASPECTS:
METHODOLOGICAL VS. ONTOLOGICAL NATURALISM
EVOLUTION: FACT, THEORY OR PARADIGM?

HUMAN TRANSCENDENCE IN NATURE:
EVOLUTION OF THE HUMAN SPECIES
QUESTIONING HUMAN TRANSCENDENCE IN NATURE
ABSTRACT THINKING AND ETHICAL DIMENSION OF HUMAN ACTIONS

EMERGENCE AND SUPERVENIENCE:
EMERGENT CONCEPT OF EVOLUTION
THE ROLE OF SUPERVENIENCE IN THE INTERPRETATION OF MENTAL PROCESSES

PHILOSOPHICAL AND THEOLOGICAL ASPECTS OF THE HUMAN EVOLUTION:
EVOLUTION VS. DESIGN IN NATURE
ANTI-EVOLUTIONARY CREATIONISM
THEISTIC EVOLUTIONISM

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conventional lecture	Oral statement	Assessment sheet
W_02	Discussion	Observation	Assessment sheet
W_02	Texts' analysis. Multimedia presentations.	Observation	Assessment sheet
SKILLS			
U_01	The analysis of texts and problems	PowerPoint presentations	Assessment sheet
U_07	Discussion	Observation	Assessment sheet
U_07	Activating-innovative methods	Observation	Assessment sheet
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Assessment sheet of team-working
K_04	Group activating methods	Observation	Assessment sheet of team-working

VI.   Grading criteria, weighting factors

an active participation 20%
an oral statement 30%
a group work in various roles 20%
PowerPoint presentations 30%

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**45 / 60**

VIII.   Literature

Basic literature
Thomas Suddendorf, The Gap: The Science of What Separates Us From Other Animals, Basic Books 2013. Ron Cole-Turner, The End of Adam and Eve: Theology and the Science of Human Origins, Smashwords 2016. Robin Dunbar, Human Evolution: A Pelican Introduction, London: Penguin 2014. Robin Dunbar, The Human Story. London: Faber and Faber 2004.
Additional literature
Janet Radcliffe Richards, Human Nature After Darwin: A philosophical introduction, Routledge 2000. Emergence or Reduction? Essays on the Prospects of Nonreductive Physicalism, ed. Ansgar Beckermann , Hans Flohr, Jaegwon Kim, Berlin: Walter de Gruyter 1992. Jaegwon Kim, Supervenience and Mind: Selected Philosophical Essays, Cambridge: Cambridge University Press 1993. Peter Singer, Practical Ethics, Cambridge: Cambridge University Press 1993.

COURSE SYLLABUS

I.   General Information

Course name	Applied Ethics
Programme	Applied Ethics / Philosophy
Level of studies	BA
Form of studies	Full-time
Discipline	philosophy
Language of instruction	English

Course coordinator/person responsible	dr Wojciech Lewandowski

Type of class	Number of teaching hours	Semester	ECTS Points
lecture	30	III	3
classes	15		
lecture	15	IV	3
classes	30		

Course pre-requisites	Knowledge in the field of general ethics

II.   Course Objectives

C1: Presentation of methodological status of epplied ethics.
C2: Presentation of main methods used in applied ethics.
C3: Overview of selected debates in applied 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 subfields of applied ethics and basic methodological assumptions of applied ethics	K_W04, K_W05, K_W06
W_02	Student knows and understands relations between general ethics and applied ethics	K_W05, K_W06
W_03	Student knows main problems, standpoints and arguments present in contemporary ethical debates	K_W04, K_W05, K_W08
SKILLS		
U_01	Student is able to recall examples of discussed moral problems and formulate his own well-argumentated solution	K_U01, K_U02, K_U05, K_U03
U_02	Student is able to analyse the arguments present in contemporary ethical disputes in terms of adopted assumptions and implied solutions	K_U05, K_U06, K_U07
SOCIAL COMPETENCIES		
K_01	Student is ready to justify his moral convictions, respecting moral beliefs of other people	K_K02

IV.   Course Content

1. Origins, subfields and models of method in applied ethics
2. Applied ethics within ethical theory. Consequential and deontological argumentation in applied ethics
3. Applied ethics beyond ethical theory, anti-theory in ethics, contemporary virtue ethics.
4. Problems of application: principles of justice and equality, principle of beneficence, golden rule, principle of double effect
5. Moral problems in environmental ethics
6. Social responsibility of business - shareholder theory vs. stakeholder theory.
7. Moral justification of war: just war theory vs. pacifism vs. realism. Dirty hands problem, paradoxes of nuclear deterrence.

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	conventional lecture	exam	Test
W_02	conventional lecture	exam	Test
W_03	conventional lecture	exam	Test
SKILLS			
U_01	discussion	Essay and presentation	assessment of the essay and presentation
U_02	discussion	Essay and presentation	assessment of the essay and presentation
SOCIAL COMPETENCIES			

K_01	discussion	Essay and presentation	assessment of the essay and presentation

VI.   Grading criteria, weighting factors …

Lecture: exam 100%

Classes: essay 50%, presentation 50%

Students must pass the classes in order to take an exam.

2 unsatisfactory

W: Doesn't have basic knowledge about application of moral principles to practical problems. Doesn' know main subfields, methods, standpoints and arguments in applied ethics.
U:Isn't able to give simple example of basic argumentation in contemporary ethical discussions.
K: Isn't able to formulate justified solution of a given moral problem. Isn't interested of arguments of other students.

3 satisfactory
W: Has basic knowledge about application of moral principles to practical problems. Knows main subfields, methods, standpoints and arguments in applied ethics.
U: Is able to give simple example of basic argumentation in contemporary ethical discussions.
K: Tries to formulate justified solution of a given moral problem. Listens to arguments of other students and tries to understand them.

4 good
W: Has knowledge about application of moral principles to practical problems. Knows main subfields, methods, standpoints and arguments in applied ethics.
U: Is able to present and analyse simple argumentation in contemporary ethical discussions.
K: Often formulate justified solution of a given moral problem. Listens to arguments of other students and discuss with them, respecting their convictions.

5 very good
W: Has grounded knowledge about application of moral principles to practical problems. Knows main subfields, methods, standpoints and arguments in applied ethics and relations between them.
U: Is able to present and analyse complex argumentation in contemporary ethical discussions.
K: Together with other students seeks rational solution of a given moral problem.

VII.   Student workload

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

VIII.   Literature

Basic literature
R.G. Frey, Ch.H. Wellman, A Companion to Applied Ethics, Wiley 2005.
H. LaFolette, Oxford Handbook of Practical Ethics, Oxford 2005.
Additional literature
M. Baron, Ph.Pettit, M.A. Slote, Three Methods of Ethics, Blackwell 1997.
R. Chadwick (ed.), Encyclopaedia of Applied Ethics, Academic Press 2011
M. Timmons, Moral Theory: an Introduction, An Rowman & Littlefield, 2002
P. French, The Corporation as a Moral Person American Philosophical Quarterly,
Vol. 16, No. 3 (Jul., 1979), s. 207-215
S. Clarke, Anti-theory in Ethics American Philosophical Quarterly, Vol. 24, No. 3 (Jul., 1987), s. 237-244

COURSE SYLLABUS

I.   General Information

Course name	Bioethics
Programme	Philosophy
Level of studies	BA
Form of studies	I
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr Wojciech Lewandowski

Type of class	Number of teaching hours	Semester	ECTS Points
tutorial	30	III	3

Course pre-requisites	Knowledge in the field of general ethics

II.   Course Objectives

C1: Presentation and discussion on methodological issues in bioethics.
C2: Overview of the most important contemporary bioethical debates.

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 on methodological status of bioethics	K_W02, K_W04, K_W05, K_W06
W_02	Student knows main problems, standpoints and arguments present in contemporary bioethical debates.	K_W04, K_W05, K_W06, K_W07
SKILLS		
U_01	Student is able to recall examples of discussed bioethical problems and formulate his own well-argumentated solution	K_U06, K_U08, K_U11
U_02	Student is able to analyze the arguments present in contemporary bioethical disputes in terms of adopted assumptions and implied solutions	K_U01, K_U02, K_U08, K_U11
SOCIAL COMPETENCIES		
K_01	Student is ready to justify his moral convictions, respecting moral beliefs of other people	K_K02

IV.   **Course Content**

1. Origins, definitions and methods of bioethics 2. Bioethics and the philosophy of medicine 3. Moral problems in clinical research 4. Quality of life vs. sanctity of life view 5. Decisions concerning the beginning and end of human life 6. Bioethics and genetics

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

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

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

Essay: 50%, presentation: 50%.

Fail:

(W) – student doesn't have a basic knowledge about main bioethical issues, views and normative arguments in bioethical debates

(U) – student is not able to give basic example of bioethical problem, ways of resolving it and analyze arguments present in bioethical debates

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

Barely Pass

(W) – student has limited knowledge about about main issues in bioethics, views and arguments formulated in bioethical debates

(U) – student barely can give basic example of bioethical problem, ways of resolving it and analyze arguments present in bioethical debates

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

Good Pass

(W) – student has a good knowledge knowledge about main bioethical issues, views and normative arguments in bioethical debates

(U) student is able to formulate morally relevant features of a given problem and describe upsides and downsides of a given solution;

(K) – student is active at the classes

Very Good Pass

(W) – student has systematized and wide knowledge of the main topics in bioethics

(U) – student is highly competent in analyzis of bioethical problems; is able to formulate his own well justified argument

(K) – student is very active at the classes

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
1. B. Steinbock: The Oxford Handbook of Bioethics, Oxford University Press 2007.
2. H. Kuhse, P. Singer: A Companion to Bioethics, Blackwell 2009
Additional literature
Stephen G. Post: Encyclopedia of Bioethics

COURSE SYLLABUS

I. General Information

Course name	Course in Latin for Philosophers
Programme	Philosophy
Level of studies	BA
Form of studies	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Monika Komsta

Type of class	Number of teaching hours	Semester	ECTS Points
translation classes	120	I, II, III	7

Course pre-requisites	

II. Course Objectives

C1 to acquire knowledge of the Latin vocabulary, especially Latin philosophical vocabulary
C2 to acquire knowledge of Latin grammar structures, gramatical rules
C3 to acquire 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	Student knows grammatical structure of Latin sentence and gramatical forms of words	W03, W04
W_02	Student knows selected Latin vocabulary	W03, W04
W_03	Student knows Latin philosophical terms	W03, W04
SKILLS		
U_01	Student is able to translate Latin text,	U03, U08, U09
U_02	Student Is able to recognise the grammatical structure of Latin text	U03, U08, U09
SOCIAL COMPETENCIES		
K_01	Student 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 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	Test / Written test	Protocol / report printout/ report fil
W_02	Work with text	Test / Written test	Protocol / report printout/ report fil
W_03	Work with text	Exam	Protocol / report printout/ report fil
SKILLS			
U_01	Textual analysis	Test / Written test	Protocol / report printout/ report fil
U_02	Textual analysis	Exam	Protocol / report printout/ report fil
SOCIAL COMPETENCIES			
K_01	Discussion		

VI.   Grading criteria, weighting factors …

Fail:

A student does not have a competence in analysing Latin 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)	**120**
Number of hours of individual student work	**90**

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

Course Syllabus

I.   General Information

Course name	Entrepreneurship
Programme	philosophy
Level of studies	BA
Form of studies	full-time
Discipline	philosophy
Language of instruction	English

Course coordinator/person responsible	Paweł Kawalec

Type of class	Number of teaching hours	Semester	ECTS Points
workshops	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, labor 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
KNOWLEDGE		
W_01	Defines the basic economic and legal conditions of business activity and forms of individual entrepreneurship	K_W02
SKILLS		
U_01	Determines the opportunities for professional development and selects forms of own development and lifelong learning	K_U15
SOCIAL COMPETENCIES		
K_01	Undertakes activities in the field of initiating business activity and creating her/his own professional career	K_K11

IV. **Course Content**

Basic concepts in the field of entrepreneurship (knowledge, skills, competences) and economics of entrepreneurial activities. Business model.

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conversational lecture	Observation	Observation report
SKILLS			
U_01	Textual analysis	Paper	Evaluated written paper
SOCIAL COMPETENCIES			
K_01	Discussion	Preparation of the project	Project rating card

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

The final grade consists of:

1. Active participation in classes (30%)

2. Paper evaluation (30%)

3. Project evaluation (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
Cardona P., Rey C. (2009). Management by Missions. Palgrave
Boeri T., van Ours J., (2013). The Economics of Imperfect Labor Markets. Princeton
Additional literature
Klein, G. (2010). Decision Making in Action: Models and Methods. Praeger.
Rudkin Ingle, B. (2013). Design Thinking for Entrepreneurs and Small Businesses. Apress

Course Syllabus

General Information

Course name	General Ethics
Programme	Philosophy
Level of studies	MA
Form of studies	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Fr. dr Marcin Ferdynus

Type of class	Number of teaching hours	Semester	ECTS Points
Lecture	30	I	3
Classes	30	I	
Lecture	15	II	4
Classes	15	II	

Course pre-requisites	None

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

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 the role of philosophical (ethical) reflection in the development of spiritual culture of human being as well as he/she possesses a basic knowledge on function and significance of philosophy (ethics) in its relation to theology and natural sciences.	K_W01, K_W02
W_02	A student knows and understands basic ethical issues and he/she knows basic philosophical (ethical) terminology in Latin.	K_W04, K_W06
W_03	A student has well-ordered and historically grounded knowledge on some classic and modern approaches,	K_W05

	especially in scope of realistic foundations of ethics.	
SKILLS		
U_01	A student is able to analyse philosophical (ethical) texts and moral issues and he/she possesses the skill of writing summaries and analyzing the classical texts.	K_U02, K_U07
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.	K_U06
SOCIAL COMPETENCIES		
K_01	A student is ready to preserve European and Polish philosophical heritage, including the philosophical tradition of KUL.	K_03

Course Content

The classes and lectures 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 (for example: the cognitivism-noncognitivism debate). The classes consists mostly in the close reading and discussion of both ethical and meta-ethical contemporary debates and their classical exemplifications, which gives students chance to acquire the competence and tools of the philosophical analysis. This approach completes and firms their expertise in the field, which they receive originally from the compulsory lecture on general ethics.

Didactic methods used and forms of assessment of learning outcomes

Symbol efektu	*Didactic methods*	*Forms of assessment*	*Documentation type*
KNOWLEDGE			
W_01	Conventional lecture	exam	protocol
W_02	Conventional lecture	exam	protocol
W_03	Conventional lecture	exam	protocol
SKILLS			
U_01	Reading and analyzing the text	paper	evaluation of the paper
U_02	Text analysis	colloquium	colloquium evaluated
SOCIAL COMPETENCIES			
K_01	Discussion	observation	observation report

Grading criteria, weighting factors...

Passing the classes is necessary condition for passing the lecture and taking the exam.

Lecture: oral exam 100%

Class:

(a) winter semester: colloquium – 50% (oral or written), written paper – 30%, discussion (20%)**;**

(b) summer semester: colloquium – 50% (oral or written), written paper – 30%, discussion (20%).

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

Student workload

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

Literature

Basic literature
(1) M. Timmons, Moral theory. An Introduction, New York 2013.
(2) S. Blackburn, Think: A Compelling Introduction to Philosophy, Oxford 1999.
(3) A. Miller, An Introduction to Contemporary Metaethics, Cambridge 2003.
(4) K. Wojtyła, Lublin Lectures, Rome-Lublin 2020.
(5) K. Wojtyła, Ethics Primer, Lublin, 2017.
Additional literature
(1) B. Williams, Morality: An Introduction to Ethics, Cambridge 1972.
(2) S. Blackburn, Ethics: A Very Short Introduction, Oxford 2001.
(3) B. Williams, Ethics and the Limits of Philosophy, Cambridge 1985.

COURSE SYLLABUS

I.   General Information

Course name	History of Ancient Philosophy
Programme	Philosophy
Level of studies	BA
Form of studies	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Monika Komsta

Type of class	Number of teaching hours	Semester	ECTS Points
lecture	30	I	5
classes	30	I	

Course pre-requisites	

II.   Course Objectives

C1 Introduction of the participants into the problems discussed in Ancient Philosophy
C2 Acquire the ability of analyzing philosophical texts
C3 Acquire knowledge about main philosophers, works, and problems of Ancient 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	The participants acquire mastery of issues, problems, arguments and solutions involved in discussions in Ancient philosophy	W01, W02, W03, W05 W09
W_02	The paricipants acquire knowledge about philosophical terms and notions	W02, W03,W05, W07
SKILLS		
U_01	The students acquire the ability of analyzing philosophical texts	U01, U02, U03, U05, U07
U_02	The students acquire the ability of discussion on philosophical problems	U01, U02, U03, U05, U07
SOCIAL COMPETENCIES		
K_01	The participants can justify the role of philosophy in culture	K03

IV.   Course Content

The content of the material taught during the lecture and classes are problems discussed in Ancient Philosophy in chronological perspective.

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conventional lecture	Exam	Protocol / report printout/ report file
W_02	Work with texts	Test / Written test	Protocol / report printout/ report file
SKILLS			
U_01	Textual analysis	Test / Written test	Protocol / report printout/ report file
U_02	Textual analysis	Test / Written test	Protocol / report printout/ report file
SOCIAL COMPETENCIES			
K_01	Discussoin		

VI.   Grading criteria, weighting factors …

Fail

1. The Student fails to acquire the required level of mastery of facts and issues related to Ancient philosophy

2. The Student has no adequate understanding of philosophical problems, arguments and solutions of the relevant epoch.

Satisfactory

1. Participants have a minimum mastery of facts and issues related to Ancient Philosophy

2. Participants can read and interpret Ancient philosophical texts at an elementary level.

Good

1 Participants have fairly extensive and systematized knowledge of AncientPhilosophy

2. They can correctly interpret and analyze Ancient philosophical texts

Very good

1. Participants have extended knowledge of facts, personalities, problems and theories of the Ancient philosophy

2. They thoroughly understand philosophical issues involved in Ancient life and culture, they can point to the relevance of these issues for ourselves and our contemporary concerns

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
G. Reale, *A History of Ancient Philosophy*, vol. 1-4, trans. by J. R. Catan, State University of New York Press, New York 1987-1990.

Plato, *Dialogues* (selected fragments)
Aristotle, *Metaphysics* (selected fragments)
Additional literature
J. Annas, *Voices of Ancient Philosophy. An Introductory Reader*, Oxford University Press, Oxford 2001.

COURSE SYLLABUS

I. General Information

Course name	History of contemporary philosophy
Programme	Philosophy
Level of studies	BA
Form of studies	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr Maksymilian Roszyk

Type of class	Number of teaching hours	Semester	ECTS Points
lecture	45	IV	6
classes	30	IV	

Course pre-requisites	Basic knowledge concerning history of ancient, medieval and modern Western philosophy

II. Course Objectives

The aim of the lecture is to present the most important authors in contemporary philosophy in a way that emphasizes radical novelty of the philosophy of last two centuries.

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 most important philosophical systems of XIXth and XXth century philosophy	K_W03, K_W05
SKILLS		
U_01	Student can analyse and interpret a contemporary philosophical text, summarize and critically analyse contemporary philosophical arguments, identify their central theses, assumptions and implications	K_U05
U_02	Student can write a short text, presenting and discussing views of a distinguished contemporary philosopher or a contemporary philosophical problem	K_U07
SOCIAL COMPETENCIES		
–	–	–

IV. Course Content

Lecture: 1. General introduction to contemporary philosophy: radical novelty of XIXth and XXth century philosophy; 2. Philosophy as synthesis of scientific knowledge: Comte's positivism and Spencer's evolutionarism 3. Turn towards subjectivity, critique of culture (1): Soren Kierkegaard 4. Turn towards social practice: K. Marx 5. Turn towards subjectivity, critique of culture (2): Friedrich Nietzsche 6. Philosophy as autonomous science (1): Husserl's phenomenology 7. Radical critique of Western way of thinking and new ways for philosophy (1): Heidegger's philosophy of being 8. Radical critique of Western way of thinking and new ways for philosophy (2): Levinas' philosophy of the Other 9. Turn towards language and radical critique of traditional philosophy (1): Derrida's deconstructivism 10. Philosophy as autonomous science (2): Russell and the birth of analytical philosophy 11. Turn towards language and radical critique of traditional philosophy (2): Wittgenstein 12. New metaphysics: A.N. Whitehead and process philosophy Classes: analysis and discussion of some central texts in contemporary philosophy. A list of texts for a given year is presented by the teacher at the beginning of the semester.

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conventional lecture	Exam / oral test	Examination card
W_01	Work with text	Exam / oral test	Examination card
SKILLS			
U_01, U_02	Textual analysis	Observation, paper	Observation report, evaluated written text
U_01, U_02	Discussion	Observation, paper	Observation report, evaluated written text
SOCIAL COMPETENCIES			
–	–	–	–

VI. Grading criteria, weighting factors …

Lecture: oral exam 100%
Classes: essay 50%, activity during the classes 40%, presentation of the essay 10%
Passing the classes is required for being entitled to take an exam.

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**75**
Number of hours of individual student work	**105**

VIII.   Literature

Basic literature
G. Gutting, *French Philosophy in the Twentieth Century*, Cambridge 2001
A. Stroll, *Twentieth-century analytic philosophy*, New York 2000
P. Gorner, *Twentieth-Century German Philosophy*, Oxford 2000
Additional literature
E. Gilson, T. Langan, A.A. Maurer*, Recent Philosophy: Hegel to the Present*, New York 1962.
F. Copleston, *History of philosophy*, vols. VII, VIII, IX, New York 1962-65
S. Critchley, W.R. Schroeder (eds.), *A Companion to Continental Philosophy*, Malden 1998
R.C. Solomon and D. Sherman (eds.), *The Blackwell Guide to continental philosophy*, Malden 2003

COURSE SYLLABUS

I. General Information

Course name	History of Medieval Philosophy
Programme	Philosophy
Level of studies	BA
Form of studies	Full time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Monika Komsta

Type of class	Number of teaching hours	Semester	ECTS Points
lecture	30	II	5
classes	30	II	

Course pre-requisites	Completed course of Ancient Philosophy

II. Course Objectives

C1 Introduction of the particants into the problems discussed in Medieval Philosophy
C2 Acquire the ability of analyzing philosophical texts
C3 Acquire knowledge about main philosophers, works, and problems of Medieval 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	The participants acquire mastery of issues, problems, arguments and solutions involved in discussions in Medieval philosophy	W01, W02, W03, W05, W09
W_02	The paricipants acquire knowledge about philosophical terms and notions	W02, W03, W05,W07
SKILLS		
U_01	The students acquire the ability of analyzing philosophical texts	U01, U02, U03, U05, U07
U_02	The students acquire the ability of discussion on philosophical problems	U01, U02, U03, U05, U07
SOCIAL COMPETENCIES		
K_01	The participants can justify the role of philosophy in culture	K03

IV. Course Content

The content of the material taught during the lecture and classes are problems discussed in Medieval Philosophy in chronological perspective.

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conventional lecture	Exam	Protocol / report printout/ report file
W_02	Work with texts	Test / Written test	Protocol / report printout/ report file
SKILLS			
U_01	Textual analysis	Test / Written test	Protocol / report printout/ report file
U_02	Textual analysis	Test / Written test	Protocol / report printout/ report file
SOCIAL COMPET ENCIES	SOCIAL COMPETENCIES	SOCIAL COMPETENCIES	SOCIAL COMPETENCIES
K_01			
Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLE DGE	KNOWLEDGE	KNOWLEDGE	KNOWLEDGE
W_01	Conventional lecture	Exam	Protocol / report printout/ report file

VI.   Grading criteria, weighting factors …

Fail

1. The Student fails to acquire the required level of mastery of facts and issues related to Medieval philosophy

2. The Student has no adequate understanding of philosophical problems, arguments and solutions of the relevant epoch.

Satisfactory

1. Participants have a minimum mastery of facts and issues related to Medieval Philosophy

2. Participants can read and interpret Medieval philosophical texts at an elementary level.

Good

1 Participants have fairly extensive and systematized knowledge of Medieval Philosophy

2. They can correctly interpret and analyze Medieval philosophical texts

Very good

1. Participants have extended knowledge of facts, personalities, problems and theories of the Medieval philosophy

2. They thoroughly understand philosophical issues involved in Medieval life and culture, they can point to the relevance of these issues for ourselves and our contemporary concerns

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. Maurer*, Medieval Philosophy. An Introduction,* New York 1962.
Philosophy in Middle Ages.The Christian, Islamic, and Jewish Traditions, ed. A.Hyman, J.J. Walsh, T. Williams, Indianapolis 2010.
Additional literature
E. Gilson, *History of Christian Philosophy in Middle Ages,* New York 1955.

COURSE SYLLABUS

I.   General Information

Course name	History of Modern Philosophy
Programme	Philosophy
Level of studies	BA
Form of studies	full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Przemysław GUT

Type of class	Number of teaching hours	Semester	ECTS Points
lecture	45	III	5
classes	30	III	

Course pre-requisites	knowledge of an outline of the history of ancient and medieval philosophy

II.   Course Objectives

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

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student is aware of the relevance of modern philosophy to developing modern era	K_W01, K_W02
W_02	Student knows the basic philosophical systems, theories and ideas which appeared in modern philosophy	K_W07,
W_03	Student is familiarized with standard philosophical terminology of modern philosophy as well as with the leading personalities concerning modern philosophy	K_W03, K_W04
SKILLS		
U_01	Student can apply his knowledge of modern philosophy to our contemporary intellectual pursuits	K_U01
U_02	Student can read and analyze classical philosophical texts of modern philosophers	K_U02
U_03	Student can grasp a relationship between modern concerns, ideas and attitudes and the present-day issues concerning	K_U06

	intellectual life		
SOCIAL COMPETENCIES			
K_01	Student acquires an ability actively to participate in debates and exchanges on ethical, religious and world-view issues	K_K02	
K_02	Student understands the complexity of world-view concerns and, therefore, develops a tolerant attitude to views and attitudes others than his own	K_K07	
K_03			

IV.   Course Content

The lecture and tutorial present the history of European philosophy from 15th to 19th century. Several systems are presented in detail (philosophy of R. Descartes, B. Spinoza, G.W. Leibniz, J. Locke, D. Hume, I. Kant, G.W. Hegel, A. Comte, K. Marx and F. Nietzsche)

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Work with text	Exam / Oral test	Protocol / paper
W_02	Conventional lecture	Exam / Oral test	Protocol
W_03	Conversational lecture	Exam / Written test	Protocol / written test
SKILLS			
U_01	Socratic method	Report	Evaluated written paper
U_02	Work with text	Exam / Written test	Evaluated written paper
U_03	Brainstorming/ discussion group	Report	Observation report
SOCIAL COMPETENCIES			
K_01	Discussion	Presentation	Observation report
K_02	Socratic method	Presentation	Protocol, Observation
K_03	Taking part in cultural life	Discussion	Report

VI.   Grading criteria, weighting factors …

Students must pass the classes in order to take an exam.

Efekty kształcenia	Fail	Barely Pass	Good Pass	Very Good Pass
Wiedza	student does not have a basic knowledge on modern philosophy	student gained general but limited knowledge on modern philosophy	student has gained a good knowledge on modern philosophy	student has systematized and wide knowledge on modern philosophy
Umiejętności	– student does not have a competence in analysing the lecture's contents and does not understand the basic content of the lecture; student is not able to offer any conceptual solution for the discussed problem	student barely can analyse and understand contents of the lecture; with a tutor's assistance student is able to analyse and reconstruct the contents	student is able easily to demonstrate his knowledge on modern philosophy and is able to apply the knowledge to a problematic situation; student can analyse raised problems without any serious difficulty	student is highly competent as regards the lecture and is able easily to refer to its content and the reading list sources
Kompetencje społeczne	– student is not engaged in the process of acquiring the knowledge offered within lecture and does not fulfil lecture's aims and tasks, does not engage himself into the discussion of the raised problems	student attends the lecture, but is passive	student is active at the lecture and is willing to broaden his knowledge	student is very active at the lectures and takes an initiative with broadening his knowledge

VII.   Student workload

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

VIII.   Literature

Basic literature
R. Popkin (ed.), The Columbia History of Western Philosophy, Columbia University Press: New York 1998 F.C. Copleston, A History of Philosophy, Vol. 4: Descartes to Leibniz F.C. Copleston, A History of Philosophy, Vol. 5: Hobbes to Hume; F.C. Copleston, A History of Philosophy, Vol. 7: Fichte to Nietzsche .C. Copleston, A History of Philosophy, Vol. 6: Wolff to Kant
Additional literature
A.   Kenny, The Rise of Modern Philosophy: A New History of Western Philosophy, Oxford University Press: Oxford 2006 B.   Classical philosophical modern texts (detailed reading list of classical texts will be provided in the course of the lecture)

Course Syllabus

General Information

Course name	Introduction to Philosophy
Programme	Philosophy
Level of studies	BA
Form of studies	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	ks. dr hab. Piotr Pasterczyk

Type of class	Number of teaching hours	Semester	ECTS Points
Lecture	30	I	4

Course pre-requisites	None

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

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	K_W01, K_W02
W_02	Knows and identifies philosophical problems, disciplines and terminology	K_W03
W_03	Knows the place of philosophy in culture and understands relations between philosophy and knowledge, arts and religion	K_W09
SKILLS		
U_01	Possesses the basic research skills, including abilities important in philosophy: asking questions, formulating definitions, making distinctions etc.	K_U01, K_U02, K_U03
U_02	Is able to participate in philosophical discussions and to formulate, analyze and improve philosophical arguments	K_U05, K_U06

SOCIAL COMPETENCIES		
K_01	Is ready to preserve European and Polish philosophical heritage, including the philosophical tradition of KUL	K_K03

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.

Didactic methods used and forms of assessment of learning outcomes

Symbol	*Didactic methods*	*Forms of assessment*	*Documentation type*
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

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

Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	**30**
Number of hours of individual student work	**90**

Literature

Basic literature
The Republic of Plato, transl. A. Bloom, Basic Books 1991

Additional 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.