COURSE SYLLABUS

I. General Information

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

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

Type of class	Number of teaching hours	Semester	ECTS Points
lecture	15	V	2

Course pre-requisites	Basic knowledge of metaphysics and history of philosophy

II. Course Objectives

Acquainting with the main approaches to the problem of truth in the history of philosophy
Acquainting with the problem of the truth of being

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	The student knows the history of the problem of truth and the role of truth in shaping the spiritual culture	W01
W_02	The student knows the basic terminology of the main philosophical systems in the field of truth, knows the basic terminology of metaphysics and anthropology in English	W03, W04
W_03	The student has ordered general knowledge of metaphysics and anthropology and knows the methodology of these areas, has ordered knowledge of understanding truth in ancient, medieval, modern, and contemporary philosophy	W05, W06
SKILLS		
U_01	The student can explain various aspects of the problem of truth	U01
U_02	The student can apply the metaphysical theory of truth in discussions with non-classical theories of truth	U04
SOCIAL COMPETENCIES		
K_01	The student can discuss the problem of truth and independently formulate proposals for solving difficulties arising in the context of this problem	K02

K_02	The student can justify the role of truth in human cognition and culture as well as responsibility for preserving the cultural heritage of Europe in the field of thought	K03

IV. Course Content

The history of the problem of the truth of being: Plato's understanding of truth - ontological, epistemological, logical, anthropological, and ethical aspect; Aristotle's concept of the truth of judgment and practical truth (*aletheia practice*); St. Augustine's concept of eternal truth; Thomas Aquinas interpretation of metaphysical truth on the basis of "De veritate". Classic concepts of truth and main contemporary approaches (pragmatic, coherence, deflationary, and others).

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01, W_02	Lecture	Oral exam	Exam grade
W_03	Conversation lecture	Observation	Observation report
SKILLS			
U_01	Textual analysis	Practical skills check	Observation report
U_02	Problem discussion	Observation	Observation report
SOCIAL COMPETENCIES			
K_01, K_02	Discussion	Observation	Observation report

VI. Grading criteria, weighting factors …

no credit (2) – over 50% of absences, the oral exam on less than 50%.

credit: 3 – presence and activity over 50%, the oral exam on over 50%.

credit: 4 – presence and activity over 65%, the oral exam on over 65%.

credit: 5 – presence and activity over 80%, the oral exam on over 80%.

VII. Student workload

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

VIII. Literature

Basic literature
Aristotle, Nicomachean ethics (http://classics.mit.edu/Aristotle/nicomachaen.html). Aristotle, Metaphysics (http://classics.mit.edu/Aristotle/metaphysics.html).

Plato, The Republic (http://classics.mit.edu/Plato/republic.html).
St. Augustin, The Soliloquies
(https://d2y1pz2y630308.cloudfront.net/15471/documents/2016/10/St.%20Augustine-The
%20Soliloquies.pdf).
St. Thomas Aquinas, Quæstiones Disputatæ De veritate
(https://isidore.co/aquinas/english/QDdeVer.htm).
Richard Schantz, ed., What is Thruth, Berlin/New York, 2002.

Additional literature

Wiliam Alston, A Realist Conteption of Thruth, Ithaca 1996.
Richard Campbell, Truth and historicity, Oxford 1992.
Wolfgang Künne, Conceptions of Thruth, Oxford 2003.
Gabriel Nuchelmans, Theories of the Proposition: Ancient and Medieval Conception of the Bearers
of Truth and Falsity, Amsterdam 1973.
Laura Westra, Truth and existence in Thomas Aquinas, Doctor communis, 37 (1984), 135-144.
Michael Williams, Do We (Epistemologists) need a Theory of Truth, Philosophical Topics, 4 (1986),
223-242.

COURSE SYLLABUS

I.   General Information

Course name	Metaphysics, Anthropology and Ethics
Programme	Philosophy
	BA
Form of studies (full-time, part-time)	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator	Dr hab. Katarzyna Stępień Dr hab. Wojciech Lewandowski

Type of class	Number of teaching hours	Semester	ECTS Points
Seminar	60	V, VI	8

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

II.   Course Objectives

An understanding of the problems of metaphysical cognition and explanation
Ability to analyse the text in metaphysical aspects, formulation and presentation of arguments
Learning of the writing techniques of philosophical texts, preparation of the Diploma Thesis

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Has well-ordered particular knowledge from the area of metaphysics, philosophical anthropology and ethics	W06
W_02	Knows and understands basic methods of analysing and interpreting various forms of philosophical statements	W07
W_03	Knows and understands the basic concepts and principles of the protection of intellectual property and copyright law, possesses basic knowledge on institution of culture and is up to date with contemporary cultural life	W08, W09
SKILLS		
U_01	Possesses basic research skills – including formulating and analysing research problems, choosing research methods and instruments, elaborating and presenting results – which allow to	U02

	solve philosophical problems	
U_02	Is able to acquire philosophical knowledge and develop research skills on his own, on the basis of instruction given by an academic supervisor; is able to employ in typical professional situations some basic theoretical understandings, research paradigms and concepts characteristic for metaphysics, philosophical anthropology and ethics in the domain of the humanities	U03, U04
U_03	Is able to select proper and adequate instruments for interpreting and analysing philosophical texts, to summarize and analyse philosophical arguments as well as to identify their key theses, assumptions and consequences; possesses the skill of argumentation, in formulating conclusions in a written and oral form, in properly employing a specialist terminology and views of other authors	U05, U06
U-04	Possesses linguistic skills in the domains and disciplines of science corresponding to metaphysics, philosophical anthropology and ethics	U09, U11
SOCIAL COMPETENCIES		
K_01	Can cooperate and work in a groups	K03
K_02	Can justify the role of metaphysics, philosophical anthropology and ethics in preserving the cultural heritage of the region, country and Europe	K03

IV.   Course Content

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

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Work of art analysis	Report	Protocol
W_02	Laboratory analysis	Observation	Evaluated test
W_03	Discussion	Observation	Rating card
SKILLS			
U_01	Writing text	Preparation of review	Evaluated text of the written work
U_02	Presenting the results of research	Preparation of the BA thesis	Evaluated text of the written work
U_03	Textual analysis	Test of practical skills interpretation	Rating card
U_04	Brainstorming discussion group	Implementation of the project	Rating card

SOCIAL COMPETENCIES			
K_01	Discussion		BA thesis

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

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

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

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

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

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

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

VII.   **Student workload**

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

VIII.   Literature

Basic literature
M. A. Krapiec (1991), Metaphysics, An Outline of the History of Being, trans. M. Lescoe, A. Woznicki, and Th. Sandok, New York, Mariel Publication.
M. A. Krapiec, A. Maryniarczyk (2010), The Lublin Philosophical School, trans. H. McDonald, Lublin: Polskie Towarzystwo Tomasza z Akwinu.
S. Kaminski, M. Kurdzialek, Z. J. Zdybicka (Ed). (1980). Theory of being. To Understand Reality. Lublin: Towarzystwo Naukowe KUL.
Additional literature
G. P. Klubertanz SJ (1955). Introduction to the Philosophy of Being. New York.
J. E. Wippel (2003), The Metaphysical Thought of Thomas Aquinas.
J. Owens (1985), An Elementary Christian Metaphysics. Houston: Center for Thomistic Studies.

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	Paweł Kawalec

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

Course pre-requisites	completed course in first-order 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.	Practical application of discussed methods by doing some exercises and discussing 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 exercises and read philosophical texts.

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 …

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.

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

Students must pass the tutorial 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	U_05

	consequences.	
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)	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

I. General Information

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

Course coordinator/person responsible	Rev. Dariusz Dąbek PhD

Type of class	Number of teaching hours	Semester	ECTS Points
Tutorial	15	VI	2

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

II. Course Objectives

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

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	student has general knowledge about the basics of cosmology and problems inspired by its achievements, and extended knowledge of the relationship between philosophy, theology and science; also knows philosophical terminology in Polish and English	W02, W04
W_02	student has ordered and well-established general knowledge covering classic, modern, contemporary and the latest world and native views in the history of philosophy and philosophy of cosmology	W05

SKILLS		
U_01	student is able to correctly use specialist terminology, critically evaluate arguments, identify assumptions and consequences, formulate conclusions and propose and justify his/her own theses in speech and writing	U06
U_02	student notices the dynamics of scientific theories and the multitude of methods used in science, is able to initiate and lead a discussion especially on the role of science in building a coherent image of the world and cooperate in a group, taking on different roles in it	U11
SOCIAL COMPETENCIES		
K_01	student is prepared to undertake discussions, analyse problems, use expert opinions and formulate suggestions for solutions, and express judgments regarding the cognitive value of various types of knowledge about the world	K02
K_02	student is aware of the value of science and its limitations, knows the need to constantly expand and deepen his/her knowledge, use its various sources and be interested in current events, achievements and philosophical and cultural trends, and be guided by ethics in research	K04

IV. Course Content

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

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

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

VI.   Grading criteria, weighting factors …

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

VII.   Student workload

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

VIII.   Literature

Basic literature
• G.V. Coyne, *Quantum Cosmology and Creation*, in: B. Brożek, J. Mączka, W. Grygiel (eds), *Philosophy in Science.*
• H. Kragh, *Cosmology and the Origin of the Universe: Historical and Conceptual Perspectives*, https://arxiv.org/abs/1706.00726v1;
• J. Such, *The Origin of the Universe and Contemporary Cosmology and Philosophy*, "Poznan Studies in the Philosophy of the Sciences and the Humanities" 79 (2003), no. 1, 365-373;
• A. Świeżyński, *The Beginning of the Universe in the Concept of Creation and in Contemporary Cosmology. The Philosopher's of Nature Considerations*, in: A. Świeżyński (ed.), *Philosophy of Nature Today*, tłum. z pol. J. Witkowska, Warszawa 2009, 161-194;
• S.F. Odenwald, *A modern look at the origin of the Universe*, "Zygon" 25 (1990), no. 1, 25-45;
• J. Życiński, *Metaphysical and epistemological presuppositions in Stephen Hawking's interpretation of the creation of the Universe*, "Roczniki Filozoficzne" 50 (2002), no. 3, 109-133.

Additional literature
• G. Bugajak et al. (eds), *God and Nature. Sellected Issues in the Philosophy and Theology of Nature*, Warszawa 2014;
• L. Cahoone, *Arguments from nothing: God and quantum cosmology*, "Zygon" 44 (2009), no. 4, 777-796;
• W.L. Craigh, *'What Place, Then, for a Creator?': Hawking on God and Creation*, "The British Journal for the Philosophy of Science" 41 (1990), no. 4, 473-491;
• A. Liddle, *An Introduction to Modern Cosmology*, Chichester 1999;
• C. Mortensen, J. Csavas, *In the beginning*, "Erkenntnis" 59 (2003), 141-156;
• B. Tower, *On Cosmic Origins and the Alleged Cosmological Evidence for God*, https://www.academia.edu/38213786/On_Cosmic_Origins_and_the_Search_for_God

COURSE SYLLABUS

I. General Information

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

Course coordinator	Dr hab. Zbigniew Pańpuch

Type of class	Number of teaching hours	Semester	ECTS Points
Translation class	60	V-VI	8

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

II. Course Objectives

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

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Knows basic philosophical terminology in English and Latin/Greek language in Metaphysics	W04
W_02	Knows how to identify basic problems shown in the analysed texts.	W06
W_03	Knows and understands basic methods of analysing and interpreting philosophical texts.	W07
SKILLS		
U_01	Possesses the skill of translating from Latin/Greek language the metaphysical texts	U08, U09

IV. Course Content

During the translatory it will be analysed the crucial elected by the students philosophical text of antiquity or middle ages generally from the area of Metaphysics and if necessary and helpful – the English translation will be compared with the translations in other modern languages. There also will be tried to place the understood content in a broader philosophical context through indicating the relations with other related philosophical problems.

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

Symbol efektu	Didactic methods	Forms of assessment	Documentation type
W_01	Student's own work with the companions to philosophy and philosophical vocabularies	writing a scientific text at the end of conversatory	Estimated written text
W_02	Student's own work with the companions to philosophy and philosophical vocabularies	writing a scientific text at the end of conversatory	Estimated written text
W_03	Analysis of proposed/elected text	writing a scientific text at the end of conversatory	Estimated written text
U_01	Analysis of proposed/elected text	writing a scientific text at the end of conversatory	Estimated written text

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

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

VII. Student workload

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

VIII. Literature

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

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 teaching hours	Semester	ECTS Points
lecture	15	III	4
classes	30	III	

Course pre-requisites	Students have basic knowledge of philosophical systems and philosophical 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 programme 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 sciences 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 knowledge on some classic, modern and contemporary approaches, both those world-wide recognized and vernacular from philosophy of animate nature	K_W05

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

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

Type of class	Number of teaching hours	Semester	ECTS Points
Lecture	15	VI	2

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

II.   **Course Objectives**

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

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Knowledge of English terminology in the area of culture and art	W01, W03, W04
W_02	Some general philosophical knowledge about culture and art	W05, W06
W_03	Basic understanding of the terminology necessary to understand different areas of culture and art	W09
SKILLS		
U_01	Capability to integrate knowledge from differentia areas like philosophy of culture, philosophy of art, philosophical anthropology – in their relations to human being	U04
SOCIAL COMPETENCIES		
K_01	Capability to explain why culture and art are important in the social life, especially in relations to the higher quality of education and high culture	K03
K_02	Ability to make interested and open to talk about contemporary cultural and artistic events	K04

IV. **Course Content**

Classes are based upon texts related to Polish history and culture

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Critical reading of the text	Essay	Evaluation of the essay
W_02 W_03	Discussion	Observation	Evaluation of the work in a group
SKILLS			
U_01	Analysis of the text	Essay	Evaluation of the work in a group
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Evaluation of the work in a group
K_02	Working in a group in different ways	observation	Evaluation of the work in a group

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

Ability to discuss, present and argue against or for different ideas of culture and art according to different philosophical systems, platonism, aristotelianism, thomism, cartesianism, hegelism, positivism, phenomenology, existentialism, marxism, liberalism – 60%.

An essay about one of the chosen topic in the area of philosophy – 40%

VII. **Student workload**

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

VIII. **Literature**

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

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 out-come
	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 God
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 teaching hours	Semester	ECTS Points
Lecture	30	V	4
Classes	15	V	

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

II. Course Objectives

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

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
	Possesses basic knowledge on the place and meaning of the philosophy in relation to theology as well to the formal and exact sciences and on the subject- and methodological-specificity of philosophy of God.	W02
	Knows some terminology of philosophy of God.	W03
	Knows English basic philosophical terminology in the philosophy of God	W04
	Has well-ordered and historically grounded knowledge on some classic approaches to philosophy of God.	W05
	Has well-ordered particular knowledge from the area of the philosophy of God	W06
	SKILLS	
U_01	Is able to employ in typical situations some basic theoretical understandings concerning the problems of origin of the notion of God, ways of proving His existence and how to discover his	U04

	necessary essential qualities.	
	Is able to analyze philosophical texts about God.	U05
	Possesses the skill of argumentation for existence and essence of God.	U06
	Possesses the skill of writing summaries and simple dissertations in English utilizing bibliography from the field of philosophy of God	U07
	SOCIAL COMPETENCIES	
	Participates in cultural life connected with the problems involved in philosophy of God.	K04

IV.   Course Content

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

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

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
W_01	Lecture/text analysis	Oral exam – lecture/ A trial of writing a scientific text-classes	Estimated written text
W_02	Students' questions and explanatory answers of the lecturer	Questions of the lecturer and students' answers	
W_03	Indywidual students' studies	A trial of writing a scientific text-classes	Estimated written text
U_01	Presentation typical problems connected with the philosophy if God – lecture/ discussion - classes	Discussion observation	The report from observation
U_02	Checking, if the students are aware of the instruments for interpreting and analysing philosophical texts. If necessary , then explanation relevant issues	Common analysis of the text during the classes, at the end of them a trial of writing a scientific text	Estimated written text
U_03	Discussion	observation	The report from observation
K_01	Discussion related to the actual events in the philosophy and culture	observation	The report from observation

VI.   Grading criteria, weighting factors….

VII.   Student workload

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

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

VIII.   Literature

Basic literature
Books by Etienne Gilson: 1. God and Philosophy. 2. Thomism.
Additional literature
S. Thomae Aquinatis… Summa theologiae: cum textu ex recensione Leonina cura et studio Petri Caramello, Taurini: Marietti, 1950. Internet version of the text *(13.06.2019):* *http://www.logicmuseum.com/wiki/Authors/Thomas_Aquinas/Summa_Theologiae* Aristotle,   Metaphysics: http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3atext%3a1999.01.0051 *(26.09.2019)* *Plato,   Republic,   https://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.01.0168 (26.09.2019)*

COURSE SYLLABUS

I.   **General Information**

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

Course coordinator/person responsible	Dr hab. Katarzyna Stępień

Type of class	Number of hours	Semestr	ECTS Points
lecture	15	VI	2

Course pre-requisites	W1: Basic knowledge in the domain of Philosophy of Law and Human Rights, especially in the History of Philosophy, Metaphysics, Philosophical Anthropology and General Ethics

II.   **Course Objectives**

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

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 basis of the Methodology of Philosophy of Law, especially methods of philosophical explanation of fact of law and justice and the basic philosophical terminology of the Philosophy of Law	W03 W04
W_02	Student has got orderly particular knowledge of the system and selected concepts of contemporary Philosophy of Law, especially the philosophical understanding of justice	W01 W05 W06

IV.   **Course content**

The main groups of issues are discussed: 1) The polysemy of law and justice; 2) Law and justice in general (typologies and characteristics of basic types); 3) Historical understanding of the basis of law and justice; 4) Person as a subject of law and justice; 5) Theory of social justice; 6) Contemporary concepts of law and justice

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conversational lecture	Oral or writing exam	Exam protocol

VI.   Grading criteria, weighting factors…

On insufficient grade:
W-Student does not have basic knowledge about law and justice
For a sufficient grade:
W-Student has got elementary knowledge about the law and justice
Good grade:
W-Student has got ordered knowledge of the law and justice
Very good grade:
W-Student has a systematic and well-established knowledge of law and justice

VII.   Student workload

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

VIII.   Literature

Basic literature
M. A. Krąpiec, Person and Natural Law, transl. M. Szymańska, New York: Peter Lang 1993
M. Piechowiak, Plato's Conception of Justice and the Question of Human Dignity, Berlin: Peter Lang 2019
Additional literature
Articles from Universal Encyclopedia of Philosophy: Theory of virtue, Philosophy of Law, Human rights, etc. accessible online: ptta.pl/pef

COURSE SYLLABUS

I.   General Information

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

Course coordinator/person responsible	Dr hab. Katarzyna Stępień

Type of class	Number of teaching hours	Semester	ECTS Points
Tutorial	30	5	3

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

II.   Course Objectives

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

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	W1-The student knows the general elements of the methodology of Philosophy of Law and the basic philosophical terminology of the Philosophy of Law and Human Rights	W04
W_02	W2-Student has got orderly particular knowledge of the system and selected concepts of Philosophy of Law and Human Rights	W05 W06
SKILLS		
U_01	U1-Student has got basic research skills, including the formulation of problems and analysis of philosophical texts	U 11
SOCIAL COMPETENCIES		
K_01	Student is aware of the role of the Philosophy of Law and Human Rights and responsibility for reliable explanation of the	K02

	phenomenon of law and the role of Philosophy of Law in culture and he can justify it	

IV.   Course Content

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

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conversational lecture	writing reviews, papers, summaries	Evaluated text of thesis
W_02	Working with the text	writing reviews, papers, summaries	Evaluated text of thesis
SKILLS			
U_01	Analysis of text	writing reviews, papers, summaries	Group work card
SOCIAL COMPETENCIES			
K_01	Discussions	Observation	Group work card

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

On insufficient grade:

W-Student does not have basic knowledge about the Philosophy of Law and Human Rights

U-Student is not able to analyze and does not understand basic content in the domain of Philosophy of Law and Human Rights

K-Student does not get involved in acquiring knowledge, does not fulfill his or her commitments

For a sufficient grade:

W-Student has got elementary knowledge about the Philosophy of Law and Human Rights

U-Student sufficiently analyzes and understands the content of the object-matter

K-Student participates in classes, engages in a sufficient degree in the group's work

Good grade:

W-Student has got ordered knowledge of the Philosophy of Law and Human Rights

U-Student is able to present his or her knowledge and also uses it correctly during classes

K-Student actively participates in classes, shows openness to the need to deepen his or her knowledge

Very good grade:

W-Student has a systematic and well-established knowledge of the Philosophy of Law and Human Rights

U-Student has got tools for analyzing and synthesizing knowledge

K-Student actively participates in classes, deepens and improves his or her attitudes

VII. Student workload

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

VIII.   Literature

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

COURSE SYLLABUS

I. **General Information**

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

Course coordinator/person responsible	Ks. dr hab. Marek Słomka, prof. KUL

Type of class	Number of teaching hours	Semester	ECTS Points
Lecture	15	VI	2

Course pre-requisites	Interest in the philosophy of natural sciences

II. **Course Objectives**

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

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	student knows and understands on the basic level the role of philosophical reflection in shaping spiritual culture	W01
W_02	student knows and understands terminology of main philosophical systems	W03
W_03	student knows basic philosophical terminology in English in one of the main philosophical	W04
W_04	student knows foundations of methodology	W05
W_05	student has well-ordered particular knowledge from the area of the main philosophical subdisciplines	W06
SKILLS		
U_01	student can search, analyze and evaluate basic philosophical texts	U01
U_02	student has basic research skills, including formulation and analysis of research problems connected to the philosophy of science	U02
U_03	student can independently acquire knowledge for further work in the scope of the philosophy of science	U03

	SOCIAL COMPETENCIES	
K_01	student can justify the role of philosophy of science in the public sphere of life	K03

IV.   Course Content

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

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Discussion	Observation	Group work evaluation card
W_02	Discussion	Observation	Group work evaluation card
W_03	Discussion	Observation	Group work evaluation card
W_04	Discussion	Observation	Group work evaluation card
W_05	Discussion	Observation	Group work evaluation card
SKILLS			
U_01	Discussion	Observation	Group work evaluation card
U_02	Discussion	Observation	Group work evaluation card
U_03	Discussion	Observation	Group work evaluation card
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Group work evaluation card

VI.   Grading criteria, weighting factors.

Oral exam. Activity during classes.

VII.   Student workload

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

VIII.   Literature

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

COURSE SYLLABUS

I.　　**General Information**

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

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

Type of class	Number of teaching hours	Semester	ECTS Points
Lecture	15	VI	2

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

II.　　**Course Objectives**

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

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

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

IV.　　**Course Content**

RELIGION AND SPIRITUALITY IN CONTEMPORARY EUROPE
1. The cultural background
2. Main reasons for the popularity of spirituality today
Subjective reasons

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

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

Symbol	Didactic methods	Forms of assessment	Documentation type
WIEDZA			
W_01 W_02 W_03 W_04	Conversational lecture	Oral exam	Protocol

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

Knowledge

Grade 2: Student can answer less than 50% questions concerning teaching contents.

Grade 3: Student can answer at least 50% questions concerning teaching contents.

Grade 4: Student can answer 70% questions concerning teaching contents.

Grade 5: Student can answer over 90% questions concerning teaching contents.

VII.   Student workload

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

VIII.   Literature

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

Press 2004.

COURSE SYLLABUS

Cycle from study programme for cycle: 2022/2023

I.   General Information

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

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

Type of class	Number of teaching hours	Semester	ECTS Points
tutorial	15	6	2

Course pre-requisites	W 1. Basic knowledge in philosophy and religion.

II.   Course Objectives

C 1. To acquaint students with issues of essence and origin of religion.
C 2. To acquaint students with various types of cognition possible for religious man.
C 3. To acquaint students with issues of apology for religion.
C 4. To acquaint students with problems of evaluation of religion, recognition of true religion and conversion.

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 answers to the questions about the essence and origin of religion.	K_W04; K_W05
W_02	Student knows various types of cognition possible for a religious man.	K_W03, K_W06
W_03	Student knows problems of evaluation of religion and recognition of true religion.	K_W09
SKILLS		
U_01	Student can state a problem of the value of different religions.	K_U04;
U_02	Student can prepare and lead a debate on issues of the origin of religion, an apology for religion or conversion.	K_U11
SOCIAL COMPETENCIES		
K_01	Student can give a profound analysis of religious and social situation and can independently state suggestions concerning religious culture.	K_K04
K_02	Student is aware of the responsibility for the transcendent dimension of the culture.	K_K03

IV.   Course Content

1. Essence of Religion
2. Origin of Religion
3. Cognition in Religion
4. Apology for Religion
5. Evaluation of Religion
6. Recognition of True Religion
7. Conversion

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01 W_02 W_03	Conversational lecture	Presentation	Presentation rating card
SKILLS			
U_01 U_02	Textual analysis	Presentation	Presentation rating card
SOCIAL COMPETENCIES			
K_01 K_02	Discussion	Observation	Observation report

VI.   Grading criteria, weighting factors …

Students' presentations (60%), work with text and discussion (35%) attendance (5%).
Knowledge
Grade 2: Student does not prepare the presentation, does not participate in discussions, is absent more than 3 times.

Grade 3: Student prepares the presentation, participates in discussions, is absent maximally 3 times.

Grade 4: Student prepares a good presentation, gives a real contribution to the discussion, is absent maximally 2 times.

Grade 5: Student prepares an excellent presentation, gives an extraordinary contribution to the discussion, is absent maximally 1 time.

Skills
Grade 2: Student cannot: state a problem of the value of different religions; argue for the rationality of Catholic religion; prepare a presentation on issues of the origin of religion, an apology for religion or conversion.

Grade 3: Student with some difficulties can: state a problem of the value of different religions; argue for the rationality of Catholic religion; prepare a presentation on issues of the origin of religion, an apology for religion or conversion.

Grade 4: Student can: state a problem of the value of different religions; argue for the rationality of Catholic religion; prepare a presentation on issues of the origin of religion, an apology for religion or conversion.

Grade 5: Student easily can: state a problem of the value of different religions; argue for the rationality of Catholic religion; prepare a presentation on issues of the origin of religion, an apology for religion or conversion.

Social competencies

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

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

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

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

VII. Student workload

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

VIII. Literature

Basic literature
Piotr Moskal, Apology For the Catholic Religion, Lublin, Wydawnictwo KUL 2013
Additional literature
Antony Flew, Roy Abraham Varghese, There Is a God: How the World's Most Notorious Atheist Changed His Mind, New York, HarperOne 2007.

COURSE SYLLABUS

I.   General Information

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

Course coordinator/person responsible	Marek Piwowarczyk

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
tutorial	30	6	3

Course pre-requisites	none

II.   Course Objectives

Analysis of the problem of divine simplicity

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 arguments for divine simplicity and knows difficulties concerning them	K_W01, K_W03, K_W04, K_W05, K_W06
W_02	Student knows several analytical conceptions of divine simplicity	K_W01, K_W03, K_W04, K_W05, K_W06
SKILLS		
U_01	Student is able to analyze problems concerning divine simplicity	K_U05, K_U06, K_U11
SOCIAL COMPETENCIES		
K_01	Student is aware of the role of philosophy in discussions on religious beliefs	K_K03

IV.   Course Content

1. Ontological preliminaries 2. Modes of composition 3.Argument from act and potency 4. Argument from participation

5. Arguments against divine simplicity
6. The truthmakers theory of divine simplicity
7. Divine simplicity and other God's attributes

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

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_01	Conversational lecture	oral exam	protocol
W_02			
SKILLS			
U_01	Conversational lecture	oral exam	protocol
SOCIAL COMPETENCIES			
K_01	Conversational lecture	oral exam	protocol

VI. Grading criteria, weighting factors …

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

2 – a student answers to no issues or answers only to one of them, 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

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
Tomasz z Akwinu, *Summa theologiae*, q. 2, a. 3, q. 3, q. 4, q. 9, q. 10, q. 15
Additional literature
James Dolezal*, God without Parts,* Pickwick Publications, Eugene 2011

COURSE SYLLABUS

I. General Information

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

Course coordinator/person responsible	Rev. Dr. hab. Marek Słomka, prof. KUL

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

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

II. Course Objectives

C1 to deliver important philosophical theories of religion
C2 to teach the rational discourse on religion

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Students know the most important philosophical theories of religion	W04
W_02	Students have well-ordered and historically grounded knowledge on some classic and contemporary approaches from the main philosophical subdisciplines	W05
W_03	Students have well-ordered particular knowledge from the area of ethics and methodology	W06
SKILLS		
U_01	Students can select proper and adequate instruments for interpreting and analyzing texts in the scope of the philosophy of religion	U05
U_02	Students can write summaries and simple dissertations on the philosophy of religion	U06
U_03	Students possess the skill of writing summaries and simple	U07

	dissertations	
	SOCIAL COMPETENCIES	
K_01	Students can apply knowledge about religion into the public and social sphere of life	K04

IV. Course Content

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

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

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
	KNOWLEDGE		
W_02	Conventional lecture	Oral statement	Assessment sheet
W_03	Discussion	Observation	Assessment sheet
	SKILLS		
U_05	The analysis of texts and problems	Observation	Assessment sheet
U_05	Discussion	Observation	Assessment sheet
	SOCIAL COMPETENCIES		
K_04	Discussion	Observation	Assessment sheet of team-working

VI. Grading criteria, weighting factors

an active participation 30%
an oral exam 70%

VII. Student workload

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

VIII. Literature

Basic literature
Meister Ch., Introducing Philosophy of Religion, Routledge, London and New York 2009. Schellenberg J., Divine Hiddenness and Human Reason, London–Ithaca, CA: Cornell University Press 2006. Swinburne R.G., Providence and the Problem of Evil, Oxford: Clarendon Press 1998. Inwagen van P., God, Knowledge, and Mystery, Ithaca, NY: Cornell University Press 1988.

Additional literature
A Companion to Philosophy of Religion, ed. Ch. Taliaferro, P. Draper, P.L. Quinn, Oxford–Malden, MA: Wiley-Blackwell 2010. The Routledge Companion to Philosophy of Religion, ed. Chad Meister, Paul Copan. London-New York 2007.

Plantinga A.C., Where the Conflict Really Lies. Science, Religion and Naturalism, Oxford: Oxford University Press 2011.

COURSE SYLLABUS

I. GENERAL INFORMATION

Course name	SET THEORY
Programme	PHILOSOPHY
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	BA
Form of studies (full-time, part-time)	FULL-TIME
Discipline	PHILOSOPHY
Language of instruction	ENGLISH

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

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

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

II. 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.

III. 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 propositional calculus.	U05, U06
	SOCIAL COMPETENCIES	
K_01		

IV. 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.

V. 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
SOCIAL COMPETENCIES			
K_01			

VI. 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	≤50%
3.0	>50%, ≤60%
3.5	>60%, ≤70%
4.0	>70%, ≤80%
4.5	>80%, ≤90%
5.0	>90%

VII. STUDENT WORKLOAD

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

VIII. 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.   L. Incurvati, *Conceptions of Set and Foundations of Mathematics*, Cambridge 2020.

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		
W01	Knows basic philosophical terminology in a chosen foreign language in the philosophical subdisciplines of Ethics and History of Philosophy	K_W04
W02	Has a well-ordered and historically grounded knowledge on some classic, modern and contemporary approaches, both those world-wide recognized and vernacular from the philosophical subdisciplines of Ethics and History of Philosophy	K_ W05
W03	Has a well-ordered particular knowledge from the area of the philosophical subdisciplines of Ethics and History of Philosophy	K_W06
SKILLS		
U01	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_U11
SOCIAL COMPETENCIES		
K01	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.
H. Arendt, The Origins of Totalitarianism, Cleveland and New York: Meridian Books, 1967.
Additional literature
F. Hayek, Law, Legislation and Liberty, London 1982.

COURSE SYLLABUS

I.   General Information

Course name	Theory of Knowledge – Epistemology
Programme	Philosophy
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	Theory of Knowledge
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	BA
Form of studies (full-time, part-time)	full-time
Discipline	philosophy
Language of instruction	English

Course coordinator/person responsible	Błażej Gębura

Type of class	Number of teaching hours	Semester	ECTS Points
Monographic lecture	15	VI	2

Course pre-requisites	B2 (English)

II.   Course Objectives

The lecture will explore the problems of group beliefs and collective knowledge with a particular focus on the approach developed by Jennifer Lackey.

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	Knows and can describe the relationship between Cartesian epistemology and the epistemology of groups	K_W01
W_02	Knows the arguments for summativism and non-summativism	K_W03
W_03	Knows the basic epistemological terminology in English adopted in the epistemology of groups	K_W04
W_04	Has structured general knowledge covering contemporary approaches to the epistemology of groups	K_W05
W_05	Knows and can discuss the problem of group lies	K_W06

IV.   Course Content

The following topics will be discussed during the lecture: 1) The problem of group belief; 2) Deflationism, Inflationism, Eliminativism; 3) Summativism; 4) Non-Summativism; 5) Group Agent Account; 6) Possible objections to Lackey's approach.

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
W_04	Conventional Lecture	Exam	Protocol
W_05	Conventional Lecture	Exam	Protocol

VI.   Grading criteria, weighting factors …

Assessment from lecture: oral exam (100%).

VII.   Student workload

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

VIII.   Literature

Basic literature
J. Lackey, *The Epistemology of Groups*, Oxford 2021.
Additional literature
A. Goldman, *Knowledge in a Social World*, Oxford 1999.   J. Lackey (ed.), *Essays in Collective Epistemology*, Oxford 2014.   M. Brady, M. Fricker (ed.), *The Epistemic Life of Groups*, Oxford 2016.   K. Posłajko, „How to Think about the Debate over the Reality of Beliefs", Review of Psychology and Philosophy, https://doi.org/10.1007/s13164-021-00551-8.

COURSE SYLLABUS

I. **General Information**

Course name	Karol Wojtyła Memorial Lectures
Programme	Course for all university students

Philosophy (residential, first cycle programme), |
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	BA
Form of studies (full-time, part-time)	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Director of the John Paul Institute KUL

Type of class	Number of teaching hours	Semester	ECTS Points
lecture	30	VI	4

Course pre-requisites	At least B2 level of English

II. **Course Objectives**

C. 1. Introducing students to contemporary philosophical debates, especially those related to works of Karol Wojtyła
C. 2. Showing how the understanding of philosophical concepts influences social and cultural life.
C. 3. Encouraging students to take responsibility for the place of philosophy in intellectual life and to join social debates on burning issues

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 terminology of major philosophical systems and major philosophical views in relation to the subject. Has a structured and historically grounded general knowledge of classical, modern and contemporary views in relation to the subject.	K_W04, K_W03, K_W05
W_02	Student knows and understands the role of philosophical reflection in shaping intellectual and social life	K_W01, K_W02
W_03	Student knows contemporary research problems related to	K_W06, K_W07

	the course's subject,	
	SKILLS	
U_01	Student is able to integrate knowledge taken from ethics, anthropology, history of philosophy, philosophy of science and their terminology and to apply it in non-typical professional situations.	K_U04, K_U08
U_02	Student is able to use the literature in a foreign language in relation to the issues discussed in class. Is able to cooperate and work in a group, playing different roles in it by presenting opinion, arguing, debating.	K_U09, K_U03. K_U06, K_U08
U_03	Student is able to find, select and use information from different sources and analyze texts	K_U01,K_U03 K_U06
	SOCIAL COMPETENCIES	
K_01	Student is ready to analyze problems and propose one's own well-grounded solution	K_K02, K_K03
K_02	Student respects ethical norms in studying and research	K_K04
K_03	Students employs critical thinking in analysing and evaluating theses discussed	K_K05

IV. **Course Content**

Each year an invited lecturer presents the course's content

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

Symbol	Didactic methods	Forms of assessment	Documentation type
	KNOWLEDGE		
W_01	Conventional lecture, directed discussion	Exam	Exam report
W_02	Conventional lecture, directed discussion	Exam	Exam report
W_03	Conventional lecture, directed discussion	Exam	Exam report
	SKILLS		
U_01	Conventional lecture, directed discussion	Exam	Exam report
U_02	Conventional lecture, directed discussion	Exam	Exam report
U_03	Conventional lecture, directed discussion	Exam	Exam report
	SOCIAL COMPETENCIES		
K_01	guided discussion	observation	Exam report
K_02	guided discussion	observation	Exam report
K_03	guided discussion	observation	Exam report

VI. **Grading criteria, weighting factors:** 80% exam and 20% participation in discussions during the course.

VII. **Student workload**

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

VIII. **Literature**

Basic literature
Lekka-Kowalik, A. and P. Gondek, Lublin Philosophical School: History - Conceptions – Disputes, e-book, https://repozytorium.kul.pl/handle/20.500.12153/1632   Further readings are given by the lecturer of each year.
Additional literature
Readings are given by the lecturer of each year.

COURSE SYLLABUS

I.   **General Information**

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

Course coordinator/person responsible	

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
lecture	30	VI	4

Course pre-requisites	Proficiency in English on at least B2 level.

II.   **Course Objectives**

C1 - perfecting communicative skills in a foreign language on an academic level, taking into account the field of study.

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	understands the expressions in a foreign language, including specialized terminology appropriate to the field of study	W04
SKILLS		
U_01	takes part in discussions in a foreign language on general topics and those related to the field of study, interprets extended statements and refers to presented arguments, uses a wide range of literature in a foreign language, including specialized literature relevant to the field of study	U08
SOCIAL COMPETENCIES		
K_01	recognizes the importance of knowledge and skills in a foreign language and culture of the country whose language he/she learns for professional development and functioning in society	U9

IV.   **Course Content**

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

Symbol	Didactic methods *(choose from the list)*	Forms of assessment *(choose from the list)*	Documentation type *(choose from the list)*
KNOWLEDGE			
W_01	Lecture and discussion	Oral exam	Examination protocol
SKILLS			
U_01	Working with the text	Discussion	Worksheet
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Worksheet

VI. Grading criteria, weighting factors

Oral exam - 70%

Activity during the classes - 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	**90**

VIII. Literature

Basic literature

Additional literature

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, prof. KUL

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 knows basic philosophical terminology in English in one of the main philosophical subdisciplines	K_W04
W_03	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 English in one of the main philosophical subdisciplines	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_03	A student knows how to independently acquire knowledge	K_U03

	and develop research skills following the guidance of a scientific supervisor	
U_04	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_03	Discussion	Observation	Assessment sheet
W_04	Texts' analysis. Multimedia presentations.	Observation	Assessment sheet
SKILLS			
U_01	The analysis of texts and problems	PowerPoint presentations	Assessment sheet
U_02	Discussion	Observation	Assessment sheet
U_03	Discussion	Observation	Assessment sheet
U_04	Activating-innovative methods	Observation	Assessment sheet
SOCIAL COMPETENCIES			
K_01	Discussion	Observation	Assessment sheet of team-working

| K_02 | Discussion | Observation | Assessment sheet of team-working |
| K_03 | 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	**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	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	BA
Form of studies (full-time, part-time)	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Wojciech Lewandowski

Type of class	Number of teaching hours	Semester	ECTS Points
Lecture	15	V	2

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

II. **Course Objectives**

C1: Presentation of selected issues in contemporary ethics

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

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student knows main views and arguments concerning the problem of the role of general moral principles in moral reasoning	W03, W04
W_02	Student knows main views about the nature of moral judgments and their place in practical reasoning	W01, W05, W06
SKILLS		
U_01	Student is able to describe theoretical and practical aspects of discussion about the role of moral principles	U01, U04, U05
SOCIAL COMPETENCIES		
K_01	Student undertakes a deepened analysis of the problem with applying moral principles in specified circumstances	K02

IV.   **Course Content**

Moral particularism: its usefulness and limits in resolving moral problems

Holism vs. atomism in the theory of reasons
Jonathan Dancy's conception of moral particularism
Particularist solutions to practical moral problems
Defence of usefulness of moral principles

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

Symbol	*Didactic methods* *(choose from the list)*	*Forms of assessment* *(choose from the list)*	*Documentation type* *(choose from the list)*
KNOWLEDGE			
W_01	lecture	exam	test
W_02	lecture	exam	test
SKILLS			
U_01	lecture	exam	test
U_02	lecture	exam	test
SOCIAL COMPETENCIES			
K_01	lecture	exam	test

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

Exam: 100%

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

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

4 good
W: Has knowledge about main views and arguments concerning problem of the role of general moral principles in moral reasoning.
U: Is able to present and analyze simple argumentation in the discussion about the role of moral principles

K: Tries to formulate justified solution of a given theoretical and practical problem.

5 very good

W: Has grounded knowledge about main views and arguments concerning problem of the role of general moral principles in moral reasoning.

U: Is able to present and analyze complex argumentation in the discussion about the role of moral principles

K: Tries to formulate justified solution of a given theoretical and practical problem.

VII. **Student workload**

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

VIII. **Literature**

Basic literature
J. Dancy, *Ethics without principles*, Oxford University Press 2004.
B. Hooker, M. Little (eds.), *Moral Particularism*, Oxford University Press 2002.
D. Bakhurst, B. Hooker, M. Little (eds.), *Thinking About Reasons: Themes from the Philosophy of Jonathan Dancy*, Oxford University Press 2013.

Additional literature
Ch. Korsgaard, *The Constitution of Agency: Essays on Practical Reason and Moral Psychology*, Oxford University Press 2008.

COURSE SYLLABUS

Cycle from study programme for cycle: 2022/2023

I.   General Information

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

Course coordinator	dr hab. 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	K_U05, K_U06, K_U07

	and implied solutions	
	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	
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. 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 bio-ethics	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

Cycle from study programme for cycle: 2022/2023

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	Uchwała Senatu KUL z dnia 12.04.2012 r. (789/II/5), W03, W04
W_02	Student knows selected Latin vocabulary	Uchwała Senatu KUL z dnia 12.04.2012 r. (789/II/5), W03, W04
W_03	Student knows Latin philosophical terms	Uchwała Senatu KUL z dnia 12.04.2012 r. (789/II/5), W03, W04
	SKILLS	
U_01	Student is able to translate Latin text,	Uchwała Senatu KUL z dnia 12.04.2012 r. (789/II/5), U03, U08, U09
U_02	Student Is able to recognise the grammatical structure of Latin text	Uchwała Senatu KUL z dnia 12.04.2012 r.

		(789/II/5), 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	General Ethics
Programme	General Ethics
Level of studies	BA
Form of studies	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	dr Małgorzata Borkowska-Nowak

Type of class	Number of teaching hours	Semester	ECTS Points
Lecture	15	V	2

Course pre-requisites	Basic knowledge in the field of general ethics

II.   Course Objectives

C1: Getting to know the basic concepts and views in ethics
C2: Overview and evaluation of various ethical theories and approaches

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_01	Knows and understands the main ethical terms used in contemporary debates	K_W03
W_02	Possesses well-ordered knowledge on the subject and methodological specificity of ethics as well as its relation to philosophy, theology and ethology	K_W02, K_W04, K_W06
W_03	Knows the main approaches in ethics and understands problems formulated in contemporary ethical discussions.	K_W05, K_W06, K_W01
	SKILLS	
U_01	Is able to recall arguments of discussed ethical and metaethical views and draw conclusions	K_U01, K_U02, K_U05, K_U03
U_02	Is able to examine arguments discussed in contemporary ethical theories	K_U05, K_U06, K_U07
	SOCIAL COMPETENCIES	
K_01	Is ready to justify his/her moral convictions, respecting moral beliefs of other people	K_K02

IV.   Course Content

1. The concept of ethics
2. Morality vs ethics
3. The structure of human action
4. Dispute over the norm of morality: utilitarianism, deontology, personalism
5. Selected issues concerning justification of general moral principles
6. Cardinal virtues

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01, W_02, W_03	Conventional lecture	Exam	Test
SKILLS			
U_01, U_02	Conventional lecture	Exam	Test
SOCIAL COMPETENCIES			
K_01	Conventional lecture	Exam	Test

VI.   Grading criteria, weighting factors …

Insufficient

(W) A student does not know basic ethical concepts and theories.

(U) A student does not attend classes or does not participate in the discussion.

(K) A student does not respect the standards of academic discussion.

Satisfactory

(W) A student fulfils the minimum requirements of basic knowledge about contemporary ethical theories.

(U) A student formulates and justifies the position defended by him, placing it on the map of the known ethical views. Presents a simple analysis of the discussed problems.

(K) A student respects the standards of academic discussion.

Good

(W) A student uses knowledge of contemporary ethical theories acquired during the classes.

(U) A student presents a complex analysis of the discussed problems in the area of contemporary normative ethics.

(K) A student respects the standards of academic discussion.

Very good

(W) A student uses the broad knowledge of contemporary ethical theories.

(U) A student formulates well-justified arguments and presents a deep analysis of discussed problems in the area of contemporary normative ethics.

(K) A student respects the standards of academic discussion.

VII.   Student workload

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

VIII.   Literature

Basic literature
Additional literature
S. Liautaud, *Ethics on the edge*, Simon and Schuster 2021 R. Paul, L. Elder, *The Thinkers Guide to Ethical Reasoning: Based on Critical Thinking Concepts & Tools*, Foundation for Critical Thinking 2013

COURSE SYLLABUS

I.   General Information

Course name	„Good life" and human rights
Programme	Philosophy
Level of studies	BA
Form of studies	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	dr hab. Krzysztof Motyka prof. KUL

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

Course pre-requisites	

II.   Course Objectives

C1 To acquaint students with the idea of human rights, in particular with its philosophical-anthropological dimensions, its origin as well as with the international and constitutional protection of these rights and their role in the life of the individual, society and international community.
C2 The student's acquisition of understanding of interrelationships, sometimes tensions/conflicts between some human rights and between them and the common good.

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	The student knows and understands the concept of human rights and its link to philosophy, including philosophy of law, philosophical anthropology and cultural anthropology, especially to natural law tradition.	K_W04
W_02	The student knows philosophical, legal and juristic English terminology in relation to natural law and human rights.	K_W04
W_03	The student has a structured knowledge of human rights, their link to good life and systems and instruments of their protection.	K_W06
SKILLS		
U_01	The student is able to analyze the facts from the perspective of human rights standards and tensions between particular rights, to analyze philosophical assumptions, arguments and	K_U05

	consequences of particular human rights regulations or their drafts.	
U_02	The student is able to use English philosophical, legal and juristic terminology in the field of human rights, including writing summaries of cases decided by human rights controlling bodies.	K_U09, K-U07

IV. Course Content

1. The emergence and development of the concept of human rights (conceptualization) and its link to natural law.
2. Relations between human rights and religion, philosophical anthropology and cultural anthropology.
2. The concept of human rights, their division into negative rights (freedoms) and positive rights, and into generations of human rights.
3. Human rights in the documents of the Enlightenment, in particular in the Virginia Declaration of Rights, the Declaration of Independence of the United States and the French Declaration of the Rights of Man and of the Citizen (positivization/constitutionalization).
4. Classification of systems and instruments for the protection of human rights. Legal and extra-legal protection.
5. Internationalization of human rights. Human dignity as a source of human rights.
6. Protection of human rights within the United Nations system.
7. Protection of human rights in regional systems, with particular emphasis on the systems of the Council of Europe and of the African Union (regionalization).
8. Protection of human rights in the European Union.
9. The role of non-governmental organizations in the protection of human rights.
10. Human rights and individual and social development. Interconnectedness and conflicts of human rights.
11. Standards of selected human rights in the context of „good life" established by the practice of international bodies (in particular the UN Human Rights Committee, the European Court of Human Rights and the European Committee of Social Rights).

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Conventional lecture and lecture with elements of discussion	Written and/or oral exam	Exam works
W_02	Readings – text (documents, cases and scholarly publications) analysis	Written and/or oral exam	Exam works
SKILLS			
U_01	Conventional lecture and lecture with elements of discussion	Written and/or oral exam	Exam works and/or assessment sheet
U_02	Readings – text (documents, cases and scholarly publications)	Written and/or oral exam	Exam works and/or assessment sheet

	analysis		
SOCIAL COMPETENCIES			
K_01	Lecture with elements of discussion	Observation	Assessment sheet
K_02	Is able to prepare projects linked to human rights	Exam	Exam works and/or assessment sheet

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

5 open-ended questions. Grades 5, 4, 3 – for 5, 4 and 3 good answers, respectively.

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
Gustav Radbruch,   Five minutes of legal philosophy , "Oxford Journal of Legal Studies" Vol. 26, No. 1., 2006, pp. 13-15; John Finnis, *Natural Law and Natural Rights*, Oxford 1980; Jerome J. Shestack , The philosophic foundations of human rights, „Human Rights Quarterly", Vol. 20, No. 2 (May, 1998), pp. 201-234John Kleinig, Nicholas Evans, Human Flourishing, human dignity, and human rights, „Law and Philosophy" 2013, Vol. 32, No. 5 (September 2013), pp. 539- 564; *Human Rights and Anthropology*, Theodore E. Downing, Gilbert Kushner, eds., Cambridge, Mass. 1988; Ellen Messer, Anthropology and human rights, "Annual Review of Anthropology", Vol. 22, 1993, pp. 221-249; Louis Henkin, Religion, religions, and human rights, "Journal of Religious Ethics", Vol. 26, No. 2 , 1998, pp. 229-239; Linda Hajjar Leib, *Human Rights and the Environment: Philosophical, Theoretical and Legal Perspectives*, Leiden-Boston 2011, chapter 2: An overview of the characteristics and controversies of human rights; Edmunds Mary, A *Good Life. Human rights and encounters with modernity*, ANU Press 2013, chapter: Human rights and the promise of a good life, pp. 249-265; Nicole Hassoun, Human rights and the minimally good life, "Res Philosophica" Vol. 90, No. 3, 2013, pp. 413-438;
Additional literature
Human Rights, Culture and Context: Anthropological perspectives, Richard Ashby Wilson, ed., London 1997; Mary Engle Sally, Anthropology and international law, "Annual Review of Anthropology", Vol. 35, 2006, pp.99–116.

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	5
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	**75**

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

Course coordinator/person responsible	dr Maksymilian Roszyk

Type of class	Number of teaching hours	Semester	ECTS Points
Lecture	15	VI	2

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

II. Course Objectives

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

argumentation

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student knows and understands broader cultural significance of Wittgenstein's philosophy of religion	W01
W_02	Student knows terminology of Wittgenstein's philosophy of religion	W03, W04
W_03	Student knows thoroughly Wittgenstein's philosophy of religion and its historical context	W05, W06
SKILLS		
–	–	–
SOCIAL COMPETENCIES		
–	–	–

IV. Course Content

The aim of this monographical lecture is to deepen students' knowledge concering history of modern and contemporary philosophy. A special emphasis is laid on determing the nature of philosphical problems discussed in modern and contemporary philosophy, on elucidating the structure of philosophical arguments and on reconstrunting the conceptual frameworks within which modern and contemporary thinkers work.

In the academic year 2022/23 the lecture will concern Ludwig Wittgenstein's philosophy of religion. In particular, the following topics will be discussed: (1) the implications of early Wittgenstein's critique of language for the problem of meaning of life; (2) the status of religious language in the writings from the period of the *Tractatus*; (3) the conception of nonsenseless of religious sentences in *Lecture on Ethics*; (4) the meaning of Wittgenstein's postulate of silence and its significance for religious discourse; (5) the idea of religion as practice as the ultimate foundation of Wittgenstein's philosophy of religion in the early

period; (6) expressivist conception of ritual in *Remarks on Frazer's „Golden Bough"*; (7) nature of religious language in later period; (8) the idea of religion as practice in the late philosophy.

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Problem lecture	Oral exam	Protocol of evaluation
W_02	Problem lecture	Oral exam	Protocol of evaluation
W_03	Problem lecture	Oral exam	Protocol of evaluation
SKILLS			
–	–	–	–
SOCIAL COMPETENCIES			
–	–	–	–

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

Oral exam 100%

VII. Student workload

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

VIII. Literature

Basic literature
L. Wittgenstein, Tractatus Logico-Philosophicus, trans. Pears and McGuiness, London 1961. L. Wittgenstein, Notebooks 1914-16, Oxford 1961. L. Wittgenstein, Lecture on Ethics, „Philosophical Review" 1965, pp. 3-12. L. Wittgenstein, Remarks on Frazer's „Golden Bough", trans. R. Rhess, Brynmill 1979. L. Wittgenstein, Lectures and Conversations on Aesthetics, Psychology and Religious Belief, Oxford 1966. L. Wittgenstein, Culture and Value, trans. P. Winch, Oxford 1998.
Additional literature
C. Barrett, Wittgenstein on Ethics and Religious Belief, Oxford 1991. P. Engelmann, Letters from Ludwig Wittgenstein, With a Memoir, Oxford 1967. A. Janik, S. Toulmin, Wittgenstein's Vienna, London 1973.

COURSE SYLLABUS

I.   **General Information**

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

Course coordinator	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
W_04	Student knows the practical consequences of each of the philosophical systems, theories, and ideas that appeared in modern philosophy	K_W05
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 intellectual life	K_U06
U_01	Student has developed interpersonal communication skills; can prepare a written work, multimedia presentation	K_U05
U_06	Student can write a research report, following the indicated APA style principles, and conduct a debate	K_U07
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

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 F.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

I.   General Information

Course name	History of Philosophy in Poland
Programme	Philosophy
Level of studies	BA
Form of studies	Full-time
Discipline	Philosophy
Language of Instruction	English

Course coordinator	Fr. dr hab. Rafał Charzyński

Type of classes	Number of teaching hours	semester	ECTS Points
lecture	30	V	4
classes	15	V	

Course pre - requisites	Basic knowledge of the history of philosophy, the condition of the admission to the exam is a positive mark of classes

II.   Course Objectives

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

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W_03	Knows terminology of main philosophical systems and the most important philosophical attitudes in one of the discipline of ethics and history of philosophy. Knows the specificity of the Philosophy created in Poland: the connection of polish thought with the current needs of the State and society, the dependence of polish philosophy on western thought. Knows also autonomous and original trials of creating polish national philosophy in XIX century and their cultural circumstances	K_W03
W_05	Has well ordered and historically grounded general knowledge on the classical modern and contemporary views, especially vernacular in the domain of ethics and history of philosophy and their methodology. Understands the relationship between polish philosophical reflection and its historical and cultural	K_W05

	background.	
W_07	Knows and understands basic methods of analyzing and interpreting various forms of philosophical statements; the student knows that some important philosophical threads can be found in writings dedicated to the branches of knowledge different from philosophy.	K_W07
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 theses, assumptions and consequences. Can see also the worldview implications and consequences of philosophical reflection in Poland	K_U05
U_01	Possesses the skill of argumentation of formulation conclusions in an oral form properly employing a specialist terminology and vies of other authors. Is able to utilize the biography from the field	K_U07
SOCIAL COMPETENCIES		
K_02	Can justify the role of philosophy and responsibility for preserving the cultural heritage of the region and country appreciating polish merits especially in philosophy of politics, moral philosophy and philosophical pedagogics	K_K03

IV.   Course Contents

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

V.   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 W_03	Problem lecture	Exam	Protocol
SKILLS			
U_01	Discussion	Observation	Protocol
U_02	Analysis of text	Observation	Protocol
SOCIAL COMPETENCES			
K_01 K_02	Discussion	Observation	Protocol

VI.   Grading criteria, weighting factors….

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

VII.   Student workload

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

VIII.   Literature

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

COURSE SYLLABUS

I.   General Information

Course name	History of Philosophy in Poland
Programme	Philosophy
Level of studies	BA
Form of studies	full-time
Discipline	Philosophy
Language of Instruction	English

Course coordinator/ person responsible	

Type of classes	Number of teaching hours	semester	ECTS Points
lecture	15	VI	2

Course pre - requisites	Basic knowledge of the history of philosophy

II.   Course Objectives

C1 - The presentation of the chosen problems of the history of polish philosophy
C2 - the showing of social references of philosophy as one of the most important foundations of national culture,
C3- the showing of the specificity of the polish philosophical culture on its European background

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
W1	Possesses profound knowledge of the role polish philosophical reflection in creating national identity	K_W01
W2	Knows terminology of main philosophical systems that appeared within polish philosophy and understands the specificity the philosophy created in Poland. Understands its dependence on needs of state and nation and the European inspirations of polish thought.	K_W03
W3	Knows basic philosophical terminology necessary for categorization of the presented views	K_W04
W4	Has well ordered and historically grounded knowledge concerning the chosen philosophical currents present in the history of polish philosophy	K_W05
W5	Has well ordered particular knowledge and is familiar with research problems, methods and justifications of proposed solutions	K_W06
	SKILLS	

	SOCIAL COMPETENCIES	

IV.   Course Content

The lecture shows the chosen achievements of polish philosophy. The lecture intends to show the dependence between the considerations of polish thinkers and current social and political situation. Student is familiar with the specificity of polish philosophical culture and the methods of its history.

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

Symbol	Didactic methods	Forms of assessment	Documentation type
		KNOWLEDGE	
		SKILLS	
		SOCIAL COMPETENCIES	

VI.   Grading criteria, weighting factors….

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

VII.   Student workload

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

VIII.   Literature

Basic literature
Additional literature

COURSE SYLLABUS

I.   General Information

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

Course coordinator/person responsible	Dr hab. Robert Kublikowski

Type of class	Number of teaching hours	Semester	ECTS Points
practical placement	3 weeks	V	3

Course pre-requisites	---

II.   Course Objectives

The application of theory (studies) to practice

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
	KNOWLEDGE	
	SKILLS	
U_01	Can plan and realize lifelong learning	U10
U_02	Can cooperate and work in a groups	U11
	SOCIAL COMPETENCIES	
K_01	Is able to determine adequately priorities which would help to complete a task determined by himself/herself or the others	K01
K_02	Participates in cultural life using various media and its various forms, in interested in current events and trends in philosophy and culture	K04

IV.   Course Content

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
SKILLS			
U_01			Internship journal
SOCIAL COMPETENCIES			
K_01			Internship journal

VI.   Grading criteria, weighting factors …

VII.   Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	
Number of hours of individual student work	3 weeks

VIII.   Literature

Basic literature
- The Regulations of Work Placements for PHILOSOPHY (Bachelor's Degree) - Declaration of acceptance of a student for an internship - Internship journal - Certificate of student job-specific internship See https://www.kul.pl/praktyki,17078.html
Additional literature

COURSE SYLLABUS

I.   General Information

Course name	Stanislaw Kaminski Memorial Lectures
Programme	Activities for all university students Philosophy (residential, first cycle programme),
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	BA
Form of studies (full-time, part-time)	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	

Type of class *(use only the types mentioned below)*	Number of teaching hours	Semester	ECTS Points
lecture	30	VI	4

Course pre-requisites	At least B2 level of English

II.   Course Objectives

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

III.   Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Knows the terminology of major philosophical systems and major philosophical views in relation to the subject. Has a structured and historically grounded general knowledge of classical, modern and contemporary views in relation to the subject.	W_04
SKILLS		
U_01	Is able to integrate knowledge taken from ethics, history of philsophy, philosophy of science and their terminology and to apply it in non-typical professional situations.	U_08
U_02	Is able to use the literature in a foreign language in relation to the issues discussed in class. Is able to cooperate and work in a group, playing different roles in it by presenting	U_09

	opinion, arguing, debating.	
SOCIAL COMPETENCIES		

IV. Course Content

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Lecture	Exam	Exam report
SKILLS			
U_01	Lecture	Exam	Exam report
U_02	Lecture	Exam	Exam report
SOCIAL COMPETENCIES			

VI. Grading criteria, weighting factors …

VII. Student workload

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

VIII. Literature

Basic literature
-
Additional literature
-

COURSE SYLLABUS

Cycle from study programme for cycle: 2022/2023

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	Paweł Kawalec

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

Course pre-requisites	1. Completed course on introduction to philosophy. 2. Completed course in first-order logic 3. Completed course in history of philosophy

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.	Practical application of discussed methods by doing some exercises and discussing some philosophical 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 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 arguments, 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 exercises and read philosophical texts.

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 …

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.

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

Students must pass the tutorial 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	Logic
Programme	Philosophy
Level of studies (BA, BSc, MA, MSc, long-cycle MA)	BA
Form of studies (full-time, part-time)	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	DR. Anna Karczewska

Type of class	Number of teaching hours	Semester	ECTS Points
lecture	15	VI	2

Course pre-requisites	Basic knowledge of standard logic and set theory

II. Course Objectives

To familiarize with main results in modal logic.

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Student knows and understands basic notions of modal logic.	W01, W03, W04, W05, W06
W_02	Student knows axiomatic systems of modal logic.	W01, W03, W04, W05, W06
W_03	Student is familiar with relational semantics and understands the method of canonical models.	W01, W03, W04, W05, W06
SKILLS		
U_01		
SOCIAL COMPETENCIES		
K_01		

IV. Course Content

Basic notions. Axiomatic systems. Kripke semantics. Completeness

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01-03	lecture	Oral examination	protocol
SKILLS			
U_01			
SOCIAL COMPETENCIES			
K_01			

VI. Grading criteria, weighting factors….

grade	conditions	
	Absence per semester	examination
2.0	>3	⩽50%
3.0	⩽3	>50%, ⩽60%
3.5	⩽3	>60%, ⩽70%
4.0	⩽3	>70%, ⩽80%
4.5	⩽3	>80%, ⩽90%
5.0	⩽3	>90%

VII. Student workload

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

VIII. Literature

Basic literature
G. Hughes, M. Creswell, A new introduction to modal logic, Routledge 2006.   J. Van Benthem, Modal Logic for Open Minds, Stanford 2010.
Additional literature

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 influ-ential ancient and medieval author.

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

Symbol	Description of course learning outcome	Reference to pro-gramme learning out-come
	KNOWLEDGE	
	A student knows English basic philosophical terminology in the philosophy of Aristotle and Aquinas	K_W04
	A student has well-ordered and historically grounded know-ledge on the relations between philosophies of Aristotle and Aquinas concerning main philosophical issues about the un-derstanding of being, substance, soul, human being, origin of the world.	K_W05
	A student has well-ordered particular knowledge about most important issues in the philosophy of Aristotle and Aquinas	K_W06
	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 Aqu-inas	K_U01

U_08	A student possesses the skill of translating basic technical terms from latin and ancient greek language belonging to me-taphysica and ontology	K_U08
U_11	A student can cooperate and work in a group with other parti-cipants by ability of discussing the problems	K_U11
SOCIAL COMPETENCIES		
K_02	A student can undertake a deepened analysis of the contem-porary cultural situation and main problems of social life and formulate suggestions of solution according to realistic philo-sophy presented by Aristotle and St.Thomas Aquinas.	K_K02

IV.   Course Content

Comparision of the sources and presuppositions as also the solutions of the main problems formu-lated 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 composi-tions, 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 philo-sophy	writing a scientific text at the end of conversatory	Estimated written text
U_02	Student's own work with the philosophical vocabu-laries	writing a scientific text at the end of conversatory	Estimated written text
U_11	Discussion in a group	Asking the questions, parti-cipation in the discussion	Written report
SOCIAL COMPETENCIES			
K_02	Discussion in a group	Asking the questions, parti-cipation 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.