

Course Syllabus

General Information

Course name	Anthropological Thought of John Paul II
Programme	Philosophy
Level of studies	MA
Form of studies	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	ks. dr hab. Alfred Marek Wierzbicki
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<i>Type of class</i>	Number of teaching hours	Semester	ECTS Points
Tutorial	15	IV	1

Course pre-requisites	Basic knowledge of ethics.
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Course Objectives

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

Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Is aware of Karol Wojtyła's concern for a comprehensive understanding of man which becomes the reference point for every ethical, political and social system, as well as for the whole of culture.	K_W01, K_W03
W_02	Has well-ordered and grounded knowledge on the main assumptions and sources of Karol Wojtyła's philosophy.	K_W05, K_W06
W_03	Knows and understands advanced methods of analysing and interpreting various forms of philosophical statements.	K_W07
SKILLS		
U_01	Is able to put the acquired knowledge into practice, making it the direction of his/her own study and research.	K_U02
U_02	Is able to select proper instruments for interpreting philosophical texts and to analyze philosophical arguments.	K_U05
SOCIAL COMPETENCIES		
K_01	Is able to determine adequately priorities which would help to	K_K01

	complete a task determined by him/her or the others.	
K_02	Participates in cultural life, is interested in current discussions of world-views.	K_K02

Course Content

The course covers the following issues: 1. The Basis of Our Knowledge about Man 2. The Spheres and Degrees of Human Experience 3. Consciousness and its functions 4. An Analysis of the Field of Desire 5. Freedom of the Will and Self-determination 6. Integration of Nature and Person 7. Participation and Community of Persons

Didactic methods used and forms of assessment of learning outcomes

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

Grading criteria, weighting factors.....

Fail:

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

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

Satisfactory:

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

Good:

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

Very good:

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

Student workload

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

Literature

Basic literature
K. Wojtyła, <i>The Acting Person</i> , Dordrecht: Analecta Husserliana 1979. K. Wojtyła, <i>Considerations on the Essence of Man</i> , Polskie Towarzystwo Tomasza z Akwinu, Lublin-Roma 2016.
Additional literature
R. Buttiglione, <i>The Thought of Man Who Became Pope John Paul II</i> , Grand Rapids: Eerdmans Publishing 1997; M. Acosta, A. J. Reimers, <i>Karol Wojtyła's Personalist Philosophy: Understanding Person and Act</i> , The Catholic University of America Press; Reprint edition (December 18, 2018).

Course Syllabus

General Information

Course name	Art of Rhetoric in Philosophical Discussion
Programme	Philosophy
Level of studies	MA
Form of studies	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Imelda Chłódna-Błach
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<i>Type of class</i>	Number of teaching hours	Semester	ECTS Points
Tutorial	15	III	2

Course pre-requisites	Minimum knowledge of rhetoric
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Course Objectives

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

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 what rhetoric is and what rules it is based on	K_W01, K_W02
W_02	knows rhetorical terminology	K_W03, K_W04
W_03	has a structured knowledge of the application of the principles of rhetoric in speech and writing, knows its methodology	K_W05, K_W06
SKILLS		
U_01	has the ability to analyse and evaluate discussions and disputes concerning philosophical issues in terms of types of persuasion and the rhetorical means used in them	K_U01
U_02	is able to argue his/her own position in speech and writing, correctly using specialised terminology and drawing conclusions	K_U06
SOCIAL COMPETENCIES		
K_01	is ready to participate in scientific and cultural life, understanding the role of rhetoric in philosophical discourse	K_K01, K_K03, K_K04

Course Content

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

Didactic methods used and forms of assessment of learning outcomes

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

Grading criteria, weighting factors.....

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

Student workload

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

Literature

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

Course Syllabus

I. General Information

Course name	Catholic Social Science
Programme	The Law of the European Union
Level of studies	MA
Form of studies	full-time
Discipline	European Studies in English The Law The Law of the European Union
Language of instruction	English

Course coordinator/person responsible	Stanisław Fel
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Type of class	Number of teaching hours	Semester	ECTS Points
lecture	30	III	2

Course pre-requisites	Knowledge of basic terms in ethics
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II. Course Objectives

O1. Promotion of the Catholic Social Teaching (hereafter: CST) as a pattern that help organize institutional dimension of social life.
O2. Promotion of values and principles of the CST as a universal criterion to be applied to socio-legal systems.
O3. Depiction of the historical variability of functional subsystems of social life: economy, state, family, knowledge, religion against the backdrop of unchanging values and the development of CST principles.

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE The graduate knows and comprehends:		
W_01	the specificity of John Paul II's personalistic concept of human being as the only subject and the only end of entire social life;	not applicable
W_02	the set of tenets and values of CST with their central principal of human dignity, as well as the basic rights and obligations ascribed to every human being;	not applicable
W_03	five basic functional areas of social life (economy, state, family,	not applicable

	knowledge, and religion) from the vantage point of its historical changeability.	
W_04	views on selected concepts of social life and their practical applications.	not applicable
W_05	the way modern day media systems operate along with their ethical responsibility.	not applicable
SKILLS The graduate can:		
U_01	analyze on his/her own, comprehend and critically scrutinize social phenomena from the vantage points of human being as a universal value of utmost importance;	not applicable
U_02	justify the attitudes and actions resulting from the most significant tenets and values of the CST and apply them in public and social sphere;	not applicable
U_03	asses the functioning of social institutions according to the criterion of social justice and justify his/her stance on that issue.	not applicable
SOCIAL COMPETENCIES The graduate is willing to:		
K_01	manifest responsiveness concerning various forms of disrespect towards human dignity as well as disrespect manifested towards implementation of the solutions elaborated by CST which are to be applied to politics and economy;	not applicable
K_02	co-operate in working out social projects inspired by values and tenets of CST;	not applicable
K_03	master constantly his/her knowledge and encourage others to organize education in line with the premises of Christian humanism;	not applicable
K_04	identify priorities that result from the basic rights of a human being and to take them into account by undertaking various kinds of civic initiatives.	not applicable

IV. Course Content

1. CST as an academic discipline: definition, subject matter, aims, methodology, sources.
2. Social system and the complementarity of the partial systems: economy, state, family, religion, knowledge.
3. Social transformations of modernity as a backdrop of social upheaval during the 19th century.
4. Values and tenets of CST: human dignity, personalism, solidarity, subsidiarity, common good, social justice.
5. Human rights: historic and philosophical context, typology, characteristics, interdependence of rights and obligations.
6. Family: rights and obligations.
7. Religion in a secular society.
8. State and society.
9. Civil society, public sphere and the limits of democracy.
10. Ideology and outlook on life, concepts of socialization: individualism and collectivism.
11. Liberalism, libertarianism.
12. Socialism, communism, Marxism.
13. Patriotism, conservatism, globalism.
14. The media.
15. Concern for the environment as a manifestation of global solidarity.

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

Symbol	Didactic methods	Forms of assessment	Documentation type
W_01-- W_05	Conventional lecture	Oral exam	Examination report

VI. Grading criteria, weighting factors

The lecturer gives students the exam issues to each lecture.

Unsatisfactory (2)

(K) Students has not acquired the basic knowledge in CST.

(S) Student is not able to use basic sources of CST; is not able to identify the stances of CST against the backdrop of various alternative stances.

(C) Student does not manifest the willingness of getting involved in the process of education to the sufficient degree and do not realize the necessity for a life-long learning.

Satisfactory (3)

(W) Student has acquired satisfactory knowledge in CST; he knows the sources of CST its key values and principals.

(S) Student is able to make use satisfactorily of the text sources in CST; he is able to identify the stances of CST against the backdrop of various alternative stances.

(C) Student does manifest satisfactorily the willingness of getting involved in the process of education to the sufficient degree and does realize the necessity for a life-long learning.

Good (4)

(K) Student has acquired knowledge of sources, tenets and values of CST.

(S) Student is able to formulate arguments; comprehends trans-contextual nature of the principals and values fundamental to Christian personalism, skillfully differentiates the stances of CST in social and economic issues from other alternative stances.

(C) Student does manifest the willingness of getting involved in the process of education to the sufficient degree and does realize the necessity for a life-long learning; is able to make us an acquired knowledge in CST in various areas of social activity.

Very good (5)

(K) Student has acquired an extensive knowledge of sources, tenets and values of CST.

(S) Student is able to formulate arguments on his own; is able to formulate a problem that calls for concern and to find solutions thereof; is able to differentiate precisely the stances taken by

CST in significant social issues from other alternative stances; makes use correctly of on his\her own sources and is familiar with the circumstances of their origin; is able to find correlation between the content of social encyclical letters and the broader achievements of CST; is able to justify correctly his/her stances on social issues.

(C) Student does manifest the willingness of getting involved in the process of education; is fully aware of the necessity for constant improving his/her competences; manifests tolerance and openness to dialogue; formulates his/her own opinion concerning significant social issues along with correct justification thereof.

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
Pontifical Council for Justice and Peace. Compendium of the Social Doctrine of the Church http://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace New Dictionary of Catholic Social Thought the, red. J.A. Dwyer, E.L. Montgomery, Collegeville, Minn. 1994. Besides the material discussed within the confines of the course, students are expected to demonstrate satisfactory knowledge of the John Paul II's encyclical letter \"Centessimus annus\".
Additional literature
O. von Nell-Breuning, Gerechtigkeit und Freiheit. Grundzuege katholischer Soziallehre, Olzog, Muenchen 1985.

COURSE SYLLABUS

I. General Information

Course name	German/French Philosophical Texts
Programme	Philosophy
Level of studies	MA
Form of studies	Full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	ks. dr hab. Piotr Pasterczyk
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Type of class	Number of teaching hours	Semester	ECTS Points
translation classes	30	II, III	8

Course pre-requisites	The basic acquaintance with history of German and French philosophy
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II. Course Objectives

C1. The acquaintance with some problems of chosen German and French philosophical texts
C2. The obtention of the interpretation of chosen German and French 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	the student is acquainted with original terminology and its English translation of chosen German and French philosophical texts	K_W04
SKILLS		
U_01	the student is able to form a written commentary to the chosen German and French philosophical texts using basic literature	K_U08
SOCIAL COMPETENCIES		
K_01	the student is able to prepare oral presentations of chosen German and French philosophical texts	K_U09

IV. Course Content

The introduction to translation and interpretation of Martin Heidegger's <i>Letter on Humanism</i> (<i>Pathmarks</i> , edit. W. McNeil, Cambridge University Press, Cambridge 1998, 239-275).
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V. Didactic methods used and forms of assessment of learning outcomes

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_04	Tutorial lecture	Written paper	Evaluated written paper
SKILLS			
U_08	Text analysis	Written paper	Evaluation in the group
U_09	Text analysis	Written paper	Evaluation in the group

VI. Grading criteria, weighting factors ...

50% - presence and active participation in the classes

50% -written paper

VII. Student workload

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

VIII. Literature

<p>Basic literature</p> <p>Basic literature:</p> <p>1. M. Heidegger, Brief über den Humanismus, in: <i>Wegmarken</i>, Klostermann, Frankfurt a. Main 1996, 313-364.</p> <p>2. M. Heidegger, Letter on Humanism, in: <i>Pathmarks</i>, edit. W. McNeil, Cambridge University Press, Cambridge 1998, 239-275.</p>
<p>Additional literature</p> <p>Additional literature:</p> <p>1. The Cambridge Companion to Heidegger, edit. Ch. B. Guignon, Cambridge University Press, Cambridge 2006.</p>

Course Syllabus

General Information

Course name	Immanuel Kant – Groundwork of the Metaphysics of Morals
Programme	Philosophy
Level of studies	MA
Form of studies	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Prof. dr hab. Jacek Wojtysiak
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<i>Type of class</i>	Number of teaching hours	Semester	ECTS Points
Tutorial	30	III	2

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

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

Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Knows and understands the importance of Kant’s philosophy (esp. moral philosophy) in the history of philosophy and in contemporary spiritual life	K_W01
W_02	Knows relations between Kant’s philosophy and science, logic, humanities and theology	K_W02
W_03	Knows and understands philosophical terminology used by Kant	K_W03
W_04	Knows advanced methods of analysing and interpreting classical philosophical texts	K_W07
SKILLS		
U_01	Can critically discuss topics connected with Kantian philosophy	K_U01
U_02	Can apply advanced methods of analysing and interpreting texts to Kant’s ‘Groundwork of the Metaphysics of Morals’	K_U02

U_03	Can express his or her views in a written and oral form	K_U05, K_U06
SOCIAL COMPETENCE		
K_01	Is able to analyse moral problems in light of Kantian philosophy	K_K02
K_02	Is aware of the role of Kant's philosophy in the cultural heritage of Europe	K_K03
K_03	Can identify moral problems in literature and film	K_K04

Course Content

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

Didactic methods used and forms of assessment of learning outcomes

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

Grading criteria, weighting factors.....

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

Knowledge:

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

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

The written work is assessed as follows:

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

The evaluation of the discussion on the text:

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

SKILLS:

The written work is assessed as above.

SOCIAL COMPETENCE

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

Student workload

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

Literature

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

Course Syllabus

General Information

Course name	Karol Wojtyła – Acting Person
Programme	Philosophy
Level of studies	MA
Form of studies	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr Małgorzata Borkowska-Nowak
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<i>Type of class</i>	Number of teaching hours	Semester	ECTS Points
tutorial	45	III-IV	3

Course pre-requisites	Basic knowledge in the liberal arts
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Course Objectives

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

Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Knows terminology of Wojtyła's approach and understands his contribution to debates and explorations regarding the man-person constituting himself through moral judgments and corresponding actions. Understands the importance of an inquiry into the unifying factors of man for the proper outlook upon life and culture.	K_W01, K_W03
W_02	Has well-ordered and grounded knowledge on Wojtyła's central philosophical work. and the main sources of Karol Wojtyła's philosophy: the systems of metaphysics, anthropology, Aristotelian-Thomistic ethics on the one hand, and phenomenology, above all in Scheler's interpretation, on the other hand.	K_W05, K_W06
W_03	Knows and understands advanced methods of analyzing and interpreting Wojtyła's reflection on specific issues regarding the meaning of freedom and responsibility, the foundations of	K_W07

	moral judgement, the relation between values and conduct.	
SKILLS		
U_01	Possesses extended research skills – including analyzing philosophical texts, synthesizing different ideas and views, choosing research methods – which allow formulating original solutions to complex philosophical problems.	K_U02
U_02	Is able to select proper instruments to analyze philosophical arguments as well as to bring his/her own investigation within the field of philosophy.	K_U05
SOCIAL COMPETENCE		
K_01	Is able to analyze situations and problems as well as to formulate by herself/himself propositions how to steer a middle course between the extremes of contemporary philosophical thought.	K_K02
K_02	Participates in cultural life, is interested in current events and philosophical and cultural trends.	K_K04

Course Content

The first part of the course covers the following topics: 1. Consciousness and Efficacy (The Attempt to Discern Consciousness in the „Human Act“; consciousness and Self-Knowledge); An Analysis of Efficacy in the Light of Human Dynamism (The Basic Conceptions and Differentiations of Human Dynamism; The Definition of Efficacy; The Synthesis and Subjectiveness; The Person and Nature; Potentiality and Its Relation to Consciousness; The Relation of Potentiality to Consciousness; Man in Becoming; The Manifestation of Freedom in the Dynamism of the Man-Subject).

The second part of the course covers the following: The Transcendence of the Person in the Action (The Personal Structure of Self-Determination; Self-Determination and Fulfillment); 2. The Integration of the Person in the Action (Integration and the Soma; Personal Integration and the Psyche); Intersubjectivity by Participation.

Didactic methods used and forms of assessment of learning outcomes

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

Grading criteria, weighting factors.....

Fail:

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

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

Satisfactory:

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

Good:

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

Very good:

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

Student workload

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

Literature

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

Course Syllabus

General Information

Course name	Karol Wojtyła - Love and Responsibility
Programme	Philosophy
Level of studies	II
Form of studies	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr Małgorzata Borkowska-Nowak / dr hab. Alfred Wierzbicki
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<i>Type of class</i>	Number of teaching hours	Semester	ECTS Points
tutorial	45	II, III	3

Course pre-requisites	
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Course Objectives

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

Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Possesses profound knowledge and deep understanding of Wojtyła's contribution to sexual ethics as a separate sphere of philosophical reflection	W01
W_02	Knows terminology of sexual ethics as well as the main sources leading to the personalistic grasp of sexual-conjugal problems	W03
W_03	Has well-ordered particular knowledge of what essentially denotes Wojtyła's approach, and is familiar with research problems in the area of Wojtyła's philosophy. Possesses deep understanding that the personal order is the only plane proper to all reflections in the field of sexual ethics	W06
SKILLS		
U_01	Is able to find, analyze, evaluate, arrange and utilize information, and employing them to formulate basic critical judgments concerning discussed issues	U01
U_02	Possesses extended research skills which allow formulating original solutions to complex problems of sexual ethics	U02
U_03	Is able to select adequate instruments for interpreting and analyzing ethical texts, to summarize and analyze ethical arguments	U05
SOCIAL COMPETENCIES		
K_01	Is able to determine adequately priorities which would help to complete a task determined by him/her or the others	K01
K_02	Is able to analyze thoroughly situations and problems concerning moral life and formulate on his own propositions how to solve them	K02
K_03	Participates in cultural life, utilizing its various forms, as well as is interested in current events and philosophical (ethical) and cultural trends	K04

Course Content

The first part of the course covers the following topics: 1. The person as the subject and object of action; 2. The meaning of the verb 'to use'; 3. Love as the opposite of 'using'; 4. Critique of utilitarianism; 5. The sexual drive as a property of individual; 6. The sexual drive as the existence; 7. Interpretations (religious, rigoristic, libidinic) of the drive; 8. Metaphysical analysis of love; 9. Ethical analysis of love.

The second part of course covers the following: 1. The person and chastity; 2. Problems of abstinence; 3. Justice with respect to the Creator; 4. Vocation; 5. Sexology and Ethics.

Didactic methods used and forms of assessment of learning outcomes

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

Grading criteria, weighting factors.....

Fail:

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

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

Satisfactory:

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

Good:

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

Very good:

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

Student workload

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

Literature

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

COURSE SYLLABUS

I. General Information

Course name	Karol Wojtyła – Lublin Lectures
Programme	Philosophy
Level of studies	MA
Form of studies	full-time
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Ks. dr Marcin Ferdynus
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Type of class	Number of teaching hours	Semester	ECTS Points
tutorial	30	IV	2

Course pre-requisites	basic knowledge of philosophy (ethics)
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II. Course Objectives

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

III. Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	A student knows terminology of main philosophical system and of the most important philosophical attitudes in one of the philosophical subdisciplines (Ethics)	K_W03
W_02	A student has well-ordered particular knowledge and is familiar with research problems in the area of one of the philosophical subdisciplines (Ethics)	K_W06
SKILLS		
U_01	A student is able to integrate knowledge taken from various disciplines of the humanities and to apply it in non-typical professional situations	K_U04
U_02	A student is able to cooperate and work in a group, playing different roles in it	K_U11
SOCIAL COMPETENCIES		
K_01	A student is aware of the role philosophy and of the	K_K03

	responsibility for preservation of the cultural heritage of the region, country, and Europe	
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IV. Course Content

The tutorials are assigned to undergraduate students (second year, MA course in English). The tutorials give an opportunity for students to broaden their knowledge about the most important elements of the ethics of Karol Wojtyła. It consists mostly in the close reading and discussion of his book - The Lublin Lectures. The tutorials give students a chance to acquire the competence and tools of the philosophical analysis, and supplements and consolidates their expertise in the ethics.

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_03	conventional lecture	Kolokwium (test)	Test
W_06	conventional lecture	Kolokwium (test)	Test
SKILLS			
U_04	text analysis	written work	evaluated written work
U_11	working in groups in various roles	observation	evaluation card
SOCIAL COMPETENCIES			
K_03	discussion	observation	evaluation card

VI. Grading criteria, weighting factors ...

Tutorial: kolokwium (test) – 50%, written work – 30%, discussion – 20%

Fail:

(W) – student does not have a basic knowledge on ethics of Karol Wojtyła

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

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

Barely Pass

(W) – student gained general but limited knowledge on ethics of Karol Wojtyła

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

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

Good Pass

(W) – student has gained a good knowledge on ethics of Karol Wojtyła

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

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

Very Good Pass

(W) – student has systematized and wide knowledge on ethics of Karol Wojtyła

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

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

VII. Student workload

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

VIII. Literature

Basic literature
K. Wojtyła, The Lublin Lectures, Peter Lang Inc., International Academic Publishers, New York 2018 K. Wojtyła, Man in the Field of Responsibility, South Bend, Indiana: St. Augustine’s Press 2011. K. Wojtyła, Ethics Primer, Lublin, 2017.
Additional literature
M. Timmons, Moral theory. An introduction, Rowman and Littlefield Publishers 2002. S. Blackburn, Ethics: A Very Short Introduction, Oxford: Oxford University Press 2001. B. Williams, Ethics and the Limits of Philosophy, Cambridge, Mass.; Harvard University Press 1985.

Course Syllabus

General Information

Course name	Latin Philosophical Texts
Programme	Philosophy
Level of studies	MA
Form of studies	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	dr hab. Monika Komsta
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Type of class	Number of teaching hours	Semester	ECTS Points
Translation class	60	II-III	8

Course pre-requisites	Knowledge of Latin grammar
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Course Objectives

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

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 philosophical vocabulary in Latin	K_W03, K_W04
W_02	knows methods of translation and interpretation of philosophical texts	K_W07
SKILLS		
U_01	student is able to analyze latin text, recognize philosophical problems, understands philosophical vocabulary	K_U05
SOCIAL COMPETENCIES		
K_01	Is aware of the role of Latin and of the responsibility for preservation of the cultural heritage of the region, country, and Europe	K_K03

Course Content

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

Symbol	Didactic methods	Forms of assessment	Documentation type
KNOWLEDGE			
W_01	Work on text	quiz	Corrected quiz
W_02	Work on text	quiz	Corrected quiz
SKILLS			
U_01	Work on text	quiz	Corrected quiz
SOCIAL COMPETENCIES			
K_01	Discussion	observation	Evaluation of group work

Grading criteria, weighting factors.....

Fail:

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

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

Satisfactory

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

Good

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

Very good

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

Student workload

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

Literature

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

Course Syllabus

General Information

Course name	The Lublin Philosophical School - Personalism
Programme	Philosophy
Level of studies	MA
Form of studies	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	Dr hab. Katarzyna Stępień
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Type of class	Number of teaching hours	Semester	ECTS Points
Tutorial	15	IV	1

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

C1. Presentation of the Lublin School of Philosophy
C2. Analysis of the position of personalism, different concepts of the person in confrontation with the Lublin School proposal

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 knowledge on the concept of a person specific to the Lublin School of Philosophy, as well as the classical and contemporary personalistic philosophies.	K_W05, K_W06
SKILLS		
U_01	Has the ability to integrate knowledge from various philosophical disciplines in the field of understanding a person, can apply this knowledge in relation to phenomena present in today's culture.	K_U04
SOCIAL COMPETENCIES		
K_01	Is ready to justify the importance of a philosophical understanding of a person in contemporary cultural debates	K_K03

Course Content

<ol style="list-style-type: none"> 1. The concept of a person specific to the Lublin School of Philosophy 2. The position of personalism as such in the philosophy and in the culture 3. Different concepts of a person in confrontation with the Lublin School proposal

Didactic methods used and forms of assessment of learning outcomes

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

Grading criteria, weighting factors.....

Poor assessment

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

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

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

Fair rating

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

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

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

Evaluation of good

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

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

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

Very good rating

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

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

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

Student workload

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

Literature

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

Course Syllabus

General Information

Course name	Max Scheler - Formalism in Ethics
Programme	Philosophy
Level of studies	MA
Form of studies	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	dr Piotr Szatek
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<i>Type of class</i>	Number of teaching hours	Semester	ECTS Points
Tutorial	30	IV	2

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

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

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 the basic concepts and categories of ethics of Max Scheler on the background of the contemporary ethical and meta-ethical thought	K_W03, K_W04, K_W05, K_W06, K_W09
SKILLS		
U_01	A student can read with understanding and analyse ethical texts, especially of Max Scheler, and is able to reconstruct and evaluate their arguments with a reference to various disciplines of the humanities, as well as to formulate and defend student's own ethical view	K_U04, K_U11
SOCIAL COMPETENCIES		
K_01	A student can understand ethical problems and solutions	K_K03, K_K04

	against a wider background of the cultural heritage to apply such understanding in interdisciplinary and public conversations	
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Course Content

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

Didactic methods used and forms of assessment of learning outcomes

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

Grading criteria, weighting factors.....

Fail:

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

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

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

Barely Pass

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

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

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

Good Pass

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

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

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

Very Good Pass

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

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

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

Student workload

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

Literature

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

Course Syllabus

General Information

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

Course coordinator/person responsible	Fr. dr hab. Tomasz Duma
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<i>Type of class</i>	Number of teaching hours	Semester	ECTS Points
Seminar	120	I-IV	20

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

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

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 main metaphysical interpretations of reality, their assumptions and consequences; has an orderly, in-depth, specialization-leading, detailed knowledge of the specificity of metaphysical cognition. He knows particular issues that are dealt with in general metaphysics and philosophical anthropology, is able to take them into account and develop them in research.	K_W03
W_02	Knows the basic metaphysical and anthropological terminology in English and Latin.	K_W04
W_03	Has ordered and historically established general knowledge covering classical, modern, and contemporary world and local views in the field of metaphysics-ontology and philosophical anthropology; knows their methodology, with particular emphasis on the method of separation and metaphysical	K_W05

	reduction.	
W_04	Has systematized detailed knowledge and knowledge of research problems in the field of general metaphysics and detailed metaphysics.	K_W06
W_05	He knows the methods of analysis and systemic interpretation of metaphysical and anthropological philosophical texts, varied in terms of style and genre, in which the reflection of individual thinkers is expressed.	K_W07
W_06	Knows and understands the concept and principles of the protection of intellectual property and copyright law, possesses extensive knowledge about institutions of culture and is up to date with contemporary cultural life.	K_W08
SKILLS		
U_01	The student is able to independently search, analyze, evaluate, select and practically use information on metaphysics and philosophical anthropology from various printed and electronic sources, and to formulate critical judgments on this basis, e.g. differences in editions.	K_U01
U_02	Has in-depth research skills including the analysis of classical and contemporary metaphysical and anthropological texts, synthesizing various views on understanding the world and human being, and the selection and construction of appropriate tools to study reality in a general existential aspect. Is able to use the method of metaphysics to the original solution of detailed philosophical problems and correctly develop and present the results of his research	K_U02
U_03	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 and philosophical anthropology in the domain of the humanities.	K_U03
U_04	Is able to select proper and adequate instruments for interpreting and analysing metaphysical and anthropological texts, to summarize and analyse philosophical arguments as well as to identify their key theses, assumptions and consequences.	K_U05
U-05	He can discuss problems in the field of metaphysics and philosophical anthropology, correctly argue in speech and writing using metaphysical and anthropological terminology, present the assumptions of other authors and the consequences resulting from their proposed solutions, critically evaluate own theses and formulate justified conclusions.	K_U06
U-06	Has an in-depth ability to write summaries, reviews and dissertations in the field of metaphysics and philosophical anthropology with the use of properly selected literature on the subject.	K_U07
U-07	He understands the need for improvement and lifelong learning, is able to organize the learning process of other people, e.g. through the knowledge of the structure of lectures	K_U10

	in metaphysics and philosophical anthropology and the detailed issues addressed in these lectures.	
SOCIAL COMPETENCIES		
K_01	The graduate knows the metaphysical structure of efficient and purposeful causation as well as the stages of the decision-making act, thanks to which he is ready to properly define the order and weight of measures serving the implementation of a goal defined by himself or others.	K_K01
K_02	He is ready to make an in-depth analysis of reality and independently (after consulting experts) formulate proposals for solving problems related to understanding of the world and human person.	K_K02
K_03	He is ready to justify in philosophical and scientific discussions the importance of philosophy for shaping and preserving the cultural heritage of Europe, with particular emphasis on the contribution of the Lublin School of Philosophy to the development of Polish and world metaphysical thought. Is ready to perform professional roles responsibly, including observing the principles of professional ethics and demanding it from others in connection with previously acquired knowledge in the field of philosophical anthropology and ethics.	K_K03
K_04	He is ready to critically evaluate his own knowledge and the information received regarding the interpretation of the world, human person and culture.	K_K05

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.

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, 05	Working with text	Observation	Rating card
W_03	Guided practice	Written work	MA thesis
W_04	Discussion	Observation	Rating card
W_06	Case study	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 MA thesis	Evaluated text of the written work
U_04, 06	Textual analysis	Test of practical skills interpretation	Rating card
U_03, 07	Brainstorming discussion group	Implementation of the project	Rating card
U_05	Socratic conversation	Observation	Rating card
SOCIAL COMPETENCIES			
K_01, 03	Work in group	Observation	Protocol
K_02, 04	Discussion	Observation	Rating card

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.

Student workload

Form of activity	Number of hours
Number of contact hours (with the teacher)	120
Number of hours of individual student work	480

Literature

Basic literature
S. Kaminski, M. Kurdzialek, Z.J. Zdybicka (Ed), Theory of being. To Understand Reality, Lublin: TN KUL 1980.
S. Kamiński, On the Metaphysical Cognition. O poznaniu metafizycznym, trans. M. Stępień, Lublin: PTTA 2020.
S. Kamiński, On the Methods of Contemporary Metaphysics. Metody współczesnej metafizyki, trans. M. Stępień, Lublin 2019.
M.A. Krapiec, Metaphysics. An Outline of the History of Being, trans. Th. Sandok etc., New York: Mariel Publication 1991.
M.A. Krapiec, I-Man: An Outline of Philosophical Anthropology, trans. M. Lescoe etc., New Britain: Mariel Publications 1983.
M.A. Krapiec, A. Maryniarczyk, The Lublin Philosophical School, trans. H. McDonald, Lublin: PTTA 2010.
S. Thomae de Aquino, In Librum Boethii De Trinitate, q. V et VI.
S. Thomae de Aquino, De Veritate, q. I.
Additional literature

G.P. Klubertanz SJ, Introduction to the Philosophy of Being. New York 1955.
J.E. Wippel, The Metaphysical Thought of Thomas Aquinas, Washington D.C. 2003.
J. Owens, An Elementary Christian Metaphysics. Houston: Center for Thomistic Studies 1985.
K. Wojtyła, The Acting Person, trans. by A. Potocki and ed. by A.-T. Tymieniecka, Dordrecht 1979.
K. Wojtyła, Love and responsibility, trans. G. Ignatik, Boston: Pauline Books & Media 2013.

Course Syllabus

General Information

Course name	Methods of Philosophical Discussions and Arguments
Programme	Philosophy
Level of studies	MA
Form of studies	Full-time studies
Discipline	Philosophy
Language of instruction	English

Course coordinator/person responsible	dr hab. Zbigniew Panpuch
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<i>Type of class</i>	Number of teaching hours	Semester	ECTS Points
Workshop	15	III	2

Course pre-requisites	knowledge of the first year of studies
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Course Objectives

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

Course learning outcomes with reference to programme learning outcomes

Symbol	Description of course learning outcome	Reference to programme learning outcome
KNOWLEDGE		
W_01	Knows relations between philosophy and logic, science, humanities and theology	K_W02
W_02	Knows and understands philosophical terminology used by philosophers in their arguments and discussions	K_W03, K_W04
W_03	Knows advanced methods of analysis, argumentation, interpretation etc. which are applied by philosophers in their papers and discussions	K_W07
W_04	Understands the role of argumentation in the social and cultural life	K_W09
SKILLS		
U_01	Can critically discuss famous philosophical topics	K_U01
U_02	Can apply advanced methods of analysis and argumentation to classical philosophical problems	K_U02
U_03	Can formulate his or her valid arguments in a written and oral form	K_U05, K_U06

SOCIAL COMPETENCE		
K_01	Is able to analyse worldview problems in light of philosophical arguments	K_K02
K_02	Is aware of the role of philosophy in the cultural heritage of Europe	K_K03
K_03	Can identify philosophical problems in literature and film	K_K04

Course Content

<ol style="list-style-type: none"> 1. The theory of argument (the definition, the structure, types and applications of arguments). 2. Conditions of good arguments (validity, soundness, epistemic and pragmatic conditions). 3. Main rules (and schemes) of inference – typical kinds of valid arguments. 4. Some famous arguments of Western philosophy. 5. Methods of philosophy.

Didactic methods used and forms of assessment of learning outcomes

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

Grading criteria, weighting factors.....

The final grade includes: a grade from the activity during classes (50%), a grade from the work (50%)

Knowledge:

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

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

The written work is assessed as follows:

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

SKILLS:

The written work is assessed as above.

SOCIAL COMPETENCE

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

Student workload

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

Literature

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