

**Subject card**

<b>Subject name and code</b>	Foundations of Philosophy and Logic I, PG_00152397						
<b>Field of study</b>	Religious Studies						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2024/2025		
<b>Education level</b>	undergraduate studies	<b>Subject group</b>			Obligatory subject group in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	1	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	1	<b>ECTS credits</b>			3.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>					
<b>Conducting unit</b>							
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Zbyszek Dymarski				
	<b>Teachers</b>		dr Zbyszek Dymarski				
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	30.0	0.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	30		2.0		45.0	77
<b>Subject objectives</b>	<p>To familiarize students with the specificity of philosophical thinking and the nature of philosophical problems</p> <p>Showing the role of questions in the process of searching for truth</p> <p>Presenting to students the most important philosophical issues (epistemology, metaphysics), e.g with particular emphasis on their contemporary aspects</p> <p>Showing students the mutual relations between philosophy and culture (especially European culture)</p> <p>Showing students ways of philosophical interpretation of cultural texts</p> <p>Encouraging and showing students several ways of reading philosophical texts on their own</p>						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[RELL3_W01] Has advanced knowledge of the place and significance of the humanities in the system of sciences, their terminology, subject and methodological specificities	Student has advanced knowledge of the place and importance of philosophical sciences in the system of sciences, their terminology, subject-related and methodological specificity	[SW1] oral statement/ conversation/discussion [SW3] text preparation/written work
	[RELL3_W02] Has a structured, advanced general knowledge, including terminology, theoretical issues and methodology in the cultural and religious sciences	Student has structured, advanced general knowledge, including terminology, theoretical issues and methodology in the field of philosophical sciences;	[SW1] oral statement/ conversation/discussion [SW3] text preparation/written work
	[RELL3_W05] Knows and understands to an advanced degree the influence of philosophical ideas on the development of culture and religion, in particular in relation to the norms constituting and regulating social life in the past and present	Student knows and understands at an advanced level the influence of philosophical ideas on the development of culture and religion, in particular in relation to the norms constituting and regulating social life in the past and today	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report
	[RELL3_U04] Be able to define, explain and correctly use, orally and in writing, professional terms from the fields of cultural and religious sciences, history and philosophy, both in their work on selected topics and in their dissemination activities.	Student is able to define, explain and correctly use professional terms from the field of history and philosophy in speech and writing, both in work on selected topics and in popularisation activities	[SU1] oral statement/conversation/ discussion [SU3] text preparation/written work
	[RELL3_U06] Has the ability to argue substantively using the views of other authors and to formulate conclusions	Student has the ability to argue logically using the views of philosophers and formulate conclusions;	[SU1] oral statement/conversation/ discussion [SU4] test/exam - oral or written
	[RELL3_K03] Is willing to acknowledge and respect different points of view determined by different religious, national and cultural backgrounds	Student is ready to recognize and respect different points of view determined by different religious, national and cultural backgrounds.	[SK1] oral statement/conversation/ discussion [SK8] observation of student's independent or team work
Subject contents	<ul style="list-style-type: none"> <li>- Introductory issues literature, passing conditions, specificity of philosophical issues, name;</li> <li>- The art of asking philosophical questions. Philosophy as the art of thinking and philosophy as knowledge;</li> <li>- Philosophy as an experience of life, philosophical disciplines;</li> <li>- Styles of practicing philosophy, the most important contemporary ways of philosophical thinking (according to schools philosophical) and their representatives at the turn of the 20th and 21st centuries;</li> <li>- Epistemological questions. Epistemological issues - dispute over truth and the source of knowledge; Epistemological issues - dispute about the limits of knowledge.</li> <li>- Introduction to logical issues; Logical value of simple and complex sentences.</li> <li>- Inductive and deductive methods in the humanities and social sciences;</li> <li>- Metaphysical questions. The most important concepts dealing with reality - pre-Socratics and Plato;</li> <li>- Metaphysical concepts: Aristotle's hylemorphism. The world according to patristics and scholasticism.</li> <li>- Metaphysical concepts of Thomas Aquinas and Descartes, Spinoza and Leibniz. Metaphysical concepts Hegel, Arthur Schopenhauer, Karl Marx, Henri Bergson, Pierre Teilhard de Chardin.</li> </ul>		
Prerequisites and co-requisites			

Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	knowledge and argumentation skills; knowledge of the content and understanding of selected readings	50.0%	100.0%
Recommended reading	Basic literature	<ul style="list-style-type: none"> <li>- Jan Galarowicz, Na ścieżkach prawdy, Kraków 1992.</li> <li>- Jacek Wojtyśiak, Filozofia i życie, Kraków 2007.</li> <li>- Peter Kunzmann, Franz-Peter Burkard, Franz Wiedmann, Atlas filozofii, Warszawa 1999.</li> <li>- Ekkehard Martens, Herbert Schnadelbach, Filozofia. Podstawowe pytania, Warszawa, 1995.</li> <li>- Ubaldo Nicola, Filozofia, Warszawa 2006.</li> <li>- Will Buckingham i inni, "The Philosophical Book", London 2001.</li> </ul>	
	Supplementary literature	<ul style="list-style-type: none"> <li>- Robert C. Solomon, Kathleen M. Higgins, Krótka historia filozofii, Warszawa 1997.</li> <li>- Arno Anzerbacher, Wprowadzenie do filozofii. Kraków 2008.</li> <li>- Léon-Louis Grateloup, Wędrowki po filozofii, Wrocław 1999.</li> </ul>	
	eResources addresses	Podstawowe <a href="https://bg.ug.edu.pl/">https://bg.ug.edu.pl/</a> - BUG, BG PAN Adresy na platformie eNauczenie:	
Example issues/ example questions/ tasks being completed	e.g.  <ul style="list-style-type: none"> <li>- list the most important branches of philosophy and discuss their content;</li> <li>- discuss the dispute about the limits of knowledge.</li> </ul>		
Work placement	Not applicable		

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