

**Subject card**

<b>Subject name and code</b>	History of Modern Philosophy, PG_00176660						
<b>Field of study</b>	Philosophy						
<b>Date of commencement of studies</b>	October 2026	<b>Academic year of realisation of subject</b>			2027/2028		
<b>Education level</b>	Bachelor's studies	<b>Subject group</b>			Obligatory subject group in the field of study Subject group related to scientific research 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>	2	<b>Language of instruction</b>			Polish		
<b>Semester of study</b>	4	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>			credit		
<b>Conducting unit</b>	Division of History of Classical, Medieval and Modern Philosophy -> Institute of Philosophy -> Faculty of Social Sciences -> Rector						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr hab. Iwona Krupecka				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	30.0	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		0.0		20.0	50
<b>Subject objectives</b>	The student acquires knowledge about the basic trends, directions and figures of philosophical history, and understands introduces the relationship between socio-political-economic processes and philosophical discourse with the development of philosophical ideas in modernity from the second half of the 17th century to the end of the 19th century, with particular emphasis on the development of German empiricism and idealism.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FILOZL3_W01] The graduate knows and understands at an advanced level the place and importance of philosophy in relation to the sciences and the objective and methodological specificity of philosophy.	The student knows history resolution of philosophy's relationship to other sciences and understanding problems arising from each of them (e.g. the positivist concept of philosophy)	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion
	[FILOZL3_W13] The graduate knows the general relations between the formation of philosophical ideas and changes in culture and society.	The student understands relationships between philosophical discourse modern and changes in social, economic and political (development of capitalism, domination of mathematical and natural sciences, European imperialism, etc.)	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW3] text preparation/written work
	[FILOZL3_W11] The graduate knows and understands the historical character of the formation of philosophical ideas.	The student understands the process transforming ideas typically modern (emergence individualism, liberalism, development and collapse of the philosophy paradigm consciousness, consequences of the transcendental turn, Hume-type skepticism).	[SW4] test/exam - oral or written [SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW3] text preparation/written work
	[FILOZL3_U10] He writes simple philosophical papers under the supervision of a research supervisor.	The student can indicate the most important main theses philosophers of modern times.	[SU4] test/exam - oral or written
	[FILOZL3_K08] He/she is aware of the importance of European philosophical heritage for understanding social and cultural events.	The student understands relationships between philosophical discourse modern and changes in social, economic and political (development of capitalism, domination of mathematical and natural sciences, European imperialism, etc.)	[SK1] oral statement/conversation/ discussion
	[FILOZL3_K05] He/she is responsible for effective organization of his/her own work and timely completion of entrusted tasks.	The student can do it independently prepare a report/essay.	[SK2] presentation/project/paper/ report [SK3] text preparation/written work
[FILOZL3_W06] The graduate knows the ideas and arguments of selected classical philosophical authors on the basis of independent reading of their writings.	Student reads independently analyzes and interprets texts sources of modernity, referring also to historiography.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW3] text preparation/written work	
Subject contents	1. The Encyclopedists. The French Enlightenment Project. 2. The German Enlightenment Project. 3. Anti-Cartesian program of poetic wisdom G. Vico. 4. Rousseau - concept of the state of nature. 5. British Enlightenment - John Locke's empiricism. 6. Empiricism in the service of the fight against atheism. 7. Hume empiricist skepticism. 8. Kant's Copernican Revolution. 9. Kant's theory of knowledge and its consequences. 10. Post-Kantian German idealism Fichte. 11. Reason in history Hegel. 12. Schopenhauer: metaphysics of will and representation. 13. "Masters of Suspicion" and the end of the paradigm of the philosophy of consciousness? Marx, Freud, Nietzsche.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	essay	0.0%	30.0%
	active participation in classes	0.0%	10.0%
	presentation	0.0%	20.0%
	test	50.0%	40.0%

Recommended reading	Basic literature	<p>- J. d'Alembert, <i>Wstęp do encyklopedii</i>, przeł. J. Kotarbiński, Warszawa 1954.</p> <p>- <i>Encyklopedia albo słownik rozumowany nauk, sztuk i rzemiosł</i>, przeł. E. Rządowska, Wrocław 1952, hasła: Władza polityczna, s. 43-54.</p> <p>- I. Kant, <i>Co to jest oświecenie?</i>, w: T. Kroński, <i>Kant</i>, Warszawa 1966.</p> <p>- G. Vico, <i>Nauka Nowa</i>, przeł. J. Jakubowicz, Warszawa 1966, fragmenty: Idea dzieła, Aksjomaty, Zasady, Metoda, Logika poetycka, s. 3-37, 83-153, 183-245.</p> <p>- J. J. Rousseau, <i>O pochodzeniu nierówności między ludźmi</i>, w: idem, <i>Trzy rozprawy z filozofii społecznej</i>, przeł. H. Elzenberg, Warszawa 1956.</p> <p>- J. Locke, <i>Rozważania dotyczące rozumu ludzkiego</i>, przeł. B. Gawęcki, Warszawa 1955, fragmenty: tom 1: ks. 1 w całości, ks.2 rozdziały 1- 13, 23, 26, 33, s. 23-237, 407-443, 453-460, 562-574; tom 2: ks. 4 rozdziały 1-4, s. 194-268.</p> <p>- G. Berkeley, <i>Traktat o zasadach ludzkiego poznania</i>, przeł. J. Salomon, Kraków 2004.</p> <p>- D. Hume, <i>Badania dotyczące rozumu ludzkiego</i>, przeł. D. Misztal, T. Sieczkowski, Kraków 2004.</p> <p>- I. Kant, <i>Krytyka czystego rozumu</i>, przeł. R. Ingarden, Kęty 2001, fragmenty: Przedmowa do pierwszego wydania, Przedmowa do drugiego wydania, Architektonika czystego</p> <p>- I. Kant, <i>Prolegomena</i>, przeł. A. Banaszkiewicz, Kraków 2005.</p> <p>- J. G. Fichte, <i>Powołanie człowieka</i>, przeł. A. Zieleńczyk, Kęty 2002.</p> <p>- J. G. W. Hegel, <i>Wstęp</i>, w: idem, <i>Wykłady z filozofii dziejów</i>, przeł. I Grabowski, A. Landman, Warszawa 1958, t. 1, s. 3-164.</p> <p>- J. G. W. Hegel, <i>Przedmowa</i>, w: idem, <i>Fenomenologia ducha</i>, przeł. Ś. F. Nowicki, Warszawa 2002.</p> <p>- A. Schopenhauer, <i>W poszukiwaniu mądrości życia. Parerga i paralipomena</i>, przeł. J. Garewicz, Warszawa 2002, s. 4-390.</p> <p>- F. Nietzsche, <i>Ludzkie, arcyłudzkie</i>, przeł. K. Drzewiecki, różne wydania.</p>
	Supplementary literature	Selected by students for presentation/essay topics.
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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