

**Subject card**

<b>Subject name and code</b>	Classical Philosophical Texts - Modern Philosophy, PG_00176798						
<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>	Master'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>	3	<b>ECTS credits</b>			3.0		
<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	60.0	0.0	0.0	0.0	60
	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>	60		0.0		15.0	75
<b>Subject objectives</b>	The aim of the course is an in-depth reading of source texts from the modern era, allowing for their understanding from a synchronic and a diachronic perspective (ideas and concepts in historical development). The starting point will be Essays of Michel de Montaigne as a kind of gateway to modern issues (skepticism, perspectivism, individualism, historical process, contingency). The following essays will be read in detail: Apology of Rajmund Sebond, How to philosophize means learning to die, On cannibals, On raising children, On vehicles.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[FILOZMU2_W10] The graduate knows and understands in depth the views of a selected leading philosophical author or the current state of research on a selected philosophical issue.	The student knows and understands Montaigne's views: anti-essentialism, skepticism, perspectivism, epicureanism and stoicism, naturalism, philosophy of contingency, historicity, anti-anthropocentrism.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW3] text preparation/written work [SW5] implementation of a problem task
	[FILOZMU2_W07] He/she knows and understands in depth relations between the main philosophical subdisciplines.	The student understands the consequences of adopting a specific metaphysical, epistemological and ethical concept, in this case: anti-essentialism, variabilism, skepticism, epicureanism.	[SW1] oral statement/ conversation/discussion [SW5] implementation of a problem task
	[FILOZMU2_W01] The graduate knows and understands in depth the role of philosophical reflection in shaping culture. .	The student understands the influence of Michel de Montaigne's ideas on subsequent cultural changes, and also understands their embedding in the textual discoveries of the Renaissance.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW3] text preparation/written work [SW5] implementation of a problem task
	[FILOZMU2_U01] The graduate searches for, analyses, evaluates, selects, and integrates information from written and electronic sources.	The student is able to prepare an independent statement/ presentation/analysis on a detailed issue.	[SU2] presentation/project/paper/ report [SU3] text preparation/written work
	[FILOZMU2_W11] The graduate knows the historical development of many leading philosophical ideas at a level which enables specialization within philosophy or social sciences.	The student knows and understands the process of generating ideas of modern philosophy at the turn of the 16th and 17th centuries and their consequences. Example concepts: individual, man, infinite universe, historicity, contingency.	[SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW3] text preparation/written work [SW5] implementation of a problem task
	[FILOZMU2_U03] Independently interprets philosophical texts, comments on and confronts theses from various texts.	The student independently interprets fragments of the text, placing them in the perspective of the text as a whole and in the historical perspective appropriate to the era.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU3] text preparation/written work [SU5] implementation of a problem task
	[FILOZMU2_K07] The graduate has deepened awareness of the importance of humanistic reflection for the formation of social bonds.	The student knows Montaigne's concept of the social role of a philosopher and understands the need to build reflective attitudes in democratic societies.	[SK1] oral statement/conversation/ discussion
	[FILOZMU2_K06] The graduate actively participates in activities aimed at preserving the philosophical heritage and using it in understanding social and cultural events.	The student understands how contemporary times are rooted in the historical process.	[SK1] oral statement/conversation/ discussion
[FILOZMU2_U05] Precisely formulates complex philosophical problems in speech and writing, puts forward theses and critically comments on them, and determines the degree of significance of the arguments or theses posed for a given problem.	The student is able to recognize the place of a given thesis/ hypothesis/argument in the entirety of a given philosophical statement.	[SU1] oral statement/conversation/ discussion [SU2] presentation/project/paper/ report [SU3] text preparation/written work [SU5] implementation of a problem task	
Subject contents	1. Apology of Raymond Sebond: modern skepticism in relation to rational and empirical knowledge; anti-essentialism, anti-anthropocentrism. 2. To philosophize is to learn to die: Stoic and Epicurean ideas in modern times. 3. On Cannibals: the idea of nature, relativism, the problem of translation, truth and usefulness 4. On education of children: the individual and the community, the attitude of reflective moderation 5. On vehicles: the problem of historicity		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	active participation in classes.	0.0%	10.0%
	presentation - reconstruction	0.0%	25.0%
	presentation - problem	0.0%	25.0%
	essay	0.0%	40.0%

Recommended reading	Basic literature	<p>M. de Montaigne, Próby, tłum. T. Boy-Żeleński, dowolne wydanie</p> <p>M. de Montaigne, <i>The Complete Essays</i>, trans. and ed. M. A. Screech (London: Penguin 1991).</p> <p>F. Bacon, <i>Novum Organum</i></p> <p>N. Machiavelli, <i>Rozważania nad dziesięcioksięgiem</i>. Tytusa Liwiusza</p> <p>J. J. Rousseau, <i>Rozprawa o pochodzeniu nierówności między ludźmi</i></p> <p>D. Hume, <i>Traktat o naturze ludzkiej</i></p> <p>Kartezjusz, <i>Rozprawa o metodzie</i></p>
	Supplementary literature	<p>A. Brown, <i>The Return of Lucretius to Renaissance Florence</i> (Cambridge/London: Harvard University Press 2010).</p> <p>J. Dadlez, <i>Michel de Montaigne i nowoczesność</i>, Warszawa 2024.</p> <p>E. M. Duval, <i>Lessons of the New World: Design and Meaning in Montaignes Des Cannibales (I:31) and Des coches (III:6)</i>, <i>Yale French Studies</i> 64 (1983), pp. 95-112.</p> <p>D. M. Frame, <i>Montaignes Discovery of Man. The Humanization of a Humanist</i> (New York: Columbia University Press 1955).</p> <p>Ph. Hendrick, <i>Montaigne, Lucretius and Scepticism: An interpretation of the Apologie de Raimond Sebond</i>, <i>Proceedings of the Royal Irish Academy: Archaeology, Culture, History, Literature</i> 79 (1979), pp. 139-152.</p> <p>M. Jehlen, <i>The Civilizations of the New World and the State of Nature</i>, <i>Revue française d'études américaines</i> 48/49 (1991), pp. 117-124.</p> <p>E. MacPhail, <i>Anthropology and Anthropocentrism in Giordano Bruno and Michel de Montaigne</i>, <i>Bruniana &amp; Campanelliana</i> 20.2 (2014), pp. 531-546.</p> <p>C. Randall, <i>Testimony, Translation, Text: Reading Reliably in Montaignes Des cannibales</i>, <i>Modern Language Studies</i> 25.2 (1995), pp. 34-44.</p> <p>M. C. Smith, <i>A Source of Montaignes Uncertainty</i>, <i>Bibliothèque d'Humanisme et Renaissance</i> 50.1 (1988), pp. 95-100.</p> <p>J. Starobinsky, <i>Montaigne in Motion</i>, trans. A. Goldhammer (Chicago: University of Chicago Press 1985).</p>
	eResources addresses	
Example issues/ example questions/ tasks being completed		
Work placement	Not applicable	

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