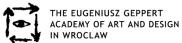


Entity running the course Entity for which the course has been prepared  Course type  compulsory, basic course  Year of study / semester; Type of studies  ETS credits  Academic tutor  Academic prof. Piotr Dehnel  Alm of the course  The aim of the course is to acquaint the students with contemporary trends in philosophy and ethics, as well as with selected contemporary ethical problems along with possible ways of solving them. The participants will devole the ability to use the discussed concepts and types of argumentation in both academic discussions and artistic practice.  Prerequisites  The knowledge of the history of philosophy from antiquity to the end of the 18th concepts and types of argumentation in both academic discussions and artistic practice.  **Examing outcomes:**  **Learning outcomes:**  The student:  1. Describes the assumptions underlying the discussed philosophical and ethical concepts and indicates their advantages and limitations.  2. Explains contemporary philosophical and ethical concepts and explains their theoretical and practical consequences, also in the domain of art.  3. Lists and explains the arguments used by the supporters and explains the ethical debates of modern times.  ***—personal and social competence**  The student:  1. Knows how to effectively participate in a discussion using philosophical and ethical terminology.  2. Can diagnose and explain ethical problems and put forward arguments using proper terminology.  3. Uses the knowledge of philosophy and contemporary ethics in diagnosing and solving problems related to art and assertices.  ***—personal and social competence**  1. The main currents of twentieth-century philosophy (phenomenology, existentialism, heremeautics, blincophy of dialogue).  2. Acts according to the ethical problems and put forward arguments using proper terminology.  2. Acts according to the ethical problems from the social conflicts through dialogue.  2. Nettsche and Freud as sources of contemporary ethics hy (The Frankfurt School', Lacan, Focusult, D	Course name	PHILOSOPHY
Course type   Compulsory, basic course	Entity running the course	Faculty of Painting and Sculpture, Department of History of Art and Philosophy
Year of study / semester, Type of studies  ECTS credits  1/1  Academic tutor  Academic prof. Piotr Dehnel  The aim of the course  The six of the course is to acquaint the students with contemporary trends in philosophy and ethics, as well as with selected contemporary ethical problems along with possible ways of solving them. The participants will develop the ability to use the discussed concepts and types of argumentation in both academic discussions and artistic practice.  Prerequisites  The knowledge of the history of philosophy from antiquity to the end of the 18th century.  Learning outcomes:  - knowledge  The student:  1. Describes the assumptions underlying the discussed philosophical and ethical concepts and indicates their advantages and limitations.  2. Explains contemporary philosophical and ethical concepts and ethical consequences, also in the domain of art.  3. Lists and explains the arguments used by the supporters and opponents in the ethical debates of modern times.  - skills  The student:  1. Knows how to effectively participate in a discussion using philosophical and ethical terminology.  2. Can diagnose and explain ethical problems and put forward arguments using proper terminology.  3. Uses the knowledge of philosophy and contemporary ethics in diagnosing and solving problems related to art and aesthetics.  - personal and social competence  The student:  1. Is focused on discussing and resolving aesthetical and social conflicts through dialogue.  2. Acts according to the ethical principles learned in class in his/her work as an art manager.  Course content  1. The main currents of twentieth-century philosophy (phenomenology, existentialism, heremeeutics, philosophy of dialogue).  2. Nietzsche and Freud as sources of contemporary critical philosophical discourse.  3. The language turn in contemporary philosophy (phenomenology, existentialism, heremeeutics, philosophy of dialogue).  2. Nietzsche and Freud as sources of contemporary ethical discussions.  6. The ethics of virtue and situational	_	Faculty of Painting and Sculpture, Department of Art Mediation
Type of studies  ECTS credits  1 / 1  Academic tutor  Academic prof. Piotr Dehnel  The aim of the course  The aim of the course is to acquaint the students with contemporary trends in philosophy and ethics, as well as with selected contemporary ethical problems along with possible ways of solving them. The participants will develop the ability to use the discussed concepts and types of argumentation in both academic discussions and artistic practice.  Prerequisites  The knowledge of the history of philosophy from antiquity to the end of the 18th century.  Learning outcomes:  - knowledge  The student:  1. Describes the assumptions underlying the discussed philosophical and ethical concepts and indicates their advantages and limitations.  2. Explains contemporary philosophical and ethical concepts and explains their theoretical and practical consequences, also in the domain of art.  3. Lists and explains the arguments used by the supporters and opponents in the ethical debates of modern time.  - skills  The student:  1. Knows how to effectively participate in a discussion using philosophical and ethical terminology.  2. Can diagnose and explain ethical problems and put forward arguments using proper terminology.  3. Uses the knowledge of philosophy and contemporary ethics in diagnosing and solving problems related to art and aesthetics.  - personal and social competence  The student:  1. Is focused on discussing and resolving aesthetical and social conflicts through dialogue.  2. Acts according to the ethical principles learned in class in his/her work as an art manager.  Course content  1. The main currents of twentieth-century philosophy (phenomenology, existentialism, hermeneutics, philosophy of dialogue).  2. Nietzsche and Freud as sources of contemporary critical philosophical discourse.  3. The language turn in contemporary philosophy (phenomenology, existentialism, hermeneutics, philosophy of dialogue).  2. Nietzsche and Freud as sources of contemporary ethical discussions.  6. The ethics of virtue and sit	Course type	compulsory, basic course
Academic tutor  Academic prof. Piotr Dehnel  Aim of the course  The aim of the course is to acquaint the students with contemporary trends in philosophy and ethics, as well as with selected contemporary ethical problems along with possible ways of solving them. The participants will develop the ability to use the discussed concepts and types of argumentation in both academic discussions and artistic practice.  Prerequisites  The knowledge of the history of philosophy from antiquity to the end of the 18" century.  Learning outcomes:  - knowledge  The student: 1. Describes the assumptions underlying the discussed philosophical and ethical concepts and indicates their advantages and limitations. 2. Explains contemporary philosophical and ethical concepts and explains their theoretical and practical consequences, also in the domain of art. 3. Lists and explains the arguments used by the supporters and opponents in the ethical debates of modern times.  - skills  The student: 1. Knows how to effectively participate in a discussion using philosophical and ethical terminology. 2. Can diagnose and explain ethical problems and put forward arguments using proper terminology. 3. Uses the knowledge of philosophy and contemporary ethics in diagnosing and solving problems related to art and aesthetics.  - personal and social competence  The student: 1. Is focused on discussing and resolving aesthetical and social conflicts through dialogue. 2. Acts according to the ethical principles learned in class in his/her work as an art manager.  Course content  1. The main currents of twentieth-century philosophy (phenomenology, existentialism, hermeneutics, philosophy of dialogue). 2. Nietzsche and Freud as sources of contemporary ethical discussions. 3. The language turn in contemporary philosophy (Wittgenstein, Heidegger, Gadamer, structuralism), 5. Ethical formalism and utilitarianism in contemporary philosophy ("The Frankfurt School", Lacan, foucault, Derrida, feminism), 5. Ethical formalism and utilitarianism in contemporary ethi		
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Learning outcomes:  - knowledge  The student: 1. Describes the assumptions underlying the discussed philosophical and ethical concepts and indicates their advantages and limitations. 2. Explains contemporary philosophical and ethical concepts and explains their theoretical and practical consequences, also in the domain of art. 3. Lists and explains the arguments used by the supporters and opponents in the ethical debates of modern times.  - skills  The student: 1. Knows how to effectively participate in a discussion using philosophical and ethical terminology. 2. Can diagnose and explain ethical problems and put forward arguments using proper terminology. 3. Uses the knowledge of philosophy and contemporary ethics in diagnosing and solving problems related to art and aesthetics.  - personal and social competence  The student: 1. Is focused on discussing and resolving aesthetical and social conflicts through dialogue. 2. Acts according to the ethical principles learned in class in his/her work as an art manager.  Course content  1. The main currents of twentieth-century philosophy (phenomenology sitentialism, hermeneutics, philosophy of dialogue). 2. Nietzsche and Freud as sources of contemporary critical philosophical discourse. 3. The language turn' in contemporary philosophy (Wittgenstein, Heidegger, Gadamer, structuralism, post-structuralism) 4. The discourses of the humanities inspired by modern philosophy (The Frankfurt School', Lacan, Foucault, Derrida, feminism). 5. Ethical formalism and utilitarianism in contemporary ethical discussions. 6. The ethics of virtue and situational ethics: the main ideas of the social contract theory and rights based ethics - ethical implications. 7. Main topics in the philosophy of mind. 8. Analysis of some contemporary ethical problems (abortion, euthanasia, death penalty, animals rights, ecology, war and terrorism).  Course form and number of classes in a studio.  Assessment methods and criteria 45% active participation in discussions 25% essay 30% written test	Aim of the course	ethics, as well as with selected contemporary ethical problems along with possible ways of solving them. The participants will develop the ability to use the discussed concepts and types of
The student: 1. Describes the assumptions underlying the discussed philosophical and ethical concepts and indicates their advantages and limitations. 2. Explains contemporary philosophical and ethical concepts and explains their theoretical and practical consequences, also in the domain of art. 3. Lists and explains the arguments used by the supporters and opponents in the ethical debates of modern times.  - skills  The student: 1. Knows how to effectively participate in a discussion using philosophical and ethical terminology. 2. Can diagnose and explain ethical problems and put forward arguments using proper terminology. 3. Uses the knowledge of philosophy and contemporary ethics in diagnosing and solving problems related to art and aesthetics.  The student: 1. Is focused on discussing and resolving aesthetical and social conflicts through dialogue. 2. Acts according to the ethical principles learned in class in his/her work as an art manager.  Course content  1. The main currents of twentieth-century philosophy (phenomenology, existentialism, hermeneutics, philosophy of dialogue). 2. Nietzsche and Freud as sources of contemporary critical philosophical discourse. 3. The language turn' in contemporary philosophy (Wittgenstein, Heidegger, Gadamer, structuralism, post-structuralism) 4. The discourses of the humanities inspired by modern philosophy (The Frankfurt School', Lacan, Foucault, Derrida, feminism). 5. Ethical formalism and utilitarianism in contemporary ethical discussions. 6. The ethics of virtue and situational ethics: the main ideas of the social contract theory and rights based ethics - ethical implications. 7. Main topics in the philosophy of mind. 8. Analysis of some contemporary ethical problems (abortion, euthanasia, death penalty, animals rights, ecology, war and terrorism).  Course form and number of classes in a studio.  Assessment methods and criteria 48% active participation in discussions 25% essay 30% written test	Prerequisites	The knowledge of the history of philosophy from antiquity to the end of the 18 <sup>th</sup> century.
1. Describes the assumptions underlying the discussed philosophical and ethical concepts and indicates their advantages and limitations. 2. Explains contemporary philosophical and ethical concepts and explains their theoretical and practical consequences, also in the domain of art. 3. Lists and explains the arguments used by the supporters and opponents in the ethical debates of modern times.  — skills  The student: 1. Knows how to effectively participate in a discussion using philosophical and ethical terminology, 2. Can diagnose and explain ethical problems and put forward arguments using proper terminology, 3. Uses the knowledge of philosophy and contemporary ethics in diagnosing and solving problems related to art and aesthetics.  The student: 1. Is focused on discussing and resolving aesthetical and social conflicts through dialogue, 2. Acts according to the ethical principles learned in class in his/her work as an art manager.  Course content  1. The main currents of twentieth-century philosophy (phenomenology, existentialism, hermeneutics, philosophy of dialogue). 2. Nietzsche and Freud as sources of contemporary critical philosophical discourse. 3. 'The language turn' in contemporary philosophy (Wittgenstein, Heidegger, Gadamer, structuralism, post-structuralism) defined principles in the discourses of the humanities inspired by modern philosophy ('The Frankfurt School', Lacan, Foucault, Derrida, feminism). 5. Ethical formalism and utilitarianism in contemporary ethical discussions. 6. The ethics of virtue and situational ethics: the main ideas of the social contract theory and rights based ethics - ethical implications. 7. Main topics in the philosophy of mind. 8. Analysis of some contemporary ethical problems (abortion, euthanasia, death penalty, animals rights, ecology, war and terrorism).  Course form and number of classes in a studio.  45% active participation in discussions 25% essay 30% written test	Learning outcomes:	
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hermeneutics, philosophy of dialogue).  2. Nietzsche and Freud as sources of contemporary critical philosophical discourse.  3. 'The language turn' in contemporary philosophy (Wittgenstein, Heidegger, Gadamer, structuralism, post-structuralism)  4. The discourses of the humanities inspired by modern philosophy ('The Frankfurt School', Lacan, Foucault, Derrida, feminism).  5. Ethical formalism and utilitarianism in contemporary ethical discussions.  6. The ethics of virtue and situational ethics: the main ideas of the social contract theory and rights based ethics - ethical implications.  7. Main topics in the philosophy of mind.  8. Analysis of some contemporary ethical problems (abortion, euthanasia, death penalty, animals rights, ecology, war and terrorism).  Course form and number of course hours  Classes in a studio.  45% active participation in discussions 25% essay 30% written test	– personal and social competence	1. Is focused on discussing and resolving aesthetical and social conflicts through dialogue.
Course hours  Classes in a studio.  Assessment methods and criteria  45% active participation in discussions 25% essay 30% written test	Course content	hermeneutics, philosophy of dialogue).  2. Nietzsche and Freud as sources of contemporary critical philosophical discourse.  3. 'The language turn' in contemporary philosophy (Wittgenstein, Heidegger, Gadamer, structuralism, post-structuralism)  4. The discourses of the humanities inspired by modern philosophy ('The Frankfurt School', Lacan, Foucault, Derrida, feminism).  5. Ethical formalism and utilitarianism in contemporary ethical discussions.  6. The ethics of virtue and situational ethics: the main ideas of the social contract theory and rights based ethics - ethical implications.  7. Main topics in the philosophy of mind.  8. Analysis of some contemporary ethical problems (abortion, euthanasia, death penalty, animals)
25% essay 30% written test		
Assessment type non-graded pass / graded pass	Assessment methods and criteria	25% essay
	Assessment type	non-graded pass / graded pass



Literatura / Literature	1. Singer P., Przewodnik po etyce, tłum. A. Sagan, Książka i Wiedza, Warszawa 2002 (s. 199-303, 337-347, 347-361, 391-401, 413-420) 2. Kierkegaard S., Bojaźń i drżenie, Problemat I: Czy może istnieć teleologiczne zawieszeni etyki?, przeł J. Iwaszkiewicz, http://sady.up.krakow.pl/antfil.kierkegaard.bojazn.prl.htm 3. Levinas E., Całość i nieskończoność, tłum. M. Kowalska, PWN, Warszawa 1998, s. 227-247, 252-261. 4. Badiou A., Etyka, tłum. P. Mościcki, Wyd. Krytyki Politycznej, Warszawa 2009, s. 20-55, 73-100. 5. Foucault M., Nadzorować i karać, tłum. T. Komendant, KR, Warszawa 1995, s. 235-251. 6. Agamben G., Homo sacer, tłum. M. Salwa, Sic!, Warszawa 2008, s. 163-196, 227-247. 7. Derrida J., Liczne tak, przeł. P. Mościcki, "Principia" 2005, nr XLI-XLII. 8. Hołówka J., Etyka w działaniu, Prószyński i S-ka, Warszawa 2001, s. 11-26, 96-118, 179-190, 304-318, 409-426.
Teaching aids	computer, digital projector
Language of instruction	Polish