

**A COURSE SYLLABUS – DOCTORAL SCHOOL  
REGARDING THE QUALIFICATION CYCLE FROM 2022 TO 2026**

<b>GENERAL INFORMATION ABOUT COURSE</b>				
Course title		Doctoral seminar/Journal Club (choose from the list)		
Name of the unit running the course		Doctoral School at the University of Rzeszów		
Type of course ( <i>obligatory, optional</i> )		obligatory (choose from the list)		
Year and semester of studies		1-2/I-IV		
Discipline		philosophy		
Language of Course		polish		
Name of Course coordinator		Andrzej Niemczuk		
Name of Course lecturer		Andrzej Niemczuk		
Prerequisites		completed second degree studies		
<b>BRIEF DESCRIPTION OF COURSE (100-200 words)</b>				
<p>The aim of the course is to deepen the cognitive perspective of a doctoral student regarding the broad context in which the main topic of his doctoral dissertation is settled. For this purpose, the course deals with issues directly related to the subject of the doctoral student's dissertation Ontological status of the narrative subject. The works will particularly revolve around the decisions of three philosophers, i.e. Alasdair MacIntyre, Paul Ricoeur and Charles Tylor, as they are the main theoreticians of the third way in terms of the subject, i.e. the narrative concept.</p>				
<b>COURSE LEARNING OUTCOMES AND METHODS OF EVALUATING LEARNING OUTCOMES</b>				
Learning outcome	The description of the learning outcome defined for the course	Relation to the degree programme outcomes (symbol)	Learning Format (Lectures, classes,...)	Method of assessment of learning outcomes (e.g. test, oral exam, written exam, project,...)
<b>Knowledge (no.)</b>	<b>(Knows and understands)</b>	P8S_WG1		
1	the current state of philosophical decisions to the extent that allows for a critical analysis of the issues raised		seminar	papers/lectures combined with a discussion; critical analysis of texts written by a PhD student.
2	the current state of the philosophical debate on the question of the subject and its (ontological) status	P8S_WG2	seminar	papers/lectures combined with a discussion; critical analysis of texts written by a PhD student.
3	key categories enabling effective research work	P8S_WG3	seminar	papers/lectures combined with a discussion; critical analysis

				of texts written by a PhD student.
<b>Skills (no.)</b>	<b>(Able to)</b>			
4	strictly apply the methodology of philosophical work, i.e. avoid mistakes consisting in transferring unjustified categories and decisions from non-philosophical fields (petitio principii)	P8S_UW1	seminar	papers/lectures combined with a discussion; critical analysis of texts written by a PhD student.
5	rigorously analyze substantive dependencies as part of the research work undertaken	P8S_UW2	seminar	papers/lectures combined with a discussion; critical analysis of texts written by a PhD student.
6	apply ethical and legal standards regarding the protection of intellectual property and broadly understood scientific activity	P8S_UW3	seminar	papers/lectures combined with a discussion; critical analysis of texts written by a PhD student.
7	critically analyze the latest developments in the undertaken research and evaluate their impact on the development of the field	P8S_UK6	seminar	papers/lectures combined with a discussion; critical analysis of texts written by a PhD student.
<b>Social competence (no.)</b>	<b>(Ready to)</b>			
8	critical assessment of achievements within the field of research in order to independently formulate innovative research hypotheses	P8S_KK1	seminar	papers/lectures combined with a discussion; critical analysis of texts written by a PhD student.
9	giving importance to theoretical research in solving both theoretical and practical problems	P8S_KK3	seminar	papers/lectures combined with a discussion; critical analysis of texts written by a PhD student.

						student.
<b>LEARNING FORMAT – NUMBER OF HOURS</b>						
Semester (no.)	Lectures	Seminars	Lab classes	Internships	others	ECTS
I-IV		60				8
<b>METHODS OF INSTRUCTION</b>						
rational reconstruction of argumentation types used by the analyzed philosophers; elements of the lecture, the aim of which is to broaden the context of the entanglements and borrowings of contemporary philosophy; readings and papers combined with a discussion; critical analysis of fragments of the doctoral student's work						
<b>COURSE CONTENT</b>						
1) Adoption of the research method and work plan - 2h 2) Views of the subject: Cartesian, transcendental, analytical - 4h 3) Criticism of the subject in terms of postmodernists - 4h 4) The starting point of MacIntyre's philosophy: criticism of the concept of personal identity in terms of Locke and Hume - 2h 5) The concept of the unity of life - 2h 6) Narration as a way to fund the unity of life - 2h 7) Heidegger's Influences: Being of Dasein as a Whole and Temporality - 2h 8) The concept of a person by H. Frankfurt and Ch. Tylor - 2h 9) Tylor: self-interpreting animals - 2h 10) Tylor: strong valuations - 2h 11) Criticism of the point subject - 2h 12) The role of narration - 2h 13) Types of personal identity - 2h 14) Aporias of personal identity in terms of Locke, Hume, Parfit - 2h 15) P. Ricoeur's dialectical concept of the subject - 2h 16) Identity as idem and ipse - 2h 17) Personal identity from a moral perspective" certification, promise – 2h 18) The role of memory - 4h 19) Self-respect and responsibility with E. Levinas - 2h 20) Ontological approach to the subject - 4h 21) Difficulties of the ontological approach - 2h 22) Ricoeura hermeneutic ontology project – 2h 23) Presentations and critical analysis of the doctoral student's work - 8h						
<b>COURSE ASSESSMENT CRITERIA</b>						
The pass mark is an active participation in the seminar consisting in asking questions and conducting a substantive discussion on the presentation of the research results presented during the seminar. The necessary condition for passing the seminar is attendance at 90% of all classes and knowledge of the assigned literature. A sufficient condition for obtaining a seminar grade is: grade 3 - the student knows the discussed texts, but is unable to use them in the discussion. Grade 4 - the student knows the discussed texts, can identify arguments, but cannot independently formulate a hypothetical solution to the discussed problem. Grade 5 - the student knows the discussed texts, can identify arguments, independently formulates hypothetical solutions to the discussed problem, and his work on the doctoral dissertation is well advanced.						
<b>TOTAL PhD STUDENT WORKLOAD REQUIRED TO ACHIEVE THE INTENDED LEARNING</b>						

<b>OUTCOMES</b> – NUMBER OF HOURS AND ECTS CREDITS	
Activity	Number of hours
Scheduled course contact hours	60
Other contact hours involving the teacher (consultation hours, examinations)	40
Non-contact hours – student`s own work (preparation for classes or examinations, project, etc.)	100
<b>Total number of hours</b>	200
<b>Total number of ECTS credits</b>	8

<b>INSTRUCTIONAL MATERIALS</b>	
Compulsory literature:	<p><i>Filozofia podmiotu</i>, wybór i wstęp J. Górnicka-Kalinowska, Fundacja Aletheia, Warszawa 2001.</p> <p>Ricoeur P., <i>Filozofia osoby</i>, przekł. M. Frankiewicz, WN PAT, Kraków 1992.</p> <p>Ricoeur P., <i>O sobie samym jako innym</i>, przekł. B. Chełstowski, oprac. i wstęp M. Kowalska, PWN, Warszawa 2005.</p> <p><i>Narracja jako sposób rozumienia świata</i>, red. J. Trzebiński, GWP, Gdańsk 2002.</p> <p>Taylor Ch., <i>Źródła podmiotowości. Narodziny tożsamości nowoczesnej</i>, przekł. M. Gruszczyński, O. Latek, A. Lipszyc, A. Michalak, A. Rostkowska, M. Rychter, Ł. Sommer, WN PWN, Warszawa 2001.</p> <p>Taylor Ch., <i>Źródła współczesnej tożsamości</i>, przekł. A. Pawelec [w:] <i>Tożsamość w czasach zmiany. Rozmowy w Castel Gandolfo</i>, red. K. Michalski, SIW Znak, Kraków, Fundacja im. Stefana Batorego, Warszawa 1995.</p> <p>Taylor Ch., <i>Etyka autentyczności</i>, przeł. A. Pawelec, Znak, Kraków 2002.</p> <p>MacIntyre A., <i>Dziedzictwo cnoty. Studium z teorii moralności</i>, przeł. A. Chmielewski, WN PWN, Warszawa 1996.</p>
Complementary literature:	<p>Bremer J., <i>Osoba – fikcja czy rzeczywistość? Tożsamość i jedność ja w świetle badań neurologicznych</i>, wyd. II, Wyd. Aureus, Kraków 2014.</p> <p><i>Tożsamość człowieka</i>, red. A. Gałdowa, Wyd. UJ, Kraków 2000.</p> <p>Górnicka-Kalinowska J., <i>Tożsamość, wola, działania moralne</i>, WN Semper, Warszawa 2012.</p> <p>Grygianiec M., <i>Argumenty na rzecz nieredukcyjnego ujęcia tożsamości osobowej</i>, „Analiza i Egzystencja” 2016, nr 34.</p> <p>Grygianiec M., <i>Kryteria tożsamości osobowej a tak zwany pogląd prosty</i>, „Ethos” 2016, R. 29, nr 4 (116).</p> <p>Kowalska M., <i>Dialektyka poza dialektyką. Od Battaile’a do Derridy</i>, Aletheia, Warszawa 2007.</p> <p>Niemczuk A., <i>Podmiot w filozofii praktycznej. Preludia</i>, Wyd. UR, Rzeszów 2018.</p> <p>E. Pietrzak, A. Warchał, Ł. Zaorski-Sikora, <i>Podmiot, osoba, tożsamość</i>, Wyd. WSHE, Łódź 2007.</p> <p><i>Podmiotowość i tożsamość</i>, red. J. Migasiński, WFiS UW, Warszawa 2001.</p> <p>Parfit D., <i>Racje i osoby</i>, przekł. W.M. Hensel, M. Warchala, WN PWN, Warszawa 2012.</p> <p>Renaut A., <i>Era jednostki. Przyczynek do historii podmiotowości</i>, przekł. D. Leszczyński, Ossolineum, Wrocław – Warszawa – Kraków 2001.</p> <p>Strawson P., <i>Indywidualność. Próba metafizyki opisowej</i>, przekł. B. Chwedeńczuk, IW PAX, Warszawa 1980.</p>

	Warmbier A., <i>Tożsamość, narracja i hermeneutyka siebie. Paula Ricoeura filozofia człowieka</i> , Universitas, Kraków 2018. Ziemińska R., <i>Dwa pojęcia świadomości i podmiotu</i> , „Ethos” 2013, R. 26, nr 1 (101). Zięba W., <i>Ontologiczne modele tożsamości osobowej. Symplicyzm Romana Ingardena redukcjonizm Dereka Parfita</i> , Wyd. UR, Rzeszów, 2021.
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Date and signature of the Course lecturer

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Approved by the Head of the Department or an authorised person