



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Philosophy	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Assoc. prof. dr. Laimutė Jakavonytė	Faculty of Philosophy, Vilnius University

Study cycle	Type of the course unit (module)
Cycle (integrated studies)	Free choice

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Face-to-face and self-study	Autumn/Spring semester	English

Requirements for students	
Prerequisites:	Additional requirements (if any):

Course (module) volume in credits	Total student workload	Contact hours	Self-study hours
5	140	48	92

Purpose of the course unit (module): program competencies to be developed		
<p>The primary objective of this course is to provide an introduction to the field of philosophy, its historical development within Western culture, and its contemporary significance. Through a close reading of philosophical texts, students will learn about the abstract theoretical issues that classical and modern thinkers have grappled with and the questions they have formulated that extend beyond ordinary reasoning. The course aims to broaden students' thinking horizons and help them overcome their specialized thinking habits. By studying philosophy, students will develop a comprehensive understanding of theoretical reasoning in both the social and natural world, as well as an appreciation for the importance of human values and the commitment required to uphold them. Additionally, the course will explore the political and cultural context of philosophical writings, ethical challenges, and the potential consequences of philosophical approaches in a dynamic and evolving world.</p> <p>The course will also provide an overview of philosophical argumentation, which includes its various forms and how to analyze them. Ultimately, the course aims to demonstrate how adopting a "philosophical attitude" can impact decision-making and change one's life.</p> <p>In summary, this course intends to equip students with the knowledge and skills necessary to comprehend and appreciate the phenomenon of philosophy, its historical development, and its relevance in modern society. Through the course's curriculum, students will have the opportunity to cultivate their critical thinking skills and the ability to analyze complex theoretical issues, which will assist them in various academic and professional contexts.</p>		
Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods

<p>Polished general transferable competencies encompass the ability to maintain a positive attitude, engage in critical thinking, analyze and present arguments effectively. Upon successful completion of the course, students will have developed the capacity to work with texts in the following ways:</p> <ul style="list-style-type: none"> - Understand philosophical language and reasoning; - Interpret philosophical texts with precision and accuracy; - Identify the basic forms of argumentation; - Articulate core arguments with clarity and coherence; - Comprehend the historical and social context of the texts. <p>Furthermore, students will be able to recognize the fundamental areas of philosophical discourse and to state the major schools of thought that have contributed to the ongoing discussion of these issues.</p> <p>In addition to the aforementioned competencies, students will also be able to design assignments based on the course syllabus, collaborate effectively, contribute to group projects, and seek changes.</p> <p>These skills are vital for students to excel not only in their academic pursuits but also in their professional careers.</p>	<p>The pedagogical approach of this course involves interactive lectures that amalgamate historical and problem-oriented methods in the subject matter.</p> <p>Short answer quizzes will be conducted orally during lectures to help students assess their understanding of the material.</p> <p>Seminars will emphasize argumentative discussions and dialogues. Students will be encouraged to develop questions that commence with basic reading comprehension before proceeding to interpretive inquiries.</p> <p>Self-study is a crucial aspect of this course, necessitating the analysis of philosophical texts.</p> <p>The portfolio method is employed to compile relevant data, quotations, and examples from readings that will be utilized in debates, research reports, and final exams.</p> <p>Special assignments will enable students to test theoretical hypotheses and provide evidence for a given position, further strengthening their grasp of the material.</p>	<p>The methodology employed for Continuous Assessment comprises cumulative scoring. It involves the assessment of the terminological list and comparative analysis from the readings, along with brief sketches of argumentative units formulated by the students throughout the semester.</p> <p>During discussions, students are expected to present arguments in favor of and against an issue, while linking the assumptions to their professional studies.</p> <p>Additionally, the students are required to undertake small research projects (3-4 pages) on specific issues, either individually or in groups.</p> <p>Students who have obtained a cumulative grade of less than 5 are required to attend the final exam.</p> <p>Students who are not satisfied with their cumulative grade will have the opportunity to take a final exam. If failing, the cumulative assessment will remain valid for such students.</p> <p>The final examination will comprise of five open-response questions.</p>
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Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work	Contact hours	Self-study hours	The assignments and scanned readings can be found at emokymai.vu.lt
1. Why Study Philosophy? The Value of Philosophy. The Origins of Philosophy in the Western Civilization.	2		2				4	6	Excerpts from: Karl Jaspers. <i>The Way to Wisdom: An Introduction to Philosophy</i> . Thomas Nagel. <i>What Does It All Mean? A Very Short Introduction to Philosophy</i> .

2. Being and Reality. The origins of the Hellenic philosophical tradition: from pre-Socratics to Socrates, Plato and Aristotle.	2		8				10	10	Excerpts from: Heraclitus. <i>The Fragments</i> . Plato, <i>The Apology</i> ; <i>The Symposium</i> ; <i>The Republic</i> . Aristotle: <i>Metaphysics</i> ; <i>Nicomachean Ethics</i> ; <i>On the Soul</i> ; <i>Politics</i> .
3. Mediæval Thought: Creationism, Theo-centrism, Theocracy, Introspection, Illuminism, Predestination and Free Will, Grace, Arguments for God's Existence and Theodicy.	2		4				6	10	Excerpts from: Augustine, <i>Confessions</i> . Thomas Aquinas, <i>Summa Contra Gentiles</i> .
4. The Humanist Movement of Renaissance and Reformation: The Renewed Study of Neoplatonism, Stoicism, Epicureanism, and Scepticism.	2		4				6	10	Excerpts from: Giovanni Pico della Mirandola, <i>The Oration on the Dignity of Man</i> . Erasmus of Rotterdam, <i>In Praise of Folly</i> . Niccolo Machiavelli. <i>The Prince</i> .
5. Rise of Modern Science and Philosophy. Science and Method. Rationalism and Empiricism. Critical Philosophy.	4		8				12	20	Excerpts from: Francis Bacon, <i>The New Organon or: True Directions Concerning the Interpretation of Nature</i> . John Locke, <i>An Essay Concerning Human Understanding</i> . Rene Descartes, <i>Discourse on Method</i> . Immanuel Kant, <i>The Critique of Pure Reason</i> . Immanuel Kant, <i>Groundwork for the Metaphysics of Morals</i> .
6. The Self and its Identity. The Meaning and Purpose of Life. Modern Humanism.	2		4				6	8	Excerpts from: Søren Kierkegaard, <i>Fear and Trembling</i> . Friedrich Nietzsche, <i>Beyond Good and Evil</i> .
7. Philosophical analysis of the contemporary challenges. Consumerism. Reality-meaning-loss scenarios: simulacra, and simulation. Panopticism.	2		2				4	12	Excerpts from: Peter Sloterdijk, <i>Critique of Cynical Reason</i> . Michel Foucault, <i>Discipline and Punish. The Birth of the Prison</i> . Giorgio Agamben, <i>Homo Sacer: Sovereign Power and Bare Life</i> .
		2					2	16	Examination (written and oral)
Total	16	2	32				48	92	

Assessment strategy	Weight %	Deadline	Assessment criteria
Activities in the class	50 %	16 th week	50 % - excellent quality of participation. The logic of assertions is fully clarified, there are well-argued critical points during the discussions, there are intelligent and relevant questions asked during the lectures and there are short essays presented., etc. 0 % - student never speaks up and doesn't answer any questions.
3 research works	30 %		10% each
		3 rd -16 th weeks	<p>The student has to prepare an <i>analysis</i> of the chosen philosophical topic.</p> <p>The student should lay out the main thoughts of the chosen writings and sum up them at the end of the analysis in 3 – 5 short theses.</p> <p>Based on the analysis, the student should prepare the presentation and be able to speak in favour of the author's thoughts and defend them. The presentation should be planned to take about 10 –15 minutes.</p> <p>The presentation has to be submitted on Moodle before the cut-off date.</p> <p>10 (excellent) – The student presents the main idea of the text in a clear and accurate manner, sets out the author's arguments, offers comments on them and analyses possible criticism.</p> <p>9 (very good) – The student presents the main idea of the text clearly and accurately, and sets out the author's arguments and comments on them.</p> <p>8 (good) – The student presents the main idea of the text clearly and accurately and recites the author's arguments.</p> <p>7 (average) – The student presents a coherent summary of the text and emphasizes key points.</p> <p>6 (satisfactory) – The student presents a summary of the text that covers at least some of its essential parts.</p> <p>5 (weak) – The student presents a summary of the text that may not be entirely accurate but covers at least some essential parts of the text.</p> <p>4 (unsatisfactory) – The student presents the text in a way that is not entirely accurate, or includes material that is not directly related to the topic, or may have committed plagiarism.</p> <p>If a student is unable to prepare or attend the seminar when they are scheduled to present, their grade for this assignment will be 0.</p>
Exam	20 %	Session	There are 5 open type questions, and the student should choose either 2 or 4 questions. Each question that is satisfactorily answered earns the student 5%.

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publisher
Compulsory reading				
Agamben, Giorgio	1998	<i>Homo Sacer: Sovereign Power and Bare Life</i>		Stanford University Press
Aristotle	1987	<i>The Complete Aristotle</i>	2 vol.	Princeton University Press
Augustine	2002	<i>Confessions</i>		Book Surge Classics
Descartes, Rene	1988	<i>The Philosophical Writings of Descartes</i>	3 vol.	Cambridge University Press
Bacon, Francis	2000	<i>The New Organon</i>		Cambridge University Press
Foucault, Michel	1995	<i>Discipline and Punish. The Birth of the Prison</i>		Vintage Books
Erasmus of Rotterdam	2015	<i>In Praise of Folly</i>		Princeton University Press
Kant, Immanuel	1997	<i>The Critique of Pure Reason</i>		Cambridge University Press
Kant, Immanuel	2002	<i>Groundwork for the Metaphysics of Morals</i>		Yale University Press
Kierkegaard, Søren	1983	<i>Fear and Trembling. In: Kierkegaard's Writings</i>		Princeton University Press
Machiavelli, Niccolo	2009	<i>The Prince</i>		Penguin Classics
Nietzsche, Friedrich	2002	<i>Beyond Good and Evil</i>		Cambridge University Press
Pico, Giovanni	1996	<i>The Oration on the Dignity of Man</i>		Gateway Editions
Plato	1997	<i>Complete Works</i>		Hackett Publishing Co.
Sloterdijk, Peter	2001	<i>Critique of Cynical Reason</i>		University of Minnesota
Optional reading				
Adamson, Peter	2014	<i>Classical Philosophy: A History of Philosophy Without Any Gaps</i>	2 vol.	Oxford University Press
Jaspers, Karl	2003	<i>The Way to Wisdom: An Introduction to Philosophy</i>		Yale University Press
Melchert, Norman.	2013	<i>The Great Conversation: A Historical Introduction to Philosophy.</i>		Oxford University Press
Nagel, Thomas	1987	<i>What Does It All Mean? A Very Short Introduction to Philosophy</i>		Oxford University Press
Perry, John, Bratman, Michael and Fischer, John Martin (Ed.)	2018	<i>Introduction to Philosophy: Classical and Contemporary Readings</i>		Oxford University Press