



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 aim is to acquaint students with philosophy as a phenomenon in Western culture, the historical development of this phenomenon and the role of philosophy in the modern world.</p> <p>The studies of Philosophy should help overcome the habits of specialized thinking and broaden students' thinking horizons. This will be done by familiarizing students with the philosophical texts, illustrating how classical and modern thinkers formulate the questions and grapple with the abstract theoretical issues in contrast to ordinary reasoning.</p> <p>Introduction to Philosophy will help to understand and appreciate the theoretical expertise of the social and natural world and identify the different types of theoretical reasoning. Students will develop an understanding of human values and the importance of commitment to the chosen values.</p> <p>Students will learn to analyze the political and cultural context of the writings, the potential social and ethical challenges and the consequences of the philosophical approach in the changing world.</p> <p>The course will provide a preliminary orientation about the notion of philosophical argument, its various forms and the ways arguments should be examined.</p> <p>The ultimate objective of course is to demonstrate what it means to adopt a "philosophical attitude" and how this attitude can change the lives in the decision-making process.</p>			
Learning outcomes of the course unit (module)	Teaching and learning methods		Assessment methods

<p>Polished general transferable competencies: positive attitude, critical thinking, analysis and argumentation.</p> <p>Students will be capable to work with texts:</p> <ul style="list-style-type: none"> • to understand philosophical language and reasoning; • to interpret philosophical text and accurately render content; • to identify the basic forms of argumentation; • to articulate core arguments; • to apprehend the historical and social context. <p>Students will be able to identify the main areas of the philosophic discourse and to be able to state what major schools of thought here are that have contributed to the ongoing discussion of these issues.</p> <p>Students will be capable to design given assignments based on the course syllabus, cooperate and contribute, seek changes.</p>	<p>Interactive lectures combine historical and problem-orientated approaches to the subject. Short answer quizzes (oral) during the lectures.</p> <p>Self-study, analysis of philosophical texts.</p> <p>Portfolio methods (collection of relevant data/ quotations/examples from readings that will be used in the debates, research reports and final exams).</p> <p>Seminars concentrate on argumentative discussions and dialogue.</p> <p>Students are encouraged to formulate questions that begin with basic reading comprehension, and then they move to interpretive queries.</p> <p>Special assignments aim to enable students to test some theoretical hypotheses and to provide evidence for a given position.</p>	<p>Continuous Assessment (cumulative score methodology). The evaluation of the terminological list and comparative analysis from the readings and brief sketches of argumentative units that students had set up during the semester.</p> <p>Small research work (3-4 pages, individual or group project type) on a specific issue by going online or working in the library and then by assessing the obtained data as to their suitability to corroborate or refute a certain contention.</p> <p>Bigger research work: a comparative analysis of the concepts based on the readings.</p> <p>In discussions, students argue pro at contra of an issue and link the assumptions to their professional studies.</p> <p>Short answer quizzes (oral) during the lectures.</p> <p>Final examination (oral) for the students that are not satisfied with the cumulative score (5 open-response questions).</p>
--	---	--

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	Assignments
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> Bertrand Russell. <i>The Problems of Philosophy.</i> Thomas Nagel. <i>What Does It All Mean? A Very Short Introduction to Philosophy.</i>

2. Being and Reality. Ionian Naturalists, Eleatic Ontologists, and the Greek classical tradition: Socrates, Plato, Aristotle. Academy and Lyceum.	2		8				10	10	Excerpts from: Heraclitus the Fragments. Plato. The Apology. The Symposium. The Republic. From: The Complete Plato. Aristotle. Metaphysics. Nicomachean Ethics. On the Soul. Politics.
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. Confessions. Thomas Aquinas Summa Contra Gentiles.
4. The Humanist Movement of Renaissance and Reformation: The Renewed Study of Neoplatonism, Stoicism, Epicureanism, and Scepticism.	2		4				6	10	Excerpts from: Erasmus of Rotterdam. In Praise of Folly. Niccolo Machiavelli. The Prince.
5. Rise of Modern Science and Philosophy. Science and Method. Rationalism and Empiricism. Critical Philosophy.	4		8				12	20	Excerpts from: Francis Bacon. The New Organon or: True Directions Concerning the Interpretation of Nature. John Locke. An Essay Concerning Human Understanding. Rene Descartes. Discourse on Method. Immanuel Kant. The Critique of Pure Reason. Immanuel Kant. Groundwork for the Metaphysics of Morals.
6. The Self and its Identity. The Meaning and Purpose of Life. Modern Humanism.	2		4				6	8	Excerpts from: Søren Kierkegaard. Fear and Trembling. Friedrich Nietzsche. Beyond Good and Evil.
7. Philosophical analysis of the contemporary challenges. Consumerism. Reality-meaning-loss scenarios: hyperreality, simulacra, and simulation. Panopticism.	2		2				4	12	Excerpts from: Peter Sloterdijk. (1987). Critique of Cynical Reason. Michel Foucault. Discipline and Punish. The Birth of the Prison. Giorgio Agamben. Homo Sacer: Sovereign Power and Bare Life.
		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 accompanied by consistent participation: logic of assertions fully clarified, well-argued critical points during the discussions, intelligent and relevant questions asked during the lectures, short essay presentations, etc. 0 % - student never speaks up and doesn't answer any questions.
3 research works	30 %		
			<p>The student has to prepare an <i>analysis</i> of the chosen philosophical topic.</p> <p>The student has to 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 has to prepare the presentation and be able to speak <i>pro-author's</i> thoughts and defend them.</p> <p>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) – student presents the main idea of the text clearly and accurately, sets out the author's arguments, comments on them and analyzes possible criticism.</p> <p>9 (very good) – 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) – student presents the main idea of the text clearly and accurately and recites the author's arguments.</p> <p>7 (average) – student presents a clear and coherent summary of the text and emphasizes key points.</p> <p>6 (satisfactory) – student presents a summary of the text that covers at least some of its essential parts.</p> <p>5 (weak) – student presents a summary of the text that is inaccurate but covers at least some essential parts of the text.</p> <p>4 (unsatisfactory) – student prepares a mistaken presentation of the text, or presentation based on irrelevant material, or plagiarism.</p> <p>If a student does not prepare or is absent from the seminar when he has to make a presentation, his grade for this assignment will be 0.</p>
First research work	10%	5 th week	10% - the basic content of various issues of philosophy is recognized, and the core viewpoints are stated.
Second research work	10%	9 th week	10% - the philosophical language and reasoning of readings are understood, and the main historical shifts in the history of philosophy are recognized.
Third research work	10%	14 th week	10% - the basic content of various issues of philosophy is recognized, and the core viewpoints are stated.
Exam	20 %	Session	5 open type questions, the student must answer (in oral form) 4 questions, one satisfying answer - 5 %.

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publisher
Compulsory reading				
Plato	1997	<i>Complete Works</i>		Hackett Publishing Co.
Aristotle	1987	<i>The Complete Aristotle</i>	2 vol.	Princeton University Press
Augustine	2002	<i>Confessions</i>		BookSurge Classics
Rene Descartes	1988	<i>The Philosophical Writings of Descartes</i>	3 vol.	Cambridge University Press
Francis Bacon	2000	<i>The New Organon</i>		Cambridge University Press
David Furley (ed.)	1999	<i>Routledge History of Philosophy. From Aristotle to Augustine</i>	2 vol.	Routledge University Press
Erasmus of Rotterdam	2015	<i>In Praise of Folly</i>		Princeton University Press
Immanuel Kant	1997	<i>The Critique of Pure Reason</i>		Cambridge University Press
Immanuel Kant	2002	<i>Groundwork for the Metaphysics of Morals</i>		Yale University Press
Søren Kierkegaard	1983	<i>Fear and Trembling. In: Kierkegaard's Writings</i>		Princeton University Press
Niccolo Machiavelli	2009	<i>The Prince</i>		Penguin Classics
Friedrich Nietzsche	2002	<i>Beyond Good and Evil</i>		Cambridge University Press
Peter Sloterdijk	2001	<i>Critique of Cynical Reason</i>		University of Minnesota
Optional reading				
Giorgio Agamben	1998	<i>Homo Sacer: Sovereign Power and Bare Life</i>		Stanford University Press
Karl Jaspers	2003	<i>The Way to Wisdom: An Introduction to Philosophy</i>		Yale University Press
Zygmund Bauman	2011	<i>Culture in a Liquid Modern World</i>		Cambridge: Polity
Gyula Klima (ed.)	2007	<i>Blackwell Readings in Medieval Philosophy</i>		Blackwell Publishing
Michel Foucault	1995	<i>Discipline and Punish. The Birth of the Prison</i>		Vintage Books