

## COURSE UNIT (MODULE) DESCRIPTION

| Course unit (module) title | Code |
|----------------------------|------|
| <b>Philosophy</b>          |      |

| Annotation  |
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| The main aim of this course is to introduce students to the main areas of research in philosophy and develop students' ability to understand and analyze philosophical texts and argumentation skills. The content of the course unit covers the main periods of the history of philosophy and the most important philosophical questions and issues concentrating on the work of such major thinkers as Plato, Aristotle, Augustine, Aquinas, Descartes, Hume, Kant, Marx, Kierkegaard, Camus and Sartre. Topics of discussion include the nature of philosophy; the nature and limits of human knowledge; the scope and limits of human freedom; the nature of the good life; and the meaning and value of human existence. |

| Lecturer(s)  | Department(s) where the course unit (module) is delivered                                |
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| <b>Coordinator: assoc. prof. dr. Laimutė Jakavonytė</b><br><b>Others: assoc. prof. dr. Audronė Rimkutė</b> | Institute of Social Sciences and Applied Informatics, Kaunas Faculty, Vilnius University |

| Study cycle | Type of the course unit (module) |
|-------------|----------------------------------|
| First       | General university studies       |

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

| Requirements for students  |  |
|----------------------------|--|
| <b>Prerequisites:</b><br>- | <b>Additional requirements (if any):</b> |

| Course (module) volume in credits | Total student's workload | Contact hours | Self-study hours |
|-----------------------------------|--------------------------|---------------|------------------|
| 5                                 | 130                      | 48            | 82               |

| Purpose of the course unit (module): programme competences to be developed   |                               |                    |
|--|-------------------------------|--------------------|
| <p>The aim is to acquaint students with the philosophy as the phenomenon in Western culture, the historical developments of this phenomenon and the role of philosophy in the modern world. The studies of Philosophy should help to compensate the habits of specialized thinking and to broaden students' horizons of thinking. This will be done by familiarizing students with the key philosophical texts illustrating how classical and modern thinkers formulate their questions and how they grapple with their issues in contrast to ordinary consciousness. Introduction to Philosophy studies will help to understand and appreciate the surrounding social and natural world, to identify the different types of theoretical reflexion, their conditions and assumptions. These studies will develop students' understanding of human values, and the motivation for the commitment to specific hierarchy of values. Students will learn to analyze and evaluate the political and cultural processes, the potential social and ethical challenges and consequences of the changing world. The course will provide a preliminary orientation about the notion of philosophical argument, its various forms and the ways arguments should be analysed. The ultimate objective of course remains to demonstrate what it means to adopt "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 |

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| <p>The ultimate objective of course remains to polish general transferable competences: positive attitude, critical thinking, analysis and argumentation.</p> <p>Student will be capable to work with texts: understand philosophical language and reasoning; interpret philosophical text and accurately render content; identify the basic forms of argumentation; distinguish between good and bad arguments; articulate core arguments; apprehend the historical and social context.</p> <p>Student will be capable to design a given assignments based on the course syllabus, cooperate and contribute, seek changes.</p> <p>Student will be able to tackle problems of a philosophical character and to think intelligently about abstract questions like being, determinism, knowledge, wisdom, understanding, truth, values and norms, society, fairness, progress, etc.</p> <p>Student will be able to identify the constant state of transition in history of philosophy and the main historical shifts, to recognize some of the basic content in various issues of philosophy, to demonstrate familiarity with the main areas of the philosophic discourse and to be able to state what major schools of thought there are that have contributed to the ongoing discussion of these issues.</p> | <p>Interactive lectures combine historical and problem orientated approaches to subject.</p> <p>Self-study, analysis of philosophical texts.</p> <p>Seminars concentrate on the argumentative discussions and dialog.</p> <p>Focus questions.</p> <p>Informative report, critical analysis, personal expression.</p> <p>Students are encouraged to formulate questions that begin with basic reading comprehension, and then they move to interpretive queries.</p> <p>Short answer quizzes (oral) during the lectures.</p> | <p>Presentation on a specific topic during seminars;</p> <p>Presentation of the opposing arguments on a specific topic during the seminars;</p> <p>participation in a collective discussion, students argue pro at contra on an issue and link the arguments to their professional studies;</p> <p>answers in open and closed 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 placement | Contact hours                         | Self-study hours | Assignments  |
| <p>1. Why Study Philosophy? The Value of Philosophy. The Origins of Philosophy in the West.</p> | 2             |           | 2        |           |                 |                           | 4                                     | 8                | <p>Excerpts from: Karl Jaspers (1951). <i>The Way to Wisdom: An Introduction to Philosophy</i>. Yale University Press.</p> <p>Bertrand Russell (1912). <i>The Problems of Philosophy</i>. <a href="https://www.gutenberg.org/files/5827/5827-h/5827-h.htm">https://www.gutenberg.org/files/5827/5827-h/5827-h.htm</a></p> <p>Analysis of the</p> |

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|   |   |  |   |  |  |  |    |    | chosen literature and preparation for discussion at the seminar.  |
| 2. Being and Reality. Ionian naturalists, Eleatic Ontologists, and the Greek classical tradition: Socrates, Plato, Aristotle. Academy and Lyceum.                       | 2 |  | 8 |  |  |  | 10 | 8  | Excerpts from: Heraclitus. The Fragments. <a href="http://www.heraclitusfragments.com/index.html">http://www.heraclitusfragments.com/index.html</a><br>Plato. <i>The Apology. The Symposium. The Republic.</i><br>From: The Complete Plato. <a href="http://www.feedbooks.com/book/4961/%20the-complete-plato">http://www.feedbooks.com/book/4961/%20the-complete-plato</a><br>Aristotle. <i>Metaphysics. Nicomachean Ethics. On the Soul. Politics.</i><br>From: From: <a href="https://www.gutenberg.org/">https://www.gutenberg.org/</a><br>Analysis of the chosen literature and preparation for discussion at the seminar. |
| 3. Medieval Thought (Creationism, Theocentrism, Theocracy, Introspection, Illuminism, Predestination and Free Will, Grace, Arguments for God's Existence and Theodicy). | 2 |  | 4 |  |  |  | 6  | 8  | Excerpts from: Augustine. <i>Confessions.</i><br>Thomas Aquinas <i>Summa Contra Gentiles.</i><br>From: Blackwell Readings in Medieval Philosophy. Blackwell Publishing, 2007.<br>Analysis of chosen literature and preparation for discussion at the seminar.   |
| <b>Midterm test</b>   |   |  | 2 |  |  |  |    | 10 | Study of the material of lectures and preparation for midterm test.   |
| 4. The Humanist Movement: the Renewed Study of Neoplatonism, Stoicism, Epicureanism, and Scepticism.  | 2 |  | 2 |  |  |  | 6  | 8  | Excerpts from: Erasmus of Rotterdam. <i>In Praise of Folly.</i> Christian   |

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|  |   |  |   |  |  |  |    |    | Classics Ethereal Library.<br><a href="https://www.ccel.org/ccel/e/erasmus/folly/cache/folly.pdf">https://www.ccel.org/ccel/e/erasmus/folly/cache/folly.pdf</a><br>Niccolo Machiavelli. (2009) <i>The Prince</i> . Penguin Classics. Analysis of the chosen literature and preparation for discussion at the seminar.   |
| 5. Rise of Modern Science and Philosophy. Science and Method. Rationalism and Empiricism. Critical Philosophy. | 4 |  | 8 |  |  |  | 12 | 10 | Excerpts from:<br>Francis Bacon. <i>The New Organon or: True Directions Concerning the Interpretation of Nature</i> .<br><a href="http://www.earlymoderntexts.com/authors/bacon">http://www.earlymoderntexts.com/authors/bacon</a><br>John Locke. An Essay Concerning Human Understanding.<br><a href="http://www.earlymoderntexts.com/authors/locke">http://www.earlymoderntexts.com/authors/locke</a><br>Rene Descartes. Discourse on Method.<br><a href="http://www.earlymoderntexts.com/authors/descartes">http://www.earlymoderntexts.com/authors/descartes</a><br>Immanuel Kant. (1997) <i>Prolegomena to Any Future Metaphysics</i> . Cambridge University Press.<br><a href="http://www.earlymoderntexts.com/authors/kant">http://www.earlymoderntexts.com/authors/kant</a><br>Immanuel Kant. (2002) <i>Groundwork for the Metaphysics of Morals</i> . Yale University Press.<br><a href="http://www.earlymoderntexts.com/authors/kant">http://www.earlymoderntexts.com/authors/kant</a><br>Analysis of the chosen literature and |

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|  |           |  |           |  |  |  |           |           | preparation for discussion at the seminar.   |
| 6. The Self and its Identity. The Meaning and Purpose of Life. Modern Humanism.  | 2         |  | 4         |  |  |  | 6         | 10        | Excerpts from: Søren Kierkegaard. <i>Fear and Trembling</i> . <a href="http://www.gutenberg.org/files/60333/60333-h/60333-h.htm#FEAR_AND_TREMBLING">http://www.gutenberg.org/files/60333/60333-h/60333-h.htm#FEAR_AND_TREMBLING</a><br>Friedrich Nietzsche. (2002) <i>Beyond Good and Evil</i> . Cambridge University Press. <a href="http://www.gutenberg.org/files/4363/4363-h/4363-h.htm">http://www.gutenberg.org/files/4363/4363-h/4363-h.htm</a><br>Analysis of the chosen literature and preparation for discussion at the seminar. |
| 7. Philosophy and Contemporary Challenges. Consumer Society. Reality Loss Scenarios - hyperreality, simulacra, and simulation. Globalization: the Changes in Experience of Space and Time. | 2         |  | 2         |  |  |  | 4         | 10        | Excerpts from: Zygmunt Bauman. (2011) <i>Culture in a Liquid Modern World</i> . Cambridge: Polity.<br>Sloterdijk, Peter. (2001). <i>Critique of Cynical reason</i> . University of Minnesota.<br>Analysis of the chosen literature and preparation for discussion at the seminar.  |
| Exam   |           |  |           |  |  |  |           | 10        | Study of the material of lectures and preparation for exam.  |
| <b>Total</b>   | <b>16</b> |  | <b>32</b> |  |  |  | <b>48</b> | <b>82</b> |  |

| Assessment strategy               | Weight, % | Deadline             | Assessment criteria   |
|-----------------------------------|-----------|----------------------|---|
| Midterm test (online, via Moodle) | 25%       | 8 <sup>th</sup> week | Midterm test consists of open and closed questions that are formulated on the material of the first 3 themes.<br>95 – 100 % of correct answers – excellent knowledge and abilities (10 marks).<br>85 – 94 % of correct answers – very good knowledge and abilities (9 marks).<br>75 – 84 % of correct answers – good knowledge and abilities (8 marks). |

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|  |     |  | <p>65 – 74 % of correct answers – average knowledge and abilities (7 marks).</p> <p>55 – 64 % of correct answers – sufficient knowledge and abilities (6 marks).</p> <p>45 – 54 % of correct answers – weak knowledge and abilities (5 marks).</p> <p>0 – 44 % of correct answers – insufficient knowledge and abilities (4 marks).</p>  |
| Proponent's presentation during seminar (in the class or online via Teams) | 20% | According to seminars schedule published on Moodle | <p>Each student has to prepare an <b>analysis</b> of chosen philosophical text and present it during the seminar. While making the analysis a student has to lay out the main thoughts of the author he has chosen to analyse and to sum up them at the end of the analysis in 3 – 5 short theses. On the basis of the analysis, the student has to prepare the presentation and be able to speak <b>pro</b> author's thoughts and defend them against the opponent. The presentation should consist of 10 – 15 slides and take about 10 –15 minutes. The presentation in .ppt <u>have to be placed on Moodle till the seminar.</u> An opponent speaks after proponent's presentation, and the proponent has to reply to opponent's contra arguments and defend the author.</p> <p>The proponent's presentation is assessed from 4 to 10 marks.</p> <p>10 (excellent) – student presents the main idea of the text clearly and accurately, sets out author's arguments, comments them and analyzes possible criticism.</p> <p>9 (very good) – student presents the main idea of the text clearly and accurately, sets out author's arguments and comments them.</p> <p>8 (good) – student presents the main idea of the text clearly and accurately, recites author's arguments.</p> <p>7 (average) – student presents a clear and coherent summary of the text, 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 is 0.</p> |
| Opponent's presentation during seminar (in the class or online via Teams)  | 20% | According to seminars schedule published on Moodle | <p>Each student has to prepare an <b>opposing discussion</b> of a chosen text. A student has to lay out the main thoughts of the chosen text and <b>criticize</b> them at the end of the analysis with 3 to 5 <b>contra</b> statements and arguments. On the basis of the analysis, the student has to prepare the presentation and be able to speak <b>contra</b> author's thoughts. The presentation should consist of 10 – 15 slides and take about 10 – 15 minutes. The contra arguments have to be explicated clearly. The presentation in .ppt <u>have to be placed on Moodle till the seminar.</u> An</p>   |

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|                                     |     |              | <p>opponent speaks after proponent's presentation and have to be able to reply to proponent's arguments.</p> <p>The assignment is assessed from 4 to 10 marks.</p> <p>10 (excellent) – student presents and justifies arguments against <i>the main idea</i> of the analyzed text, opposes clearly and logically.</p> <p>9 (very good) – student presents and justifies arguments opposing <i>the statements that support the main idea</i> of the analyzed text.</p> <p>8 (good) – student presents arguments opposing <i>the statements that support the main idea</i> of the analyzed text.</p> <p>7 (average) – student presents arguments <i>against essential and inessential statements</i> of the text.</p> <p>6 (satisfactory) – student presents arguments <i>against inessential</i> parts of the text or statements.</p> <p>5 (weak) – student presents arguments <i>against the imprecisely interpreted statements</i> of the text.</p> <p>4 (unsatisfactory) – student presents arguments that are based on unverified facts, superstitions, conjectures or logically impossible hypotheses.</p> <p>If a student does not prepare or come to the seminar when he has to oppose to a proponent, his grade for this assignment is 0.</p> |
| Exam test (online, via Moodle)      | 25% | Session      | <p>Exam test consists of open and closed questions that are formulated on the material of the last 4 themes.</p> <p>95 – 100 % of correct answers – excellent knowledge and abilities (10 marks).</p> <p>85 – 94 % of correct answers – very good knowledge and abilities (9 marks).</p> <p>75 – 84 % of correct answers – good knowledge and abilities (8 marks).</p> <p>65 – 74 % of correct answers – average knowledge and abilities (7 marks).</p> <p>55 – 64 % of correct answers – sufficient knowledge and abilities (6 marks).</p> <p>45 – 54 % of correct answers – weak knowledge and abilities (5 marks).</p> <p>0 – 44 % of correct answers – insufficient knowledge and abilities (4 marks).</p>   |
| Activities in the class (or online) | 10% | Each seminar | Students who actively participate in discussions during the seminars get activity points.  |

| Author                    | Year of publication | Title                         | Issue of a periodical or volume of a publication | Publishing place and house or web link   |
|---------------------------|---------------------|-------------------------------|--|--|
| <b>Compulsory reading</b> |                     |                               |  |  |
| Aristotle                 | 1987                | <i>The Complete Aristotle</i> | 2 vol.   | Princeton University Press   |
| Augustine                 | 2002                | <i>Confessions</i>            |  | Project Gutenberg<br><a href="https://www.gutenberg.org/files/3296/3296-h/3296-h.htm">https://www.gutenberg.org/files/3296/3296-h/3296-h.htm</a> |

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| Bacon, Francis                               | 1863 | <i>The New Organon</i>   |  | Some texts from Early modern philosophy.<br><a href="http://www.earlymoderntexts.com/authors/bacon">http://www.earlymoderntexts.com/authors/bacon</a>  |
| Bauman, Zygmund                              | 2011 | <i>Culture in a Liquid Modern World</i>                                    |  | Cambridge: Polity  |
| Descartes, Rene                              | 1637 | <i>Discourse on Method</i>   |  | in the version presented at <a href="http://www.earlymoderntexts.com">www.earlymoderntexts.com</a><br><a href="http://www.earlymoderntexts.com/authors/descartes">http://www.earlymoderntexts.com/authors/descartes</a>        |
| Klima, Gyula (ed.)                           | 2007 | <i>Blackwell Readings in Medieval Philosophy</i>                           |  | Blackwell Publishing   |
| Kant, Immanuel                               | 1783 | <i>Prolegomena to Any Future Metaphysics</i>                               |  | in the version presented at <a href="http://www.earlymoderntexts.com">www.earlymoderntexts.com</a><br><a href="http://www.earlymoderntexts.com/authors/kant">http://www.earlymoderntexts.com/authors/kant</a>                  |
| Locke, J.                                    | 1690 | An Essay Concerning Human Understanding.                                   |  | in the version presented at <a href="http://www.earlymoderntexts.com">www.earlymoderntexts.com</a><br><a href="http://www.earlymoderntexts.com/authors/locke">http://www.earlymoderntexts.com/authors/locke</a>                |
| Nietzsche, Friedrich                         | 2002 | <i>Beyond Good and Evil</i>  |  | Cambridge University Press   |
| Plato  | 1997 | The Complete Plato.  |  | <a href="http://www.feedbooks.com/book/4961/%20the-complete-plato">http://www.feedbooks.com/book/4961/%20the-complete-plato</a>  |
| Russel, B.                                   | 1912 | <i>The Problems of Philosophy.</i>   |  | Project Gutenberg<br><a href="https://www.gutenberg.org/">https://www.gutenberg.org/</a>   |
| Perry, J., Bratman, M. Fischer, J. M. (eds.) | 2013 | <i>Introduction to philosophy</i>  |  | New York, Oxford: Oxford University Press  |
| <b>Optional reading</b>                      |      |  |  |  |
| Jaspers, Karl                                | 1951 | <i>The Way to Wisdom: An Introduction to Philosophy</i>                    |  | Yale University Press  |
| Erasmus, Desiderius of Rotterdam             | 1913 | <i>In Praise of Folly</i>  |  | Grand Rapids, MI: Christian Classics Ethereal Library<br><a href="https://www.ccel.org/ccel/e/erasmus/folly/cache/folly.pdf">https://www.ccel.org/ccel/e/erasmus/folly/cache/folly.pdf</a>                                     |
| Kant, Immanuel                               | 1785 | <i>Groundwork for the Metaphysics of Morals</i>                            |  | in the version presented at <a href="http://www.earlymoderntexts.com">www.earlymoderntexts.com</a><br><a href="http://www.earlymoderntexts.com/authors/kant">http://www.earlymoderntexts.com/authors/kant</a>                  |
| Kierkegaard, Søren                           | 1923 | <i>Fear and Trembling. In: Selections from the Writings of Kierkegaard</i> |  | University of Texas Bulletin, No. 2326: July 8, 1923.<br><a href="http://www.gutenberg.org/files/60333/60333-h/60333-h.htm#FEAR_AND_TREMBLING">http://www.gutenberg.org/files/60333/60333-h/60333-h.htm#FEAR_AND_TREMBLING</a> |
| Machiavelli, Niccolo                         | 2009 | <i>The Prince</i>  |  | Penguin Classics   |
| Sloterdijk, Peter                            | 2001 | <i>Critique of Cynical reason</i>  |  | University of Minnesota  |