COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Philosophy	

Academic staff	Core academic unit(s)
Coordinating: Assoc. Prof. Dr. Jonas Čiurlionis **Other:**	Institute of Philosophy Faculty of Philosophy

Study cycle	Type of the course unit
Cycle (integrated studies)	Non compulsory

Mode of delivery	Semester or period when it is delivered	Language of instruction
Auditorium, online Teams, self study	Autum, Spring	English

Requisites	
Prerequisites: English B1	**Co-requisites (if relevant):**

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	138	48	90

Purpose of the course unit
The aim is to acquaint students with 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 reflection, their conditions and assumptions. These studies will develop students' understanding of human values, and the motivation for 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 arguments, its various forms and the ways arguments should be analyzed. The ultimate objective of course remains to demonstrate what it means to adopt "philosophical attitude" and how this attitude can change lives in the decision-making process.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
The ultimate objective of course remains to polish general transferable competences: positive attitude, critical thinking,	Interactive lectures combine historical and problem orientated approaches to subject. Seminars concentrate on the argumentative discussions and dialog. Focus questions. Informative report, critical analysis, personal expression.	Continuous Assessment (cumulative score methodology). The evaluation of the terminological list from the readings and brief sketches of argumentative units that student had set up during the semester. Small research work (3-4 pages) (individual or group project type) on a specific issue by going on-line or working in the library and then by assessing the obtained data as to their suitability to corroborate or refute a certain contention.

analysis and argumentation. Student will be capable to work with texts: • understand philosophical language and reasoning; • interpret philosophical text and accurate render content; • identify the basic forms of argumentation; • distinguish between good and bad arguments; • articulate core arguments; apprehend the historical and social context. 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. 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	Students are encouraged to formulate questions that begin with basic reading comprehension, and then they move to interpretive queries. Portfolio methods (collection of relevant data/ quotations/examples from readings that will be used in the debates, research and final exams). Special assignments aim to enable students to test some theoretical hypotheses and to provide evidence for a given position.	Bigger research work: comparative analysis (table). Discussion, students argue pro at contra of an issue and link the assumptions to their professional studies. Short answer quizzes (oral) during the lectures. Final examination (written) 5 open-response questions.

contributed to the ongoing discussion of these issues. Student will be capable to design a given assignments based on the course syllabus, cooperate and contribute, seek changes.		

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	**Contact hours, total**	**Individual work**	**Tasks for individual work**
1. Why Study Philosophy? The Value of Philosophy. The Origins of Philosophy in the West.	2		2				**4**	**6**	Excerpts from: Karl Jaspers (1951). The Way to Wisdom: An Introduction to Philosophy. Yale University Press. Bertrand Russell (1912). The Problems of Philosophy. http://www.gutenberg.org/ Small research work (chart) „Branches of Philosophy“.
2. Being and Reality. Ionian naturalists, Eleactic Ontologists, and the Greek classical tradition: Socrates, Plato, Aristotle. Academy and Lyceum	2		8				**10**	**10**	Excerpts from: Heraclitus the Fragments. http://www.heraclitusfragments.com/files/en.html Plato. The Apology. The Symposium. The Republic. From: The Complete Plato. http://www.feedbooks.com/book/4961/the-complete-plato Aristotle. Metaphysics. Nicomachean Ethics. On the Soul. Politics. From: The Complete Aristotle. http://ebooks.adelaide.edu.au/a/aristotle
3. Mediæval Thought (Creationism, Theo-centrism, Theocracy, Introspection, Illiuminism, 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. From: Blackwell Readings in Medieval Philosophy. Blackwell Publishing, 2007.
4. The Humanist Movement: the Renewed Study of Neoplatonism, Stoicism, Epicureanism, and Skepticism. Renaissance.	2		4				**6**	**10**	Excerpts from: Erasmus of Rotterdam. In Praise of Folly. Christian Classics Ethereal Library. http://www.ccel.org/ccel/erasmus/folly.html Niccolo Machiavelli. (2009) The Prince. Penguin Classics.

5. Rise of Modern Science and Philosophy. Science and Method. Rationalism and Empiricism. Critical Philosophy. Positivism and Philosophy of Science.	4		8				**12**	**20**	Excerpts from: Francis Bacon. The New Organon or: True Directions Concerning the Interpretation of Nature. http://www.earlymodernetexts.com/pdfs/bacon1620.pdf John Locke. An Essay Concerning Human Understanding. https://ebooks.adelaide.edu.au/l/locke/john/l81u/ Rene Descartes. Discourse on Method. http://www.earlymodernetexts.com/pdfs/descartes1637.pdf Immanuel Kant. (1997) Prolegomena to Any Future Metaphysics. Cambridge University Press. http://philosophy.eserver.org/kant-prolegomena.txt Immanuel Kant. (2002) Groundwork for the Metaphysics of Morals. Yale University Press. www.earlymoderntexts.com/pdfs/kant1785.pdf
6. The Self and its Identity. The Meaning and Purpose of Life. Modern Humanism. Existentialism.	2		4				**6**	**8**	Excerpts from: Søren Kierkegaard. Fear and Trembling. http://www.religion-online.org/showbook.asp?title=2068 Friedrich Nietzsche. (2002) Beyond Good and Evil. Cambridge University Press. http://www.gutenberg.org/files/4363/4363-h/4363-h.htm
7. Philosophy and Contemporary Challenges. Consumer Society. Reality Loss Scenarios - hyperreality, simulacra, and simulation. Globalization: the Changes in Experience of Space and Time. Continental and Analytic traditions	2		2				**4**	**10**	Excerpts from: Zygmunt Bauman. (2011) Culture in a Liquid Modern World. Cambridge: Polity. Research work (written). Comparative Analysis of main Paradigms of Philosophy (Table).
								16	Written exam
Total	**16**		**32**				**48**	**90**	

Assessment strategy	Weight %	Deadline	Assessment criteria
Activities in the class	50%	16th week	40 % - 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 speak up and doesn‘t answer any questions.
First research work	10%	5th week	10% - the basic content in various issues of philosophy are recognized, the core view-points stated.
Second research work	20%	16th week	20% - the philosophical language and reasoning of readings are understood, the main historical shifts in history of philosophy are recognised.

Exam	20 %	Session	5 open type questions, student must answer (in written form) 4 questions, one satisfying (from the point of view of logic and analytical skills) answer - 5 %.

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
Karl Jaspers	1951	*The Way to Wisdom: An Introduction to Philosophy*		Yale University Press
Plato	2007	*Complete Works*		eBooks@Adelaide http://ebooks.adelaide.edu.au/p/plato/
Aristotle	2004	*The Complete Aristotle*		Adelaide University Press http://ebooks.adelaide.edu.au/a/aristotle
Gyula Klima (ed.)	2007	*Blackwell Readings in Medieval Philosophy*		Blackwell Publishing
Immanuel Kant	1997	*Prolegomena to Any Future Metaphysics*		Cambridge University Press
Friedrich Nietzsche	2002	*Beyond Good and Evil*		Cambridge University Press
Zygmunt Bauman	2011	*Culture in a Liquid Modern World*		Cambridge: Polity
Nathan Smith	2022	*Introduction to Philosophy*		Open Stax, Rice University
Russ W. Payne	2015	*An Introduction to Philosophy*		Bellevue College
Recommended reading				
Erasmus of Rotterdam		*In Praise of Folly*		Christian Classics Ethereal Library http://www.ccel.org/ccel/erasmus/folly.html
Immanuel Kant	*2002*	*Groundwork for the Metaphysics of Morals*		Yale University Press
Søren Kierkegaard	1983	*Fear and Tremblin. In: Kierkegaard's Writings*	Vol. 6	Princeton University Press
Niccolo Machiavelli	2009	*The Prince*		Penguin Classics
Jean Baudrillard	1994	*Simulacra and Simulation*		Ann Arbor The University of Michigan Press