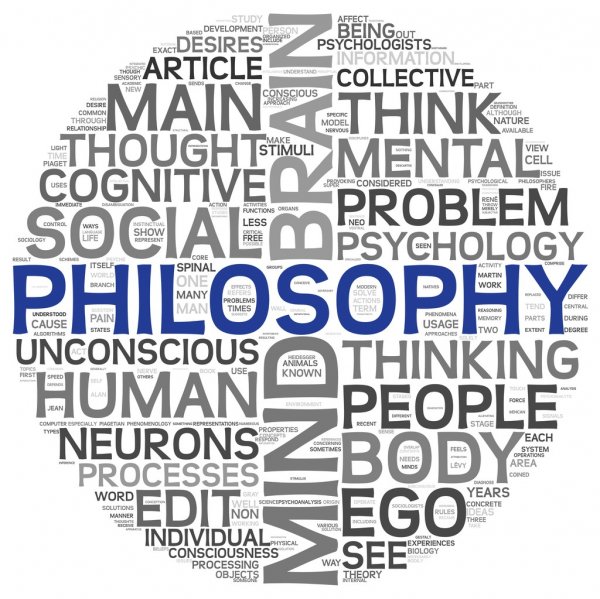
**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE**

**TERNOPIL IVAN PULUJ NATIONAL TECHNICAL UNIVERSITY**

**FACULTY OF ECONOMICS AND MANAGEMENT**

**DEPARTMENT OF UKRAINIAN STUDIES AND PHILOSOPHY**

**HANDBOOK OF PHILOSOPHY**



TERNOPIL

2021

УДК 1(09)(477)(075.8)

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Handbook of Philosophy contains plans of seminars of the discipline, guidelines for each question of a thematic plan, questions for self-evaluation of students’ knowledge, a glossary, lists of recommended literature and electronic resources. This Handbook highlights the basic requirements of knowledge and skills that constitute in the study of the discipline.

**INTRODUCTION**

The course «Philosophy» will enable students to gain knowledge and understanding philosophy through, consideration of some important philosophical issues and approaches to problems; develop a rigorous approach, both critical and constructive, to the study of Philosophy and the nature of arguments; practise and enhance their abilities to construct, develop and maintain clear and coherent argument; acquire skills in comprehension, interpretation, analysis and evaluation that facilitate the development of independent thinking, based on a critical examination of the evidence and rational argumentation. These skills are applicable in the study of other academic subjects and in reflection on other important aspects of human experience.

Students should be able to:

* define/describe the main problems raised by the philosophers presented and their tentative answers.
* deal confidently with structured questions concerning logic.
* identify the philosophical, existential and ethical concerns of the topics presented and their continued relevance.
* present well-structured and logically sound arguments in essay form.
* show a thorough knowledge of the content covered and take a critical stance where necessary.

One of the leading forms of the educational process that promotes the activation of students' independent work is the seminar presentation. A seminar is a type of instruction where the teacher organizes a students’ discussion regarding issues identified in curriculum. Seminars are held in the form of an expanded conversation, with presentations of papers and reports and a group discussion. Seminars promote the creative, independent thinking of students, develop their interest in science and research, strengthen their public speaking skills, and encourage participation in group debate. If a student has difficulty understanding the main points on a given issue, he or she should ask the teacher for advice.

Before you hold a seminar you must first of all get acquainted with the plan of practical lessons, and recognize the tasks that the student is facing. After that, you must begin studying textbooks and manuals, making notes on the lectures of each theme, and then of documents, monographs and memoirs.

Recommended work (or its parts) should be read completely, as it is important to identify and fully grasp the basic idea of the work in order to understand the author’s conclusions. When studying the book one does not have to memorize everything without exception, instead one should recognize and record main ideas and positions. According to the seminar plan, one should not only record individual opinions, but also the digital information, date, numeric indicators, and percentages from which you can draw diagrams, charts, tables, etc.

The final stage in preparing students for seminars is the compilation of text in the form of reports, essays, extended outlines, or abstracts (theses). During the seminar the student should present the report on his given topic for 8-10 minutes and afterwards has up to an additional four minutes to respond to questions.

During the seminar, the student should be active for the entire class and should be able to:

* to present and compare the different concepts and opinions of researchers regarding the questions of the given topic;
* comprehensively and analytically present the essence of events, phenomena, and philosophical processes;
* define the philosophical terms associated with that topic;
* identify individual philosophers and their positions:
* explain the views of the philosophers we study in your own words;
* contrast the views of the philosophers with one another;
* identify your own philosophical intuitions in reference to the theories we examine;
* begin to construct a logically coherent philosophical view of your own based on our studies.

Well-organized student work in preparation for the seminars will facilitate the systematic and conscious acceptance of material from the course «Philosophy».

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **THEME TITLE** | | **Hour distribution** | | | |
| **Lectures** | **Seminars** | **Independent work** | **Total** |
| **Module 1. The History of Philosophy** | | | | | |
| 1. | Т.1. Philosophy and its place in the system of culture | 4 | 2 | 6 | 12 |
| 2. | Т. 2 The emergence of philosophical knowledge. Philosophy of the ancient world | 4 | 2 | 10 | 16 |
| 3. | Т. 3. Medieval Philosophy and Philosophy of the Renaissance. German classical philosophy | 8 | 2 | 16 | 26 |
| 4. | Т. 4. Philosophy of the XX-XXI centuries | 2 | 2 | 10 | 14 |
| **Total**  **hours** | | **18** | **8** | **42** | **68** |
| Type of module assessment – **testing** | | | | | |
| **Module 2. The Theory of Philosophy** | | | | | |
|  |  |  |  |  |  |
| 5. | Т. 5. Ethics and Society | 4 | 2 | 4 | 10 |
| 6. | T. 6. Epistemology | 2 | - | 10 | 12 |
| 7. | T. 7. Social Philosophy | 4 | 2 | 6 | 12 |
| 8. | Т. 8. Philosophy of Mind | 2 | 2 | 5 | 9 |
| 9. | T. 9. Philosophy of Religion | 2 | 2 | 5 | 9 |
| **Total** **hours** | | **14** | **8** | **30** | **52** |
| Type of module assessment – **testing** | | | | | |
| *Discipline total hours:* | | **32** | **16** | **72** | **120** |
| Type of final assessment – **exam**. | | | | | |

**DISCIPLINE STRUCTURE**

**EVALUATION OF STUDENTS' KNOWLEDGE**

The current evaluation of the academic discipline is exercised in the following forms:

* active participation in discussions and presentation of the material during seminars;
* checking essays on the given themes;
* doing current control works;
* questioning.

The module and final/semester evaluations of the academic discipline is conducted by means of testing.  
The maximum grades which a student can gain, according to the forms and methods of learning are given in the **Table**.

**THE DISTRIBUTION OF GRADES WITHIN  
THE THEMES OF THE MODULES**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module 1** | | | **Module 1** | | | **Final control** | | Total on discipline |
| Classroom work and self-study | | | Classroom work and self-study | | |
| Theoretical classes (tests) | Practical work | | Theoretical classes (tests) | Practical work | |
| **10** | **25** | | **10** | **30** | | **25** | | **100** |
| № of lecture | Types of work | Point | № of lecture | Types of work | Point | Theoretical classes | 25 |  |
| Lecture № 1-8 | Pract. Work. №1 | 5 | Lecture № 9-16 | Pract. Work. №6 | 5 |  | |
| Pract. Work. №2 | 5 | Pract. Work. №7 | 5 |
| Pract. Work. №3 | 5 | Pract. Work. №8 | 5 |
| Pract. Work. №4 | 5 | Writing an Essay | 5 |
| Vocabulary | 10 |
| Pract. Work. №5 | 5 |

**THE SCALE OF EVALUATION: NATIONAL AND ECTS**

|  |  |  |  |
| --- | --- | --- | --- |
| **The sum of grades for all kinds of the academic discipline** | **The grade of the ECTS** | **The grade of the national scale** | |
| **For the exam, the course project (work), practice** | **For the final control work** |
| 90 – 100 | А | Excellent | Passed |
| 82 – 89 | B | Good |  |
| 75 – 81 | C |  |  |
| 64 – 74 | D | Satisfactory |  |
| 60 – 63 | E |  |  |
| 35 – 59 | FX | Unsatisfactory | Not passed |
| 1 – 34 | F |  |  |

**MODULE 1.**

**THE HISTORY OF PHILOSOPHY**

**TOPIC 1. PHILOSOPHY AND ITS PLACE IN THE SYSTEM OF CULTURE**

1. **The classification of worldview**
2. **Main philosophical branches**
3. **Myth as a type of traditional and modern story**

**Main terms:** Worldview, ontology; epistemology; metaphysics; cosmology; teleology; theology; anthropology; axiology.

**ontology** - the study of being

**epistemology** - beliefs about the nature and sources of knowledge;

**metaphysics** - beliefs about the ultimate nature of Reality;

**cosmology** - beliefs about the origins and nature of the universe, life, and especially Man;

**teleology** - beliefs about the meaning and purpose of the universe, its inanimate elements, and its inhabitants;

**theology** - beliefs about the existence and nature of God;

**anthropology** - beliefs about the nature and purpose of Man in general and, oneself in particular;

**axiology** - beliefs about the nature of value, what is good and bad, what is right and wrong

**Questions for discussion:**

1. What is the essence and main purpose of philosophical knowledge?

2. Philosophy as self-consciousness of the era.

3. In which life situations do we face worldview questions most often?

4. What are the root causes of the transition from the mythological worldview to a religious and philosophical ones?

5. Why is it difficult to define the subject of philosophy?

6. The main branches of philosophy. Their practical and theoretical value in the modern world.

7. What are the ontological and epistemological sides of the philosophy's main question?

8. What is the place of philosophy in the modern world? Do you agree that it plays a value-oriented role for society and the individual in particular?

**Questions for self-evaluation:**

1. How do politics and mythology relate to each other? Is mythological thinking important in the modern world?

2. Can we talk about absolute materialism and absolute idealism?

3. Explain the relationship between philosophy and mythology/ religion/ science.

**Internet resources:**

1. What is Philosophy? by Dallas M. Roark https://www.qcc.cuny.edu/SocialSciences/ppecorino/roark-textbook/Chapter-1.htm

2. The value of philosophy. From Bertrand Russell's The Problems of Philosophy http://www.skepdic.com/russell.html

3. What is Philosophy? by Dr. Philip A. Pecorino https://www.youtube.com/watch?v=0A7i6h45gIo&ab\_channel=PhilipPecorino

4. The System of Categories in Philosophical Thought\\ <https://www.marxists.org/reference/archive/spirkin/works/dialectical-materialism/ch02.html>

5. Why philosophy needs myth

https://aeon.co/essays/was-plato-a-mythmaker-or-the-mythbuster-of-western-thought

**TOPIC 2: THE EMERGENCE OF PHILOSOPHICAL KNOWLEDGE. PHILOSOPHY OF THE ANCIENT WORLD**

1. **Presocratic and Classical period of Greek philosophy**
2. **Hellenistic philosophy**
3. **Questions for discussion:**

**Main terms:** the substance, reincarnation, paradoxe, sophist, relativism, rhetoricians, dialectical, method, monarchy, aristocracy, polity, tyranny, oligarchy, democracy

1. Analyse the specifics of setting and solving ontological, epistemological, and anthropological issues in ancient philosophy.

2. Determine the peculiarities of the emergence of philosophy as a way of thinking in ancient Greece.

3. Describe the specifics of the relationship between the sociopolitical situation in ancient Greece in different historical periods and the nature of the philosophical problems posed by ancient Greek philosophers at that time.

4. What is the main issue that unites all pre-Socratics in solving ontological problems?

5. What is the fundamental difference between the essence of philosophical issues in the Hellenistic-Roman era and the classical period of ancient philosophy.

**Questions for self-evaluation:**

1. Describe the difference between orthodox and unorthodox schools of ancient India.

2. Analyse the basic principles of Buddhist philosophy.

3. Compare the philosophical views of Confucianism and Taoism. Point out how these concepts have influenced the ideology of ancient and modern China.

4. What is the peculiarity of Plato's utopian concept? Which sociopolitical ideas did they influence?

5. What methods of scientific knowledge originated in the epistemological search of ancient philosophy?

**Internet resources:**

**1.** Ancient Myth, Religion, and Philosophy. https://www.centerforfutureconsciousness.com/pdf\_files/Readings/AncientMythPhil.pdf

**2.** The revolution of thought: from mythology to hellenistic science.

https://core.ac.uk/download/pdf/58907937.pdf

**3**. Modern Sophists?

https://philosophy.stackexchange.com/questions/23478/modern-sophists

**4.** John Burnet's Early greek philosophy.

https://www.plato.spbu.ru/RESEARCH/burnet/burnet.pdf

**5.** Socrates https://www.newadvent.org/cathen/14119a.htm

**6**. Plato's Myths// <https://plato.stanford.edu/entries/plato-myths/>

**7**. How to be an Epicurean https://aeon.co/essays/forget-plato-aristotle-and-the-stoics-try-being-epicurean

**8.** https://ismbook.com/ism-list/

**TOPIC 3: MEDIEVAL PHILOSOPHY AND PHILOSOPHY OF THE RENAISSANCE. GERMAN CLASSICAL PHILOSOPHY.**

1. **The main features of Medieval philosophy**
2. **Ontological and Social philosophy of the Renaissance**
3. **Rationalism and Empiricism in the Age of Reason**
4. **Philosophy of the Age of Enlightenment**

**Main issue**: theism, theology, philosophy of religion, scholasticism, dualism, theodicy, anthropology, pantheism, theism, scholasticism, humanism, rhetoric, Reformation, indulgences, utilitarianism, transcendental idealism, a priori - a posteriori judgments

**Questions for discussion:**

1. Describe the socio-historical changes in Europe in the early V century AD.

2. Explain the essence of the problem of the relationship between faith and reason, philosophy and religion in Medieval philosophy.

3. How did the attitude to the world and man in philosophy change during the Renaissance? What is the humanistic principle of the epoche?

4. Analyse the basic ideas of the philosophy of the Enlightenment.

5. What is the essence of the Cartesian turn? The role of Descartes' epistemological concept in science.

6. Compare the epistemological and ontological levels of the philosophical concepts of Leibniz and Spinoza.

7. What is the principle of identity between being and thinking? How was it transformed in German classical philosophy?

8. Compare the ontological, epistemological, and social concepts of Kant and Hegel.

**Questions for self-evaluation:**

1. Explore the main problems of the Renaissance in relation to nature and Philosophy.

2. How was the philosophy of the human person in the Renaissance era?

3. In which socio-political ideas of the Renaissance can we see the desire to build a utopian society? In which ideas can we find a pragmatic approach to the social system?

4. Analyse the impact of philosophy and ideology of the Reformation on socio-political processes in Europe.

5. Compare the ideas of the empirical and rationalist branches.

6. Analyse the main provisions of the New Picture of the World and its dynamics in the ideas of Newton and Leibniz.

7. What is the essence of Kant's agnosticism?

8. Are you ready to live by the Kantian categorical imperative?

9. What is the essence of Hegel's dialectic?

**Internet resources:**

1. The Medieval period of philosophy.

https://www.philosophybasics.com/historical\_medieval.html

2. Medieval philosophy from The History of Philosophy: A Short Survey. <https://www.utm.edu/staff/jfieser/class/110/5-medieval.htm>

3. Probability in Medieval and Renaissance Philosophy// https://plato.stanford.edu/entries/probability-medieval-renaissance/

4. What Renaissance? <https://aeon.co/essays/there-was-no-such-thing-as-renaissance-philosophy>

5. Descartes' Doubt <https://www.jstor.org/stable/2104497>

6. The subjective turn by Hegel https://aeon.co/essays/hegel-and-the-history-of-human-nature

7. Immanuel Kant: Metaphysics https://iep.utm.edu/kantmeta/

**TOPIC 4: PHILOSOPHY OF THE XX-XXI CENTURIES**

1. **Philosophy of Existentialism and Irrationalism**
2. **Analytical philosophy**
3. **Continental philosophy**

**Main terms:** Pessimism, Existentialism, Absurdism, Pessimism

**Issues for discussion:**

1. What were the changes of the philosophical paradigm in the philosophy of the twentieth century? What is the essence of the non-classical type of rationality?

2. Describe the influence of the philosophical views of existentialism and philosophy of life on the formation of the postmodern worldview.

3. What is the problem of the relationship between scientific knowledge and language in structuralism, pragmatism, and hermeneutics?

4. Explain the peculiarities of the interpretation of the essence of humans, their being, freedom, creativity, communication, and transcendence in personalism, philosophical anthropology and neo-Freudianism.

5. What is practical philosophy in the XXI century? What are the features of ontology and philosophical anthropology in the development of practical philosophy?

6. Analyse the main philosophical turns of the 20th century: performative turn, reflexive turn, and iconic turn.

**Questions for self-evaluation:**

1. Find out what events of the 19th-20th centuries became the turning points in the formation of non-classical philosophy?

2. Compare the analytical and continental branches in the philosophy of the twentieth century.

3. Find and analyse the main principles of irrationalism, intuitionism, and voluntarism in non-classical philosophy.

4. Define the main concepts of postmodern philosophy.

5. What is communication and culture in the global world?

**Internet resources:**

1. Albert Camus built a philosophy of humanity on a foundation of absurdity https://aeon.co/videos/albert-camus-built-a-philosophy-of-humanity-on-a-foundation-of-absurdity

2. Nonclassical (modern) Philosophy // https://www.bsmu.by/downloads/kafedri/k\_filosofi/stud/2014-2/7nonclassicalphilosophy.pdf

3. The best books on Arthur Schopenhauer recommended by David Bather Woods https://fivebooks.com/best-books/arthur-schopenhauer-david-bather-woods/

4. Pragmatism endures <https://aeon.co/essays/pragmatism-is-one-of-the-most-successful-idioms-in-philosophy>

**MODULE 2.**

**THE THEORY OF PHILOSOPHY**

**TOPIC 5: ETHICS AND SOCIETY.**

1. **Ethics as a moral philosophy**
2. **The main theory of morality**

**Main terms:** Morality, Relativism, Normative Ethical Relativism, Teleology, utilitarianism, Deontology, Natural law, Categorical Imperative

**Issues for discussion:**

1. Analyse the category of Ethics, its philosophical meaning and characteristics.

2. What is the problem of the unity and diversity of the world?

3. Give an explanation of the main philosophical concepts of Society.

4. Analyse the concept of Good and Evil from the religious, scientific and philosophical points of view.

**Questions for self-evaluation:**

5. Explore the essence of the category of Non-existence.

6. Compare the substantive and non-substantive approaches to the understanding of being.

7. Being as incompleteness and openness: is it comfortable to live in such a world?

**Internet resources:**

1. A Bibliography of Metaethics // James Lenman, University of Sheffield www.lenmanethicsbibliography.group.shef.ac.uk/Bib.htm.

2. Virtue ethics // https://www.bbc.co.uk/ethics/introduction/virtue.shtml

3. Ethics // https://plato.stanford.edu/entries/ethics-virtue/

4. https://iep.utm.edu/virtue/

5. Ethics // https://www.philosophybasics.com/branch\_ethics.html

**TOPIC 6: SOCIAL PHILOSOPHY**

1. **The structure of society**
2. **The main social institution**

**Main terms:** society, globalization, glocalization, consumer society, sovereignty

**Questions for discussion:**

1. Analyse the understanding of the essence of man in different eras and in the modern world.

2. What is anthropological sociogenesis? What are the main factors of its formation and relationship?

3. Describe the concepts of life and death as the original problems of human existence.

4. What is the value of Freedom in the context of the historical formation of this category? Analyse the relationship between freedom, necessity, and responsibility.

5. Gender and politics. How do these concepts relate?

6. Is bioethics the future of Humanity? Which problems do you find inhumane, and which are really important for the survival of mankind?

**Questions for self-evaluation:**

1. Human, individual, and personality. Man and the masses.

2. Alienation and the problem of human existence.

3. The role of society in human development.

4. Explain the basic levels of the relationship between human and technology.

**Internet resources:**

1. The Philosophy of Social Science https://iep.utm.edu/soc-sci/

2. Social philosophy https://philpapers.org/browse/social-philosophy

3. Social Philosophy Today

https://www.pdcnet.org/socphiltoday/Social-Philosophy-Today

**TOPIC 7: PHILOSOPHY OF MIND**

1. **The main philosophical theory of mind**
2. **The extended mind hypothesis**

**Main terms:** Cartesian dualism, substance, identity, functionalism, intentionality, reflexivity, conscious, unconscious, qualia.

**Questions for discussion:**

1. Describe the spiritual dimensions of human existence: spirit, soul, consciousness, self-awareness, unconscious, and spirituality.

2. Does consciousness have a structure? How do Jungian archetypes of the collective unconscious affect modern life?

3. Analyse the main properties of consciousness: intentionality, universality, subjectivity, and activity.

4. How does self-awareness affect the development of personality?

5. Public, mass, individual consciousness - equal ratios.

6. Analyse the role of language in the formation of consciousness.

7. Philosophical zombies or the right to life. Examine modern concepts of consciousness and their impact on the development of science.

8. Features of human and machine consciousness.

**Questions for self-evaluation:**

1. Compare the essence of the idealistic and materialist concept of consciousness.

2. Analyze the stages of formation of the concept of consciousness and its structure in psychoanalysis.

3. The problem of "artificial intelligence" and its solution in the XXI century.

4. What leads to altered states of consciousness and how do they affect the human worldview?

5. What is the difference between public and mass consciousness? What is the value of reflecting consciousness?

**Internet resources:**

1. Can Western Philosophy Save Us from the AI Apocalypse? https://ismbook.com/western-philosophy-ai/

2. Mind Body Problem

https://www.youtube.com/watch?v=lSHP9zx8A1s&ab\_channel=PhilipPecorino

3. There Is Only One Mind/Body Problem

https://www.southampton.ac.uk/~harnad/Papers/Harnad/harnadXX.one.mind.body.problem.html

4. Cyberspace and Philosophy

https://cyberartsweb.org/cpace/science/dgneuro/intro/phil.html

5. Theory of Mind https://iep.utm.edu/theomind/

**TOPIC 8: PHILOSOPHY OF RELIGION**

1. **The type of the main theological approaches**
2. **The Problem of Evil**

**Main terms:** theology, ontology, metaphysics, cosmology, theism, atheism, agnosticism, pantheism, pragmatism, theodicy.

**Questions for discussion:**

1. Analyze the main theological approaches to the existence of God.

2. What is the difference between Agnosticism and Skepticism?

3. How has pantheistic theory influenced the development of science?

4. Analyze the main arguments for God's existence.

5. How does the problem of the existence of evil determine the essence of the world, man, and God?

**Questions for self-evaluation:**

1. Can the omnipotent, omniscient, and omnibenevolent deity co-exist with moral evil?

2. Can the apparent inconsistency be resolved in any manner that preserves all the characteristics of an All Perfect or Supreme Being?

3. Is it necessary to change the idea of the Supreme Being to account for the coexistence of moral evil and a supreme being?

4. Does the existence of moral evil lead to the conclusion that there is no deity at all? Does it lead to the conclusion that there is no All Perfect Being?

**Internet resources:**

1. Philosophy of religion

https://www.rep.routledge.com/articles/overview/religion-philosophy-of/v-1

2. The Spiritual Discipline of Reading Your Theological Dissidents

https://academic.logos.com/the-spiritual-discipline-of-reading-your-theological-dissidents/

3. Study Theology, Even If You Don't Believe in God

https://www.theatlantic.com/education/archive/2013/10/study-theology-even-if-you-dont-believe-in-god/280999/

4. Ontological Argument

https://www.youtube.com/watch?v=3Z19ZVpbgwE&ab\_channel=PhilipPecorino

5. Stephen Hawking and the Mind of God (1996)

https://infidels.org/library/modern/antony-flew-hawking/

**SAMPLE FINAL ASSESSMENT QUESTIONS**

1. Definition of philosophy: historical forms and modernity.

2. Philosophy in the system of culture.

3. Philosophy and science.

4. The place and significance of the history of philosophy in the development of philosophical knowledge.

5. Cultural and historical preconditions for the emergence of philosophy.

6. Western and Eastern traditions of philosophizing.

7. Features of development and problems of ancient Indian philosophy.

8. Characteristic features of ancient Chinese philosophy.

9. Fundamentals of periodization of Western European philosophy.

10. The main stages of development of ancient Greek philosophical thought.

11. The idea of ​​the essence and origins of the world in ancient natural philosophy.

12. Approaches to understanding the essence of man in the Sophists and Socrates.

13. General characteristics of Plato's philosophy.

14. General characteristics of Aristotle's philosophy.

15. Ethical ideas of the Epicureans and Stoics.

16. Features, periods of development and the main problems of medieval philosophy.

17. The problem of the relationship between faith and knowledge in the philosophy of Thomas Aquinas.

18. Anthropological and natural philosophical ideas of the Renaissance.

19. The main philosophical problems in modern philosophy.

20. The problem of method in modern philosophy.

21. Philosophy of R. Descartes.

22. French Enlightenment: basic ideas and personalities.

23. Classical German philosophy: basic ideas and personalities.

24. The novelty of epistemological and ethical ideas of Kant.

25. The originality of Hegel's dialectic.

26. Marxist philosophy: starting points and historical forms.

27. The transition from classical to non-classical stage of development of Western philosophy.

28. Irrationalism of the XIX century: key philosophical ideas and personalities.

29. The main trends and directions of Western philosophy of the twentieth century.

30. Development of ideas and features of understanding of being in the history of philosophy.

31. Philosophical content of the problem of consciousness.

32. A variety of ways to understand consciousness in the history of philosophy.

33. Consciousness and self-awareness.

34. Conscious and unconscious. Understanding the unconscious in the concepts of Freud and Jung.

35. The main problems of the theory of cognition.

36. Definition of knowledge in philosophy.

37. Theory of cognition, its subject and method.

38. Forms of sensory and rational cognition.

39. Philosophical concepts of truth and its criteria.

40. Skepticism as a philosophical position.

41. The concept of science. The problem of science.

42. Periodization of the history of science: classical, non-classical and post-classical science.

43. Levels of scientific knowledge: empirical and theoretical.

44. Methodology and main groups of methods of scientific knowledge.

45. Problem, hypothesis, theory as the main forms of scientific knowledge.

46. ​​Science as a socio-cultural and civilizational phenomenon.

47. Formation and historical development of human philosophy.

48. The problem of the relationship between nature and the essence of man in the history of philosophy.

49. The individual and society. The concept of personality.

50. The problem of freedom

**PHILOSOPHY ESSAY TOPICS**

You are free to choose your own essay question for the final essay, but you can ask teacher to suggest topics if you feel this would be helpful. The topic of the essay must be appropriately related to the content of the course.

1. Utopia vs. Dystopia: is there a difference?
2. Can humanity create an ideal state?
3. Suicide VS euthanasia: what is the difference?
4. Death and immortality in the technological world
5. Me and my body: how the modern world changes our perception of corporeality
6. Why we need \ don’t need Religion?
7. Love in the era of trans humanism
8. Why does evil exist?
9. What is evil?
10. Does humanity need immortality?
11. How can we be sure of our own existence?
12. Suicide: the right to choose
13. Does humanity need euthanasia?
14. The Matrix Essay: If you were in Neo's shoes, which pill would you choose? Explain your choice.
15. What is a "good death"?

**Feedback**

Although it is not a requirement of the course that you discuss your essays with teacher before submission, we strongly encourage students to take advantage of the opportunity to do so. You may find it especially helpful to send teacher a one-page essay plan for feedback. However, in order to ensure that you have enough time to properly discuss your thoughts and questions, please aim to contact teacher no later than one week before the submission deadline.

**PHILOSOPHICAL DIALOGUE**

Verbal discussion of serious topics is in no way tangential to the practice of philosophy. From Socratic gatherings to the philosophical conventions of today, thinking things through out loud—and in the presence of others—has always been of the essence of the philosophical method. Your philosophical education demands that you enter into the great conversation of Western thought. A few suggestions may help:

**Be prepared**

Productive dialogue presupposes informed participants. This means that during every class session, each of us will have read the material assigned for the day, we will pay careful attention to what others have already said, and we will think carefully before speaking. Of course, each of us will often be mistaken, but none of us should ever speak randomly.

**Respect others**

Joint participants in dialogue show a deep, personal respect for each other. We owe it to each other to listen well and to give each other the benefit of doubt in interpreting charitably what has been said, trying always to see the worthwhile point. Although we will rarely find ourselves in total agreement on the issues at stake, we will never attack or make fun of each other personally.

**Expect conflict**

Disagreement with an expressed opinion and criticism of its putative support is not disrespectful; it is an acknowledgment that we are taking the matter seriously. The more significant the issue under discussion, the more likely our exchanges will become passionate, even heated. But we must always deal with each other fairly, helping each other to see the light.

**Quality counts more than quantity**

No discussion will be perfectly balanced among its participants, and each of us will have days on which we are quieter or more vocal. But no one should dominate the conversation, nor should anyone be utterly silent. If you find yourself speaking too much, try to listen more; if you find yourself saying too little, look for opportunities to contribute. But always remember that it is what you say, not the fact of your speaking, that matters.

**Ask questions**

Not every contribution to the dialogue needs to be the proposal or defence of a thesis. It is always proper to ask for a clarification of the meaning of something that has already been said or for the justification of a claim that has already been made. (Those who are naturally quiet may find that a well-timed question is the most comfortable way to participate in the dialogue.)

Above all, remember that philosophical discussion is a cooperative activity, aiming at a mutual achievement of truth (or, at least, convergence on a shared opinion). It is not a competition in which "points" are to be scored against an opponent. We are working together, and each can learn from all.

**GUIDELINES FOR PHILOSOPHICAL WRITING**

**By: Dr. William Ramsey**

Writing a decent philosophy paper can be somewhat of a daunting venture, particularly for those of you who have never been exposed to philosophy in the past. However, it need not be overly difficult and, when done properly, it can be an extremely rewarding experience. There is no set procedure or recipe for good papers; however, there are a number of useful rules of thumb that can serve as guidelines when writing on a philosophical topic. Here are a few to keep in mind when constructing your paper.

1. Start Early. Philosophy is not the sort of thing that can be done in a flash. Coming to grips with a problem, constructing sound arguments, clarifying your position -- all of these things take considerable time and care. When working hard on a paper, one sometimes develops a sort of intellectual "tunnel vision", where it becomes difficult to see other alternatives or certain shortcomings of the paper. Thus, it is often a good idea to write an early draft and then set it aside for a few days before returning with a fresh perspective.

2. Be Explicit and Specific. Be up front in your first paragraph--tell the reader exactly what your position is and how you intend to argue for it. Don't be afraid to use the first-person pronoun, and don't be afraid to occasionally summarize your views and remind the reader of what's coming next. Also, try to avoid starting your paper with grandiose statements like "Since the dawn of humanity . . ."

3. Employ a Thesis. Don't confuse a thesis with a statement of procedure--your opening paragraph ought to employ both. A thesis announces your position; it is something you can argue for: Soft determinism fails to provide us with a notion of freedom that can satisfy our moral intuitions. A statement of procedure lets the reader know how you intend to establish this position. It may follow the thesis, but it should not be confused with the thesis itself.

4. Use Examples. In clarifying your position, it is often helpful to use examples or analogies that reveal the point you are trying to make. Try not to employ the first example that comes to mind--make an effort to think up new examples that may make the point even better. Remember, examples and analogies cannot stand on their own, they need to be explained and cannot serve as a substitute for careful argumentation.

5. Use Only What is Necessary. Are there phrases, sentences, quotations, paragraphs, that might be omitted without seriously detracting from your argument? If so, omit them; they merely distract the reader's attention from what is really important. Check your quotations carefully: do they need to be so long? Could you summarize the information contained in some of them without losing any of their value as evidence? Quote only what you need to quote. But, of course, be sure to use quotation marks any time borrow a passage from someplace else. In this class, you may use the following citation procedure: ". . . upheaval of all my former opinions" (Descartes, in Reason and Responsibility, p. 151).

6. Discuss Counter-arguments. Serious critical analysis of one's own arguments is perhaps the most difficult aspect of writing a good philosophy paper; it is also one of the most essential. Two problems frequently arise in this connection. Rather than defending her thesis against serious counter-arguments, a writer may defend it against some peripheral or silly objection that few people would endorse. Alternatively, she may merely reverse the thesis and attack this reversal as if it were a counter-argument:

Some people might think that soft determinism can account for our notion of responsibility. But as I have shown, it cannot.

Will this refute anyone who wants to argue against what you have shown? Of course it won't. A real counter-argument is an attack on the argument(s) that support your thesis, not merely a reversal of the thesis. Try to put yourself in your opponent's shoes and imagine the most damaging thing he could say about your paper. Then defend yourself--show how the counter-argument misses its mark. Also, be careful not to beg any questions here. For example, in defending an argument for the existence of God, one cannot cite biblical passages as evidence or support because, of course, the accuracy of the scriptures is the very thing the atheist wants to call into doubt. The same can be said for any idiosyncratic language or jargon that your objector might not buy into. You must try to defend your position on neutral turf.

7. Be Original. When presenting your own views, don't simply restate the lectures and readings. Try to come up with your own examples, criticisms, and arguments. Of course, we don't expect you to invent with some lengthy and detailed new theory that is going to revolutionize philosophy (although, believe it or not, something like this has actually happened in undergraduate courses). But we want to see that you have thought about the issue and have something to say that is coming from you--that you have something to add to the discussion. This is why we ask that you not delve into secondary sources or the internet for ideas--you will gain a lot more from this class if you do it on your own. You may be rewarded more for a clever and novel idea or argument that is defended well, but ultimately doesn't work, than for a hackneyed, regurgitated argument that is in fact sound.

8. Make Sure Your Conclusion is Consistent With Your Introduction. Most of us learn a great deal about a given subject while writing on it. Sometimes we change our opinions without realizing it. Read over your first and last paragraphs and see if they are arguing the same views on the same subject. If they aren't you will need to ask yourself what your real views are, and rewrite whatever portions of the paper disagree with these views.

9. Strive for Clarity. Because a big part of the philosopher's job is bringing into focus matters that are fuzzy, a good philosopher must constantly ask herself if she is phrasing things as clearly as possible. When writing your paper, imagine that you are an instructor with the job of imparting the material to people who are bright but ignorant of the subject.

It is your job to put things in a way that they can easily understand. Organization is important here. A useful (though not necessary) strategy to adopt on the longer papers is something like the following:

* first 1/6 of paper devoted to introduction and statement of thesis.
* next 1/3 devoted to filling in background, clarifying terminology, spelling out others' views, arguments, and debates.
* next 1/3 devoted to developing your own position and arguments.
* final 1/6 devoted to refuting counter-arguments and conclusion.

Of course, this is only a rough guide and some papers may require different proportions of work in different areas. View papers functionally, where individual paragraphs are distinct components with specific jobs to perform--always ask yourself what the single purpose of a given paragraph is (e.g., is it to spell-out someone's

position? Is it to offer a criticism of that position? Is it to clarify a bit of terminology?). Do not try to do more than one thing in a single paragraph, and make sure the paragraph succeeds at its task.

10. Don't Forget to Proofread. Check over the finished version for spelling, grammatical, or other mechanical errors. Be sure you have included a title, your name, section number and TA (if applicable), page numbers in the upper right hand corner, and make sure the pages are stapled (absolutely no paper-clips). It is also a good idea to have a friend proofread it for clarity and coherency.

Also, it is no longer acceptable to use gender-exclusive language such as "man" to refer to humanity. In avoiding gender-exclusivity, do not slip into the alltoo-common ungrammatical colloquialism of using a plural pronoun ("they", "their", "them") where a singular pronoun is needed. The best strategy is to consistently employ "he", "him" or "his" part of the time and "she", "her" or "hers" part of the time (as I have done in this handout). And remember to always make an extra copy of your paper before turning it in; if it should get lost, you will be responsible for providing a new copy.

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**Teaching-methodical support**

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**Internet resources:**

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