

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

**NATIONAL TECHNICAL UNIVERSITY KHARKIV POLYTECHNIC
INSTITUTE**

Department _____ of Philosophy _____
(the name of the department providing the teaching of the discipline)

"APPROVED"

Head of the department _____ of Philosophy _____
(name of the department)

_____ Tararoyev J.V.
(signature) (full name)

" _____ " _____ 2020

**THE EDUCATIONAL SUBJECT WORKING PROGRAM
«PHILOSOPHY»**

(title of the educational subject)

higher education level _____ bachelor of science (first) _____
first (bachelor's) / second (master's)

field of knowledge _____
(code and name)

specialty _____
(code and name)

educational program _____
(names of education programs/ specialty)

type of subject _____ general training _____
(general training / professional training; required / optional)

form of education _____ full-time _____
(full-time / part-time/ distance)

Kharkiv - 2020

APPROVAL LIST

the educational subject on working program

on Philosophy
(title of the subject)

Developer:

associated professor of philosophy department, PhD, associated professor
_____ Gorodiskaya O.N.

(position, academic degree and academic title)

(signature)

(full name)

The working program was considered and approved at the department meeting
_____ department of philosophy _____

(the name of the department providing the teaching of the discipline)

Report from «28» August 2020 No 1

Head of the Philosophy Dept. _____ Tararoyev J.V.

LETTER OF AGREEMENT

Code and name of specialty	Full name of the head of the security	Signature

Head of the specialty support group _____

« _____ » _____ 20 ____

Date of meeting of department -developer of working plan and educational discipline	Protocol number	Head of the department Signature	Heads of the provision specialties

OBJECTIVE, COMPETENCE, LEARNING RESULTS AND STRUCTURAL-LOGICAL SCHEME OF EDUCATIONAL DISCIPLINE

Purpose:

Formation of deep worldview and theoretical knowledge on philosophy, abstract and critical thinking development, mastering of scientific and philosophical system of categories as well as developing of analysis and evaluative skills in human activity and in the surrounding world events.

Competencies:

1. Be acquainted with the content and peculiarities of philosophy as a worldview discipline and its place in society.
2. Knowledge about the world philosophical thought achievements and the peculiarities of its evolution.
3. Knowledge about the human being and the social problems especially in contemporary life reflected in philosophical theories.
4. Be acquainted with the contemporary civilisation development essence, regularity and tendencies as well as with the scientific cognition forms and methods and their usage in analysing of natural, technical and humanities areas.
5. Knowledge about the main philosophy laws, principles and categories, the peculiarities of their manifestation in social life as well as mastering of high moral standing and behaviour skills based on the common human values, selfconsciousness and responsibility.

Learning achievements:

1. Be able to analyze by themselves the facts, the phenomena and the processes in the system “human–world” in their dialectic correlation and with taking into account world tendencies.
2. Be capable to ground the worldview position and citizenship.
3. Demonstrate the skill of usage the philosophical knowledge in solution of life questions.
4. To use abstract thinking and philosophical ideas and principles in formation of critical and evaluation position.
5. Be able to participate in the discussions on theoretical, practical and other questions.

Structural-logical scheme of educational subject

The study of this subject is based directly:	The results of the study of these subjects are based directly on:
History of Ukraine	History of Ukrainian culture
Physics	Economy theory

DESCRIPTION OF THE EDUCATIONAL SUBJECT

Semester	Total amount			By type of classroom studies (hours)			Individual student task (CP, CW, CG, C, report)	Current control	Semester control	
	Total amount (hours ECTS credits)	From this		Lectures	Laboratory work	Practical studies, seminars			Control works (number of works)	Pass
		Classroom studies (hours)	independent work hours ()							
1	2	3	4	5	6	7	8	9	10	11
	90	32	58	16		16				yes

The ratio of hours of class to total is 29 (%):

STRUCTURE OF THE EDUCATIONAL SUBJECT

No	Types of training (Lectures, Laboratory works, Practical works, independent work)	hours	Semester number (if subject is taught in several semesters). Content module names. Name of themes and questions of each lesson. Tasks for independent work.	Recommended literature (basic, auxiliary)
1	2	3	4	5
1	L	2	Module 1. Pre-Modern philosophy T.1. Philosophy knowledge peculiarities and the problem of its appearance 1. Philosophy, the range of philosophy problems. The philosophy subject, functions of philosophy. 2. The worldview and its varieties. 3. The philosophy appearance problem. The preconditions of philosophy appearance. 4. Genesis of Ancient philosophy and the first philosophical schools.	/1–7, 10/
2	S	2	T.1. Philosophy knowledge peculiarities and the problem of its appearance 1. The philosophy appearance problem. The preconditions of philosophy appearance. The basic periods of the philosophical knowledge development. 2. The basic ideas of ancient “physics”, or preSocratic philosophy: the problem of beginning in Milesian school. 3. The idea of dialectics in Heraclitus’ doctrine. 4. The number as the beginning in Pythagoras’ doctrine. 5. The appearance of the being conception and of the metaphysical type of thinking in Eleatics school. The invariability of the being in Parmenides’ and Zeno’s doctrines. 6. The Empedocles’ basis of the being. 7. “The seeds of the things” of Anaxagoras as the physicist-pluralist. 8. Ancient atomism of Leucippus and Democritus, their followers.	/1–7, 10/
3	L	2	T.2. The classical and Hellenistic periods of ancient philosophy 1. Socrates and his doctrine, Socrate’s critics of sophists. 2. Plato’s philosophy, his teaching about ideas. 3. The creating by Aristotle the first system of sciences and the world cognition problem.	/1–7, 10, 18/

			4. Hellenistic philosophy: Cynics, Skepticism, Epicure's and Stoics' philosophy.	
4	S	2	T.2 The classical and Hellenistic periods of ancient philosophy 1. Sophists and their doctrine of "Man is the measure	/1-7, 10, 18/

			of all things" (Protagoras). 2. Socrates' philosophy, his teaching about the self-cognition and the norms of human behaviour. 3. Plato's philosophy, his teaching about ideas. The appearance of the systematical notion about the world. 4. Aristotle's critics of Plato's teaching about ideas. Rationale of the formal logic laws. The first system of sciences created by Aristotle. The world cognition problem. 5. Hellenistic philosophy. Cynics' philosophy. The world cognition problem in skepticism. 6. Epicure's physics and ethics. Stoics' philosophy, basic ethical ideas and their meaning. 7. Neo-Platonism as the beginning of the medieval philosophy.	
5	L	2	T.3. Medieval and Renaissance philosophy 1. The specific characteristics of Medieval philosophy, its place in world culture. 2. Christian apologetic: sources and peculiarities. 3. Patristic and its representatives. 4. Scholastics, its peculiarities and periods, the problem of universals. Realism, nominalism. 5. Philosophical and scientific ideas of Renaissance époque.	/1-7, 10, 15/

6	S	2	<p>T.3. Medieval and Renaissance philosophy</p> <ol style="list-style-type: none"> 1. The specific characteristics of Medieval philosophy. Apologetic and patristic. 2. St. Augustine and his doctrine about human, soul and body. Augustine's time doctrine. 3. The problem of correlation between reason and faith in Medieval philosophy, its meaning for the development of philosophical and scientific mind. 4. Arabian Medieval philosophy and its influence on the European philosophy and science. 5. Scholastics, its peculiarities and periods. The problem of universals. Realism, nominalism, conceptualism as the principal directions of the Scholastic mind, their meaning for the rational knowledge development 6. Thomas Aquinas' philosophy: the God's being proves, the human's free will problem, the doctrine of reason and faith harmony, systematisation of the Medieval philosophy. 7. The empirical knowledge in the Middle ages (Robert Grosseteste and Roger Bacon). William of Ockham's nominalism. 8. Humanism and the problem of the human individuality value in Renaissance époque (Dante, Petrarch). The human problem in renaissance ideas of Marsilio Ficino and Pico della Mirandola. Humanistic ideas of Erasmus of Rotterdam and Michel de Montaigne. 9. Natural scientific discoveries of Nicolaus Copernicus, Johannes Kepler, Paracelsus, Leonardo da Vinci, Bernardino Telesio. Philosophical ideas of 	/1-7, 10, 15/
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			<p>Nicholas of Cusa. Pantheism of Giordano Bruno.</p> <ol style="list-style-type: none"> 10. Utopian ideas of Thomas More and Tommaso Campanella. 	
7	L	2	<p>T.4. West European and domestic Early Modern Time philosophy of 17th-18th cc.</p> <ol style="list-style-type: none"> 1. The preconditions of New Time philosophy (political, economic, religious, etc.). 2. The empirical and rational directions in New time philosophy. 3. The basic ideas of Enlightenment stage of the 18th c. 4. The Renaissance Ukrainian philosophical mind of 15th18th c. 	/1-7, 8-10, 14, 19/

8	S	2	<p>T.4. West European and domestic Early Modern Time philosophy of 17th-18th cc.</p> <ol style="list-style-type: none"> 1. Scientific revolution of 17th-18th c., scientific world picture forming: mechanicism and deism. 2. “Novum Organum” of F. Bacon’s and his critics of Scholastics. His theory of cognition and the argument of the empirical method and induction. Mechanical materialism of Th. Hobbs. 3. Empiricism evolution: J. Lock’s sensualism and his critics of the Descartes’ innatisms; G. Berkley’s subjective idealism; D. Hume’s skepticism philosophy and the causality negation. 4. R. Descartes and his reflection on the method and the rules of cognition. The doubt as a philosophical method and “Cogito ergo sum”. Descartes’ dualism. 5. Philosophical views of B. Spinoza. W. Leibniz’ monadology. 6. The basic ideas of Enlightenment stage of the 18th c.: J. Lock, Ch.-L. Montesquieu, Voltaire, J.-J. Rousseau, others. The meaning of the Enlightenment stage on the western civilisation development. 7. French materialism about the nature and human as the complicated machine. French materialists theory of cognition, atheism. 8. Basic features and stages of the Ukrainian philosophical mind. The Renaissance Ukrainian philosophical mind of 15th-18th c. Kyiv-Mohyla Academy and Enlightenment philosophy: Feofan/Theophan Prokopovich, G. Conissky, others. 9. Grigory Skovoroda philosophy. Theory of cognition and self-cognition. The world, the matter, God. “The Heart philosophy” of Skovoroda 	/1–7, 8-10, 14, 19/
9	L	2	<p>Module 2. Modern and Post-Modern philosophy T.5. Classical German philosophy.</p> <ol style="list-style-type: none"> 1. The synthesis of rationalism and empiricism in I. Kant’s philosophy, his agnosticism. 2. J. Fichte’s subjective-idealistic philosophy. 3. F. Schelling’s “philosophy of identity”. 4. G.W.F. Hegel’s absolute idealism – the identity of the thinking and the being. 5. L. Feuerbach’s anthropological materialism. 	/1–7, 8-12/
10	S	2	<p>T.5. Classical German philosophy</p> <ol style="list-style-type: none"> 1. General characteristics of classical German 	/1–7, 8-12/

			<p>philosophy, basic ideas.</p> <p>2. The synthesis of rationalism and empiricism in I. Kant's philosophy, his agnosticism. Kant's antinomies. Categorical imperative and the vision of freedom in Kant's ethics.</p> <p>3. J. Fichte's subjective-idealistic philosophy.</p> <p>4. F. Schelling's "philosophy of identity".</p> <p>5. G.W.F. Hegel's absolute idealism – the identity of the thinking and the being. Science of Logic, philosophy of Nature, philosophy of Spirit. The system of Hegel's dialectics.</p> <p>6. L. Feuerbach's anthropological materialism. The critics of idealism and religion, religion as the basis of communication</p>	
11	L	2	<p>T.6-7. Non-classical philosophy of 19th-20th cc. Contemporary philosophy.</p> <p>1. Appearance of the not-classical European philosophy and of irrationalism.</p> <p>2. Materialistic dialectics and the theory of cognition in Marxism.</p> <p>3. The crisis of the rational vision of the world and the forming of the scientist direction in philosophy (positivism, empirical criticism).</p> <p>4. Basic ideas of the university philosophy in Ukraine of 19th cent.</p>	/1-7, 8-12, 16, 17/

12	S	2	<p>T.6-7. Non-classical philosophy of 19th-20th cc. Contemporary philosophy.</p> <ol style="list-style-type: none"> 1. The crisis of the rational vision of the world, genesis of the not-classical European philosophy and of irrationalism. A. Schopenhauer about the world as will and representation. 2. The beginning of existentialism in S. Kierkegaard's philosophy. 3. Marxism philosophy: materialistic dialectics and the theory of cognition in Marxism, materialistic interpretation of the historical process, human problem, interrelations between personality and society in Marxism. 4. F. Nietzsche's philosophy: critics of the western civilisation, its "humanism", the "will to power" idea and the concept of superman. Nietzsche's philosophy influence on the philosophy of 20th-21st cent. 5. The forming of the scientist direction in philosophy: classical positivism of A. Comte. Empirical criticism of R. Avenarius and E. Mach. 6. New interpretation of human in psychoanalytic philosophy of S. Freud, his scientific rationale of human individual being irrational character. Evolution of freudism. 7. Basic ideas of the university philosophy in Ukraine of 19th cent.: creative works of J. Shad, I. Franco, M. Dragomanov. A. Potebnya's philosophy of language. Existential tunes in creation of P. Jurkevitch, "philosophy of heart". 	/1-7, 8-12, 16, 17/
13	L	4	<p>T.6-7. Non-classical philosophy of 19th-20th cc. Contemporary philosophy.</p> <ol style="list-style-type: none"> 1. Appearance of the not-classical European philosophy and of irrationalism. 2. Materialistic dialectics and the theory of cognition in Marxism. 3. The crisis of the rational vision of the world and the forming of the scientist direction in philosophy (positivism, empirical criticism). 4. Basic ideas of the university philosophy in Ukraine of 19th cent. 	/1-7, 8-12/

14	S	4	<p>T.6-7. Non-classical philosophy of 19th-20th cc. Contemporary philosophy.</p> <ol style="list-style-type: none"> 1. The main directions and characteristics of 20th cent. philosophy. 2. E. Husserl's phenomenology. 3. Philosophical anthropology (M. Scheler, A. Gehlen, others) as the basic direction of the development of knowledge about human. 4. Existential philosophy and its evolution (M. Heidegger, K. Jaspers, J.-P. Sartre, others), problems of human, his existence and freedom. 5. Basic ideas of neo-positivism and post-positivism (K. Popper, Th. Kuhn, I. Lakatos, P. Feyerabend), peculiarities of the post-positivism methodology. Essence of the pragmatism philosophy. 6. Frankfurt School philosophy and Freudo-Marxism (Theodor W. Adorno, Max Horkheimer, Herbert Marcuse, Erich Fromme). 7. Religion-philosophical directions in modern philosophy. Neo-Thomism as the basic trend of Catholicism. Teilhardism and the evolution problem. Personalism philosophic ideas (E. Mounier, others). 8. Social-philosophical theories of XX-XXI cent. 9. Searching for the methodology in humanitarian sphere. Hermeneutics philosophical ideas. 10. Genesis and development of structuralism (C. Levi-Strauss, M. Foucault, J. Lacan, others), its influence on the modern science and philosophy. Basic ideas of post-structuralism (R. Barthes, J. Deleuze, F. Guattari, J. Derrida, others). 11. Postmodern in modern culture and philosophy, the problem of the civilisation, science, philosophy further development. 	/1-7, 8-12/
Total (hours)		42		

Notes

1. The semester number indicates if the subject is taught in several semesters.
2. In the Total (hours) indicator, the number of hours will differ from the total number of class hours by the number of hours allocated to study themes and issues that are studied by the student (paragraph 3 of Appendix 8).
3. The line No 5 indicates the number in accordance with Appendix 14.

INDEPENDENT WORK

Order No	Name of types of independent work	hours
1	Lecture material processing	4

2	Preparation for practical (seminar) classes	8
3	Independent study of topics and non-teaching questions	10
4	Perform an independent work	30
5	Other types of independent work	6
	Together	58

INDIVIDUAL TASKS

___ According to students' choice and aime ___
(type of individual task)

№ з/п	Name of individual task and / or its sections	Terms of implementation (which week)
1.	Report on the seminar according to the topic	During the semester
2.	Report on the inter-college seminar of the philosophy department "Human and sense of his life "	8-10 week
3.	Thesis of the report on the international student conference "Ukraine and the world"	During the semester
4.	Abstract on the topic agreed with the professor	15-16 week

TEACHING METHODS

Lectures are presentation of theoretical material by lecturer according to the educational working programme. For increasing the audience activity and for video presentation of verbal information there used different interactive forms. Lecturer has his/her syllabus with the basic content of the topic, and students note new information in their own workbooks.

Practical classes are provided in the forms of seminars or workshops. For seminars students process lecture material, prepare reports using educational and scientific literature, present abstracts and essays. Lecturer evaluates students' activity during seminars according to the accepted scale of points. Workshop presuppose realisation of independent work with the lecturer presence, writing of short essay on the topic and discussion of received results. Practical work is evaluated by lecturer as well. Seminars or workshops might be provided in the forms of business game or discussion.

Abstract writing is the kind of independent work which is provided out of class studies. Student independently chooses the topic from the list proposed in the plans of seminars classes and/or agree the individual theme with lecturer. Then student makes the bibliographical research using library or e-resources. Next student makes the plan of abstract or form the questions which need to get reasoned replay. After studying the sources on the topic (in the number not less than three) student form the text (using the sources) in such a way to reveal the content the questions or to answer them. The volume of abstract is up to 10 standard pages. Abstract is formed according to general university standard. Abstract is performed in free form on the seminar class, and student gets evaluation from lecturer.

Individual task is a kind of independent work out of class studies when student using the lecture material and the additional sources of information develops the theme aimed at conditionally practical usage. There may be report on the intercollege seminar of the philosophy department "Human and sense of his life ", thesis of the report on the international student conference "Ukraine and the world", working out of definite methodology, developing of specific toolkit, etc.

CONTROL METHODS

1. Summary control is realizing in the form of exam or by the accumulation of the points in current modules.

Exam is written or oral reply on the questions in the exam card. Exam questions may be made available for students in advance. Exam cards are prepared by lecturer; they are considered and approved at the department meeting and signed by the head of the department. Examiner is assigned by the head of the department and he/she has to evaluate the qualitative level of the student's answer according to the accepted scale.

Exam questions

1. Philosophy, the range of philosophy problems. The philosophy subject, functions of philosophy.
2. The worldview and its varieties.
3. The historical preconditions of philosophy appearance.
4. Genesis of Ancient philosophy and the first philosophical schools.
5. Socrates and his doctrine, Socrate's critics of sophists.
6. Plato's philosophy, his teaching about ideas.
7. The Aristotle's philosophy, the first system of sciences and the world cognition problem..
8. Hellenistic philosophy: Cynics, Skepticism, Epicure's and Stoics' philosophy.
9. The specific characteristics and principles of Medieval philosophy.
10. Apologetic and patristic basic ideas.
11. Scholastics, its peculiarities and periods.
12. Realism, nominalism, conceptualism as the principal directions of the Scholastic mind, their meaning for the rational knowledge development
13. Ukrainian philosophical mind development at the Kyiv Rus period.
14. General characteristics of the philosophical mind in Renaissance époque.
15. Humanism and the problem of the human individuality value in Renaissance époque. Anthropocentrism.
16. Natural scientific discoveries in Renaissance philosophy.
17. Scientific revolution of 17th-18th c., scientific world picture forming
18. Genesis and evolution of Empiricism philosophy.
19. Rationalism: basic ideas and representatives.
20. The basic philosophic ideas of Enlightenment stage.
21. French materialism philosophy. French materialists theory of cognition, atheism.
22. The Renaissance and Enlightenment Ukrainian philosophical mind.
23. Grigory Skovoroda philosophy.
24. Critical philosophy phenomenon in the philosophical mind development. I. Kant and the opportunity conditions of cognition.
25. G.W.F. Hegel's philosophical system and method.
26. L. Feuerbach's anthropological materialism.
27. Marxism: materialistic dialectics, the formation theory of society development.
28. The crisis of the rational vision of the world and the forming of the scientist direction in philosophy (positivism, empirical criticism).
29. Basic ideas of the university philosophy in Ukraine of 19th cent.
30. F. Nietzsche's philosophy, its influence on the philosophy of 20th-21st cent.

31. Philosophy of science 20th: neo-positivism and post-positivism.
32. Philosophical anthropology of 20th.
33. Civilisation concept of social development (O. Spengler, A. Toynbee, others).
34. E. Husserl's phenomenology.
35. Existential philosophy and its evolution, problems of human, his existence and freedom.
36. Problem of knowledge and language in 20th cent. Linguistic revolution in philosophy.
37. Hermeneutics philosophical ideas, the representatives.
38. Genesis and development of structuralism (C. Levi-Strauss, M. Foucault, J. Lacan, others), its influence on the modern science and philosophy.
39. Postmodern in modern philosophy.
40. Basic ideas of post-structuralism (R. Barthes, J. Deleuze, F. Guattari, J. Derrida, others).
41. Genesis of the post-industrial society concept and the idea of the information society (J. Bell, R. Aron, others).
42. Modern Ukrainian philosophy.

2. Current control is providing by the results of the students work on the seminars, by the results of the tests, abstracts, essays, self-trainings and making lectures syllabus.

Current control on seminars – evaluation of students' speaking, replies on the questions proposed by teacher as well as evaluation of the separate students' contribution into the group work, for example, their activity in discussion.

Control work is the kind of current control aimed at revelation of students' knowledge level and their practical skills on the studied material. Data of control work is appointed and announced after studying of one or several modules. Questions or practical tasks are made by teacher who provides practical classes, and they are coordinated with the topical questions of lectures and seminars. Tasks may presuppose creative work, answer on the problematic issue, etc. Control work is fulfilled in written form with the lecturer presence, it is evaluated according to the accepted scale and the mark can be used by the lecturer to calculate the terminal evaluation of the discipline.

Checking of lectures syllabus and workbooks is provided on the seminar classes, presence on the lectures and keeping of workbook can be evaluated in certain points and counted in the terminal evaluation

Individual tasks, abstracts, essays are evaluated by the lecturer or according to the results of the report on the seminar or separately by the presented text.

DISTRIBUTION OF POINTS THAT STUDENTS RECEIVED AND KNOWLEDGE AND SKILLS SCALE (NATIONAL AND ECTS)

Table 1. Points distribution for student performance evaluation

Current control and individual task								Sum
Module 1					Module 2			
T1	T2	T3	T4	Ind. task	T5	T6-7	Ind. task	100
10	10	10	10	10	10	30	10	

T1, T2, ... – numbers of the topics.

Table 2. Knowledge and Skills Rating Scale: National and ECTS

Amount of points for all types of learning activities	ECTS grade	National Scale grade
90-100	A	excellent
82-89	B	good
74-81	C	
64-73	D	satisfactory
60-63	E	
35-59	FX	unsatisfactory with the possibility of re-examination
0-34	F	unsatisfactory with compulsory re-study of subject

EDUCATIONAL AND METHODOLOGICAL SUPPORT OF EDUCATIONAL SUBJECT

1. Educational working programme
2. Plans of seminar classes
3. Exam questions
4. Library fund of University and the department
5. E-versions of educational and scientific literature
<http://web.kpi.kharkov.ua/philosophy/metodichni-materiali/>

BIBLIOGRAPHY RECOMMENDED

Basic literature

1	Biletsky I., Malysenko A. Philosophy: Educational book. Kharkiv, 2010.
2	Introduction to Philosophy: Philosophy of Mind. Multiple Contributors. <u>Rebus Community</u> , 2019.
3	Мыратова З. Г. Welcome to the World of Philosophy. Королев, 2005.
4	Ondich Jody. Words of Wisdom: Intro to Philosophy. Lake Superior College, Duluth, Minnesota, 2018.
5	Ott Walter. Modern Philosophy. University of Virginia, <u>BCcampus</u> , 2013.
6	Payne Russ W. <u>An Introduction to Philosophy</u> . <u>BCcampus</u> , 2015.
7	Spirkin Alexander. Fundamentals of philosophy. M., 1990.
8	Essays in philosophy. From David Hume to Bertrand Russell / Edited and with notes by Houston Peterson. New York, 1959.
9	Wilber Ken. The spectrum of consciousness. Wheaton, Adyar, Madras, 1993.

Secondary literature

10	Dimmock Mark, Fisher Andrew. Ethics for A-Level. Torquay Boys' Grammar School, University of Nottingham, 2017.
11	Kormelink Joost Groot. <u>Responsible Innovation: Ethics, Safety and Technology</u> . TU Delft, 2019.
12	Johnson Jeffery L. Inferring and Explaining. Portland State University, 2019.
13	Van Cleave Matthew. <u>Introduction to Logic and Critical Thinking</u> . Lansing Community College, 2016.
14	A letter Concerning Toleration. An Essay Concerning Human Understanding / John Locke; The principles of Human Knowledge / George Berkeley; An Enquiry Concerning Human Understanding / David Hume. Chicago, London, Toronto, Geneva, Sydney, Tokyo, Manila, 1987.
15	Augustine. The Confessions. The City of God. On Christian Doctrine. Chicago, London, Toronto, Geneva, Sydney, Tokyo, Manila, 1987.
16	Nietzsche. Thus spake Zarathustra. Hertfordshire, 1997.

17	Nietzsche. Twilight of the idols. Hertfordshire, 2007.
18	Plato. The Dialogues of Plato. Chicago, London, Toronto, Geneva, Sydney, Tokyo, Manila, 1987.
19	Spinoza. Ethics. Hertfordshire, 2001.

INFORMATION RESOURCES ON THE INTERNET

<https://open.umn.edu/opentextbooks/subjects/philosophy>

<http://philosophy.about.com/od/Philosophy-Study-Tools/tp/How-To-ReadPhilosophy.htm>

http://elibrary.bsu.az/books_400/N_17.pdf

<http://solr.bccampus.ca:8001/bcc/file/dd65d35e-4b82-4278-b9e68848e4e5c092/1/Modern-Philosophy-1487116213.pdf>

<https://commons.bellevuecollege.edu/wp-content/uploads/sites/125/2017/04/Introto-Phil-full-text.pdf>

<http://www.openculture.com/free-philosophy-ebooks>

https://www.academia.edu/25155099/PHIL_101_Introduction_to_Philosophy

<http://dlc.ui.edu.ng/oer.dlc.ui.edu.ng/app/upload/PHI%20101.pdf>

<http://www.mc.maricopa.edu/~barsp59601/text/101/notes/textbook.pdf>

<https://www.pdfbooksworld.com/Philosophy> <http://www.philosophy-index.com/texts.php>

<https://cosmolearning.org/courses/introduction-general-philosophy/video-lectures/>