

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)
" _____ " _____ 2022

THE EDUCATIONAL WORKING PROGRAMM

«**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 - 2022

APPROVAL LIST

the educational subject on working program on Philosophy
(title of the subject)

Developer:

associate professor
of philosophy department, PhD,
associate professor
(position, academic degree and academic title)

(signature)

Horodyska O.M.
(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 «1» September 2022 No 1

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

LETTER OF AGREEMENT

Code and name of the educational program	Name of EP Guarantor	Signature, date

Head of the specialty support group _____

« _____ » _____ 20 ____

CONFIRMATION LETTER OF THE EDUCATION WORKING PROGRAMM

Date of meeting of department -developer of working plan and educational discipline	Protocol number	Head of the department Signature	Guarantor of the educational program
01/09/2022	№ 1		

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

Course objectives:

Formation of students' in-depth worldview and theoretical knowledge of philosophy, the development of abstract and critical thinking, mastering the scientific and philosophical categorical apparatus, as well as the development of skills of analysis and evaluation of human activities and events in the world.

Competencies:

Learning outcomes:

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:

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

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

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		<p>T. 1. Philosophy knowledge peculiarities and the problem of its origin. The main ideas of ancient philosophy</p> <ol style="list-style-type: none"> 1. The subject of philosophy, the specifics of philosophical knowledge, the main functions of philosophy. 2. Worldview and its varieties. 3. The emergence of philosophy as an objectively necessary process of social development. 4. Formation of ancient philosophy and the first philosophical schools. 5. Sophistry as a cultural phenomenon and philosophical school, Socratic criticism of the philosophy of the sophists. 6. The essence of Plato's philosophy and his teaching about ideas. 7. Aristotle's teachings on logic and the problem of knowing the world. 8. Hellenistic philosophy: Cynicism, Stoicism, Epicureanism, skepticism. 	/1, 2, 4, 5, 7, 8, 9, 11, 28, 32/
2	S		<p>T. 1. Philosophy knowledge peculiarities and the problem of its origin. The main ideas of ancient philosophy</p> <ol style="list-style-type: none"> 1. Philosophy, its features and connection with mythology and religion. The main periods of the development of philosophical knowledge. 2. The origin and the initial period of the formation of the philosophy of Ancient Greece, the appearance of the first scientific knowledge. Ancient "physics". Milesian school. The philosophy of Heraclitus, the beginning of dialectics. 3. Number as a beginning in the philosophy of Pythagoras. The Eleatics school and the beginning of metaphysics in the works of Parmenides and Zeno. 4. The ideas of physicist-pluralist – the discreteness of being in Empedocles and Anaxagoras philosophy. The atomistic theory of Leucippus and Democritus and their followers. 5. Sophists and their "Man is the measure of all things" (Protagoras). Development of logic. Socrates and his teachings on self-knowledge and norms of human behaviour. 	/1, 2, 4, 5, 7, 8, 9, 11, 28, 32/

		<p>6. The essence of Plato's philosophy and his teaching about ideas. Emergence of a systemic view of the world.</p> <p>7. Criticism of Plato's doctrine of ideas by Aristotle. Aristotle and his substantiation of the laws of formal logic. Aristotle's creation of the first system of sciences. The problem of knowing the world.</p> <p>8. Hellenistic philosophy: Cynicism, Stoicism, Epicureanism, skepticism.</p> <p>9. Neo-Platonism as the beginning of medieval philosophy.</p>	
3	L	<p>T.2. Further development of philosophy during the Middle Ages and the Renaissance</p> <p>1. The concept of Western medieval philosophy and its place in the history of philosophical thought.</p> <p>2. Christian apologetics: reasons of emergence and main peculiarities.</p> <p>3. The concept of patristics and its main representatives.</p> <p>4. Scholasticism, its specificity and periods of development, the problem of realism and nominalism.</p> <p>5. Philosophical and scientific ideas of the Renaissance.</p>	/1, 2, 4, 5, 7, 8, 9, 10, 12, 13, 25, 31, 32/
4	S	<p>T.2. Further development of philosophy during the Middle Ages and the Renaissance</p> <p>1. Peculiarities of medieval philosophical thought. Apologetics and patristics. Augustine the Blessed and his teachings about human, soul and body; the Augustinian concept of time.</p> <p>2. The problem of the relationship between reason and faith in the Middle Ages, its significance for the development of philosophical and scientific thought in the following period.</p> <p>3. Scholasticism, its specificity and periods of development. Arab medieval philosophical thought and its influence on the philosophy and science of Europe.</p> <p>4. Doctrine of universals. Realism, nominalism, conceptualism as the main currents of Scholastic thought, their significance for the further development of a rationalistic view of the world.</p> <p>5. Thomas Aquinas: his teaching on the duality of truth and his systematization of medieval scholasticism. Occam's nominalism. The birth of empirical knowledge in the teachings of Robert Grosseteste and Roger Bacon.</p> <p>6. Philosophical and scientific ideas of the Renaissance. Humanism and the problem of integral human individuality (Dante, Petrarch). Philosophical ideas of Nicholas of Kuzan. Pico della Mirandola and Pietro Pomponazzi. Reformation, its ideas. The utopianism of T. Mora, T. Campanella, and others. Natural science achievements in the Renaissance.</p>	/1, 2, 4, 5, 7, 8, 9, 10, 12, 13, 25, 31, 32/
5	L	<p>T.3. Modern Western European and domestic philosophical thought. Classical German philosophy</p> <p>1. Prerequisites for the formation of modern philosophy (political, economic, religious, worldview, etc.).</p> <p>2. Empiricism and rationalism are two trends in modern philosophy</p> <p>3. Philosophical views of the Age of Enlightenment</p>	/1–9, 14, 15, 17, 20–22, 24, 30, 32/

		<p>4. Philosophical thought of the Ukrainian Renaissance of the XV-XVII centuries</p> <p>5. The phenomenon of critical philosophy in the process of philosophical thought development. I. Kant and the conditions of the possibility of knowledge.</p> <p>6. Formation and development of the philosophy of J.G. Fichte, the phenomenon of subjective idealism.</p> <p>7. G.V.F. Hegel and his philosophical system and method</p> <p>8. Anthropological materialism of L. Feuerbach.</p>	
6	S	<p>T.3. Modern Western European and domestic philosophical thought. Classical German philosophy</p> <p>1. Scientific revolution and philosophy of modern times (XVII-XVIII centuries).</p> <p>2. F. Bacon is the founder of English materialism as a new direction in the development of science. Bacon's "New Organon" and criticism of scholasticism. The mechanistic materialism of T. Hobbs and his empirical epistemology. J. Locke's sensualism and his criticism of the innate ideas of R. Descartes. Enlightenment ideas of Locke. The essence of D. Berkeley's subjective idealism. D. Hume's philosophy as the origin of agnosticism and denial of causality.</p> <p>3. R. Descartes and his reasoning about the method. His teaching about two substances - mental and bodily. Philosophical views of B. Spinoza. Monadology of V. Leibniz. The personal dimension of being is space and time; development of formal logic questions.</p> <p>4. French materialists of the 18th century about human as a complex machine. Peculiarities of mechanistic methodology in humanities and natural sciences. P.O. La Mettrie, D. Diderot, P. Holbach, K.A. Helvetius. Teaching about nature. Epistemology. Atheism.</p> <p>5. Philosophical views of Ch.L. Montesquieu, Voltaire, J.-J. Rousseau. Enlightenment interpretation of human existence. The significance of the Enlightenment era for the further development of Western civilization.</p> <p>6. Main features of Ukrainian philosophical thought. Philosophical thought of the Ukrainian Renaissance of the XV-XVII centuries. Kyiv-Mohyla Academy and Enlightenment Philosophy (F. Prokopovych, H. Conissky, G. Chuzhynskyi, L. Gorka, etc.).</p> <p>7. H.S. Skovoroda, his life and philosophy. The problem of self-knowledge, theory of knowledge. The world, matter, God. The concept of "philosophy of the heart", "inner man", "affinity of work".</p> <p>8. Classical German philosophy and its features.</p> <p>9. I. Kant and the synthesis of rationalism and empiricism. I. Kant's agnosticism and its philosophical justification. Reason and antinomies in Kant's philosophy. Categorical imperative and the concept of freedom in Kant's philosophy.</p> <p>10. Philosophical views of Fichte and Schelling.</p> <p>11. G.V.F. Hegel and his philosophical system and method. Identity of thinking and being. The science of</p>	/1–9, 14, 15, 17, 20–22, 24, 30, 32/

		<p>logic. Philosophy of nature, philosophy of spirit. Dialectic of Hegel.</p> <p>12. Anthropological materialism of L. Feuerbach. Theory of knowledge, criticism of idealism and religion, ethical teaching, religion of love as the basis of communication.</p>	
7	L	<p>T.4. Transformation of knowledge about the world, human and knowledge in non-classical philosophy in XIX - beg. of XX cent.</p> <p>1. The birth of non-classical philosophy and irrationalism</p> <p>2. Dialectical materialism and the Marxism philosophy.</p> <p>3. The concept of the classical rationality ideal crisis and the philosophical foundations of the justification of science problem (positivism, empiriocriticism).</p> <p>4. The main ideas of the university philosophical thought of Ukraine in the 19th century – beginning 20th century</p>	/1, 2, 4–9, 19, 26, 27, 32/
8	S	<p>T.4. Transformation of knowledge about the world, human and knowledge in non-classical philosophy in XIX - beg. of XX cent.</p> <p>1. Crisis of the rational vision of the world, genesis of the not-classical European philosophy and of irrationalism.</p> <p>A. Schopenhauer about the world as will and representation. The beginning of existentialism in S. Kierkegaard's philosophy.</p> <p>2. The philosophy of Marxism: the main stages of its formation. The place of human, the problem of the relationship between the individual and society in Marxism. The essence of the materialistic interpretation of the historical process. The dialectical-materialist idea of practice in Marx and Engels' theory of knowledge. Further development of Marxism philosophy.</p> <p>3. 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.</p> <p>4. Formation of a scientific direction in philosophy. Positivism of O. Comte. Empiriocriticism of E. Mach and R. Avenarius.</p> <p>5. New understanding of human in the psychoanalytic philosophy of Z. Freud, scientific substantiation of the irrational character of individual human existence and the formation of a new science about him. The evolution of Freudianism. Philosophy of the Frankfurt School.</p> <p>6. The main ideas of the university philosophical thought of Ukraine in the 19th century. "Philosophy of the Heart" by P. Jurkevitch. Existential motives in the work of P. Jurkevitch. Philosophical ideas of the beginning 20th century (V. Zenkovsky, L. Shestov, V. Vernadsky).</p> <p>7. The philosophy of cosmism of V. Vernadsky, D. Chizhevsky. V. Vernadskyi about the phenomena of life in the cosmos, humanity and the noosphere.</p>	/1, 2, 4–9, 19, 26, 27, 32/
9	L	<p>T.5. Contemporary Western European and Ukrainian philosophical discourses</p> <p>1. The main directions and essential features of the philosophy of the 20th - 21st centuries, neo-positivism, post-positivism.</p>	/1, 2, 4–9, 16, 18, 23, 29, 32/

		<p>2. The idea of phenomenology and the development of the phenomenological method in the works of E. Husserl.</p> <p>3. Philosophical essence and ideological origins of existentialism. Philosophical anthropology of M. Scheler and its development.</p> <p>4. The problem of knowledge and language in the 20th century philosophy.</p> <p>5. The concept of "postmodern" in contemporary philosophy</p> <p>6. Contemporary Ukrainian philosophy.</p>	
10	S	<p>T.5. Contemporary Western European and Ukrainian philosophical discourses</p> <p>1. Main directions and essential features of philosophy of the 20th - 21st centuries. E. Husserl's phenomenology and the last attempt to build philosophy as a pure science.</p> <p>2. Philosophical anthropology (M. Scheler, A. Gelen, etc.) s the basic direction of the development of knowledge about human.</p> <p>3. Existential philosophy and its evolution (M. Heidegger, K. Jaspers, J.-P. Sartre, etc.). The views of existentialists on the problem of human, one's existence and freedom.</p> <p>4. Neo-positivism (L. Wittgenstein and the "Vienna Circle") and post-positivism (K. Popper, T. Kuhn, I. Lakatos, P. Feyerabend). Peculiarities of post-positivist methodology. Essence of the pragmatism philosophy.</p> <p>5. Religion-philosophical directions in contemporary philosophy. Neo-Thomism as the basic trend of Catholicism. The philosophy of Teilhardism and philosophical ideas of personalism.</p> <p>6. Social-philosophical theories of the XX-XXI centuries: A. Toynbee, O. Spengler, U. Rostow, D. Bell, E. Toffler, H. Ortega-y-Gasset, S. Huntington, others.</p> <p>7. Search for methodology in the humanitarian field of science. Basic ideas of philosophical hermeneutics.</p> <p>8. The birth and development of structuralism (K. Lévi-Strauss, M. Foucault, J. Lacan, etc.), its influence on contemporary science and philosophy. Basic ideas of poststructuralism (R. Barthes, J. Deleuze, F. Guattari, J. Derrida, etc.). Postmodernism in contemporary culture and philosophy, the problem of further development of science and philosophy.</p>	/1, 2, 4–9, 16, 18, 23, 29, 32/
Total (hours)			

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

INDIVIDUAL TASKS

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

№ 3/II	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 (essay) on the topic agreed with the professor	15-16 week
5.	Compilation of an outline of an original work on philosophy (in agreement with the teacher) etc.	During the semester

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 (essay) 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 inter-college 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, Socrates' 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
T1	T2	T3	T4	T5	Ind. task	100

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., Malyshenko A. Philosophy: Educational book. Kharkiv, 2010.
2	Ondich J. Words of Wisdom: Intro to Philosophy. Lake Superior College, Duluth, Minnesota, 2018. https://mlpp.pressbooks.pub/introphil/
3	Ott W., Dunn A. Modern Philosophy. University of Virginia. BCcampus, 2013. http://solr.bccampus.ca:8001/bcc/file/dd65d35e-4b82-4278-b9e6-8848e4e5c092/1/Modern-Philosophy-1487116213.pdf
4	Payne Russ W. An Introduction to Philosophy. BCcampus, 2015. https://commons.bellevuecollege.edu/wp-content/uploads/sites/125/2017/04/Intro-to-Phil-full-text.pdf
5	Spirkin Alexander. Fundamentals of philosophy. http://www.markfoster.net/struc/fundamentals_of_philosophy.pdf
6	Essays in philosophy. From David Hume to Bertrand Russell / Edited and with notes by Houston Peterson. New York, 1959.
7	Borghini A. 10 Tips for Understanding Philosophical Texts. https://www.thoughtco.com/how-to-read-philosophy-2670729
8	Millican P. Introduction to General Philosophy. University of Oxford. https://cosmolearning.org/courses/introduction-general-philosophy/video-lectures/
9	Van Cleave M.J. Introduction to Logic and Critical Thinking. Lansing Community College, 2016. http://solr.bccampus.ca:8001/bcc/file/5d41a649-ce0f-4462-bc3d-564568b5c857/1/Logic%20text%20v%201.4.pdf

Complementary literature

10	St. Anselm of Canterbury. Proslogion. https://www.sacred-texts.com/chr/ans/index.htm
11	Aristotle. The Nicomachean Ethics. https://www.sacred-texts.com/cla/ari/nico/index.htm
12	Augustine. The Confessions. https://wesleyscholar.com/wp-content/uploads/2019/04/Augustine-Confessions-vol-1.pdf
13	Bacon R. Discovery of the Miracles, Arts, of Nature and Magic. https://www.sacred-texts.com/aor/bacon/miracle.htm
14	Bacon F. Novum Organum. https://www.earlymoderntexts.com/assets/pdfs/bacon1620.pdf
15	Berkeley G. The principles of Human Knowledge. https://www.earlymoderntexts.com/assets/pdfs/berkeley1710.pdf
16	Camus A. Myth of Sisyphus. https://www2.hawaii.edu/~freeman/courses/phil360/16.%20Myth%20of%20Sisyphus.pdf
17	Descartes R. Discourse on the Method of Rightly Conducting the Reason, and Seeking Truth in the Sciences. https://www.sacred-texts.com/phi/desc/disc.txt
18	Foucault M. Order of the Things. https://monoskop.org/images/a/a2/Foucault_Michel_The_Order_of_Things_1994.pdf
19	Freud S. The Ego and the Id https://www.sigmundfreud.net/the-ego-and-the-id-pdf-ebook.jsp
20	Hume D. An Enquiry Concerning Human Understanding. https://www.earlymoderntexts.com/assets/pdfs/hume1748.pdf
21	Kant I. The Critique of Pure Reason. https://www.sacred-texts.com/phi/kant/critpure.txt
22	Kant I. The Critique of Practical Reason. https://www.sacred-texts.com/phi/kant/critprac.txt
23	Kuhn Th.S. The Structure of Scientific Revolutions. https://folk.ntnu.no/krill/bioko-references/Kuhn%201962.pdf
24	Locke J. An Essay Concerning Human Understanding. http://www.philotextes.info/spip/IMG/pdf/essay_concerning_human_understanding.pdf
25	More Th. Utopia. https://www.sacred-texts.com/utopia/more/index.htm

26	Nietzsche F. Anti-Christ. https://ia600403.us.archive.org/23/items/antichrist02niet/antichrist02niet.pdf
27	Nietzsche. Thus spoke Zarathustra. Oxford: University Press, 2005. https://grahamparkes.net/core/elfinder/files/pdf/N21-Parkes-Introduction to Nietzsches ThusSpoke Zarathustra.pdf
28	Plato. The Dialogues of Plato. https://www.sacred-texts.com/cla/plato/index.htm
29	Sartre J.-P. Being and Nothingness. http://www.ahandfulofleaves.org/documents/BeingAndNothingness_Sartre.pdf
30	Spinoza B. Ethics. https://www.sacred-texts.com/phi/spinoza/ethics/index.htm
31	Thomas Aquinas. Summa Theologica. https://www.sacred-texts.com/chr/aquinas/summa/index.htm
32	Dimmock M., Fisher A. Ethics for A-Level. Torquay Boys' Grammar School, University of Nottingham, 2017. https://human.libretexts.org/Bookshelves/Philosophy/Ethics_(Fisher_and_Dimmock)

INFORMATION RESOURCES ON THE INTERNET

<https://open.umn.edu/opentextbooks/subjects/philosophy>
<http://philosophy.about.com/od/Philosophy-Study-Tools/tp/How-To-Read-Philosophy.htm>
<http://solr.bccampus.ca:8001/bcc/file/dd65d35e-4b82-4278-b9e6-8848e4e5c092/1/Modern-Philosophy-1487116213.pdf>
<https://commons.bellevuecollege.edu/wp-content/uploads/sites/125/2017/04/Intro-to-Phil-full-text.pdf>
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