



SYLLABUS "PHILOSOPHY"

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Department responsible for the course or equivalent: Institute of Management in Economic, Ecological and Social Systems; Department of Philosophy

Semester when the course unit is delivered: 3rd

Level of course unit: Bachelor level

ECTS credits: 3

ADMISSION REQUIREMENTS

Applicants are expected to have completed the following courses:

- History

COURSE OBJECTIVES (AIMS)

The aim is to form a conception of the philosophy specifics as a way of cognition and spiritual development of the world.

The objectives focus on the provision of the humanitarian component of future professional activity, and are as follows:

- To show the originality of philosophy as a way of mastering the world, its role and place in the historical development of spiritual culture.
- To give an understanding of the relationship of material and spiritual, biological and social principles in man, the diversity of human relations with the world.
- Develop students' skills of independent critical thinking, a creative approach to solving problems of personal growth and self-realization.
- To form skills of methodological approaches when confronted with a variety of ideas about the forms of human knowledge, the ratio of knowledge and misconceptions, knowledge and faith, rational and irrational, conscious and unconscious in human activity.
- To promote the acquisition by students of pragmatic knowledge about the role of science and the value of scientific rationality in the development of civilization; about the interaction of science and technology, as well as related social and ethical issues.
- To instill in students the skills to use philosophical principles and the categorical apparatus in the analysis of professional, scientific and socio-political problems of our time, as well as the ability to use knowledge about



the forms and methods of scientific knowledge in professional activities.

- To instill the ability to identify and evaluate the development trends of high technology based on the analysis, generalization and systematization of developments in the field of innovation based on materials from scientific publications, using electronic libraries and Internet resources.

COURSE CONTENTS

Module 1. History and main problems of philosophy

Session 1. Philosophy, its subject and place in culture. Philosophical issues in the life of modern human. The subject of philosophy. Philosophy as a form of spiritual culture. The main characteristics of philosophical knowledge. The functions of philosophy.

Session 2. Historical types of philosophy. Philosophical traditions and modern discussions. The emergence of philosophy. The philosophy of the ancient world. Medieval philosophy. The philosophy of the XVII-XIX centuries. Modern philosophy.

Session 3. Ontology (being, space and time, laws and categories of dialectics). Being as a problem of philosophy. Monistic and pluralistic concepts of being. Material and ideal being. The specifics of human life. Spatio-temporal characteristics of being. The idea of development in philosophy. Basic laws, principles and categories of dialectics.

Session 4. Consciousness and cognition. The problem of consciousness in philosophy. Knowledge, consciousness, self-awareness. The nature of thinking. Language and thinking. Cognition as a subject of philosophical analysis. The subject and object of knowledge. The main forms and methods of cognition. The problem of truth in philosophy and science.

Module 2. Human and society in the mirror of philosophy

Session 5. Philosophy and methodology of science. Philosophy and science. The structure of scientific knowledge. Verification and falsification. The growth of scientific knowledge and the problem of the scientific method. Scientific revolutions and the changing types of rationality. Freedom of scientific research and social responsibility of the scientist.

Session 6. Social philosophy and the philosophy of history. Philosophical understanding of society and its history. Society as a self-developing system. Culture and civilization. The multivariance of historical development. Dynamics and typology of historical development. Sources and subjects of the historical process. The basic concepts of the philosophy of history.



Session 7. Philosophical Anthropology. Human and the world in modern philosophy. Natural (biological) and social (social) in human. Anthroposociogenesis and its complex nature. The meaning of life: death and immortality. Human, freedom, creativity.

Session 8. Philosophical problems of the field of professional activity: the foundations of the philosophy of economics. The subject and structure of the philosophy of economics. Worldview and methodological functions of the philosophy of economics. The main stages of the formation and development of the philosophy of economics.

LEARNING OUTCOMES

Knowledge:

- place and role of philosophy in culture;
- historical types of philosophy;
- main sections and directions of philosophy;
- methods and techniques of philosophical analysis of problems.

Skills:

- ability to logically formulate, set forth and reasonably defend one's own vision of problems and how to solve them;
- ability to assess the state of development of science and the modern social practice based on it;
- ability to analyze their capabilities in the process of cognition and professional activity;
- ability to scientifically analyze socially significant problems and processes;
- use in practice the philosophical and socio-humanitarian methodology to solve the development of options for solving social problems;
- identify the main problems of a philosophical nature in professional activities.

Learning Outcomes:

- to master the techniques of conducting scientific discussion and polemics;
- to have skills in working with philosophical sources;
- to own the skills of competent and effective search, selection, processing and use of information sources (reference books, Internet resources);
- to own methods of logical analysis of various kinds of judgments;



- to have the skills to systematize and present in a rational form any knowledge;
- to own the skills of perception and analysis of texts and spoken language, the algorithm for preparing text documents in professional and managerial spheres.

PLANNED LEARNING ACTIVITIES AND TEACHING METHODS

Educational technologies used in reading the Philosophy course provide for the use of the following forms of classes in the educational process: lectures, seminars, presentation of reports, conferences, colloquiums, interviews, discussions, small group work, various forms of independent work, are also used: problem education - the formulation of problem situations and the organization of students' independent activities to resolve them, the research method of training. These educational technologies contribute to the development of the individual creative work of the student, as well as the ability to work in a team, to develop skills in applying various forms of knowledge in various fields of activity, depending on the goals set.

Comprehensive development of student discipline involves:

- student's involvement in discussions;
- students self-guided reading of the further literature;
- written essay;
- written abstract;
- interview and testing.

ASSESSMENT METHODS AND CRITERIA

Criteria for evaluation:

Test

- Assessment of "excellent" (8-10 points) is given to a student if he/she demonstrates a deep study of the theoretical material of the lesson, actively participates in the discussion, answers questions fully, providing additional facts and examples, and is able to prove their point of view;
- Assessment of "good" (6-7 points) is given to a student if he/she gives the correct, in general, answers to all proposed questions; however, there are minor comments on the completeness and quality of the presentation;



- Assessment of "satisfactory" (3-5 points) is given to the student if he/she demonstrates an average elaboration of the theoretical material of the lesson, but does not participate in the discussion, does not answer all the questions.
- Assessment of "unsatisfactory" (less than 2 points) is given a student if he/she demonstrates a poor study of the theoretical material of the lesson, does not participate in the discussion, and is not able to answer the questions.

Essay

- Assessment of "excellent" (9-10 points) is given to the student if the essay topic is disclosed, the task set in the work is completed, the essay contains analysis and evaluation of the processed information, the logic of the narrative is sustained, a variety of material is used.
- Assessment of "good" (6-8 points) is given to the students if the claimed topic is generally disclosed, the task set in the work is completed, the essay contains analysis and evaluation of the processed information, the logic of narration is maintained, a variety of material is used, however, there are insignificant comments on the completeness and quality of the presentation of the material.
- Evaluation of "satisfactory" (3-5 points) is given to the students if there are significant deviations from the requirements for writing an essay in their works. In particular, the topic is only partially covered; actual errors in the content of the essay; there are no conclusions in the work.
- Evaluation of "unsatisfactory" (less than 2 points) is given to the students if their essay topic does not match, reveal a significant lack of understanding of the problem, arguments are scattered, inconsistent, many dubious or erroneous facts, the text is untidy and hard to read, a lot of grammatical and spelling errors.

Abstract

- Assessment of "excellent" (6 points) is given to the student if all the requirements for writing and defending the abstract are fulfilled. The problem is identified and its relevance is justified, a brief analysis of various points of view on the problem under consideration is made and its own position is logically stated, conclusions are drawn, the topic is fully disclosed, the volume is maintained, the requirements for external design are met, the correct answers to additional questions are given.



- Assessment of "good" (5 points) is given to the students if the basic requirements for the abstract and its defending are met, but there are flaws. In particular, there are inaccuracies in the presentation of the material; there is no logical sequence in judgments; the volume of the abstract is not sustained; there are design flaws; incomplete answers to additional questions during protection
- Evaluation of "satisfactory" (3-4 points) is given to the students if there are significant deviation from the requirements for abstract. In particular: the topic is only partially covered; actual errors were made in the content of the abstract or in answering additional questions; no output during protection.
- Evaluation of "unsatisfactory" (less than 2 points) is given to the students if his or her topic of the abstract is not disclosed, a significant misunderstanding of the problem is revealed. Student abstract is not presented.

COURSE LITERATURE (RECOMMENDED OR REQUIRED)

1. Burnham, Douglas. Get Set for Philosophy. Edinburgh: Edinburgh University Press, 2003. Accessed March 25, 2020. doi:10.3366/j.ctvxcrph1.
2. Kleinman, Paul. Philosophy 101: From Plato and Socrates to Ethics and Metaphysics, an Essential Primer on the History of Thought. Simon and Schuster, 2013. URL: https://books.google.ru/books?id=fG_rDQAAQBAJ&printsec=frontcover&hl=ru&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false
3. W. Russ Payne. An Introduction to Philosophy. BCcampus, 2015. URL: <https://open.umn.edu/opentextbooks/textbooks/an-introduction-to-philosophy>
4. Махаматов, Т. Т. Philosophy for professionals. A short series of practice-orientated lectures and reader. Философия для профессионалов. Краткий курс лекций и хрестоматия на английском языке : учебное пособие для вузов / Т. Т. Махаматов. — Москва : Издательство Юрайт, 2020. — 193 с. — (Высшее образование). — ISBN 978-5-534-04172-9. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/bcode/453803>