



INTRODUCTION TO PHILOSOPHY

Working program of educational discipline (Syllabus)

Educational degree *First (bachelor's degree)*

Knowledge domain	<i>General</i>
Program	<i>General</i>
Educational program	<i>General</i>
Course status	<i>Compulsory</i>
Form of Education	<i>Full-time</i>
Academic year, semester	<i>2nd academic year, 1th and 2nd semesters</i>
Discipline volume	<i>2 credits ECTS (60 hours) Lectures (18 hrs) Seminars (18 hrs) Individual work (24 hrs)</i>
Final assessment/ evaluation methods	<i>Knowledge Survey, Modular test.</i>
Schedule of the Classes	http://rozklad.kpi.ua/Schedules/ScheduleGroupSelection.aspx
Learning Language	<i>Ukrainian</i>
About the Instructor(s)	<i>Лектор: викладачі кафедри філософії http://philosophy.kpi.ua/vikladachi/ Семінарські заняття: викладачі кафедри філософії http://philosophy.kpi.ua/vikladachi/</i>
Course URL	https://ela.kpi.ua/bitstream/123456789/29718/1/Zahalna_teoriia_rozvytky.pdf https://drive.google.com/drive/u/0/folders/19nmdEmATe02166TvvkmgJzigidlBMcL

The discipline program

1. The description of discipline, its aims, subject, the scope of learning and results of learning

Under conditions of the transformation of the system of social relations, reformation of the state, the necessity of formation of analytically and creatively skilled professional is actualized, the one that is capable of research, unfolding and explicate the essentials of phenomena of reality, one's own profession, social existence as such, thinking processes, the one who is capable of coming to terms and determination with worldview and axiological vectors and tendencies of contemporary civilization.

The discipline 'Introduction to Philosophy' acquaints students with history of emerging and development of philosophical thought, central philosophical problems, allowing to define the sense and value of human existence, their own place within the scope of contemporary informational society; to understand in a comprehensive way social and political processes; to form the conceiving of the scientific image of the world; to understand the mechanisms and architectonics, and genealogy of human consciousness; to gain and develop communicational skills.

Today's challenges call for the new, initiative, creative human being, and philosophy forms and crafts the capacities of critical thinking, creative resolution of complex tasks, grounding the capability of arguing one's position and viewpoint, individual taking on balanced and reasonable decisions, being self-sufficient and integral personality.

The aim of learning the discipline is the formation of capability of resolution of complex specialized tasks and practical problems in different realms of social practices, including the professional practical activities, characterized by complexity and indefiniteness of the conditions which presupposes the use of general philosophical methodology, development of critical thinking, and the formation of scientific worldview as theoretical (systematized) relation of the subject to being from the position of due (necessary).

After learning the discipline, the recipients of higher education would gain the following competences:

The ability of abstract thinking, analysis and synthesis

The ability of knowledge implementation in practical situations

The ability of learning and mastering contemporary knowledge

The ability to generate new ideas (creativity)

The capability of being critical and self-critical

The ability of action on the basis of ethical considerations

The capability of self-aware and socially responsible actions

The ability of multiplication of moral, cultural, scientific values and achievements of society on the basis of understanding of history and lawlike regularities of development of the subject area, its place in the general system of knowledge about the nature and society, as well as its development, the development of technics and technology, to use manifold types and forms of motoric activity and active recreation, and healthy lifestyle

The capability of conceiving the social character of human existence, its historical nature, basic values of life of the individual, as well as global problems of today.

2. Prerequisites and postrequisites of the discipline (its place in structural-logical scheme of learning accordingly to the corresponding educational program)

For the insights into learning the discipline 'Introduction to Philosophy' it is sufficient to have knowledge in natural sciences of the level of middle school; knowledge and understanding of social problems that defined the nature of the crucial stages of world history; to be acquainted with works of world and national literature of fiction.

Educational component of 'Introduction to Philosophy' has interdisciplinary character and integrates, with regards to its subject of knowledge, the components of information and knowledge from the other educational and scientific domains. It is preceded by the block of historical learning disciplines, at the same time adding to it a block of disciplines in psychology, adding to it a discipline from the cycle of the disciplines from the domain of law.

3. The contents of discipline

Chapter 1. The essence and the subject of philosophy. Main directions, schools, tendencies in the history of philosophical thought.

Topic 1.1. Philosophy as a theoretical basis of consciousness, scientific cognition and worldview.

Topic 1.2. Classical philosophy: from Antiquity to Modern era.

Topic 1.3. Classical philosophy: directions, schools, personalities.

Topic 1.4. Nonclassical philosophy: directions, schools, personalities.

Chapter 2. Key problems of philosophy.

- Topic 2.1. Philosophical meaning of the problem of being.
- Topic 2.2. Specificity of human being.
- Topic 2.3. Philosophical notion of consciousness.
- Topic 2.4. Philosophical foundations of cognition.
- Topic 2.5. Philosophical reflection of social being.

4. Learning materials and resources

Recommended learning materials and sources for comprehension of lecture and seminar classes materials.

Basic

1. Blackburn, S. Think: A Compelling Introduction to Philosophy. Oxford: Oxford University Press, 2001
2. Hasan, R. A Brief History of the Ideas of Western Philosophy: Sensations, Necessity, Knowledge, and God. Independently Published, 2022
3. Nagel, T. What does it all mean?: a very short introduction to philosophy. Oxford: Oxford University Press, 1987
4. Quinton, A. "Popular philosophy". In Honderich, Ted (ed.). The Oxford Companion to Philosophy, Second Edition. Oxford: Oxford University Press, 2005
5. Russel, B. A History of Western Philosophy and Its Connection with Political and Social Circumstances from the Earliest Times to the Present Day. New York: Simon and Schuster, 1945

Auxiliary

1. Farnsworth, W. The Socratic Method: A Practitioner's Handbook. David R. Godine, Publisher, 2021
2. He, D. The Human Calling: Three Thousand Years of Eastern and Western Philosophical History. Morgan James Faith, 2022
3. Warburton, N. A Little History of Philosophy (Little Histories). Yale University Press; Reprint Edition, 2012

Learning content

5. Methodology of mastering of the discipline (educational component)

Lectures

№ з/п	Lecture topics, key questions and recommended literature
	Chapter 1. The essence and the subject of philosophy. Main directions, schools, tendencies in the history of philosophical thought
1	<p>Topic 1.1. Philosophy as a theoretical basis of consciousness, scientific cognition and worldview</p> <ol style="list-style-type: none"> 1. Philosophy as theoretical consciousness. 2. Mythological consciousness as historically primal form of the worldview. Differences between myth and philosophy. 3. Specific features of religious consciousness as a worldview. Difference of philosophy from religion. 4. Historical changes of the subject of philosophy. Main areas of philosophical knowledge.

	<p>5. Philosophy as the basis of philosophical cognition and source of the development of sciences.</p> <p>6. Role and functions of philosophy in the development of society.</p>
2	<p style="text-align: center;">Topic 1.2. Classical philosophy: from Antiquity to Modern era</p> <p>1. The main question of philosophy and its role in the determination of philosophical tendencies. Two sides of the main question of the philosophy (ontological and epistemological).</p> <p>2. Materialism and idealism as two opposite means of solving the main question of philosophy: Democritus' position versus Plato's position in history of cognition.</p> <p>3. Kinds of materialism: spontaneous naturophilosophical, natural-scientific, metaphysical, dialectical, historical.</p> <p>4. Kinds of idealism: objective and subjective.</p>
3	<p style="text-align: center;">Topic 1.3. Classical philosophy: directions, schools, personalities</p> <p>1. Philosophical monism and dualism as principles of knowledge system basics (on the instances of Decartes' dualism and Spinoza's monism teachings about substance)</p> <p>2. Monism – a teaching about being in Medieval philosophy.</p> <p>3. Agnosticism as a negative response to the epistemological aspect of the main question of philosophy.</p> <p>4. Dialectical solution of the main question of philosophy in German classical philosophy of XIX century (from Kant and Hegel to Marx). Dialectical philosophy as a borderline between classical and non-classical philosophies.</p>
4	<p style="text-align: center;">Topic 1.4. Nonclassical philosophy: directions, schools, personalities</p> <p>1. The end of classical philosophy and causes of the emergence of the nonclassical. Features of nonclassical philosophy in comparison to the classical.</p> <p>2. The main features of general directionalities of nonclassical philosophy:</p> <ol style="list-style-type: none"> 1) Positivism as scientific tendency of nonclassical philosophy; 2) voluntarism; 3) vitalism; 4) existentialism; 5) Freudism and psychoanalysis; 6) hermeneutics; 7) Anthropology as a part of nonclassical philosophy.
	Chapter 2. Key problems of philosophy
5	<p style="text-align: center;">Topic 2.1. Philosophical meaning of the problem of being</p> <p>1. Ontology as a part of philosophical knowledge.</p> <p>2. Main problems and concepts of ontology:</p> <ol style="list-style-type: none"> 2.1. being and nonbeing; 2.2. matter, space, time; 2.3. substance; 2.4. possibility, reality, actuality. <p>3. History of ontological teachings: main representatives and ideas of ontology.</p> <p>4. Problem of interconnection of matter and idea, nature and spirit, god and human in ontological teachings.</p>
6	<p style="text-align: center;">Topic 2.2. Specificity of human being</p> <p>1. Human in the history of philosophical thought.</p> <p>2. Problem of human genealogy.</p> <p>3. Essence and multidimensionality of human.</p> <p>4. The problem of sense of life.</p>

7	<p style="text-align: center;">Topic 2.3. Philosophical notion of consciousness</p> <ol style="list-style-type: none"> 1. Historico-philosophical conceptions of consciousness: <ol style="list-style-type: none"> 1.1. Idealistic concept of consciousness. 1.2. Materialistic understanding of consciousness as a highest form of reflection of reality.
8	<p style="text-align: center;">Topic 2.4. Philosophical foundations of cognition</p> <ol style="list-style-type: none"> 1. Cognition as a subject of philosophical analysis. 2. Types, levels and forms of cognition. 3. Methodology of scientific cognition. 4. Truth in philosophy and science.
9	<p style="text-align: center;">Topic 2.5. Philosophical reflection of social being</p> <ol style="list-style-type: none"> 1. Features of social being. The problem of creation of theoretical model of society. Society as system. 2. Forms of organization of social being. Material and spiritual production. 3. The Concept of social structure of society. 4. The concept of informational society. 5. Unity and plurality of world history. Linear and nonlinear models of historical time. 6. Philosophy of global problems.

Practical Classes

The main tasks of the series of seminars should augment the acquisition of theoretical material of the course 'Introduction to Philosophy', gaining the skills of usage of basic principles, methods and forms of cognitive process in professional (scientific and research) activity. The main tasks of series of practical classes are aimed for the students' mastering the practice of public discussion of theoretical questions and problems, gaining the skills of public performances.

№ з/п	Seminar topics, key questions, themes for presentations and recommended literature
1.	<p style="text-align: center;">Topic 1. Philosophy as a specific type of knowledge and worldview</p> <ol style="list-style-type: none"> 1. Conditions of the emerging and formations of philosophy. 2. Structure of the worldview knowledge. 3. Characteristics of main domains of philosophical knowledge. 4. Place of philosophy in the other systems of human knowledge about the world. 5. The role of philosophy in human self-understanding.
2.	<p style="text-align: center;">Topic 2. Features of classic philosophy: from Antiquity to Modern era</p> <ol style="list-style-type: none"> 1. Cosmocentrism of Ancient Greek philosophy. 2. Theocentrism of Medieval philosophy. 3. Anthropocentrism and humanism of Renaissance philosophy. 4. Main features of the Modern era philosophy: epistemologism, deism, mechanicism. <p>Reviews topics:</p> <ol style="list-style-type: none"> 1. Comparative characteristics of empirical-inductive methodology of F. Bacon and rational-deductive methodology of R. Descartes. 2. Problem of substance: R. Descartes (dualism), B. Spinoza (monism), G. Leibniz (pluralism).

3.	<p>Topic 3. Features of classical philosophy: directions, schools, personalities</p> <ol style="list-style-type: none"> 1. Ontological and epistemological aspects of the main question of philosophy. 2. Materialism as a means of resolution of the main question of philosophy. Kinds of materialism. 3. Idealism as a means of resolution of the main question of philosophy. Kinds of idealism. 4. Features of monism, dualism and pluralism as types of ontology. 5. Agnosticism as a direction of philosophy. 6. Features of dialectical philosophy. <p>Reviews topics:</p> <ol style="list-style-type: none"> 1. Kant’s categorical imperative and its meaning. 2. Main concepts and principles of Hegelian dialectics.
4.	<p>Topic 4. Features of nonclassical philosophy: directions, schools, personalities</p> <ol style="list-style-type: none"> 1. Features of nonclassical philosophy and its differences from classical philosophy 2. Main directions of nonclassical philosophy: <ol style="list-style-type: none"> 1) Positivism as scientific directionality of nonclassical philosophy on the basis of works of O. Comte, H. Spenser, J.S. Mill; 2) Irrational teachings about the world’s will of A. Schopenhauer and will to power of F. Nietzsche; 3) Features of the philosophy of life of W. Dilthey, A. Bergson; 4) Central positions of existentialism on the basis of works of S. Kirkegaard, M. Heidegger, K. Jaspers, G-O. Marsel, A. Camus, J-P. Sartre; 5) Psychoanalytic philosophy of S. Freud, C.G. Jung, E. Fromm; 6) E. Husserl’s phenomenology; 7) Hermeneutics of H.H. Hadamer and P. Ricoeur; 8) Anthropological teachings of M. Scheler, G. Plesner and A. Helen. <p>Reviews topics:</p> <ol style="list-style-type: none"> 1. Humanism and the problem of freedom in existentialist philosophy. The problem of sense and existence. 2. Postmodernism as a part of contemporary philosophy.
5.	<p>Topic 5. Philosophical meaning of the problem of being</p> <ol style="list-style-type: none"> 1. Being in philosophy. 2. Types of ontology (materialism, idealism, monism, dualism, pluralism, pantheism, realism). 3. General forms and moduses of being. 4. Social and cultural-historical time and space.
6.	<p>Topic 6. Specificity of human being</p> <ol style="list-style-type: none"> 1. Human in Ancient philosophy. 2. Human in Medieval philosophy and Renaissance philosophy. 3. Human in Modern era. 4. Human in nonclassical philosophy. 5. Unity of biological and social in human. 6. The role of culture and society in human genealogy. <p>Reviews topics:</p> <ol style="list-style-type: none"> 1. The problem of human in philosophical reflections of H. Skovoroda. 2. Religious and philosophical approaches to explication of happiness and fate. 3. The problem of life and death in the history of philosophy.

7.	<p style="text-align: center;">Topic 7. Philosophical notion of consciousness</p> <ol style="list-style-type: none"> 1. Problem of development and the meaning of consciousness. 2. Reflection and its forms. 3. Structure, forms and levels of consciousness. 4. Social nature of consciousness. Consciousness and labor. Consciousness and language. 5. Social consciousness and its forms. 6. Consciousness and self-awareness. <p>Reviews topics:</p> <ol style="list-style-type: none"> 1. Ontological dimensions of spirit. Correlation between the concepts: spirit, soul, spirituality. 2. The problem of ideal.
8.	<p style="text-align: center;">Topic 8. Philosophical foundations of cognition</p> <ol style="list-style-type: none"> 1. Meaning of cognition in the history of philosophy. 2. Features and structure of cognitive process. 3. Methods and ways of cognition. 4. Interconnection of sensual and rational in cognition. 5. Mind and intelligence, rational and irrational in cognition. 6. Scientific cognition and its features.
9.	<p style="text-align: center;">Topic 9. Philosophical reflection of social being</p> <ol style="list-style-type: none"> 1. Philosophy of history as philosophical knowledge. 2. Evolution of philosophical representations of history, its sense and directionality. 3. Linear and circular concepts of historiosophy. 4. Philosophical understanding of civilization. 5. Theories of postindustrial and informational societies according to D. Bell and O. Toffler. 6. 'Risk Society' as a basis of theoretical reflection of technogenic society. 7. Ecological imperative of the survival of humanity.

6. Student's individual work

Comprehension of the discipline 'Introduction to Philosophy', along with the auditory classes assumes the completion of individual tasks aimed for self-control and preparation for the classes. Systematic individual work gives and opportunity of improvement of the course material, stressing the accent on crucial problems which are being learned throughout the course.

Individual work includes:

1. preparation of the oral answers with regards to seminar's topics;
2. preparations for the discussion of seminar's questions;
3. work with reading materials (primary sources);
4. preparation for modular test.

Discipline 'Introduction to Philosophy' presupposes the Modular Test, accordingly to the educational program of the discipline.

List of questions for the Modular Test, pt.1:

7. Philosophy as a theoretical consciousness of the worldview.
8. Philosophy and the worldview.

9. General and different in philosophical and the other historical types of the worldview: history and myth.
10. General and different in philosophical and the other historical types of the worldview: philosophy and religion.
11. Historical changes in the subject of philosophy.
12. Features of the main parts of philosophical knowledge.
13. Philosophy as the basis of scientific cognition and the source of the development of sciences.
14. Place and functions of philosophy in culture.
15. The main question of philosophy and its role in further directions. Two sides of the main question of philosophy (ontological and epistemological).
16. Materialism and idealism: on two opposite sides of resolution of the main question of the philosophy: materialism and idealism as the two opposite ways of the solution of the main question of the philosophy: Democritus and Plato in the history of cognition.
17. Materialisms: spontaneous naturophilosophical, natural-scientific, metaphysical, dialectical, historical.
18. Idealisms: objective, subjective.
19. Monism, dualism and pluralism as ontologies.
20. Monism as a principle of knowledge-building on the basis of Spinoza's teaching about substance.
21. Philosophical dualism of Descartes notion of substance as a principle of the creation of system of.
22. Monism as a teaching about being in Medieval philosophy (of Augustin or Thomas);
23. Agnosticism in Ancient thought.
24. Agnosticism in D. Hume.
25. Agnosticism in I.Kant.
26. Dialectics of margins and capabilities of human mind in Kant's works.
27. Fichte's dialectics.
28. Principles of dialectical development in the works of J.W. Schelling.
29. Idealistic dialectics of G.W.F. Hegel.
30. Description of the basic laws of dialectics.
31. Features of materialistic dialectics of Marx and Engels.

List of questions for the Modular Test, pt.2:

1. The end of classical philosophy and the conditions of the emergence of nonclassical. Features of nonclassical philosophy different to classical.
2. Positivism as scientific direction of nonclassical philosophy (A. Comte, H. Spenser, J.S. Mill);
3. Voluntarism (irrationalist teachings about the world's will of A. Schopenhauer and Nietzschean will to power);
4. Philosophy of life (Bergson and Dilthey).
5. Existentialism (S. Kirkegaard, M. Heidegger, K. Jaspers, G.-O. Marselles, A. Camus, J.-P. Sartre)
6. Freudism and psychoanalysis (S. Freud, C.G. Jung, E. Fromm)
7. Phenomenology (E. Husserl)
8. Hermeneutics (H. G. Hadamer, P. Ricoeur)
- 9) Anthropology as a part of nonclassical philosophy (M. Scheler, G. Plesner and A. Helen)
9. Being as a part of different stages of philosophy.

10. Types of ontology (materialism, idealism, monism, dualism, pluralism, pantheism, realism).
11. The basic forms and modalities of being.
12. Movement, space, time as categorial definitions of being as such.
13. Social and cultural-historical time and space.
14. The concepts of human in the history of philosophy: general characteristics.
15. The problem of human in Ancient philosophy.
16. The problem of human in Medieval philosophy and Renaissance philosophy.
17. The problem of human in Modern era.
18. The problem of human in nonclassical philosophy.
19. The essence and nature of human.
20. Human as individual and types of personalities.
21. Categories of human existence (understanding of the sense of living, death and immortality).
22. Cognition as a subject of philosophical research.
23. Basic compound parts of cognitive activity: subject, object, aim, goal, means, result. Levels and forms of cognition.
24. The concept of method and methodology of cognition. Classification of methods of cognition.
25. Theory of truth and its basic features. Theories of truth.
26. Features of social being. The problem of creation of theoretical model of society. Society as a system.
27. Forms of organization of social being. Material and spiritual production.
28. The concept of social structure of the society.
29. Unity and plentitude of the world history. Linear and nonlinear models of historical time.
30. Philosophy of the global problems.

Policy and assessment

7. Educational policy

Attendance

Lectures and seminars attendance is not graded. However, students are recommended to attend classes, since during them the theoretical material is laid out, and the skills, necessary for positive results of learning, are developed.

Significant part of student's rating is formed on the basis of her/his activity during the practical classes. The assessment system is oriented on getting the grading points for the activity of student, as well as completion of tasks capable of development of practical skills. That is why missing the seminars eventually disables getting the grading points for semester rating.

Missing the Tests

If the tests have been missed for a reason (such as illness or significant life circumstances), the student gets an opportunity to perform the test during the week to come. In case of terms violation or failure to complete the test without significant reasons, the student would be not allowed to pass knowledge survey.

Rewriting of the test is not allowed.

Academic integrity

Politics and principles of academic integrity are defined in Chapter 3 of Code of Honor of National Technical University of Ukraine 'Kyiv Polytechnic University named after Ihor Sikorsky'. See more at: <https://kpi.ua/code>.

8. Forms of control and rating system of the assessment (RSA) of the results of learning

Semester assessment of 'Introduction to Philosophy' is presupposed to be performed in the form of knowledge survey, therefore RSA includes the assessment of the current control activities for the discipline during the semester.

Two main types of classes are lecture and seminar. Rating mark of the listener is composed from the points which they obtained with regards to the current control activities, as well as points of encouragement and penal points.

According to 'Condition about assessment system of learning results of KPI named after Ihor Sikorsky' it is prohibited to mark presence of absence of the listener during the class, as well as adding or subtracting encouragement or penal points.

Current control is conducted during the semester in the process of learning to establish the determination of the level of theoretical and practical knowledge and skills of listeners during each stage of mastering the educational component 'Introduction to Philosophy'.

№ з/п	Assessment form	%	Points	Quantity	Total
1.	Work during the seminars	72	8	9	72
2	MT (2 hrs.)	28	28	1	28
	(MT may contain two, parts, 1 hr. per each)		(14 x 2)	(2)	
Total					100

If the listener didn't complete or didn't appear to MT, her/his result is graded as 0 points.

The results of current control are inputted into 'Current control' of AS Digital Campus on the regular basis.

System of rating points and assessment criteria

1. Seminars:

Points – 8. Maximum amount of the points for all the seminars is 8 points x 9 types of work = 72 points.

Types of work include: responses during the seminars; discussing the seminar questions; work with primary sources.

- Responses during the seminars. Point – 8. Amount - **3**. (Maximum points - 24).
- Discussing the seminar questions. Point – 8. Amount - **3**. (Maximum points - 24).
- Work with primary sources. Point – 8. Amount (essays) - **3**. (Maximum points - 24).

Four levels of assessment:

“excellent” – full answer (no less than 95% of information needed) – student demonstrates full and comprehensive knowledge of learning material in the given volume, correctly and reasonably takes the necessary decisions in different communicative situations – 8 points;

“good” – the answer is sufficient enough (no less than 75% of information needed) or a full response with insignificant flaws made by student – 7-6 points;

“satisfactorily” – the answer is incomplete (about 60% of information needed), the student mastered the basic theoretical material, but makes errors and flaws – 5-4 points;

“unsatisfactorily”— the answer does not comply with the requirements for ‘satisfactorily’ – 3-0 points.

2. Modular test:

Points - **14**. Total points – 28 (two parts of MT are possible)

Modular control (maximum points per one part of MT is 14):

14 points –“excellent”, – full, clear, logically coherent answer to the questions, demonstrating the deep understanding of the question, knowledge not only of the lecture materials, but also of textbooks and auxiliary literature; student expresses his/her personal position concerning the discussional problems (if such are present in the question); student demonstrates comprehensive and complete knowledge of learning material.

12-13 points – “good”, partial or not fully clear answer to all the questions, showing the adequate understanding of the essence of question, student’s acquaintance with lectures material and textbook; insignificant inaccuracies in the answers.

10-11 points – “satisfactorily”, absence of answers to certain questions, or incorrect answers to the latter, evidencing the superficial level of student’s knowledge of learning material or significant flaws in the answers.

0-9 points– “unsatisfactorily”, unknowing of particular topics.

Answers to the test task with multiple choice is graded in the same percentage relation.

On the basis of the results of current control activities, calendar control is performed, the establishing of which is defined by ‘Conditions of current, calendar and semester control of the results of learning in KPI named after Ihor Sikorsky’.

Calendar control is realized through the defining the level of correspondence of current achievements (rating) of listener accordingly to RSA criteria. The basic condition of getting the positive mark for the calendar control of the discipline (educational component) is a nominal amount of the current rating of listener, no less than 50% of maximally possible at the moment of such a control taking place. Unsatisfactory result of two calendar controls of educational component cannot serve as a basis for non-allowance of listener to the semester control of educational component in case the listener, prior to semester control, accomplished all the necessary requirement for the allowance, as laid out by RSA means.

Intermediate attestation is a marginal calendar control, aimed to augment the learning quality and monitoring of the terms of completion of educational process.

Attestation term	First attestation Weeks 7-8 of semester	Second attestation Weeks 14-15 of semester
Criterion: current achievements (rating)	≥ 15 points	≥ 30 points

Calendar control assessment criteria

The results are inputted into ‘Calendar Control’ of Digital Campus.

Encouragement points are given for the completion of creative tasks in disciplinary domain (such as participation in faculty, institute Olympiads in philosophy, essay competitions, preparation of presentations by topics of the discipline ‘Introduction to Philosophy’, reviews of the proposed scientific works etc.).

Penal points are given for the refuse to answer on control questions of the seminar, non-making of the proposed tasks on the seminar (such as express-surveys or tests). Both encouragement and penal points are not included into the basic scale of RSA, and their total sum cannot exceed 10% of the rating scale in total.

Semester control: KNOWLEDGE SURVEY

Semester control is conducted accordingly to educational plan in a form of knowledge survey in terms established by a timetable of learning process. Form of its conduction is combined (that is, oral response + written test). The list of topics and questions for the semester control, assessment criteria are determined by syllabus.

Listener receives positive grade for knowledge survey by the results of overall work during the semester, if her/his total rating is no less than 60 points and all the necessary actions for the allowance to semester control are made.

Allowance conditions for knowledge survey: rating \geq 36 pts.

Conditions are not met \rightarrow Not allowed

< 60 points \rightarrow knowledge survey test + conversation

\geq 60 points = mark (perfect, very good, good, satisfactorily, enough, unsatisfactorily). The mark may be augmented (if the student intends to do so) by means of writing the test and oral conversation.

Knowledge survey is conducted during the last two weeks of theoretical education of the semester, usually, on the last (by timetable) class of the discipline 'Introduction to Philosophy'. The results of control activities are accessible to authorized users of 'Digital Campus' through their personal cabinets.

Principle of the final mark derivation. Rating mark is laid out to listeners during the penultimate class in semester. Listeners who performed all the necessary conditions for allowance to knowledge survey and have rating mark of 60 or more points, get a corresponding mark, correlating with the rating without additional tasks to perform.

If the mark for knowledge survey test is less than rating, the previous rating of listener, due to decision of the department, is annulled, and he/she gets the mark with regards to the results of knowledge survey test.

Listeners who performed all the necessary conditions for allowance to knowledge survey and have rating mark of less than 60 points, as well as those who wish to get a better rating mark, on the last class of the semester, the instructor conducts a semester control in form of knowledge survey test (written) + conversation.

Maximum number of points is 100.

Sum of points is converted into the assessment system accordingly to the table.

Table of conversion of rating points into marks of university scale.

<i>Rating in points</i>	<i>Mark</i>
100-95	Perfect
94-85	Very Good
84-75	Good
74-65	Satisfactorily
64-60	Enough
Less than 60	Unsatisfactorily with the possibility of re-assembly
Failed to obtain (SA) access	Unsatisfactorily with the obligatory repeated course

Appeal procedure for the control activities assessment. Students are eligible of raising any issue related to the control activities and be confident that it would be proceeded accordingly to the defined procedures protocols.

Students are eligible to appeal the results of assessments of control activities after being acknowledged with result, but, necessarily, on sufficient basis for such an appeal, with iteration of the criteria of assessment which became a subject of disagreement.

9. Additional information.

Indicative list of questions for the knowledge survey

1. Explain ontological and worldview presuppositions of the emergence of philosophy.
2. Explain the ways and forms of being of philosophy.
3. What is philosophy? Subject, structure and its role in formation of the European culture.
4. Explain the essence, structure and historical types of the worldview.
5. Explicate the interconnection between philosophy and worldview.
6. Compare Western and Eastern paradigmatic models of philosophy.
7. Analyze cosmocentrism of Ancient philosophy and its basic problems.
8. Explain the paradigmatic shift of Ancient philosophizing from the problems of cosmos to human and ethical rationalism of Socrates.
9. Analyze the teachings of Plato on ideas, his ethical and political views.
10. The meaning of theory of state in Plato and Aristotle.
11. Explicate Aristotle's ideas about basics and causes of being and cognition.
12. Explicate the novelty of ethical problems in Hellenistic philosophy.
13. Explain theocentrism of Medieval philosophy.
14. Conception of the new science and scientific method in F. Bacon and R. Decartes.
15. Explain the meaning of empirical-inductive methodology of F. Bacon.
16. Explain the meaning of rules of inference and rationalist methodology of R. Decartes in scientific cognition.
17. Enumerate and comment on the most critical, basic ideas of the philosophy of B. Spinoza.
18. Explicate the most basic ideas of Leibniz's Monadology.
19. Formulate the new social ideal in the philosophy of Enlightenment.
20. Analyze the most basic philosophical ideas of I. Kant, define his categorical imperative.
21. Explicate the meaning of Hegel's objective idealism on the basis of his system.
22. Analyze Hegel's dialectic method.
23. Explicate the essence of anthropological materialism of L. Feyerbach.
24. Explain the meaning of materialistic interpretation of history in philosophy of K. Marx.
25. Tell the differences between classical and nonclassical philosophies.
26. Analyze the basic concepts of positivism and its development in XX century.
27. Explain Nietzsche's philosophy as a metaphysics of the will and revaluation of all the values.
28. Explicate the meaning of the problem of unconscious in Freud's psychoanalytical anthropology.
29. Determine the place of human in E. Fromm's philosophy.
30. Explain the meaning of phenomenology as a form of exploration of consciousness in XX century.
31. Characterize J.-P. Sartre's existentialism.

32. Explicate the features of the conception of absurdity in the philosophy of A. Camus.
33. Characterize positivism and its forms of historical development.
34. Explicate the meaning of the problem of human in philosophical reflections of H. Skovoroda.
35. Enumerate the most basic positions of philosophical discipline dealing with being and the most basic forms of being.
36. Describe the conceptions of time and space from the viewpoints of philosophy and natural science.
37. Explicate the meaning of the category of movement as a way of the existence of reality. Analyze the problem of consciousness in the history of philosophy.
38. Analyze the properties and structure of consciousness.
39. Explicate the interconnection between the consciousness and language (speech).
40. Characterize the structure and essence of social consciousness.
41. Explain the interconnection between the sensual and rational in cognitive activity.
42. Compare the forms of sensual and logical cognition. Explicate their forms in scientific cognition.
43. Typologize and uncover the essence of methods of scientific cognition.
44. Characterize the essence of philosophical teaching on truth.
45. Explain the characteristics and criteria of truth.
46. Analyze the philosophical problems of anthropogenesis.
47. Analyze the human features in human.
48. Characterize biological and social in human being.
49. Formulate the global problems of today. Analyze them.
50. Compare linear and nonlinear models of the philosophy of history.

Course Syllabus:

Programmer: lecturer, Candidate of philosophical sciences, Mstislav Kazakov

Approved by Department of Philosophy (protocol № 21 from 25.05.2023)

Agreed with Methodological Council of Igor Sikorsky Kyiv Polytechnic Institute (protocol № 8 from 02.06.2023)