

## Work programme of the discipline:

<b>Course title</b>	<b>PHILOSOPHY</b>
<b>Level of higher education (degree)</b>	FIRST (BACHELOR)
<b>Field of study</b>	07 MANAGEMENT AND ADMINISTRATION
<b>Major</b>	073 MANAGEMENT
<b>Program subject area</b>	MANAGEMENT (ENGLISH)
<b>Status of the discipline</b>	Compulsory
<b>Mode of studies</b>	FULL-TIME, PART-TIME, E-LEARNING
<b>Total number of hours/ ECTS credits</b>	150 HOURS /5 ECTS CREDITS
<b>Language of instruction</b>	ENGLISH
<b>Lecturer</b>	DAVIDENKO ILLIA VOLODYMYROVYCH MA
<b>Lecturer's profile</b>	
<b>Tel. number</b>	+380983134992
<b>E-mail</b>	davidenkoiv@krok.edu.ua
<b>Consultations</b>	CONSULTATIONS IN MS TEAMS: WEDNESDAY, 1:30 P.M.-2.30 P.M. <a href="#">Join the meeting now</a>

### 1. Brief summary of the course

The aim of this course is to obtain the knowledge about history and theory of philosophy, history of philosophical thought. This course also aims to build the basis of the general outlook on philosophical problems of the past and the present, the ability to think analytically, to know basic philosophical literature.

As a result of the study student must

**know:** key turning points in history of philosophy from antiquity to modern times; works of famous philosophers; history of the development of philosophical thought, basic concepts and ideas; periodization of the history of philosophy; the key trends in contemporary philosophy.

**be able to:** describe and reconstruct philosophical ideas and discussions; point out basic features of particular philosophical concepts;

## 2. Learning outcomes

### General Competencies (GC):

**GC 2.** Ability to maintain and increase moral, cultural, scientific values and increase the achievements of society based on understanding the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technology, use different types and forms of physical activity for active recreation and a healthy lifestyle.

**GC 13.** Appreciation and respect for diversity and multiculturalism.

**GC 15.** Ability to act on the basis of ethical considerations (motives).

### Professional Competencies (PC):

**PC 6.** Ability to act socially responsible and consciously.

### Program learning outcomes (PLO):

**PLO 2.** Preserve moral, cultural, scientific values and increase the achievements of society, use different types and forms of physical activity to lead a healthy lifestyle.

**PLO 15.** Demonstrate the ability to act socially responsible and socially conscious based on ethical considerations (motives), show the respect for diversity and interculturalism.

## 3. Course scope

Type of class	Total number of hours/ ECTS credits - 150 HOURS /5 ECTS CREDITS		
	full-time	part-time	e-learning
Total number of hours / mode of studies			
lectures	28	12	12
seminars / practical / laboratory classes	22	12	12
Individual work	70	96	96
Exam	30	30	30

## 4. Prerequisites

There are no prerequisites required for this course.

## 5. Hardware and software

PC / laptop, Internet access, camera, microphone

## 6. Course policies – students must adhere to a code of academic integrity:

<https://int.krok.edu.ua/images/download/code-of-academic-integrity-2025.pdf>

Academic integrity is the presentation of one's own work and the proper recognition of the contribution of others.

Any violation of this principle constitutes academic dishonesty and may result in poor evaluation and disciplinary action.

### Forms of academic dishonesty include:

- Plagiarism - presenting all or part of someone else's work as one's own in an academic exercise, such as an exam, a computer program, or a written assignment.

- Fraud - Using or attempting to use unauthorized materials during an exam or assignment, such as using unauthorized texts or notes or improperly obtaining (or attempting to obtain) a copy of an examination or exam answers.
- Promoting academic dishonesty - helping others commit an act of dishonesty, such as replacing an exam or completing a task for someone else.
- Fabrication - modification or transfer, without permission, academic information, or records.

## **7. Programme of the course**

### **Module #1**

#### **Topic 1: Introduction to philosophy**

The lecture explores the fundamental aspects of philosophy, including its key branches: metaphysics (study of reality), epistemology (study of knowledge), ethics (study of morality), and logic (principles of reasoning). It examines the origins of philosophical inquiry, the methods used by philosophers, and the central questions they address, such as the nature of truth, existence, and human values. Key historical and contemporary thinkers are introduced to provide context and insight into philosophical traditions and their relevance.

#### **Topic 2: Introduction to ancient philosophy. Plato's philosophy and Platonism**

The lecture covers the foundations of ancient philosophy, focusing on Plato's contributions and the development of Platonism. It examines Plato's key ideas, such as the theory of Forms, the nature of knowledge, and his views on ethics and politics. The session also explores the influence of his works, including "The Republic" and "The Symposium," and traces how Platonism evolved in later philosophical traditions, shaping metaphysical and epistemological thought.

#### **Topic 3: Aristotle's philosophy. Philosophy of the late antiquity**

The lecture examines Aristotle's philosophy, focusing on his contributions to logic, metaphysics, ethics, politics, and natural sciences. Key concepts include the theory of causality, the nature of substance, and the idea of virtue ethics. It also explores the philosophical developments of late antiquity, including the rise of Neoplatonism, the synthesis of earlier Greek thought, and the integration of philosophy with emerging religious and cultural traditions of the period.

#### **Topic 4: Introduction to medieval philosophy. Periodization and divisions of medieval philosophy. Patristic philosophy**

The lecture introduces medieval philosophy, outlining its periodization and main divisions, including scholasticism and early Christian thought. It explores patristic philosophy, focusing on the works of key Church Fathers like Augustine and their efforts to reconcile classical philosophy with Christian theology. Topics include the nature of faith and reason, the problem of evil, and the influence of ancient philosophical traditions on early medieval thought.

#### **Topic 5: Late Middle Ages philosophy, Arabic falsafah, scholasticism and the European rediscovery of Aristotle**

The lecture examines the philosophy of the Late Middle Ages, focusing on the rise of scholasticism and its methodologies. It explores Arabic falsafah, highlighting the works of thinkers like Avicenna and Averroes, and their role in preserving and expanding upon Aristotelian thought. The session also discusses the European rediscovery of Aristotle's works through translations and their profound influence on medieval intellectual culture, shaping theology, science, and philosophy.

#### **Topic 6: Philosophy of the 17th century: Rene Descartes's rationalism**

The lecture focuses on 17th-century philosophy, with an emphasis on René Descartes's rationalism. It explores Descartes's key ideas, including the method of doubt, the cogito ("I think, therefore I am"), and his dualist distinction between mind and body. The session also examines his contributions to epistemology, metaphysics, and the development of modern scientific thought, highlighting the significance of reason as the foundation for knowledge.

#### **Topic 7: Philosophy of the 17th century: John Locke's empiricism**

The lecture examines John Locke's empiricism within the context of 17th-century philosophy. It explores Locke's key ideas, including his rejection of innate ideas, the theory of the mind as a "tabula rasa," and the role of experience in the formation of knowledge. The session also delves into Locke's distinction between primary and secondary qualities, his views on personal identity, and his contributions to political philosophy, particularly the concepts of natural rights and government by consent.

#### **Topic 8: German idealism. Hegel's philosophy and the emergence of the disciplinary structure of contemporary philosophy**

The lecture explores German Idealism, focusing on Hegel's philosophy and its impact. It examines Hegel's key ideas, including the dialectical method, the concept of Absolute Spirit, and the progression of history as a rational process. The session also discusses how Hegel's work influenced the emergence of distinct philosophical disciplines, such as epistemology, ethics, and aesthetics, shaping the structure of contemporary philosophy.

### **Module #2**

#### **Topic 9: XIXs and XXs century logic: Germany, Poland, Britain. The origin of analytical philosophy**

The lecture examines the development of logic in the 19th and 20th centuries, focusing on contributions from Germany, Poland, and Britain. It explores key figures like Frege, Russell, and Łukasiewicz, and their advancements in formal logic, propositional calculus, and semantics. The session also traces the emergence of analytical philosophy, highlighting its foundations in logical analysis, language, and philosophy of science, which redefined philosophical inquiry in the modern era.

#### **Topic 10: Phenomenology, existentialism**

The lecture explores phenomenology and existentialism, two key movements in 20th-century philosophy. It examines phenomenology's focus on direct experience and consciousness, with a focus on Edmund Husserl's method of eidetic reduction and its influence on later thinkers like Heidegger. The session also delves into existentialism, exploring themes of freedom, authenticity, and the absurd in the works of Sartre and Camus. Both movements emphasize individual experience and subjectivity, challenging traditional metaphysics and offering insights into human existence and meaning.

#### **Topic 11: Continental philosophy of language, philosophy of culture**

The lecture explores continental philosophy of language and the philosophy of culture, focusing on the relationship between language, meaning, and social practices. It examines key figures such as Heidegger, Derrida, and Wittgenstein, who explore language as a tool for understanding reality and culture. The session also addresses the role of language in shaping human identity, social norms, and cultural expressions, and how philosophy of culture reflects on art, history, and society. Key themes include the interconnection between language, power, and culture in philosophical thought.

#### **Topic 12: Metaphysics, epistemology, moral philosophy in the XXI century**

The lecture examines the key issues in 21st-century metaphysics, epistemology, and moral philosophy. It explores contemporary debates in metaphysics, such as the nature of reality, time, and the mind-body problem. In epistemology, the focus is on questions about knowledge, belief, and the limits of human understanding,

with attention to skepticism and the role of technology in knowledge acquisition. The lecture also addresses current moral philosophy, including ethical dilemmas in the context of globalization, artificial intelligence, and environmental concerns, while considering developments in moral realism, relativism, and utilitarianism.

### 8. Course scheme

Topic	Number of hours									Control form
	Full-time			Part-time			E-learning			
	Lectures	Seminars /practical	Individual work	Lectures	Seminars /practical	Individual work	Lectures	Seminars /practical	Individual work	
<b>Module # 1</b>										
Topic 1. Introduction to philosophy	4	2	7	2	2	8	2	2	8	P, D, AE, E
Topic 2. Introduction to ancient philosophy. Plato's philosophy and Platonism	2	2	5	2	2	8	2	2	8	P, D, AE, E
Topic 3. Aristotle's philosophy. Philosophy of the late antiquity	2	2	5			8			8	P, D, AE, E
Topic 4. Introduction to medieval philosophy. Periodization and divisions of medieval philosophy. Patristic philosophy	2	2	5	2	2	8	2	2	8	P, D, AE, E
Topic 5. Late Middle Ages philosophy, Arabic falsafah, scholasticism and the European rediscovery of Aristotele	2	2	7			8			8	P, D, AE, E
Topic 6. Philosophy of the 17th century: Rene Descartes's rationalism	2	2	5	2	2	8	2	2	8	P, D, AE, E
Topic 7. Philosophy of the 17th century: John Locke's empiricism	2	2	5			8			8	P, D, AE, E
Topic 8. German idealism. Hegel's philosophy and the emergence of the disciplinary structure of contemporary philosophy	2	2	5	2	2	8	2	2	8	P, D, AE, E
<b>Module #2</b>										
Topic 9. XIXs and XXs century logic: Germany, Poland, Britain. The origin of analytical philosophy	2	2	5			8			8	P, D, AE, E
Topic 10. Phenomenology, existentialism	4		7	2	2	8	2	2	8	P, D, AE, E

Topic 11. Continental philosophy of language, philosophy of culture	2	2	7			8			8	P, D, AE, E
Topic 12. Metaphysics, epistemology, moral philosophy in the XXI century	2	2	7			8			8	P, D, AE, E
<b>Total hours</b>	<b>28</b>	<b>22</b>	<b>70</b>	<b>12</b>	<b>12</b>	<b>96</b>	<b>12</b>	<b>12</b>	<b>96</b>	-
<b>FINAL CONTROL/ Exam</b>	<b>30</b>			<b>30</b>			<b>30</b>			-
<b>TOTAL</b>	<b>150</b>			<b>150</b>			<b>150</b>			-

**Control form**

- P – oral presentation
- D – oral discussion
- AE – academic essay
- E – exam

**9. Individual tasks**

Individual tasks are an integral part of the educational process, as they contribute to the development of analytical skills, creative thinking and independence of students.

**Content of an individual educational and research task (educational project)**

The individual task consists of academic essay, task topic options posted on the moodle platform:

1. Academic essay:

- o Requires a detailed answer based on theoretical knowledge and analysis of additional information.
- o Tests your understanding of the topic, ability to formulate your own opinions and argue your position.
- o Tests your ability to apply theoretical knowledge to solve practical problems and make informed decisions.

Requirements for completing the task:

- Clear structure: Answers should be logically structured, contain an introduction, main body and conclusions.
- Argumentation: Each statement must be supported by arguments and references to sources.
- Originality: Answers must be your own and contain no plagiarism.
- Design: The work must be designed in accordance with the requirements specified on the moodle platform.

**10. Teaching methods**

In the process of studying the discipline "Entrepreneurship and starting a company", various types of educational activities, teaching methods and technologies are used.

Types of educational activities:

1. Lectures: classes where the teacher presents theoretical and practical guidance material, analyzing the main concepts and tools of marketing.

2. Seminars / practical classes: interactive sessions in which students discuss topics, analyze case studies, and participate in group discussions that contribute to a deeper understanding of the material.

Teaching methods and technologies:

1. Presentations and multimedia materials: the use of slides, videos and graphs, which facilitate the perception of information and make the educational process more visual.

2. Active learning methods: include group projects, discussions, role-playing games, and brainstorming sessions that promote active student involvement in the process.

3. Case method: analysis of real-life situations, which allows students to practically apply theoretical knowledge, develop critical thinking and decision-making skills.

Use of information technologies: interactive platforms for learning

### 11. Control methods

Control measures are used to determine the success of training. Control measures include final control.

The final control is carried out to evaluate the learning results after the end of the study of the discipline (semester control) or modules separated according to the working curriculum.

During the study of this course, the following forms of current control are used: seminar class discussion.

When studying this course, the following form of semester control is used: credit.

### 12. Distribution of points received by students

Evaluation of student learning results is carried out according to the University scale (0-100, taking into account optional tasks - 120 points) and the national scale.

General course evaluation system: Participation in the work during the semester / exam – 70%/30%

All tasks must be written independently, plagiarism is prohibited, no references or citations are required. The quality and originality of your arguments are evaluated. The assignments should be presented in Moodle.

### 13.1. Scoring scheme for the course

Type of educational activity	Max score	Max total score
Modules #1 & #2		
Oral presentation (12 x 2 points)	24	
Oral discussion (8 x 2 points)	16	
Academic essay (1 x 30 points)	30	
<b>Total for modules #1 &amp; #2</b>	<b>70</b>	
<b>Exam</b>		<b>30</b>
<b>Total for the course</b>		<b>100</b>

**The minimum score for admission to the exam is 21 points.**

### 13.2. Conditions for awarding points

#### 1. Oral presentation (Maximum Score – 2 Points)

- Substance (1 Point): Completeness and depth of topic coverage, inclusion of relevant data and examples.
- Visual Presentation (0,5 Points): Quality of slides, use of graphics, clarity, and aesthetics.
- Communication Skills (0,5 Point): Ability to convey information to the audience, respond to questions, and engage listeners.

#### 2. Oral discussion (Maximum Score – 2 Points)

- Accuracy of Answers (1 Points): All data and arguments results must be relevant and accurate.
- Clarity of Arguments (1 Point): Logical structure of the arguments, clear presentation of proposed solutions to the problems discussed, and correct terminology.

#### 3. Academic Essay (Maximum Score – 30 Points)

- Depth of Research (10 Points): Quality of topic analysis, use of various sources of information and literature.
- Structure and Formatting (5 Points): Adherence to formatting requirements, logical structure of the work, correctness of citations.
- Originality and Creativity (10 Points): Presence of personal conclusions, recommendations, and interesting ideas.
- Responses to Questions (5 Points): Engagement in presenting work results, participation in discussions, and feedback.

**13.3. Final assessment criteria**

University scale	Ukrainian Grade
90 and higher	excellent
70–89	good
50–69	satisfactory
1–49	unsatisfactory

**14. Methodological provision**

Attention students: all educational and methodological materials (lecture plans and videos, presentations/seminar assignments/case-studies, etc.) are submitted in Moodle Course: Philosophy (Illia Volodymyrovych Davidenko): <https://dist.krok.edu.ua/course/view.php?id=2448>

**15. Recommended literature**

**Basic**

1. Aristotle (1993). *Metaphysics*. New York: Oxford UP.
2. Descartes, R. (2003). *Meditations on first philosophy*. Cambridge: Cambridge University Press.
3. Diogenes Laertii. (1853). *Lives and Opinions of Eminent Philosophers*. London: Henry G. Bohn.
4. Hegel, G. (2018). *Phenomenology of Spirit*. Cambridge: Cambridge University Press.
5. Plato. (1997). *Complete Works*. Hackett.
6. St Augustine (2018). *The Confessions of St. Augustine*. Studium publishing.
7. Twardowski, K. (1999). *On Actions, Products and other topics in philosophy*. Amsterdam-Atlanta, GA: Rodopi.

**Additional**

1. Shand, J. (2003). *Fundamentals of Philosophy*. London; New York: Routledge.
2. Vaughan, B. F. (2018). *Introduction to Western Philosophy*. Retrieved from <https://docplayer.net/34448349-Philosophy-101-introduction-to-western-philosophy-edited-by-dr-barry-f-vaughan.html>
3. Warburton, N. (2013). *Philosophy: the basics*. London, New York: Routledge.

**16. Additional information on the discipline (educational component)**

Certificates of completion for distance or online courses on the relevant topics may be credited provided that the requirements outlined in the corresponding regulation are met.

**Work programme of the discipline:**

Compiled by: Associate Professor of the Department of International Business, MA in Philosophy, Associate Professor Illia Davidenko.

Approved: at the meeting of the Department of International Business (Protocol No. 2 dated September 17, 2024).