



## **Introduction to philosophy**

## Course Definition File

### 1. Basic Information:

Course Name	Introduction to Philosophy
Course ID	GHS101
Contact Hours (Registered Sessions)	36
Contact Hours (Synchronized Sessions)	18
Mid Term Exam	NO
Exam	2
Registered Sessions Work Load	18
Synchronized Session Work Load	10
Credit Hours	3

### 2. Pre-Requisites:

Course	ID
NO	

### 3. Course General Objectives:

At the end of this course, the learner should:

- Recognize the importance of philosophy in personal human development and its upcoming knowledge.
- Know issues of philosophy, its history, and the depth of its influence and influenced in the formation and evolution of science.
- Understand the philosophy contact with daily, social and political life of human beings.
- Have the skill to use the tools of philosophy in his research, writing and discussion.
- Recognize the importance of philosophy in the development of human sense in a growing and shifting world.

- Has a critical thought in the relationship with himself and others, through the study of critical property of the philosophical problems.
- Respect others and has the ability to understand and deal with them through his study of different ideas and diverse doctrines of philosophy.
- Rejects prejudices that obscure visions and close the minds.
- Has the ability to analyze and compose in his prediction of the events and ideas.
- Deal with difference and distinguish between disagreement and differences.
- Has logical thinking and the importance of linking between introductions and results.
- Assimilate the scientific thinking in his life and everyday behaviors, distinguishing between science and scientific awareness.
- Appreciate the importance of science in the progress of society and reject the myths and non–scientific thinking.
- Assimilate the ethical system and appreciate the importance of moral values in humanitarian happening.
- Appreciate the rational thinking in everyday life and in solving problems.
- Understand the importance of the complementary relationship between science and philosophy in developed societies.

#### 4. Intended Learning Outcomes (ILO):

Learning Outcomes codes	Learning Outcomes
<p style="text-align: center;"><b>LO1</b></p>	<p>At the end of the lesson, the student should be able to:</p> <ul style="list-style-type: none"> <li>● Know the meaning of philosophic thinking.</li> <li>● Know the meaning of philosophy.</li> <li>● Explain the existence of multiple definitions of philosophy.</li> <li>● Explain the main branches of philosophy.</li> <li>● Distinguish between realism and idealism school in philosophy.</li> <li>● Compare between the rational school and experimental school of philosophy.</li> <li>● Evaluate the philosophic thinking.</li> <li>● Provide examples of the importance of philosophy in everyday life.</li> </ul>
<p style="text-align: center;"><b>LO2</b></p>	<p>At the end of the lesson, the student should be able to:</p> <ul style="list-style-type: none"> <li>● Know the meaning of the ethical question.</li> <li>● Realize the relationship between happiness and ethical behavior.</li> <li>● Distinguish between good and evil in ethical behavior.</li> <li>● Know the importance of Buddha in the confirmation of ethical behavior in society.</li> <li>● Explain the Buddhism facts and its role in achieving the ethics and access to happiness.</li> <li>● Explain the meaning of Nirvana in Buddhism ethics.</li> <li>● Appreciate the importance of Buddhism in spreading ethical principles and rules.</li> <li>● Respect nation's ethics and the different ways to the</li> </ul>

	consolidation of Virtue.
<b>LO3</b>	<p>At the end of the lesson, the student should be able to:</p> <ul style="list-style-type: none"> <li>● Know who Confucius is.</li> <li>● Explain the meaning of Confucianism.</li> <li>● Determine the meaning of Confucian philosophy.</li> <li>● Conclude humanitarianism in the ethical philosophy of Confucianism.</li> <li>● Determine the meaning of Jane in Confucianism ethics and define its role in the human embodiment.</li> <li>● Explain Lee and its role in confirmation of society ethics.</li> <li>● Determine the importance of Hsiao and the role of children loyalty and respect in spread virtue on the humanitarian level in general.</li> <li>● Explain the meaning of integrative in Confucianism ethics.</li> <li>● Conclude the relationship between the inner conscience and social system in the confirmation of ethical behavior.</li> <li>● Determine the Confucianism ethics and its role in the embodiment of ethical behavior.</li> <li>● Respect the nation's ethics and their role on the humanitarian level.</li> </ul>
<b>LO4</b>	<p>At the end of the lesson, the student should be able to:</p> <ul style="list-style-type: none"> <li>● Recognize the way in which we must live according to Socrates opinion.</li> <li>● Recognize the way in which we must live according to Aristotle opinion.</li> <li>● Compares the points of view of Socrates and Aristotle ethically.</li> <li>● Lists the types of human beings according to how they see the happiness attend to Socrates.</li> <li>● Conclude the source of true happiness attend to</li> </ul>

	<p>Aristotle.</p> <ul style="list-style-type: none"> <li>● Discuss the problem of will weakness attend to Plato.</li> <li>● Explain the meaning of virtue as balance.</li> <li>● Show the importance of the relationship between knowledge and behavior in the will.</li> <li>● Determine the importance of the will to build an ethical life.</li> </ul>
<b>LO5</b>	<p>At the end of the lesson, the student should be able to:</p> <ul style="list-style-type: none"> <li>● Determine the correct action standards.</li> <li>● Discuss the ideas difference in determining the correct action.</li> <li>● Recognize the Kant criticism in experimental and rational doctrine in access to knowledge.</li> <li>● Explain ethics role in Kant opinion based on the principle act according to the principle that you want to turn into a general law, with examples.</li> <li>● Realize the meaning of absolute obligation attend to Kant.</li> <li>● Explain the principle of benefit for ethical.</li> <li>● Recognize the meaning of the normal curriculum attend to Nietzsche.</li> <li>● Compare between the relative and inclusiveness ethics.</li> <li>● Express his opinion between relative and inclusiveness ethics.</li> <li>● Respect the points of view of different nations in the implementation of values and their explanation.</li> </ul>
<b>LO6</b>	<p>At the end of the lesson, the student should be able to:</p> <ul style="list-style-type: none"> <li>● Recognize the meaning of epistemology.</li> <li>● Explain the rational and experiential doctrine according to science philosophy.</li> <li>● Explain the meaning of the doubt doctrine.</li> <li>● Compare between systematic and absolute suspicion.</li> </ul>

	<ul style="list-style-type: none"> <li>● Show the Descartes principle of knowledge.</li> <li>● Explain rules of logic attend to Descartes.</li> <li>● Recognize experimental doctrine and limited suspicion attend to Hume.</li> <li>● Determine the causal conditions.</li> <li>● Explain the meaning of essential link in the causal principle attend to Hume.</li> <li>● Distinguish between the analytic and synthetic phrase attend to Hume.</li> <li>● Compare between rational and experiential doctrine and suspicion.</li> </ul>
<b>LO7</b>	<p>At the end of the lesson, the student should be able to:</p> <ul style="list-style-type: none"> <li>● Determine the meaning of science.</li> <li>● Explains the difference between scientific and non-scientific knowledge with examples.</li> <li>● Distinguish between static and dynamic outlook for science.</li> <li>● Compare the science functions according to the two outlooks.</li> <li>● Realize the meaning of scientific thinking.</li> <li>● Appreciate the importance of scientific thinking in the progress of civilizations.</li> <li>● Count the attributes of scientific thinking.</li> <li>● Gives life examples of communities representing of scientific thinking.</li> </ul>
<b>LO8</b>	<p>At the end of the lesson, the student should be able to:</p> <ul style="list-style-type: none"> <li>● Define the meaning of system.</li> <li>● Conclude system features through its multiple definitions.</li> <li>● Conclude the basic elements of the system.</li> <li>● Explain the multi-system relationships.</li> <li>● Classify the inputs of the system.</li> <li>● Count the processes in the system.</li> </ul>

	<ul style="list-style-type: none"> <li>● Compare the types of outputs in the system.</li> <li>● Explain the meaning of overall view in knowledge.</li> <li>● Determine the importance of feedback in the system analysis.</li> <li>● Count the properties of an open system.</li> </ul>
<b>LO9</b>	<p>At the end of the lesson, the student should be able to:</p> <ul style="list-style-type: none"> <li>● Understand the meaning of the modeling process.</li> <li>● Realize the value of the model in the knowledge of reality.</li> <li>● Show how the modeling is simplifying of the complex and making it easier to description and implementing.</li> <li>● Give examples showing how to simplify the model to reality.</li> <li>● Realize the types of models and its relation to reality.</li> <li>● Determine the meaning of problem.</li> <li>● Count the correct standers to formulate the problem.</li> <li>● Define the hypothesis as temporary formulation of solution.</li> <li>● Determine the standers of hypothesis formulation.</li> <li>● Explain the meaning of the law and its importance in the development of science.</li> <li>● Define the note showing its importance in the process of the scientific method.</li> <li>● Show the meaning of truth in the science and its importance.</li> <li>● Define the theory explaining its role in science.</li> </ul>
<b>LO10</b>	<p>At the end of the lesson, the student should be able to:</p> <ul style="list-style-type: none"> <li>● Explain the common characteristics of materialist's philosophers.</li> <li>● Shows the general principles of the new realism.</li> <li>● Clarify the essential task of the philosophy attend to Russell.</li> </ul>

	<ul style="list-style-type: none"> <li>● Conclude the meaning of pluralism in Russell's philosophy.</li> <li>● Explain Russell attitude of ethics and religion.</li> <li>● Conclude the meaning of the new position.</li> <li>● Conclude the most important Vtjnstein ideas in philosophy.</li> <li>● Show the main issues in logic and experience at the new position.</li> <li>● Explain the meaning of analytic philosophy.</li> </ul>
<b>LO11</b>	<p>At the end of the lesson, the student should be able to:</p> <ul style="list-style-type: none"> <li>● Recognize the dialectical materialist philosophy.</li> <li>● Understand the importance of the physical world for the physical doctrine.</li> <li>● Explain the principle of dialectical development in the dialectical materialism philosophy.</li> <li>● Show the principle of determinism in the physical doctrine.</li> <li>● Explain the idea of oneness for the polemicist materialist.</li> <li>● Explain how the awareness is a reflection of the material in Marxists opinion.</li> <li>● Show how the content of the awareness of the humanitarian determined by the community.</li> <li>● Recognize that the subject in the physical doctrine is stand-alone and independent of itself.</li> <li>● Explain how that the ethics is not a permanent and constant in historical materialism.</li> <li>● Aware of the link between artistic taste and the evolution of layers in Marxism.</li> </ul>
<b>LO12</b>	<p>At the end of the lesson, the student should be able to:</p> <ul style="list-style-type: none"> <li>● Explain the meaning of perfection attend to Brnschwak.</li> <li>● Compare between the judgments side attend to Brnschwak.</li> </ul>

	<ul style="list-style-type: none"> <li>● Shows the importance of analytical mathematical judgment attend to Brnschwak.</li> <li>● Explain the levels of mind life attend to Brnschwak.</li> <li>● Conclude the meaning of mind religion attend to Brnschwak.</li> <li>● Explain Marburg philosophy and the importance of the theoretical mind.</li> <li>● Explain meaning of the truth word in Marburg School.</li> <li>● Show the ethics tribalism attend to Marburg.</li> <li>● Explain the philosophy of mental science.</li> <li>● Compare between idealists and experimentalists.</li> </ul>
<b>LO13</b>	<p>At the end of the lesson, the student should be able to:</p> <ul style="list-style-type: none"> <li>● Determine the meaning of the concept of life for the life philosophy.</li> <li>● Explain the most important general characteristics of life philosophers.</li> <li>● Show the relationship between permanence and intuition attend to Bergson.</li> <li>● Distinguish between reason and intuition attend to Bergson.</li> <li>● Compare between the mechanical and pure memory.</li> <li>● Explain the evolution and life attend to Bergson.</li> <li>● Identify the two types of movement attend to Bergson.</li> <li>● Compare between the closed and open ethics attend to Bergson.</li> <li>● Set the meaning of static and mechanical religion attend to Bergson.</li> </ul>
<b>LO14</b>	<p>At the end of the lesson, the student should be able to:</p> <ul style="list-style-type: none"> <li>● Explain the theory of knowledge in pragmatism philosophy.</li> <li>● Explain the idea of the word evolution attend to James.</li> <li>● Show the link between truth and expediency attend to</li> </ul>

	<p>James.</p> <ul style="list-style-type: none"> <li>● Determined the meaning of logic and truth attend to Hler.</li> <li>● Explain the meaning of truth attend to Dewey.</li> <li>● Appoint the link between ideas and expediency attend to Dewey.</li> <li>● Show his opinion in expediency doctrine.</li> </ul>
<b>LO15</b>	<p>At the end of the lesson, the student should be able to:</p> <ul style="list-style-type: none"> <li>● Define the concept of the essence and its importance in the philosophy of the essence.</li> <li>● Explain Phenomenology attributes.</li> <li>● Show Husserl's attitude about logic and psychology.</li> <li>● Explain Husserl's doctrine in significance.</li> <li>● Define the elements of abstraction according to Husserl.</li> <li>● Explain the phenomenological approach, and the main goal of it.</li> <li>● Show the two types of science in Husserl's opinion.</li> <li>● Explain the meaning of shorthand and its importance in reaching the essence.</li> <li>● Set the meaning of intentionality in the phenomenological approach.</li> </ul>
<b>LO16</b>	<p>At the end of the lesson, the student should be able to:</p> <ul style="list-style-type: none"> <li>● Explain the types of knowledge attend to Max Chelor.</li> <li>● Define values attend to Max Chelor.</li> <li>● Distinguish between intent, goals, objectives and values attend to Max Chelor.</li> <li>● Clarify the value and duty issue attend to Max Chelor.</li> <li>● Show the stability of the meaning of values attend to Max Chelor.</li> <li>● Classify values attend to Max Chelor.</li> <li>● Explain the concept of a person attend to Chelor and its relationship to the mind.</li> <li>● Show the concept of a person and the group attend to</li> </ul>

	<p>Max Chelcor.</p> <ul style="list-style-type: none"> <li>• Distinguish between the four units of social models attend to Max Chelcor.</li> <li>• Explain the idea of God and metaphysics attend to Max Chelcor.</li> </ul>
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**5. Course Content (session duration hour and a half and number of Synchronized Sessions is 12 sessions)**

LO	Course Syllabus	Recorded Sessions	Synchronized Sessions	Type	Additional Notes
LO1	Deal with the definition of philosophy and clarify what is it, its types and track of its evolution as an overall science and its basic branches, also it focuses on the basic topics and the importance of studying science, especially as multicultural science down to the concept of dialogue among civilizations.	1	1	<input checked="" type="checkbox"/> Exercises <input checked="" type="checkbox"/> Assignments <input checked="" type="checkbox"/> Discussions	
LO2	Search the topics of morality, happiness, ethical behavior and the distinction between good and evil with a focus on concepts of	1	1	<input checked="" type="checkbox"/> Exercises <input checked="" type="checkbox"/> Assignments <input checked="" type="checkbox"/> Discussions	

	mental compliance, wisdom, dignity, humanity, tolerance and meditation down to the importance of respecting the nation's ethics and different ways of establishing virtue.				
<b>LO3</b>	Search the basic concepts of Confucianism and humanity philosophy, integrity, virtue, good, evil and the nature of humanity and focus on the meaning of complementarity, conscience and social organization and the relationship between them to confirm the importance of ethical behavior and nation's ethics on a humanitarian level.	1	1	<input checked="" type="checkbox"/> Exercises <input checked="" type="checkbox"/> Assignments <input checked="" type="checkbox"/> Discussions	
<b>LO4</b>	Deal with the principles of ancient Greek philosophy (Aristotle Sagrat- – Plato) and what are the best ways to live according to all of them. Also looking at	1	1	<input checked="" type="checkbox"/> Exercises <input checked="" type="checkbox"/> Assignments <input checked="" type="checkbox"/> Discussions	

	the concepts of happiness, rationality, moderation, virtue, will, knowledge and behavior.				
<b>LO5</b>	Search experimental and rational doctrine as a way to access knowledge, also mention the concepts of absolute duty, motivation, intentions and good will, and the doctrines of expediency, organization of interest, pleasure, natural approach, ethics relativity, and compare their applications.	1	1	<input checked="" type="checkbox"/> Exercises <input checked="" type="checkbox"/> Assignments <input checked="" type="checkbox"/> Discussions	
<b>LO6</b>	Search the definition of epistemology and the ways of knowledge building with a focus on concepts of experimental, rationality, suspicion, systematic suspicion, absolute suspicion, causality, necessary linking, rules of logic and the principle of Descartes in knowledge, and the	1	1	<input checked="" type="checkbox"/> Exercises <input checked="" type="checkbox"/> Assignments <input checked="" type="checkbox"/> Discussions	

	distinction between the concepts of analysis and synthesis in Hume and finally compare between suspicion, experimentation and rationality doctrines.				
<b>LO7</b>	Search the concept of science and its functions and objectives and the relationship between science and knowledge, and the levels to access knowledge and its methods. Finally, search the ways of scientific thinking in terms of sensory observation, arbitration and objectivity.	1	1	<input checked="" type="checkbox"/> Exercises <input checked="" type="checkbox"/> Assignments <input checked="" type="checkbox"/> Discussions	
<b>LO8</b>	Deal with the different definitions of the system concept, explaining its meaning and its features by each definition, and its components and interconnections among them, and its types, characteristics and different uses, with a focus on its multi types	1	1	<input checked="" type="checkbox"/> Exercises <input checked="" type="checkbox"/> Assignments <input checked="" type="checkbox"/> Discussions	

	and the comparison between the output and the concept of feedback and the characteristics of open system.				
<b>LO9</b>	Search the meaning of the modeling process and the definition of models and their different types and importance to know the reality, especially in the terms of simplification of complex relationships and make them understandable, and focus on the meaning of the problem and the ways to identify it and the types of the correct standards for its formulation and the meaning of the hypothesis, law and their standards. Finally search the note and its importance in the scientific approach and the meanings of fact and theory and their role in science.	1	1	<input checked="" type="checkbox"/> Exercises <input checked="" type="checkbox"/> Assignments <input checked="" type="checkbox"/> Discussions	
<b>LO10</b>	Search the index of	1	1	<input checked="" type="checkbox"/> Exercises	

	<p>materialist, factual, descriptive, and analytical philosophy, and explain the common characteristics and the multiple meanings of them with a focus on the most important philosophers of these different schools.</p>			<input checked="" type="checkbox"/> Assignments <input checked="" type="checkbox"/> Discussions	
<b>LO11</b>	<p>Search the foundations of dialectical materialism philosophy (dialectic) and the concepts of development, inevitable, oneness, awareness, self, man and society, and explain the theory of knowledge and the theory of values. Finally show the criticism notes and the negative and positive aspects in it.</p>	1	1	<input checked="" type="checkbox"/> Exercises <input checked="" type="checkbox"/> Assignments <input checked="" type="checkbox"/> Discussions	
<b>LO12</b>	<p>Search the history and the foundations of the different ideal philosophy and focus on the concepts of interference, rule side, reality, mind, pure awareness, objective knowledge, truth,</p>	1	1	<input checked="" type="checkbox"/> Exercises <input checked="" type="checkbox"/> Assignments <input checked="" type="checkbox"/> Discussions	

	impressions, logical law, and the schools of new Alcantah philosophy and compare between them.				
<b>LO13</b>	Search the philosophy of life and its schools and their most important philosophers, and in the concepts of permanence, intuition, fields of life, theory of knowledge, psychology, life, evolution, metaphysics, ethics, movement, material, intelligence and religion.	1	1	<input checked="" type="checkbox"/> Exercises <input checked="" type="checkbox"/> Assignments <input checked="" type="checkbox"/> Discussions	
<b>LO14</b>	Search the concept of pragmatism in general and its relation to the theory of knowledge, and then the concept of the vital philosophy of pragmatism and its founder, types, the most important philosophers and its different schools , finally its critical remark.	1	1	<input checked="" type="checkbox"/> Exercises <input checked="" type="checkbox"/> Assignments <input checked="" type="checkbox"/> Discussions	
<b>LO15</b>	Search the philosophy of the essence and the attributes of Phenomenology and its	1	1	<input checked="" type="checkbox"/> Exercises <input checked="" type="checkbox"/> Assignments <input checked="" type="checkbox"/> Discussions	

	<p>most important philosophers, and mention the work of the philosopher Husserl and criticism of nominal doctrine, and his view of logic and psychology, his approach of the significance, his other theories, the concept of the curriculum phenomenological, intentionality, idealism, fact science and shorthand.</p>				
<p><b>LO16</b></p>	<p>Search the School of philosopher Max Chelors (his character, development and work), and in the theory of knowledge and its empirical and metaphysical types, and in the values and their classification and relationship with other concepts, and the concepts of the person, soul, mind, Community, man, god, religion, metaphysics and essence philosophy.</p>	<p>1</p>	<p>1</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Exercises</li> <li><input checked="" type="checkbox"/> Assignments</li> <li><input checked="" type="checkbox"/> Discussions</li> </ul>	

## 6. Assessment Criteria (Related to ILOs)

LO Code	LO	Assessment Type				
		Interactive Synchronized Collaboration	Practice	Exams	Presentations And Face-to-Face Assessments	Reports
LO1	The meaning and definitions of Philosophy types.	X		X		X
LO2	Ethical question.	X	X	X	X	X
LO3	Confucian philosophy.	X	X	X	X	X
LO4	Aristotle–Socrates–Plato philosophies.	X	X	X	X	X
LO5	Standards of proper work–duty–benefit–natural approach–relative ethics and inclusiveness.	X	X	X		
LO6	Epistemology–experimental doctrine – rational doctrine – suspicion.					
LO7	Science– science function – scientific thinking.					
LO8	System–features–elements–					

	relations–feedback.					
<b>LO9</b>	Modeling and its types – the problem and its standards – hypothesis – Law.					
<b>LO10</b>	Materialist philosophy – the new realism – the new position – analytic philosophy.					
<b>LO11</b>	Controversial materialism.					
<b>LO12</b>	The idealism – the experimental – mental Science.					
<b>LO13</b>	Life philosophy.					
<b>LO14</b>	Pragmatic philosophy.					
<b>LO15</b>	The Essence and phenomenology.					
<b>LO16</b>	Max Chelor philosophy.					

## 7. Course Syllabus (18 hours of total synchronized sessions)

LO	Chapter No	Chapter
LO1	1	<ol style="list-style-type: none"> <li>1. Definition of Philosophy.</li> <li>2. Questionable.</li> <li>3. Equivalent words from other languages.</li> <li>4. Definition of Philosophy.</li> <li>5. What is the philosophy?</li> <li>6. Basic branches in Western Philosophy.</li> <li>7. What do these words mean?</li> <li>8. Branches of Branches.</li> <li>9. Two main subjects in philosophy.</li> <li>10. Realism and idealism.</li> <li>11. Rationality and experimental – inductive.</li> <li>12. Four types of philosophers.</li> <li>13. What is the rational?</li> <li>14. The concept of comparative cognition and comparative ethics.</li> <li>15. Comparison between the constituent and construction school.</li> <li>16. Is the philosophy theoretical or practical science?</li> <li>17. Why do you study philosophy?</li> <li>18. Why does the philosophy deserve to be studied?</li> <li>19. Why do we study multi-cultural</li> </ol>

		<p>philosophy?</p> <p><b>20.</b> Clash of Civilizations or Dialogue of Civilizations?</p> <p><b>21.</b> How should we read philosophy?</p> <p><b>22.</b> Questions for calendar.</p> <p><b>23.</b> Questions for discussion.</p>
<b>LO2</b>	2	<p><b>1.</b> How should we live?</p> <p><b>2.</b> Ethics.</p> <p><b>3.</b> Approach ethical questions.</p> <p><b>4.</b> Buddha and the midfield way.</p> <p><b>5.</b> The four noble truths.</p> <p><b>6.</b> The noble road with eight paths.</p> <p><b>7.</b> The three facts.</p> <p><b>8.</b> The three facts attachments.</p> <p><b>9.</b> The basic characteristics of Buddhist culture.</p> <p><b>10.</b> Calendar questions.</p> <p><b>11.</b> Discussion Questions.</p>
<b>LO3</b>	3	<p><b>1.</b> Who is Confucius?</p> <p><b>2.</b> What is Confucianism?</p> <p><b>3.</b> Teachings of Confucius.</p> <p><b>4.</b> Confucius philosophy.</p> <p><b>5.</b> Jen.</p> <p><b>6.</b> What does it mean to live according to "gen" approach?</p> <p><b>7.</b> Li.</p> <p><b>8.</b> Children loyalty – Hisao.</p> <p><b>9.</b> Yi.</p> <p><b>10.</b> Judge by virtue.</p> <p><b>11.</b> The importance of education.</p> <p><b>12.</b> Mencius idealism.</p>

		<p>13. Hsun Tsu realistic.</p> <p>14. Confucius, Mencius, Hsun Tsu.</p> <p>15. Calendar questions.</p>
LO4	4	<p>1. Introduction.</p> <p>2. Socrates.</p> <p>3. Life of Socrates.</p> <p>4. Socrates and ethics.</p> <p>5. Aristotle.</p> <p>6. Happiness.</p> <p>7. Self and virtue in Greek philosophy.</p> <p>8. Weakness of will problem.</p> <p>9. Plato: internal conflict.</p> <p>10. Virtue as rational control.</p> <p>11. Virtue as balance.</p> <p>12. Conflict of duties.</p> <p>13. Disciplined act.</p> <p>14. Aristotle: Happiness.</p> <p>15. The good life.</p> <p>16. How should we live?</p> <p>17. Does the life has meaning?</p> <p>18. Everybody is in struggle.</p> <p>19. Calendar questions.</p> <p>20. Discussion Questions.</p>
LO5	5	<p>1. Introduction.</p> <p>2. Immanuel Kant 1724–1804.</p> <p>3. Main philosophical trends in the eighteenth century.</p> <p>4. Kant and the experimental doctrine.</p> <p>5. Kant and the rational doctrine.</p> <p>6. Kant and ethics.</p>

		<ol style="list-style-type: none"> <li>7. Kant and absolute duty.</li> <li>8. Acts evaluation.</li> <li>9. The absolute duty.</li> <li>10. Foundations of ethics metaphysical.</li> <li>11. The benefit doctrine.</li> <li>12. Incentives and intentions.</li> <li>13. The benefit doctrine: interest maximize.</li> <li>14. Fun doctrine.</li> <li>15. Reassessment of values.</li> <li>16. Nietzsche and natural approach.</li> <li>17. Between care and the right.</li> <li>18. Ethics relative.</li> <li>19. Calendar questions.</li> <li>20. Discussion Questions.</li> </ol>
LO6	6	<ol style="list-style-type: none"> <li>1. Alabstomologia – Definition.</li> <li>2. Alabstomologia.</li> <li>3. Experimental and rationality: two main doctrine.</li> <li>4. Suspicion.</li> <li>5. Certainty and suspicion: some basic questions.</li> <li>6. Rene Descartes.</li> <li>7. Modified material.</li> <li>8. Some of the founding principles of the suspicion doctrine.</li> <li>9. Assumptions metaphor to clarify founded principles of suspicion doctrine.</li> <li>10. Experimental and limited suspicion.</li> </ol>

		<p><b>11.</b> Calendar questions.</p> <p><b>12.</b> Discussion Questions.</p>
<b>LO7</b>	7	<p><b>1.</b> What is science?</p> <p><b>2.</b> Two approaches to science.</p> <p><b>3.</b> Functions of science.</p> <p><b>4.</b> Science and knowledge.</p> <p><b>5.</b> Levels to access knowledge.</p> <p><b>6.</b> Scientific knowledge.</p> <p><b>7.</b> Knowledge methods (Pierce).</p> <p><b>8.</b> Goals of science.</p> <p><b>9.</b> Scientific thinking.</p> <p><b>10.</b> Calendar questions.</p> <p><b>11.</b> Discussion Questions.</p>
<b>LO8</b>	8	<p><b>1.</b> Introduction.</p> <p><b>2.</b> System concept.</p> <p><b>3.</b> System definition.</p> <p><b>4.</b> System and environment.</p> <p><b>5.</b> System features.</p> <p><b>6.</b> Elements of the system.</p> <p><b>7.</b> Relationships and links between elements of the system.</p> <p><b>8.</b> System analysis.</p> <p><b>9.</b> System study.</p> <p><b>10.</b> System analyze approach.</p> <p><b>11.</b> Types of systems.</p> <p><b>12.</b> The open system properties.</p> <p><b>13.</b> Systems use.</p> <p><b>14.</b> Calendar questions.</p> <p><b>15.</b> Discussion Questions.</p>
<b>LO9</b>	9	<p><b>1.</b> Model.</p> <p><b>2.</b> Model definition.</p> <p><b>3.</b> Components of the model.</p>

		<ol style="list-style-type: none"> <li>4. The importance and the role of the model.</li> <li>5. Build the model.</li> <li>6. Model of models.</li> <li>7. Stages of building model.</li> <li>8. Types of models.</li> <li>9. The most important types of models.</li> <li>10. Problem.</li> <li>11. Standards of drafting problems.</li> <li>12. Hypothesis.</li> <li>13. Standards of formulate hypotheses.</li> <li>14. Law.</li> <li>15. Note.</li> <li>16. Truth.</li> <li>17. Theory.</li> <li>18. Calendar questions.</li> <li>19. Discussion Questions.</li> </ol>
LO10	10	<ol style="list-style-type: none"> <li>1. Materialist philosophy.</li> <li>2. Materialist's philosophers.</li> <li>3. New English realism.</li> <li>4. The general principles of the new realism.</li> <li>5. Bertrand Russell.</li> <li>6. The new position.</li> <li>7. Ludwig Vtjnstien.</li> <li>8. Logic and experience.</li> <li>9. The meaning of the sentence.</li> <li>10. Basic sentences.</li> <li>11. Analytic philosophy.</li> <li>12. Calendar questions.</li> </ol>

<p><b>LO11</b></p>	<p>11</p>	<ol style="list-style-type: none"> <li>1. Dialectical materialism – Introduction.</li> <li>2. Dialectical materialism – historical overview.</li> <li>3. Its assets and founders.</li> <li>4. Lenin.</li> <li>5. The development of doctrine in Russia.</li> <li>6. Development in the field of psychology.</li> <li>7. Material.</li> <li>8. Dialectical development.</li> <li>9. Inevitable.</li> <li>10. Oneness.</li> <li>11. Awareness and self.</li> <li>12. Human and society.</li> <li>13. Epistemology.</li> <li>14. Theory of values.</li> <li>15. Critical remarks about the physical philosophies.</li> <li>16. Positive sides.</li> <li>17. Negative sides.</li> <li>18. Calendar questions.</li> <li>19. Discussion Questions.</li> </ol>
<p><b>LO12</b></p>	<p>12</p>	<ol style="list-style-type: none"> <li>1. Idealistic philosophies – introduction</li> <li>2. French Idealists</li> <li>3. Ideal Brnschwak</li> <li>4. Idealism</li> <li>5. Rule side: interference and exit</li> <li>6. Mind</li> <li>7. Degrees of Mind life</li> </ol>

		<ol style="list-style-type: none"> <li>8. Mind religion</li> <li>9. Schools of the new Alcantah Philosophy</li> <li>10. Basic common doctrines among new Alcantien</li> <li>11. New Alcantion and Kant</li> <li>12. Marburg School</li> <li>13. Baden School</li> <li>14. Bruno Bauj</li> <li>15. Conclusion</li> <li>16. Calendar questions</li> <li>17. Discussion Questions</li> </ol>
<b>LO13</b>	13	<ol style="list-style-type: none"> <li>1. Life philosophy – Introduction</li> <li>2. Life philosophers – the general characteristics</li> <li>3. Schools of life philosophy</li> <li>4. Henri Bergson – the assets of his philosophy</li> <li>5. Henri Bergson – publications</li> <li>6. Permanence and intuition</li> <li>7. Life spheres</li> <li>8. Epistemology</li> <li>9. Psychology</li> <li>10. Correlative Psychology</li> <li>11. Life and evolution</li> <li>12. Metaphysics</li> <li>13. Ethics</li> <li>14. Religion Philosophy</li> <li>15. Calendar questions</li> <li>16. Discussion questions</li> </ol>
<b>LO14</b>	14	<ol style="list-style-type: none"> <li>1. Pragmatic – Introduction</li> <li>2. Pragmatism and epistemology</li> </ol>

		<ol style="list-style-type: none"> <li>3. The pragmatism vital Philosophy</li> <li>4. Pragmatism and the philosophy of Bergson</li> <li>5. Founder William James</li> <li>6. Philosophy of William James</li> <li>7. Pragmatic of William James</li> <li>8. Appearance of English pragmatism</li> <li>9. Ideas of pragmatism English</li> <li>10. Hler and logic</li> <li>11. Hler and fact</li> <li>12. John Dewey – American pragmatism</li> <li>13. Dialectical school</li> <li>14. Albergsonah School</li> <li>15. Albergsonah School and science</li> <li>16. Philosophies of life: critical notes</li> <li>17. Calendar questions</li> <li>18. Questions for discussion and dialogue</li> </ol>
LO15	15	<ol style="list-style-type: none"> <li>1. Essence Philosophy – Introduction</li> <li>2. The concept of the essence</li> <li>3. Phenomenology attributes</li> <li>4. Admend Husserl</li> <li>5. Admend Husserl – his philosophical works</li> <li>6. Brief presentation</li> <li>7. Nominal doctrine criticism</li> <li>8. Logic and psychology</li> </ol>

		<ol style="list-style-type: none"> <li>9. His approach in significance</li> <li>10. The concept of significance</li> <li>11. Elements of abstraction</li> <li>12. Mental acts</li> <li>13. Other theories of Husserl</li> <li>14. Phenomenological approach</li> <li>15. Science attend to Husserl</li> <li>16. Shorthand and the situation in parentheses</li> <li>17. Intentionality and idealism</li> <li>18. Conclusion</li> <li>19. Calendar questions</li> <li>20. Questions for discussion and dialogue</li> </ol>
<p><b>LO16</b></p>	<p>16</p>	<ol style="list-style-type: none"> <li>1. Max Chelors – his Personality</li> <li>2. Max Chelors – his development</li> <li>3. Max Chelors – his works</li> <li>4. Epistemology</li> <li>5. Inductive Knowledge</li> <li>6. Knowledge of essence structure</li> <li>7. Metaphysical knowledge</li> <li>8. Values</li> <li>9. Values and human behavior</li> <li>10. Value and Duty</li> <li>11. Values stability</li> <li>12. Values rating</li> <li>13. Person, soul, and mind</li> <li>14. Person and Community</li> <li>15. Social units</li> <li>16. Man and God</li> <li>17. Religion and metaphysics</li> <li>18. Notes about philosophy of the</li> </ol>

		essence <b>19.</b> Calendar questions <b>20.</b> Questions for discussion and dialogue
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## 8. Practice Tools:

None