**STATE UNIVERSITY OF MOLDOVA**

**HISTORY AND PHILOSOPHY’S FACULTY**

**DEPARTMENT OF PHILOSOPHY AND ANTHROPOLOGY**

**DISCIPLINARY CURRICULUM**

**PHILOSPHY**

***(Faculty of International Relations)***

**Cycle I, License**

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**APPROVED Department head – Saharneanu E. dr.hab., univ.prof \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**at the Department meeting**

**from "\_\_\_\_" \_\_\_\_\_\_\_\_\_\_ 2017**

PRELIMINARY

This course of Philosophy aims to develop students' general philosophical consciousness, by introducing them into historical, conceptual and problematic situations from the evolution’s perspective of human thinking. The course was designed to higher education formative requirements, in line with the European standards imposed by the Bologna Process. The curriculum combines historical and systematic aspects, naturally following the internal logic of philosophy, thus pursuing the historical evolution of philosophical thinking. The philosophy course is a comprehensive and methodological basis for the theoretical and practical study of the evolution of socio-human disciplines.

Philosophy is socio-human discipline or science, that studies the most general principles and laws of objective existence and human knowledge. Philosophy emerged in the VI’s century, and it still alive until present days. Philosophy has exerted an important influence over human history throughout history. It is a form of social consciousness and, besides, it is a human conception of the world in the age in which we live. Contemporary philosophy fulfills several functions, including methodological, axiological, critical, gnoseological, therapeutic, educational, metacognitive, etc. Philosophy encompasses around 20 academic disciplines. The study of philosophy, which embodies the millennial wisdom of Western civilization, is an indispensable educational approach to contemporary students. It develops indispensable attitudes for democratic societies: tolerance towards the opinions and values ​​of others, critical spirit towards knowledge, trains the forces of argumentation and exposing one's own opinion, etc.

The curriculum reflects the specificity of the faculty - International Relations, and specialty, by introducing problems in the field of philosophy of language, hermeneutics, philosophy of communication, culture and civilization etc. The discipline will be taught in English.

1. **THE DISCIPLINE ADMINISTRATION**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Form of education | Discipline Code | The disciplin name | Responsible for discipline | Semester | Total hours: | | | | Evaluation | Nmb. of credits |
| Total | inclusiv | | |
| C | S | LI |
| with frequency up to date | U.02.O.012 | Philosophy | Poptova Ala  Scutelnic Sorin | I | 120 | 30 | 30 | 60 | E | 4 |

**II. ORIENTAL TIMETABLE AND ORIENTAL DISTRIBUTION OF HOURS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Nr./ord.** | **Content units** | **Hours** | | |
| **Curs** | **Seminar** | **Individual**  **work** |
| **1.** | **Philosophy, it’s main categories and problems** | 2 | 2 | 4 |
| **2.** | **The origin of philosophical thought in Ancient Indian Philosophy and Ancient Chinese Philosophy** | 4 | 4 | 8 |
| **3.** | **The philosophy of being in ancient Greece. presocratics** | 2 | 2 | 4 |
| **4.** | **The golden age of greek philosophy** | 2 | 2 | 4 |
| **5.** | **Elenistical philosophy and the main direction** | 2 | 2 | 4 |
| **6.** | **Philosophical approach of human in the Middle Ages and Renaissance** | 4 | 4 | 8 |
| **7.** | **Knowledge and truth in the modern age. Empiricism and Rationalism** | 2 | 2 | 4 |
| **8.** | **Classical German philosophy** | 2 | 2 | 4 |
| **9.** | **Human Crisis in Contemporanity** | 2 | 2 | 4 |
| **10.** | **Culture and civilization** | 2 | 2 | 4 |
| **11.** | **Ontology - the concept of existence** | 2 | 2 | 4 |
| **12.** | **Gnoseology - the concept of knowledge.** | 2 | 2 | 4 |
| **13.** | **Human’s anthropological perspective.** | 2 | 2 | 4 |
|  | **Total:** | **30** | **30** | **120** |

**I. PROFESSIONAL COMPETENCES AND STUDY FINDINGS**

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| --- | --- |
| ***PROFESSIONAL COMPETENCES*** | ***STUDY FINDINGS*** |
| 1.. The use of concepts, theories and regulations in the field of international relations. | 1. To define the fundamental concepts of the philosophical fundamental systems and make personal interpretative and argumentative decisions.  2.To argue philosophical patterns in the context of contemporary axiology, to offer different perspectives on one problem; |
| 2.. Demonstration of organizational and management skills in the field of international relations and diplomatic service. | 1. To analise the philosophical perspectives on the existence and the system of motivation of human action;  2. To make critical evaluation of modern philosophical systems in the context of the current global society. |
| 3.. Continuous professional development by determining the personal training priorities and needs, dictated by new opportunities and the development of international relations. | 1. To use meny philosophical keywords (concepts and principles) in the argumentation and presentation of the material requested.  2. To make interpretation of original texts (English, German, French, Russian etc.) and providing a semantic and symbolic analysis of the original reference system (culture, age, philosophical system) |
| 4.. Forecasting possible changes and trends in the development of international relations and updating projects / activities to promote public policy at the international level. | 1. To maintane a philosophical dialog based on the principle of tolerance, argument, the building of a coherent series of judgments for the reproduction of own perspectives of existential problems;  2. To estimate the methods and tools used in carrying out concrete theoretical research; |
| 5.. Communication in different contexts and problem situations, showing the ability to persuade and argue one’s own position and / or decision. | 1. To Adapt various philosophical models in the presentation and argumentation of one's own philosophy;  2. To Support individual work using the techniques of riveting and observing the rhetorical principles of presenting information. |

**V. REFERENCE OBJECTIVES AND CONTENT UNITS**

|  |  |
| --- | --- |
| **Philosophy, it’s main categories and problems** | |
| **REFERENCE OBJECTIVES** | **CONTENT UNITS** |
| - To define the field of study of philosophy;  - To determine the origin and the beginning of philosophy  - To identify historical types of world conceptions;  - To determine the functions of philosophy;  - To describe the main historical types of world conceptions;  - To analyze historical types of philosophy. | - The origin and the beginning of philosophy.  - Subject of study of philosophy.  - Functions of philosophy (therapeutic function).  - The Concept of the World (Myth, Religion, Philosophy and Science). Historical concepts of world conception.  - Historical types of philosophy.  *Key terms: eros, philosophy, general conception of the world, axiology, praxology, philosophical system, value.* |
| **The origin of philosophical thought in Ancient Indian Philosophy and Ancient Chinese Philosophy** | |
| -To identify basic characteristics and principles of ancient Oriental philosophy;  -To refer to the philosophic philosophic principles of India and Ancient China.  -Expose the essential ideas about the meaning of man | - Basic characteristics and principles of ancient oriental philosophy  - The philosophical ideas of India (Brahamnism, Buddhism, Yoga) and China (Daoism, Confucianism).  -Sensus of man.  *Key terms:: Yoga, Jnana, Karma, Brahma, Samsara, Kama, Nyrvana, Daoism, Tao, Ji, Liyu, I-Tzin* |
| **The philosophy of being in ancient Greece. presocratics** | |
| - To distinguish the periods of ancient Greek philosophy development;  - To report on the appearance of the concept of ark and Being in pre-classical philosophical schools;  - To analyze the specificity of anthropological philosophy of ancient Greece | - The periods of the development of ancient Greek philosophy.  - The emergence of the concept of Arche and Being.  - Anthropological philosophy of ancient Greece  - Socrates - philosophical ideas and mauve method.  - The Little Socrates (The Principles of Existence.)  *Key terms: being, arche, universal principle, metaphysics, idea, metempsihos, maiautic dialogue, anthropology* |
| **The golden age of greek philosophy** | |
| - To interpret the essential ideas of Plato's dialogue;  - To design his own image of the valences of Plato's philosophy (Truth, Beauty, Justice);  - To estimate the value and importance of Aristotle's philosophy. | **-** Plato. The theory of ideas and the soul.  - Myth of the cavern.  - Aristotle. The philosophical system. Ethical and Political Ideas (Ethics from the Polion's Zoon).  *Key terms: myth of the cavern, world of ideas / phenomenal, forms of knowledge, politikon zoon, substance, form, function, teleological* |
| **Elenistical philosophy and the main direction** | |
| - To determine the specificity of Roman-Hellenistic philosophy  - To interpret the essential philosophical ideas promoted by the representatives of the currents: epicourism, stoicism and skepticism;  - To compare the ways of addressing the issue of happiness, suffering and death to the sufferers and deaths of epicureism, skepticism and stoicism.  - To capitalize the human ideal promoted by the representatives of Hellenistic philosophy | - The social nature of the emergence of this type of philosophy.  - The attitude to the suffering and death of epicureism, skepticism and stoicism.  - Addressing moral and religious issues.  - The concept of aphasia and ataraxia  - Promoting the new human ideal  *Key terms: ataraxia, death, apatheia, therapeutic function of philosophy, philosophy like soul medicine, clinamen, eudaimonia, atom* |
| **Philosophical approach of human in the Middle Ages and Renaissance** | |
| - To define the central concepts of medieval philosophy;  - To analyze the evolution of the relationship between faith and knowledge;  - To determine the specificity of "Medieval Religious Man  - To estimate the value of the human ideal promoted by the representatives of the Renaissance philosophy. | - The theme of medieval philosophy.  - The relationship between faith and knowledge.  - The Essential Feature ("The Medieval Religious Man") Patristic and Scolastics.  - The specificity of the reconstitution of human values in rebirth.  - Nicollo Machiavelli and the Prince  *Key terms: ev environment, rebirth, theology, theological dogmas, humanism, pantheism, symbolism, naturalism, religious philosophy,* |
| **Knowledge and truth in the modern age. Empiricism and Rationalism** | |
| -To define concepts: New Times, empiricism, rationalism, method;  - To characterize the philosophical conceptions of Fr. Bacon and R. Descartes;  - To analyze the specifics of empirical and rational knowledge;  -To Compare the applicability of inductive and deductive methods;  - To capitalize on the concept of man and society at Hobbes. | - Tematization of modern philosophy.  - The Philosophical Concepts of Fr. Bacon.  - The empirical method.  - R. Descartes - the method of doubt.  - The rules of R. Descartes's analytical method.  - Concept of man and society at Hobbes.  *Key terms: science, scientific methodology, laws and principles of knowledge, barriers to knowledge, substance and matter, leviathan.* |
| **Classical German philosophy** | |
| - To identify the conditions of the emergence of the classic German philosophy;  - To determine the central ideas of Cantian criticism;  - To interpret mankind's soberness from the perspective of Hegel's philosophy;  - To appreciate the importance of the classic German philosophy for the further development of philosophy. | - The premise of the emergence of the classic German philosophy.  - Im. Kant - the theory of knowledge.  - Kantian morality and categorical imperative  - He hunted mankind in Hegel's vision.  - The dialectical method  - Schopenhauer - the praise of pessimism  *Key terms: ethics, morality, a priori - a posteriori, noumen - phenomenon, dialectic, hypothetical-categorical imperative, dialectical triad, pessimism.* |
| **Human Crisis in Contemporanity** | |
|  |  |
|  | |
| - To characterize the Specificity of Contemporary Philosophy  - To define concepts: power will, supraom;  - To capitalize on the importance of contemporary philosophy on the further development of literature, art and science;  - To identify the central ideas of existentialism;  - To interpret the concepts: freedom, responsibility, existence in itself, existence for oneself. | - The specifics of contemporary philosophy.  - Marxism - between philosophy and ideology; the problem of estrangement  - Fr. Nietzsche - superom theory. Deconstruction of religious morals.  - Existentialism in search of authenticity of man - authentic / inauthentic life.  *Key terms: existence / essence, volunteerism, will of power, supraom, capitalism, communism, existentialism, to exist, authentic - inauthentic,* |
| **Culture and civilization** | |
| - To relate about the dimension of homo cultural and civilized man  - To make a comparison between the cultural sphere and the civilization  - To assess the role of culture and cultural identity in the context of civilization processes    -To demonstrate the dichotomy of man-culture and human-civilization. | - The phenomenon of culture and its distinctive elements: ritual, language, language, symbol, taboo, etc.  - Civilization processes: universalization, technocratization, etc.  - Virtual Relation and Civilization; the reorganization of contemporary society.  -The Principle "Unity through Diversity"  *Key terms: culture, symbol, ritual, taboo, language, globalization, civilization, uniformity, diversity, technocracy* |
| **Ontology - the concept of existence** | |
| * To define the concepts: existence, necessity, chance, space and time;   - To analyze the issue of freedom;  - To determine the essence of ontology as a field of philosophical reflection | - The problem of existence.  - Necessity and chance.  - Space and time.  - The problem of freedom.  *Key terms: Existence, forms of existence, space, time, necessity, freedom, inner freedom, ontology,.* |
| **Gnoseology - the concept of knowledge.** | |
| - To determine the subject and problems of gnoseology and epistemology;  - To identify the structure, types and methods of scientific knowledge;  - To define the concept of truth and the criteria for identifying the truth. | - The concepts of gnoseology, epistemology, method, truth.  - Common knowledge and scientific knowledge.  - Truth, error, lie.  - Scientific issue, scientific hypothesis, scientific theory, scientific progress  *Key terms: common sense, gnoseology, epistemology, hypothesis, scientific theory, law and scientific principle, truth, falsity.* |
| **Human’s anthropological perspective.** | |
| - To relate philosophical concepts to human nature;  - To analyze the position of man in the world;  - To compare the human ideal promoted in the ancient, medieval, Renaissance, modern and contemporary periods;  - To appreciate the human condition at present. | - Concepts on human nature.  - Philosophical Anthropology - Human Science and Philosophical Models of Human Happiness  - Evolution of the human ideal.  - The human condition. .  *Key terms: anthropology, happiness, eudaimony, life as meaning, abstinence, human needs, human ideal, teleology.* |

**V. INDEPENDENT ACTIVITY OF THE STUDENT**

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| --- | --- | --- | --- |
| Competences | *Implementation Strategies* | *The expected product* | *Evaluation criterias* |
| **Communication in different contexts and problem situations, showing the ability to persuade and argue one’s own position and / or decision.** | * The work can be selected from the following headings: * 1.A.Schopenhauer, Arta de aconvinge * 2.F.Nietzsche, That's what Zaratustra said * 3.F.Nietzsche, Ecce Homo * 4.S. Freud, The Future of an Illusion * 5.Al.Camus, stranger * 6. Fromm, Fugue of Freedom * 7.H. Marcuse, the One-Dimensional Man * 8.J.Liotard, The Postmodern Condition * - Adjusting the theme to contemporary reality * -Evaluation of ontological, gnosiological, axiological aspects * -The characteristic of the human individual (of the central character) | **Analysis of a philosophical work:**  **5 pages**  **+**  **Power Point presentation** | -Analysis of the textprespose the identification of the philosophical study;  - Appropriate use of philosophical concepts;  - Understanding the specific position of the respective author in the discussed issue;  -Analysis of the specific argumentation of the author;  -Compropriation with other philosophical positions |

**VI. METHODOLOGICAL SUGGESTIONS FOR TEACHING-LEARNING-EVALUATION**

**Forms of organizing training**

Training will be organized:

- frontal with the group of 20-40 students

- group education (with a micro group of 3-8 students, with 8-15 students - in the study room);

- individual education: consultation lessons.

**Strategies / teaching technologies applied in the learning-teaching process**

***Applied teaching methods:***

**1. Lecture.** Transmitting a volume of ideas and knowledge into a relatively structured and coherent form. It will be achieved in the case of a broader and more comprehensive theoretical exposition.

**2. Heuristic conversation (socratic method).** Through a succession of questions positively put by the lecturer, students are urged to research using the knowledge already accumulated over the years of study.

**3. Problem.** Putting students into certain problem-based areas, through which knowledge and methods will be integrated to solve framework situations or dilemmas.

***Applied learning methods:***

**1. Reading (study of the book).** Students will use an active reading of new sources of information on specific issues: statistics, monographs, articles, research, etc., in order to supplement extra-knowledge of matter.

**2. The method of practical work** consists in the students performing some tasks of applicative character: design, execution, analysis, evaluation. Through this method, it is accomplished: learning of skills and skills; acquiring strategies to solve practical problems; consolidation, deepening and systematization of knowledge.

**3.-Case situations.** Students will develop certain strategies of use, verification, to solve certain framework situations: psychoanalysis, cognitive, behavioral, etc.

**Evaluation.** It will be done according to the formula accepted by the department.

**Test’s Exemple**

**Test no. I**

## For the exam in *Philosophy*, 1st Year, The Faculty of International Relations, Political Sciences and Public Administration

**Subject I: Philosophy in the Modern Age**

*Evaluation activities:*

1.1 Identify the Essential Ideas of Modern Philosophy: Rationalism and Empiricism

1.2 Analyse by comparison the knowledge essence of Fr. Bacon and R. Descartes

1.3 Estimate the Importance of Bacon's philosophy in contemporaneity

**Subject II: Ontology - the concept of existence**

*Evaluation activities*

2.1 Define the concept of existence and explain the following forms of existence: aesthetic, scientific, ethical, political, metaphysical

2.2 Compare the perception of existence in the mythological, religious, philosophical and scientific period

2.3 Assess the role of Romanticism in the formation of contemporary society

**Test no. II**

**Topic I: Moral philosophy in India and Ancient China**

*Evaluation activities:*

1.1 Identify the essential features of Ancient India’s philosophies

1.2 Analyse the Moral Perspective of Oriental Philosophical Schools: Buddhism, Yoga and

Daoism

1.3 Assess the importance of Oriental philosophy for the field of international relations

**Subject II: The early philosophy in ancient Greece**

*Evaluation activities:*

2.1 Determine the specifics of the ancient Greek philosophical schools: Miletus School, Elea School, Pythagorean School

2.2 Explain the relationship between the One and the Multiple (the substance issue) used in this period

2.3 Evaluate the validity of the pythagorean theses in the contemporaneity

**VII. SELECTIVE BIBLIOGRAPHY**

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