

**Ministry of Science and Higher Education of the Russian Federation
Federal State Budgetary
Educational Institution of Higher Education
«Ufa State Aviation Technical University»
Department of Philosophy and History**

METHODICAL RECOMMENDATIONS

**for the discipline «Philosophy» (FIR)
for first-year students studying under the bachelor's degree program
at the Faculty of Informatics and Robotics of USATU**



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The Methodical recommendations were developed on the basis of the work program on the discipline «Philosophy».

The place of lectures and seminars in the system of educational process and teaching of the history course at a technical university is determined, the main forms of work at the seminars are indicated, recommendations for students to prepare for practical classes are recommended. The plans of the seminars and the literature for them are presented. Questions for self-examination are given for each seminar.

Designed for first-year students studying under the bachelor's degree program at the Faculty of Informatics and Robotics of USATU.

The reviewer is Candidate of Philosophical Sciences, Associate Professor Z. A. Haziev

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INTRODUCTION

The purpose and objectives of the mastering of the philosophy

These methodic recommendations guide introduces the student to the basic problems, methods and theories of philosophy. It looks at issues in the theory of reality, knowledge and ethics. This includes some of the main problems in the general philosophy, philosophy of mind, society, religion, and action.

The main objectives of the discipline are: to introduce the student to the general problems of philosophy; to present this discipline in a broad socio-cultural context and in its historical development; to help students acquire knowledge on the problems of the crisis of modern man-made civilization and global trends in changing the worldview; to form a correct idea of the directions and value systems that people are guided by. Philosophy is focused on the analysis of the main ideological and methodological problems arising in society at the present stage of its development, and getting an idea of the trends of its development.

Recommendations for preparing for a practical classis

Practical classes are a mandatory component of the educational process, which is an addition to the lecture form of training and is intended for a more in-depth study of the topics covered at the lecture.

As a rule, the topics of practical classes include questions of the course, for the discussion of which special training of students is required using recommended educational literature, sources and lectures. The methodological feature of practical classes in this course is the applying of two main forms of work:

- 1) classroom work – oral presentation and participation in the discussion of the topics studied;
- 2) independent work – study of lecture materials, educational literature and primary sources, preparation and writing of reports.

Preparation for the practical classes should be conducted in the following order:

1. Carefully read the plan of the seminar and the list of recommended literature.
2. Read the lecture summary on the topic of the seminar.
3. Refer to the recommended educational literature on this topic.

4. Carefully study and try to master the basic concepts of the topic being studied, since effective mastering of the course is impossible without knowledge of terminology.

5. During the study of the topic of the practical lesson, it is necessary to prepare theses or a synopsis. This is especially true for questions intended for self-study. These recordings can be used in public speaking.

The assignments in the course require from the students to engage in a close reading of significant texts written by the major philosophers. Since one may have had little experience in dealing with material of this sort, the prospect may be a little daunting at first. Philosophical prose is carefully crafted to achieve its own purposes, and reading it well requires a similar degree of care.

Here are a few suggestions:

1. Do the assigned reading

The philosophical texts simply are the content of the course; if you do not read, you will not learn. Coming to class without having read and listening to the discourse of those who have is no substitute for grappling with the material on your own. You can't develop intellectual independence if you rely for your information on the opinions of other people, even when they happen to be correct.

2. Consider the context

Philosophical writing, like literature of any genre, arises from a concrete historical setting. Approaching each text, you should keep in mind who wrote it, when and where it was published, for what audience it was originally intended, what purposes it was supposed to achieve, and how it has been received by the philosophical and general communities since its appearance. Introductory matter in your textbooks and the Internet resources accessed through the course syllabus will help you get off to a good start.

3. Take your time

Careful reading cannot be rushed; you should allow plenty of time for a leisurely perusal of the material assigned each day. Individual learning styles certainly differ: some people function best by reading the same text several times with progressively more detailed attention; others prefer to work through the text patiently and diligently a single time. In

either case, encourage yourself to slow down and engage the text at a personal level.

4. Spot crucial passages

Although philosophers do not deliberately spin out pointlessly excessive verbiage, most philosophical texts vary in density from page to page. It isn't always obvious what matters most; philosophers sometimes glide superficially over the very points on which their entire argument depends. But with the practice you will be getting week by week, you'll soon be able to highlight the most important portions of each assignment.

5. Identify central theses

Each philosophical text is intended to convince us of the truth of particular propositions. Although these central theses are sometimes stated clearly and explicitly, authors often choose to present them more subtly in the context of the line of reasoning which they are established. Remember that the thesis may be either positive or negative, either the acceptance or the rejection of a philosophical position. At the most general level, you may find it helpful to survey the exam study questions in your course study aids file as you read each assigned text.

6. Locate supportive arguments

Philosophers do not merely state opinions but also undertake to establish their truth. The methods employed to support philosophical theses can differ widely, but most of them will be expressed one of the forms of logical argumentation. That is, the philosopher will (explicitly or implicitly) offer premises that are clearly true and then claim that a sound inference from these premises leads inexorably to the desired conclusion. Although a disciplined study of the forms of logical reasoning is helpful, you will probably learn to recognize the most common patterns from early examples in your reading.

7. Assess the arguments

Arguments are not all of equal cogency. We are obliged to accept the conclusion only if it is supported by correct inference from true premises. Thus, there are two different ways in which to question the legitimacy of a particular argument:

Ask whether the premises are true. (Remember that one or more of the premises of the argument may be unstated assumptions.)

Ask whether the inference from premises to conclusion is sound. (Here it will be helpful to think of applying the same pattern of reasoning to a more familiar case.)

If all else fails, you may question the truth of the conclusion directly by proposing a counter-example which seems obviously to contradict it.

8. Look for connections

Since these texts occur within a tradition, they are often directly related to each other. Within your reading of a particular philosopher, notice the way in which material in one portion of the text links up with material from another. As the semester proceeds, consider the ways in which each philosopher incorporates, appropriates, rejects, or responds to the work of those who have gone before. Finally, make every possible effort to relate this philosophical text to what you already know from courses in other disciplines and from your own life experiences.

Requirements for a student studying the discipline «Philosophy»

Preparation for the practical lesson is mandatory for each student and is carried out on all issues of the topic specified in the plan of the seminar, and not selectively on individual issues. The student's academic work in the seminar should be active and meet the following requirements for public speaking:

- present a prepared speech without relying on a written text, resorting to it only as a plan or for reading out complex quotations from primary sources;
- be fluent in the basic concepts of the topic of the speech and the terminology of the previously completed topics of the course;
- be ready and able to answer questions and draw conclusions from the material elaborated and presented in the speech;
- observe the time limit of oral presentation for about 15–20 minutes.

Having completed the study of the discipline «Philosophy», the student must possess the basic concepts of the course, knowledge of the main stages of the development of philosophy, a deep understanding of the methodology of scientific cognition and its laws of development, be able to operate philosophical terminology and use its methodological and logical-conceptual apparatus to analyze the laws of nature and society and cognition of the surrounding reality.

DISCIPLINE CONTENT

Section title	hours
1. Ancient Philosophy	6
2. Philosophy of Middle Ages and Renaissance	4
3. Modern Philosophy	6
4. Contemporary Philosophy	4
In total	20

TOPICS OF LECTURES

Topic 1: Before Philosophy: from Myth and Religion to Philosophy	2 hours
Topic 2: Pre-Socratic philosophy	2 hours
Topic 3: Athenian school of philosophy	2 hours
Topic 4: Aristotle and Medieval Philosophy	2 hours
Topic 5: Rationalism	2 hours
Topic 6: Empiricism	2 hours
Topic 7: Kant's theory of cognition and moral worldview	2 hours
Topic 8: Hegel's philosophy and the main pillars of Marxism	2 hours
Topic 9: Contemporary philosophy: Positivism	2 hours
Topic 10: Contemporary philosophy: Existentialism	2 hours
In total	20 hours

PRACTICAL CLASSES (SEMINARS)

Seminar 1 (2 h.)

From Myth and Polytheistic religion to Philosophy

1. Ancient community of primitive men and the advent of animism.
2. Before philosophy: Myth and Polytheism in Ancient Civilizations.
3. Mesopotamian civilization.
4. Egyptian civilization.

Basic concepts: myth, philosophy, worldview, ancient community, primitive man, primeval community, inanimate world, animism, syncretism, myth, chaos, order, nature, religion, polytheism, divine, civilization, syncretism, harmonious integration, primordial condition of man, early man, phenomenal world, “*Thou*”, “*It*”, subjective, objective, personification.

Questions for self-checking

1. What is syncretism, and what is its significance for understanding the worldview of primitive man?
2. Why does primitive consciousness resort to universal animation (animism)?
3. What is the difference between primitive mythology and polytheism (paganism)?
4. Why can't primitive mythology be considered philosophy?
5. Why does philosophy not arise in primitive society?
6. What were the achievements of the Mesopotamian civilization?
7. Why does philosophy not appear in the development of Mesopotamian civilization?
8. Why did mathematics and astronomy arise earlier in Mesopotamia than philosophy?
9. Why was the calendar vital for the ancient Egyptians?
10. What science ancient Egyptians were forced to develop in order to set up a calendar?

Seminar 2 (2 h.)

Ancient Greek Civilization and origin of Philosophy

1. History of Ancient Greek Civilization.
2. Geographic, socio-economic, religion and cultural features of Ancient Greek Civilization.
3. Origin of speculative thought.
4. Origin of Philosophy.

Basic concepts: philosophy, nature, philosophical school, natural philosophy, destiny, reason, substance, Cosmos, freedom, necessity, city-state, polytheism, civilization. speculative thought, logic, empirical knowledge, theoretical object, objective law, image, concept, quality, quantity, being, genuine, explanation, description.

Questions for self-checking

1. What is the difference between philosophy and religion? Describe the varieties of religious worldview.
2. Why was the appearance of cities in ancient civilizations important for the development of society?
3. Why it was important for ancient people to be freed from preoccupation with earning the livelihood?
4. What is the difference between philosophy and art? Can a work of art contain a philosophical aspect? If so, what is it expressed in?
5. Why does philosophy not arise in the ancient Egyptian and Mesopotamian civilizations?
6. Why did polytheistic religion arise before monotheistic ones?
7. Why (in ancient Greece) reason, and not myths and not gods, was recognized as the supreme arbiter in explaining the world and human actions?
8. When and where does philosophy originate?
9. Why the concepts of “natural philosophy” and “science” should be considered identical in the early ancient Greek culture?
10. Why did ancient Greek philosophy equally provide both the comprehension of nature and the basis for human behavior (morality)?

Seminar 3 (2 h.)

Ancient Greek Philosophical schools (1 part)

1. Ionian school of philosophy of nature:

- a) Thales
- b) Anaximenes
- c) Anaximander
- d) Heraclites

Basic concepts: philosophy, nature, philosophical school, natural philosophy, elements, earth, fire, water, air, logos, apeiron, destiny, reason, being, substance, originating stuff, dialectics, truth, opinion, harmony, Cosmos, freedom, necessity, polytheism, flux, rarefaction, loosening, condensation, thickening, solidification, compression.

Questions for self-checking

1. Describe the views of ancient natural philosophers.
2. Compare the philosophical views of Anaximenes and Parmenides?
3. What is the historical relationship between philosophy and natural sciences?
4. How does philosophy influence the development of natural sciences?
5. Compare the philosophical views of Thales and Democritus.
6. How Thales became famous in his hometown of Miletus?
7. How does Anaximenes connect “air” (the substance of the cosmos), “breath”, “soul” and “life” in his philosophy?
8. Why no precise name was given by Anaximander to the substance out of which the world (Cosmos) originated?
9. What is the significance of opposites (cold and hot, wet and dry) for the emergence and existence of the Cosmos in the views of Heraclitus?
10. What did Heraclitus mean when he claimed that the *logos* teaches us that all things are one?
11. What did Heraclitus imply when he claimed that the *logos* is a principle of order and knowledge, is a common to all?

Seminar 4 (2 h.)

Ancient Greek Philosophical schools (2 part)

1. Pythagorean school of philosophy.
2. Cosmos of Pythagoras.
3. Eleatic school of philosophy.
4. Ancient atomism.

Basic concepts: philosophy, nature, philosophical school, natural philosophy, elements, earth, fire, water, air, ether, logos, destiny, reason, being, becoming, paradoxes, truth, opinion, number, harmony, Cosmos, atom, void, determinism, freedom, necessity, polytheistic religion, ultimate entities.

Questions for self-checking

1. Why is the Pythagorean school associated not only with mathematics, but also with philosophy?
2. What two worlds did Parmenides divide reality into?
3. Which world did Parmenides prefer? And why? What concept he used to name this world?
4. What is the meaning of Zeno's aporias (paradoxes)? Describe one of the aporias.
5. What is common and special between philosophy and mathematics?
6. Who were the representatives of ancient atomism?
7. What is the characteristic feature of ancient atomism?
8. Why can't ancient atomism be considered as a kind of teleologism? Justify the answer.
9. Why is ancient atomism considered the forerunner of the mechanistic worldview?
10. Why ancient atomistic doctrine was disfavored by European culture over the long span of time?

Seminar 5 (2 h.)

From natural philosophy to ethics

1. Philosophy of Anaxagoras.
2. Socrates' life and death.
3. Socrates' ethical philosophy.
4. Socratic intellectualism

Basic concepts: philosophy, nature, philosophical school, natural philosophy, elements, earth, fire, water, air, logos, apeiron, destiny, reason, being, paradoxes, cognition, recollection, form, idea, idealism, demiurge, truth, opinion, number, harmony, Cosmos, atom, void, determinism, freedom, necessity, city-state, ideal state, polytheism, civilization.

Questions for self-checking

1. Why are Socrates' views characterized as ethical rationalism?
2. Reveal the ethical views of Socrates.
3. Socrates suggests that there are two sets of accusations which are being brought against him. What are the accusations? What are the differences between the two sets?
4. Socrates claims to have a divine mission. What is the mission?
5. Why did Socrates choose to die rather than give his divine mission up?
6. If the divine mission calls Socrates to action here on earth, isn't allowing himself to be executed a way of giving it up? Why or why not?
7. Socrates claims that a good person cannot be harmed by a worse person, and suggests that a person who does harm is worse off than the victim of the harm. What are his reasons for believing this? Do you agree?
8. Socrates says «Either I do not corrupt the young, or, if I do, it is unwillingly....» What is the argument which leads him to this conclusion?
9. Socrates believes that wickedness is worse than death («death is something I couldn't care less about...my whole concern is not to do anything unjust or impious»). Is this belief connected to the claim that «the unexamined life is not worth living»? How are they connected? What's wrong with an unexamined life?
10. Does Socrates have wisdom or not? What is the nature of his wisdom? Does he believe he has wisdom?

11. Is Socrates' defense convincing? How would you have voted at his trial?

12. Socrates argues in the *Apology* that if he were put in the position of having to choose between obeying the authority of the laws and the authority of god, he would be right to choose the authority of god. Yet in the *Crito*, Socrates claims that we are bound by our just agreements, and that he has

made an agreement with the city to obey its laws. Can these two positions be reconciled? How?

13. Why does Socrates think that doing harm is never right, even in return for harm? (Consider in connection with this: why does Socrates think that doing injustice is never right, even in return for injustice?)

Seminar 6 (2 h.)

From natural philosophy to idealism

1. Plato's doctrine of ideal forms.
2. Plato's theory of cognition.
3. Cosmology of Plato.
4. Plato about ideal political community.

Questions for self-checking

1. Describe how Plato saw the ideal state. How does this relate to his ontological views?

3. What is the teleologism of Plato's teaching expressed in?

4. What is the difference between Plato's theory of knowledge and Democritus' theory of knowledge?

5. Compare the philosophy of Plato and Aristotle?

6. Who for the first time in the history of philosophy began to consider man as the main subject of philosophy?

7. Specify the representatives of the Athenian school of ancient Greek philosophy. Briefly compare their views.

8. Reveal Plato's objective idealism. Why is it called «objective»?

10. What is the connection between Plato's philosophical views and Pythagoreanism?

11. How is the Platonic idea about forms reflected in language?

Seminar 7 (2 h.)

Aristotle

1. Aristotle as a scientist and as a philosopher
2. Aristotle on soul
3. Metaphysics of Aristotle
4. Aristotle in Medieval culture

Basic concepts: Stagirite, form, matter, purpose, effect, prime mover, ether, nature, Cosmos, earth, fire, air, water, reason, being, potentiality, actuality, truth, harmony, soul,

Questions for self-checking

1. Why Aristotle sometimes was called Stagirite?
2. Describe the life path of Aristotle.
3. Why was Aristotle considered as a model in matters of cognition until the Modern era?
4. What significance did the development of astronomy have for ancient society?
5. What was useful learned by medieval scholastics from Aristotle?
6. Compare the views of Aristotle and Democritus?
7. How did Aristotle influence subsequent philosophy and science?
8. Why “virtue ethics” of Aristotle is considered to be nothing more than moral relativism?
9. Why was Aristotle forced to leave Athens and move to Chalcis at the end of his life?
10. What was the significance of the ether in Aristotle’s teaching about the Cosmos?
11. Why should the ether in the teaching of Aristotle be attributed to a metaphysical concept?
12. Why does Aristotle think that there are no rules which can determine how to behave virtuously?
13. Would Socrates or Plato agree with Aristotle that we become virtuous by habit? Do you think virtue can be taught?

Seminar 8 (2 h.)

Epistemology (Theory of knowledge)

1. Perception and sensation.
2. Reason and thinking.
3. Knowledge, truth, justification, belief.
4. Truth and falsity.

Basic concepts: cognition, epistemology, perception, sensation, reason, thinking, knowledge, truth, justification, belief, falsity, intentionality, empirical knowledge, intellect, brain, consciousness, awareness, intelligibility, mind, induction, deduction.

Questions for self-checking

1. What is knowledge?
2. What makes a belief reasonable or rational or justified?
3. What are the ultimate sources of knowledge (or justification)?
4. What, if anything, do (or can) we know?
5. What is it to perceive something?
6. What sorts of things does perception make us aware of?
7. How does perception enable us to gain knowledge of the world around us?
8. Compare four traditional philosophical positions about the nature of perception: direct realism, indirect realism, idealism and skepticism?
9. What is the difference between Plato's theory of knowledge and Democritus' theory of knowledge?
10. Describe I. Kant's theory of knowledge. In which work of I. Kant, the main ideas of his theory of knowledge are presented?

Seminar 9 (2 h.)

Development of science

1. Origin of science.
2. Classification of sciences.
3. Philosophy and science.
4. Science and society.

Basic concepts: science, nature, law, cognition, method, methodology, concept, definition, reason, thinking, knowledge, truth, justification, belief, falsity, intellect, brain, intelligibility, mind, inductivism, deductive model, hypothesis, credibility, probability, simplicity, explanation, inference, confirmation, observational data, theory, foundation, structure, system.

Questions for self-checking

1. What definition of science could you give?
2. Why in the early history of science religion and astronomy was fundamentally combined together?
3. Why astronomy was remained the queen of the sciences (welded solidly to theology) from antiquity till early modern era?
4. Why was the earthly revealed to the ancient man in sensory knowledge as changeable, and the heavenly as unchangeable?
5. Why was the unchangeable and permanent of the most important importance for the ancient man?
6. What significance did the actualization of the world of abstract thinking by ancient man have for science?
7. Why was terrestrial to the ancient man as changeable, and celestial as unchangeable?
8. Why was science presented in the form of natural philosophy in antiquity?
9. Why the scientific knowledge of the world is partial, and the progress of science follows the ability of humans to make phenomena perceivable?
10. Why was mathematics the best way to explain the laws of motion of celestial bodies?

Seminar 10 (2 h.)

Ethics (Moral Philosophy)

1. Ethics provenance.
2. Religion and ethics.
3. Science and ethics.
4. I. Kant's teaching on the essence of morality.

Basic concepts: Ethics, morality, good, bad, action, virtue, imperative, maxim, will, freedom, science, religion, Socrates, I. Kant, responsibility, moral law, principle, dilemma, evil, right, wrong, moral judgments, immoral acts, punishment, realism, subjectivism, emotivism, prescriptivism, transcendentalism, truth, rational, irrational, consequentialism, moral relativism.

Questions for self-checking

1. What is ethics?
2. How is ethics different from morality?
3. What use is ethics?
4. Are ethical statements objectively true?
5. Where does ethics come from?
6. Are there universal moral rules?
7. Why does ethics matter?
8. Is ethics a social science?
9. What is the difference between duty as defined politically or by social authorities and duty in Kant's sense?
10. What is Kant's point in insisting that consequences do not affect the moral worth of one's action?
11. What is wrong, according to Kant, with thinking of morality as the pursuit of happiness?
12. What is the sense of Kant's axiom, "ought" implies "can"?

Seminar 11 (2 h.)

Metaphysics and ontology

1. Origin of Metaphysics.
2. Meaning of Metaphysical Concepts.
3. Ontology and Science.
4. Problems of Ontology.

Basic concepts: Metaphysics, meaning, concept, ontology, being, object, subject, essence, existence, reality, science, religion, principle, truth, ultimate nature, entities, identity, *an sit*, *quid sit*, metaphysical speculations, ontological credo, *a priori*, *a posteriori*, universals, particulars, substance, accident, abstract objects, concrete objects, determinism, indeterminism.

Questions for self-checking

1. What is existence, i.e. what does it mean for a being to be?
2. Is existence a property?
3. Is existence a genus or general class that is simply divided up by specific differences?
4. Which entities, if any, are fundamental? Are all entities objects?
5. How do the properties of an object relate to the object itself?
6. What features are the essential, as opposed to merely accidental attributes of a given object?
7. What is a physical object?
8. Can one give an account of what it means to say that a physical object exists?
9. Can one give an account of what it means to say that a non-physical entity exists?
10. What constitutes the identity of an object?

Seminar 12 (2 h.)

Political philosophy

1. Ethical foundations of political philosophy.
2. Plato's ideal society.
3. Aristotle's Political Theory
4. Forms of government.

Basic concepts: state, constitution, regime, justice, law, lawgiver, government, society, community, master, nature, noble, political science, politician, practical wisdom, revolution, right, liberty, ruler, sovereign, virtue, monarchy, democracy, liberalism, individualism, conservatism, socialism, capitalism, anarchism, environmentalism.

Questions for self-checking

1. What is the difference between political philosophy and sociology?
2. Who should be attributed to the classics of political philosophy?
3. Why ethics is the most important thing in political philosophy?
4. What are the most significant ideas of political philosophy were formulated in the period of antiquity?
5. What is Plato's ideal state?
6. Which form of state was most preferable for Aristotle?
7. What were the most significant ideas of political philosophy formulated during the Middle Ages?
8. What is the essence of Machiavellianism in politics?
9. What are the most significant ideas of political philosophy formulated in the Enlightenment and Modern Times?
10. Compare the different forms of government?

Seminar 13 (2 h.)

Philosophy and World History

1. Human origin.
2. Development of Civilizations.
3. Philosophy and culture of Western civilization.
4. Distinctive features of Eastern civilization.

Basic concepts: Human, community, nature, society, human history, metaphysics, culture, technology, belief, civilization, artifact, Christianity, Islam, theology, religion, belief, cause, general law, explanation, reason, narrative, literature, modernism, post-modernism, intelligibility, morality, reductionism, anti-reductionism, values.

Questions for self-checking

1. Which advance by a hominid group was the most significant?
2. What clues do bones and artifacts give about early peoples?
3. What were the major achievements in human history during the Old Stone Age?
4. Which skill – toolmaking, the use of fire, or language – gave hominids the most control over their environment?
5. What role did irrigation systems play in the development of civilizations?
6. What are the key traits of a civilization?
7. How does geography play a role in the emergence of civilizations?
8. What is the foundation of Western civilization?
9. What are the distinctive features of Eastern civilization?
10. What is the difference between the concept's «culture» and «civilization»?

Literature for the seminar

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