

**НАЦІОНАЛЬНИМ УНІВЕРСИТЕТ БІОРЕСУРСІВ І
ПРИРОДОКОРИСТУВАННЯ УКРАЇНИ**

Кафедра філософії та міжнародної комунікації

«ЗАТВЕРДЖУЮ»

Декан факультету захисту рослин,
біотехнологій та екології
д. с.-г. н., професор Коломієць Ю. В.



_____ 2022 р.

«СХВАЛЕНО»

на засіданні кафедри філософії та
міжнародної комунікації
Протокол № 9 від 04.05.2022 р.
В.о. завідувача кафедри
доц. Культенко В.П.

«РОЗГЛЯНУТО»

Гарант ОП «Екологія»
Гарант ОП
д. мед. н., професор Боголюбов В.М.

РОБОЧА ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

PHILOSOPHY

Спеціальність: 101 «Екологія»

Освітня програма: «Екологія»

Факультет (ННІ) Факультет захисту рослин, біотехнологій та екології

Розробник: старший викладач кафедри філософії та міжнародної комунікації,
к. філос. н., Чорноморденко Д. І.

Київ – 2022

NATIONAL UNIVERSITY OF LIFE AND ENVIRONMENTAL SCIENCES OF
UKRAINE
DEPARTMENT OF PHILOSOPHY AND INTERNATIONAL COMMUNICATION

“APPROVED”

Acting Dean of the Faculty of Plant Protection,
Biotechnology and Ecology
Doctor of Agricultural Science, Professor



Yu.V.Kolomiets

2022

“REVIEWED AND APPROVED”

at the meeting of the Department
of Philosophy and International Communication
Protocol № 9 dated “04” 05 2022
Acting Plead of the Department
PhD in Philosophy, Associate Professor

V.P. Kulenko

“REVIEWED”

Guarantor of EP “Ecology”

Guarantor of EP
Doctor of Pedagogical Sciences, Professor
V.M. Bogolyubov

WORKING PROGRAM OF THE ACADEMIC DISCIPLINE

PHILOSOPHY

Specialty: 101 Ecology

Educational program: Ecology

Faculty: Faculty of Plant Protection, Biotechnology and Ecology

Compiled by: Senior Lecturer D.I. Chornomordenko, PhD in Philosophy

Kyiv – 2022

1. Academic discipline description

«Philosophy»

Field of knowledge, specialty, educational program, educational degree		
Educational degree	Bachelor	
Specialty	101 Ecology	
Educational program	Ecology	
Characteristics of discipline		
Type	Compulsory	
The total number of academic hours	90	
Number of ECTS credits allocated	3	
Number of modules	2	
Forms of control	Exam	
Indicators of academic discipline for full-time and part-time forms of education		
	Full-time	Part-time
Year (course)	3	
Semester	5	
Lectures	15	
Seminars, practical classes	30	
Individual study	45	
Number of weekly in-class academic hours for full-time forms of training	3	

2. Goal, objectives and competences of academic discipline

The **aim** of all philosophical programs is to develop open minded, well educated people capable of critical thinking, people who recognize their common humanity and help to create a better and more peaceful world.

The course of philosophy aims at being an introduction to philosophical thinking. There are basic questions that everyone is still grasping for: What is it to be human? How did we get here? Do we have free will? What do we mean when we say something is right or wrong? Philosophy is a systematic critical inquiry into these profound, fascinating, and challenging questions. These abstract questions arise out of our everyday experiences, and philosophical tools such as critical and systematic thinking, careful analysis, and construction of arguments provide the means of addressing such questions. The practice of philosophy deepens and clarifies our understanding of these questions, as well as enhances our ability to formulate possible responses.

Philosophy is the study of problems that are ultimate and general and which concern amongst other things the nature of human beings, their knowledge, the mind, language, and value. Philosophy gives students the opportunity to develop constructive thinking skills. It invites them to explore how philosophy relates to and complements other subjects such as the sciences, languages, psychology, sociology, history, art and literature, law and politics, religion, computing, marketing, and communications. The contribution of philosophy lies precisely in giving meaning to how people, as individual persons and societies, live these different realities. Studying philosophy strengthens the development of a deeper, critical reflection on practical issues in everyday life. A good philosophical understanding of *ecology* is important for a number of reasons. First, *ecology* is an important and fascinating branch of biology, with distinctive philosophical issues. Second, *ecology* is only one small step away from urgent political, ethical,

and management decisions about how best to live in an apparently fragile and increasingly degraded environment.

The course has two **goals**.

The first goal is to give students a sense of what philosophers think about and why. Here they look at a number of perennial philosophical problems, including:

- who we are;
- is knowledge possible;
- how knowledge differs from “mere opinion”;
- what is the ultimate substance of the world;
- the objectivity (or not) of moral judgment;
- logical paradoxes;
- mind/body relations;
- the nature and possibility of free will;
- are moral norms relative or absolute.

They also focus on specific concepts philosophers use to articulate their experience and the world we live in.

The second goal is to get students thinking philosophically themselves. This will help them develop their critical and argumentative skills more generally.

In addition, the course will provide a preliminary orientation about the notion of philosophical argument, its various forms and the ways arguments should be analyzed.

The course is focused on stimulating students’ intellectual curiosity and encouraging them to examine both their own perspectives and those of others. Students are challenged to develop their own philosophical voice and to grow into independent thinkers, in addition to engaging with some of the world’s most interesting and influential thinkers. The course also develops highly transferable skills such as the ability to formulate arguments clearly, to make reasoned judgments and to evaluate highly complex and multifaceted issues. They also learn to apply their philosophical knowledge and skills to real-life situations and to explore how non-philosophical material can be treated in a philosophical way.

Learning objectives are:

- to become familiar with major philosophical problems and the methods of dealing them;
- to gain knowledge and understanding of philosophy through consideration of some important philosophical issues and approaches to problems;
- to develop a rigorous approach, both critical and constructive, to the study of philosophy and the nature of arguments;
- to construct, develop and maintain clear and coherent argument;
- to learn how to read and interpret philosophical texts;
- to encourage the systematic and critical study of human experience and behavior: physical, economic and social environments; the history and development of social and cultural institutions;
- to develop in the student the capacity to identify, to analyze critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society;
- to develop an intellectually independent and creative way of thinking;
- to relate philosophical understanding to other disciplines and to personal, social, and civic life;
- to formulate arguments in a sound and purposeful way;
- to examine critically own experience and ideological and cultural perspectives;
- to appreciate the diversity of philosophical thinking as well as the impact of cultural diversity upon philosophical thinking.

The following outcomes are expected of students who complete this course:

- **Inquiring mind** - students develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledge** - students explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of concepts.
- **Critical thinking** - students exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communication skills** - students understand and express ideas and information confidently and creatively in a variety of modes of communication.
- **Integrity** - students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individuals, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-mindedness** - students understand and appreciate their own mentality and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.
- **Risk taking behavior** - students approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

At the end of this course, students will gain the following knowledge:

- students will have a basic understanding of what philosophy is, how it can be distinguished from other ways of knowledge, and how philosophical explanation works;
- students will be aware why philosophical theories change over time;
- students will realize that philosophy is not an isolated endeavor, but that it is situated within a broader social, political, economic, and cultural context;
- students will define/describe the main philosophical concepts, the main problems raised by the philosophers.

Based on the aims of the course, students should be able to:

- articulate their thoughts in a logical and clear fashion and construct good arguments;
- demonstrate broad knowledge and understanding of a wide range of philosophical issues;
- make arguments which are coherent, structured, developed and convincingly sustained;
- display a confident and precise use of philosophical vocabulary;
- think critically about various questions in philosophy;
- be able to form effective communicative strategies and convey own thoughts.

These skills are applicable in the study of other academic subjects and in reflection on other important aspects of human experience.

General competencies:

GC 3. Ability to adapt and act in a new situation

GC 7. Ability to act socially responsibly and consciously

GC 9. Interpersonal skills

GC 10. Ability to work in a team

GC 11. Ability to realize own rights and responsibilities as a member of society, to be aware of the values of the civil society and the need for its sustainable development, the rule of law, human and civil rights and freedoms in Ukraine

GC 12. The ability to maintain and increase moral, cultural, scientific values and achievements of society.

Program learning outcomes

PLO 13. Be able to form effective communication strategies in order to convey ideas, problems, solutions, and personal experience in the field of ecology

PLO14. Be able to create texts and presentations for both professional audiences and the general public with respect to professional integrity and anti-plagiarism

PLO15. Be able to explain social, economic and political consequences of the implementation of environmental projects

PLO 18. Combine skills of independent and team work to get results with an emphasis on professional integrity and responsibility for decision making

PLO 19. Raise the professional level by continuing formal education and self-education

PLO 24. Understand and realize own rights and responsibilities as a member of society, understand the values of a free democratic society, the rule of law, human and civil rights and freedoms in Ukraine.

3. The program and structure of the curriculum of the academic discipline

PROGRAM OF THE COURSE “PHILOSOPHY”

Theme module 1. History of Ancient and Medieval Philosophy

1. Introduction to Philosophy

A worldview as the fundamental cognitive orientation of an individual or society. Types of worldview. Mythological worldview. Religious worldview. Prehistoric religions. Philosophical worldview. Judaism (Israel). Hinduism (India). Confucianism and Taoism (China). Shinto (Japan). Zoroastrianism. Buddhism. Christianity. Islam. Philosophical worldview is the most dynamic of all worldviews.

2. Eastern Philosophy

Hindu Philosophy. Philosophical schools of Ancient India. Orthodox (Hindu) schools. The main Hindu orthodox (Astika) schools of Indian philosophy take the Ancient Vedas as their source and scriptural authority. Among them are: Samkhya, Yoga, Nyaya, Vaisheshika, Mimamsa, Vedanta. Heterodox (Non-Hindu) Schools. The main heterodox (Nastika) schools, which do not accept the authority of the Vedas, include: Charvaka, Buddhism, Jainism. Ancient Chinese Philosophy. Confucian philosophy. Taoist philosophy. Legalism. Mohism.

3. Ancient Philosophy

Pythagoras. The Milesians. Heraclitus. Anaxagoras. Democritus. The Sophists. Socrates. Plato. Aristotle. The Hellenistic Philosophy. Epicureanism. Stoicism. Skepticism. Neo-Platonism.

4. Medieval Philosophy

Christian philosophy had two sources: Ancient Greek philosophy; Bible. There are some principles of medieval philosophy: Theocentrism; Creationism; Providentialism. Patristic Philosophy. Scholasticism.

Theme module 2. Renaissance Philosophy, Philosophy of the Age of Reason. Contemporary Philosophy

5. Renaissance Philosophy

A bridge between Medieval philosophy and the start of Modern philosophy during the Age of Reason. Francesco Petrarca. Nicolas of Cuza. The Platonic Academy in Florence. Lorenzo Valla. Pietro Pomponazzi. Giordano Bruno and Galileo Galilei.

6. Philosophy in the Age of Reason.Philosophical Foundations of the Enlightenment.

German Classical Philosophy

Rationalism as the belief that all knowledge arises from intellectual and deductive reason, rather than from the senses. Empiricism as the belief that the origin of all knowledge is sense experience. Sir Francis Bacon. Rene Descartes. Baruch Spinoza (Benedict Spinoza). Gottfried Wilhelm Leibniz. John Locke. George Berkeley, David Hume, Voltaire, Jean-Jacques Rousseau. Immanuel Kant. Johann Gottlieb Fichte. Friedrich Wilhelm Joseph Schelling. Georg Wilhelm Friedrich Hegel. Ludwig Andreas Feuerbach. Karl Heinrich Marx.

7. Western philosophy: late 19th – 21st century

Arthur Schopenhauer. Soren Kierkegaard. Friedrich Nietzsche. Existentialism:Karl Jaspers, Gabriel Marcel, Martin Heidegger, Jean-Paul Sartre, Albert Camus, Simone de Beauvoir. Psychoanalysis (Freud, Jung, Fromm). Positivism: Auguste Comte, E. Mach, R. Avenarius, Moritz Schlick,Rudolf Carnap,Otto Neurath,Hans Reichenbach,andCarl Hempel, Bertrand Russell, Alfred North Whitehead, G. E. Moore, Ludwig Wittgenstein, Karl Raimund Popper, Thomas Kuhn, Imre Lakatos, Paul Feyerabend.

THE STRUCTURE OF THE COURSE “PHILOSOPHY”

Themes and modules to be covered	Number of hours								
	Full-time					Part-time			
	week	total	lectures	seminars	indiv	total	lectures	seminars	indiv
1	2	3	4	5	6	7	8	9	10
Theme module 1. History of Ancient and Medieval Philosophy									
1. Introduction to Philosophy.	1	7	2	2	3				
	2	5		2	3				
2. Eastern Philosophy	3	7	2	2	3				
	4	5		2	3				
3. Ancient Philosophy	5	7	2	2	3				
	6	5		2	3				
4. Medieval Philosophy	7	7	2	2	3				

	8	5		2	3				
Total Theme module 1	48		8	16	24				
Theme module 2. Renaissance Philosophy, Philosophy of the Age of Reason. Contemporary Philosophy									
5. Renaissance Philosophy	9	7	2	2	3				
	10	5		2	3				
6. Philosophy in the Age of Reason. Philosophical Foundations of the Enlightenment. German Classical Philosophy	11	7	2	2	3				
	12	5		2	3				
7. Western philosophy: late 19th – 21st century	13	7	2	2	3				
	14	5		2	3				
	15	6	1	2	3				
Total Theme module 2.	42		7	14	21				
Total academic hours	90		15	30	45				

4. Themes of Seminars

№	Theme	Number of hours
1	Introduction to philosophy	4
2	Eastern Philosophy	4
3	Ancient Philosophy	4
4	Medieval Philosophy	4
5	Renaissance Philosophy	4
6	Philosophy in the Age of Reason. Philosophical Foundations of the Enlightenment. German Classical Philosophy	4
7	Western philosophy: late 19 th – 21 st century	6
Totally		30

5. Examples of suitable inquiry questions and test questions for final assessment:

- What is the relationship between “culture” and “civilization”?
- What are ethnocentrism and cultural relativism?
- Describe the main features of the post-industrial civilization.
- What is the difference between cyclical and linear time?
- Similarities and differences between Eastern and Western philosophical worldview?
- Peculiarities of Democritus and Epicurus atomic theories.
- What are the philosophical sources of Theocentrism?

- The main features of mechanistic worldview represented by French materialists of the eighteenth century.
- What are Kantian “thing-in-itself” (noumenon) and “the thing as it appears to an observer” (phenomenon)?
- How do you understand the conscious and unconscious in Freudian theory?
- Explain the concept of the authoritarian personality by E. Fromm. What exactly is personality?
- What is existence in philosophy?
- What is the essence of hermeneutical philosophy?

Exam questions			
Question 1. Definition and structure of the worldview, its genesis and development			
Question 2. The main features of existential philosophy			
Assignments of various types (multiple choice, true/false, matching, short answer)			
Question 1. Who interpreted True Being as incorporeal ideas:			
1	Aristotle:		
2	Plato:		
3	Parmenides:		
4	Thomas Aquinas		
Question 2. The basic form of human alienation, according to K. Marx, is:			
1	economic:		
2	social and political:		
3	religious:		
4	sphere of art		
Question 3. A. Schopenhauer was the author of “Thus Spoke Zarathustra”.			
1			
Answer: True or False			
Question 4. Who supported the double-truth theory in the Middle Ages:			
1	Aurelius Augustine:		
2	Siger of Brabant:		
3	Thomas Aquinas:		
4	Anselm of Canterbury		
Question 5. A philosophical inquiry into the human nature and human phenomenon is called:			
1			
Question 6. What are the sources of Absurd in our world, according to A. Camus			
1	God brought Absurd into the world:		
2	human creativity:		
3	joyful and merry life:		
4	death, routine and monotony of everyday existence		
Question 7. Match the name and philosophical school:			
1	Siddhartha Gautama	a	Fa-Jia (Legalism)
2	Patanjali	b	Taoism
3	Lao Tzu	v	Yoga
4	Shang Yang	r	Buddhism
Question 8. Match statement and doctrine			
1	The philosophical idea that every event or state of affairs, including every human decision and action, is the inevitable and necessary consequence of antecedent states of affairs.	a	conventionalism
2	Philosophical doctrine that stresses the subjugation of all events or actions, including human beings, to inevitable destiny, predetermined course of events.	o	determinism
3	A theory that magnifies the role of decisions, or free selection from amongst equally possible alternatives, in order to show that what appears to be objective or fixed by nature is in fact an artefact of human convention.	b	fatalism
4	Explanation by reference to some purpose, end, goal, or function.	r	teleology
Question 9. S. Freud's Structural Model of the Human Psyche			
1			
Question 10. Explanation of nature in 16 th and 17 th centuries was based on the theory of evolution.			
1			
Answer: True or False			

6. Teaching methods

Teaching methods are ways of interconnected activities of a lecturer with students, aimed at the acquisition of knowledge, skills and abilities provided by the program of the discipline.

The following teaching methods are used during the learning process:

Depending on the origin of information: verbal (narration, lecture, explanation, dialogue, discussion, work with primary sources and educational materials), visual (illustration, demonstration), practical methods (exercises, essays, preparation of author's theses and public presentation).

The study of program material and the acquisition of professional competencies by applicants is carried out in the form of:

Lectures - a streamlined, logically complete, scientifically sound presentation by the teacher, during which students of higher education perceive the material. At the same time, the lecture provides feedback, thereby intensifying the educational and cognitive activities of higher education students.

Seminars - is a class in which the teacher and a small group of students discuss a topic. Students are asked to prepare material in advance of each seminar.

Presentations - oral presentation on a given problem with the representation of the main points in the form of slide presentations, videos, and more.

Public presentation of scientific results - students have the opportunity to prepare abstracts and publicly present them at scientific seminars organized by the Department of Philosophy and International Communication. Public presentations of scientific results promote the development of scientific oral and writing skills, as well as the ability to discuss their results with the student and scientific community.

Methodical requirements

Advancing in studying philosophy requires some specific skills that need to be mastered through hard work both at home and in class. Among other things, these skills include the ability to read complex texts, to express yourself effectively in writing as well as the capacity to use qualitative data in testing hypotheses or evaluating adduced arguments.

Reading requires doing extensive annotations, formulating questions, providing terminological explanations and making argumentative sketches. **Writing** is an area of philosophical training which has an equal importance as oral teaching and exercising in class. Putting down students' thoughts in written form gives them an invaluable opportunity to scrutinize them once again and to better assess the validity of their initial arguments. **Speaking:** Given the size of this class, it is obvious that all participants will not have the opportunity for long oral presentations. And yet students will be able to practice the skill of effective speaking as the ability of articulating their thoughts accurately and communicating them to others clearly. Formulating ideas and exchanging arguments in class discussions serves that purpose and therefore requires an active involvement from students' part.

7. Forms of control

Current control is carried out during seminars and aims to check the level of readiness of students to perform the tasks.

Intermediate control is carried out after studying the program material and should determine the level of knowledge of students. Intermediate control of students within the course "Philosophy" is conducted after processing the module in the form of testing.

Final assessment - exam. Final examination must be given during the scheduled final examination period.

8. Evaluation and grading

Assessment of knowledge of students is on a 100-point scale and is translated into national assessments according to table 1. «Положення про екзамени та заліки у НУБіП України» (наказ про уведення в дію від 27.12.2019 р. № 1371)

Percentage score	Grade according to national system	
	Exam	Test
90-100	Excellent	Credited
74-89	Good	
60-73	Satisfactory	
0-59	Unsatisfactory	Notcredited

9. Methodical providing

1. Danylova, T.V. Kychkyruk, T.V. Philosophy. Training Manual for full-time students (ED "Bachelor, specialty "Ecology"). НУБіП України, 2020.

10. Philosophy Reading List

1. A Brief Sourcebook of the History of Philosophy. Fieser, J. (Ed.), 2009. 86p. Available at: <http://brockbaker.pbworks.com/f/ABRIEF~1.pdf>
2. Archie, L., Archie, J. Reading for Philosophical Inquiry. An Open Source Reader. Version 0.21 Edition, 2004. 415p. [pdf]
3. Russel, B. The Problems of Philosophy. Home University Library, 1912; Oxford University Press, 1959. 272p. [pdf]
4. Craig, E. Philosophy. A Very Short Introduction. Oxford University Press, 2002. 132p. [pdf]
5. Gaarder, J. Sophie's World: A Novel About the History of Philosophy. Phoenix, 2000. 436p.
6. Pecorino, Ph. An Introduction to Philosophy. Online Textbook. Available at: http://www.qcc.cuny.edu/socialsciences/pppecorino/INTRO_TEXT/CONTENTS.htm
7. Solomon, R., Higgins. K. The Big Question. A Short Introduction to Philosophy. Wadsworth. Cengage Learning, 2010. 423p. [pdf]
8. Fullerton, G.S. An Introduction to Philosophy. London: Macmillan & Co., Ltd., 1915. eBook.

Key Texts/Primary Sources (available online)

1. Aristotle. Politics. Online. Available at: <http://classics.mit.edu/Aristotle/politics.html>
2. Aristotle. Nicomachean Ethics. Online. Available at: <http://classics.mit.edu/Aristotle/nicomachaen.html>
3. Bacon, F. The New Organon. Online. Available at: <https://ebooks.adelaide.edu.au/b/bacon/francis/organon/>

4. Confucius. The Analects. Online. Available at:
<http://classics.mit.edu/Confucius/analects.html>
5. Descartes, R. Discourse on the Method of Rightly Conducting the Reason, and Seeking the Truth in the Sciences. Online. Available at:
<https://ebooks.adelaide.edu.au/d/descartes/rene/d44dm/>
6. Hegel, G.W.F. Lectures on the History of Philosophy. Online. Available at:
<https://www.marxists.org/reference/archive/hegel/works/hp/hpconten.htm>
7. Hobbes, Th. Leviathan. Online. Available at:
<https://ebooks.adelaide.edu.au/h/hobbes/thomas/h68l/>
8. Kant, I. The Critique of Pure Reason. Online. Available at:
<https://ebooks.adelaide.edu.au/k/kant/immanuel/k16p/>
9. Lao Tzu. Tao Te Ching. Online. Available at: http://www.with.org/tao_te_ching_en.pdf
10. Locke, J. The Second Treatise on Civil Government. Online. Available at:
<https://ebooks.adelaide.edu.au/l/locke/john/181s/>
11. Marcus Aurelius. The Meditations. Online. Available at:
<http://classics.mit.edu/Antoninus/meditations.html>
12. Nietzsche, F. Thus spake Zarathustra. Online. Available at:
<https://ebooks.adelaide.edu.au/n/nietzsche/friedrich/n67a/>
13. Plato. Collected Works. Online. Available at <http://classics.mit.edu/Browse/browse-Plato.html>
14. Spinoza. The Ethics. Online. Available at:
<https://ebooks.adelaide.edu.au/s/spinoza/benedict/ethics/>
15. Sartre, J.-P. Existentialism Is a Humanism. Online. Available at:
<https://www.marxists.org/reference/archive/sartre/works/exist/sartre.htm>

Further Reading

The further reading section contains number of philosophical works which students may consult for additional and more profound coverage of the subject.

Available online:

1. Open Culture: Philosophy E-books. Available at: <http://www.openculture.com/free-philosophy-ebooks>
2. Online Philosophical Texts. Available at: <http://www.philosophy-index.com/texts.php>

11. E-learning

Students have an opportunity to learn philosophy online for free with a collection of open courses.

1. Prof. Shelly Kagan, Yale University. Available at:
<http://oyc.yale.edu/philosophy/phil-176>
2. Prof. Tamar Gendler, Yale University. Available at:
<http://oyc.yale.edu/philosophy/phil-181>
3. Prof. Peter Millican, Oxford University. Available at:
<https://www.youtube.com/playlist?list=PL2FEB728FF960FBD9>
4. Prof. Marianne Talbot, Oxford University. Available at:
<http://mariannetalbot.co.uk/about/podcasts/philosophy-for-beginners/>
5. Prof. Richard Brown, City University of New York. Available at:
<http://onemorebrown.com/dr-browns-online-philosophy-lectures/>
6. Prof. Gregory Sadler, ReasonIO, Global Center for Advanced Studies, Oplerno. Available at: <https://www.youtube.com/user/gbisadler>