Bachelor program,
Instrumentation Engineering (INEN) program, “” department

Course Unit Title	Philosophy
Course Unit Code	HS-B04-1
Type of Course Unit	Elective
Level of Course Unit	First Cycle Bachelor
National Credits	3
Number of ECTS Credits Allocated	3
Theoretical (hour/week)	2
Practice (hour/week)	1
Laboratory (hour/week)	-
Year of Study	2
Semester when the course unit is delivered	4
Course Coordinator	Ziya Samadli
Name of Lecturer (s)	Ziya Samadli
Name of Assistant (s)	-
Mode of Delivery	Face to Face
Language of Instruction	English
Prerequisites	-
Recommended Optional Programme Components	-

Course description:

This course provides a brief overview of the academic discipline known as philosophy, a succinct history of philosophy from Ancient Greece to our modern day, a lexicon of philosophical terms and concepts. Also in theoretical part of the course we offer for study a general introduction to the notions, language, style, and method of philosophy, the etymological definition of philosophy, philosophy as worldview, as science, as discipline. Continuing the sequence with the characteristics and value of philosophy, philosophy and related fields – science, arts and etc. and a brief survey of the main branches of Philosophy – Epistemology, Metaphysics, Ethics, Logic, Social and Political Philosophy.

Objectives of the Course:

The main objectives of the course is delivering to students problems:

- ensures the interpretation of cognitive, social and natural reality by man;
- develops normative-value bases of people's beliefs;
- propose a theoretical view of the world;
- shows the principles and ways of cognition;
- determines the place of man in the natural and social environment, the meaning of his life;
- develops people’s values, ideals and goals

Learning Outcomes

At the end of the course the student will be able to		Assessment
1.	Improve critical thinking skills. Critical thinking is the ability to think clearly and rationally about what to do or what to believe. It includes the ability to engage in reflective and independent thinking. Someone with critical thinking skills is able to do the following: - understand the logical connections between ideas; - identify, construct and evaluate arguments; - detect inconsistencies and common mistakes in reasoning; - solve problems systematically; - identify the relevance and importance of ideas; - reflect on the justification of one’s own beliefs and values;	1,3
2.	Read and interpret philosophical texts. The assignments in your course require you to engage in a close reading of significant texts written by the major philosophers of the Western tradition. Since you 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	1,2,3

	few suggestions: - do the assigned reading; - consider the context; - spot crucial passages; - identify central theses; - locate supportive arguments; - assess the arguments; - ask whether the premises are true. (Remember that one or more of the premises of the argument may be unstated assumptions.); - look for connections.	
3.	Recognize, express, and analyze arguments in philosophical texts. Students must be able to extract arguments from philosophical texts. Now that we have gotten our "mental muscles" warmed up, let's see how well we can put our newly acquired concepts into practice. Having stretched our thinking about thinking, we have come to the point of realizing that thinking well is the acquired skill of reasoning well and that reasoning well is in turn the acquired skill of arguing well. As such, it would be correct to say that good arguments constitute the heart and soul of good reasoning. Accordingly, in our training to become good thinkers, it is of great importance that we stretch our knowledge of arguments just a little further. Ultimately, we need to learn how to distinguish a good argument from a bad one, but we must take first things first.	2,3
4.	Summarize and explain difficult ideas and concepts. This goes hand in hand with the previous competency. It is achieved through analysis and critical thinking and student practice in class discussions, presentations, and argumentation. This happens in all upper division classes in the major. An effective summary doesn't just report source information but also indicates concisely how the ideas connect and why they matter. You will also notice that the second example mentions the name of the author and the article, which is an important way of signaling to your reader that you are referring to someone else's work, rather than presenting your own original ideas. The most effective way to teach a complex concept is by identifying what is the most complex and take the time to understand it, before communicating it to your learners. Once you've identified the concept, break it down into its most simple steps. There is no need for long words or complicated definitions. Instead, just an easy explanation of the components that makes up the complex concept.	2,3
5.	Teaching Methodology Research methodology includes learning to utilize the resources available at libraries for conducting philosophical research. It also involves learning the discipline standard for citation and bibliographies, abstracts and prospectus writing. Most importantly, research methodology helps students understand how to pick an appropriate topic, in subject and length, for various philosophical projects, including papers, presentations, and theses. This competency applies in upper division Philosophy classes especially where deeper research into a particular topic is required.	1,3
Assessment Methods: 1. Final Exam, 2. Presentation, 3. Midterm exam		
Course's Contribution to Program		
		CL
1	Ability to develop as a specialist in the field of fundamental sciences and apply basic knowledge.	2
2	Ability to analyze and model functional and structural schemes of various purpose devices and systems.	1
3	Ability to use modern methods and tools, creation, selection, and application of engineering and information technology tools and modern devices and equipment.	3
4	The ability to use the strategy of team cooperation in the exchange of information, knowledge, and experience to achieve the set goal.	3
5	As a result of training, the ability to use engineering knowledge, mathematical models, and	1

	basic concepts of physics and chemistry in production and technological processes, automation, measurement, and control systems.	
6	The ability to use modern software to process technical documents of devices, design their structures, and algorithmize processes.	1
7	The ability to apply artificial intelligence to improve the quality characteristics of measurement and control systems.	1
8	The ability to process information acquisition, processing, and transmission processes based on schematic and programmable logical integrated circuits.	1
9	Ability to use knowledge to improve quality indicators and environmental safety of production processes.	3
10	Self-development ability to apply theoretical and experimental knowledge in solving modern engineering problems.	3
CL: Contribution Level (1: Very Low, 2: Low, 3: Moderate, 4: High, 5: Very High)		

Course Contents

Week	Chapter	Topics	Exam
1	[1], C 1. p.2 – 9. [2], C 1. p. 7-31.	**LECTURE**: Philosophy, its subject and its role in society. **SEMINAR**: Philosophy, its subject and its role in society.	
2	[1], C 2, 3, 4, 5, 6, 7, 8, 9, 10, 11. p.10 -253	**LECTURE**: The ancient Eastern philosophy. Antic philosophy. **SEMINAR**: The ancient Eastern philosophy. Antic philosophy.	
3	[1], C 12, 13, 15. p.253-289. p. 311- 335. [2].	**LECTURE**: The Medieval philosophy. **SEMINAR**: The Medieval philosophy.	
4	[1], C 16, p. 340 – 289.	**LECTURE**: The Renaissance philosophy **SEMINAR**:	
5	[1], C 17, 18, 19, 20, 21, 22. p.360 -542.	**LECTURE**: Modern period European philosophy. **SEMINAR**: Modern period European philosophy.	
6	[1], C 14. p. 292- 309. Additional reading (Philosophy of Azerbaijan in the Middle Ages)	**LECTURE**: Philosophy of Azerbaijan (Medieval, Modern and Contemporary periods). **SEMINAR**: Philosophy of Azerbaijan (Medieval, Modern and Contemporary periods).	
7	[1], C 23, 24, 25, 26, 27, 28, 29, 30. p. 545 -739.	**LECTURE**: Contemporary Western philosophy. **SEMINAR**: Contemporary Western philosophy.	Midterm
8	[2], C 3, p. 66 – 114.	**LECTURE**: Philosophical doctrine about being and matter. **SEMINAR**: Philosophical doctrine about being and matter.	
9	[2], C 5, 6. p. 119 – 203.	**LECTURE**: Dialectics. **SEMINAR**: Dialectics.	

10	[2], C 9. p. 277 – 282.	**LECTURE**: Philosophical meaning of nature. **SEMINAR**: Philosophical meaning of nature.	
11	[2], C 9, 10, 11, 12, 13. p. 267 – 321.	**LECTURE**: Society. **SEMINAR**: Society.	
12	[2], C 4. p. 99 – 119. C 15, p. 343 – 387.	**LECTURE**: Consciousness. Forms of social consciousness. **SEMINAR**: Consciousness. Forms of social consciousness.	
13	; [2], C 7, 8. p. 208 – 267.	**LECTURE**: Cognition. The forms and the methods of cognitive science. **SEMINAR**: Cognition. The forms and the methods of cognitive science.	
14	[2], C 14, p. 325 – 343.	**LECTURE**: Philosophical meaning of human. **SEMINAR**: Philosophical meaning of human.	
15	[2], C 15, p. 387 – 400. C 16, p. 400 – 413.	**LECTURE**: Culture and civilization. Global problems of the mankind. **SEMINAR**: Culture and civilization. Global problems of the mankind.	
16			Final exam

Recommended Sources

TEXTBOOK(S)

1. Melchert, Norman. Morrow, David R. The great conversation: a historical introduction to philosophy. New York: Oxford University Press, 2018.
2. Alexander Spirkin. Fundamentals of Philosophy. Progress Publishers, Moscow. 1990.
3. History of Islamic Philosophy. EDITED BY Seyyed Hossein Nasr and Oliver Leaman First published 1996 by Routledge, 2 Park Square, Milton Park. Abingdon, Oxon, OX14 4RN.
4. Nigel Warburton. A little history of philosophy. Yale University Press. New Haven and London. 2011.
5. A brief sourcebook of the history of philosophy. Edited by James Fieser. Copyright 2008, updated: 4/19/2009. Used and adapted with permission.
6. An introduction to philosophy. George Stuart Fullerton. New York, 1906.
7. An Illustrated brief history of Western philosophy. Anthony Kenny. This edition first published 2006 by Blackwell Publishing Ltd.
8. An introduction to philosophy. W. Russ Payne. Bellevue College. 2015.
9. Introduction to philosophy. PHI101. Copyright ©2010, Revised 2015 by Distance Learning Centre, University of Ibadan, Ibadan.

Assessment

Attendance	0%	Less than 75% class attendance results in NA grade
Presentation	20%	
Lab. works		
Course work	0%	
Quiz	10%	
Midterm Exam	20%	Written Exam
Final Exam	50%	Written Exam
Total	100%	

Assessment Criteria

Final grades are determined according to the Academic Regulations of Azerbaijan State Oil and İndustry University for undergraduate studies

Course Policies

1. Attendance of the course is mandatory.
2. Material presented in the lecture as well as assigned readings will be included in testing.
3. Late assignments will not be accepted unless an agreement is reached with the lecturer.
4. Cheating and plagiarism will not be tolerated.
5. Cheating will be penalized according to the Azerbaijan State Oil and Industrial University General Student Discipline Regulations

ECTS allocated based on Student Workload

Activities	Number	Duration (hour)	Total Workload (hour)
Course duration in class (including midterm)	15	5	75
Presentation	1	10	10
Self-study	15	4	60
Tutorials	15	4	60
Midterm Examination	1	3	3
Preparation for midterm exam	1	10	10
Final Examination	1	3	3
Preparation for final exam	1	20	20
Total Workload			241
Total Workload/30(h)			8.03
ECTS Credit of the Course			8

II. EDUCATIONAL PROCESS PLAN

Row №	Subject code	Subyect name	Credits number	Total hours	Out of class hours	Auditorium				C.w C.p	Prerequis-ite(the disciplines that a requcred to be taught)	Corequisite (the disciplesthat parallel learnin	Semester(where the subject is taught)	Weekly work load
						Total hours for class-room	Including the type of training							
							Lecture	Semi-nar	Laboratory					
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**
5	HS-B04.1	Philosophy	3	90	60	30	15	15					4	2