

Philosophy

Philosophy is a humanistic subject with ramifications in all areas of human knowledge and activity, since it covers fundamental issues concerning the nature of reality, the possibility of knowledge and the existence of values. Philosophical activity is about thinking independently, critically and analytically about these issues in the form they are expressed in private, social and cultural life and science. Formulating and clarifying philosophical issues, as well as determining viewpoints is the purpose of philosophy.

Aim of the subject

Teaching in the subject of philosophy should aim at developing students' ability to participate in a permanent ongoing dialogue about what reality is, about what can be known with certainty, and about human existence and actions. Teaching should give students the opportunity to develop their thinking by confronting philosophy from different historical periods and traditions, which can provide inspiration to view existence from a broader perspective, encourage thinking in new directions and challenge ingrained ideas. Students should also become familiar with the importance philosophy has had with regard to cultural, political and scientific development.

Teaching should give students the opportunity to develop the ability to analyse and consider different perceptions of reality, and various epistemological and scientific views. It should also give students the opportunity to develop the ability to analyse and consider existential, ethical and current socio-philosophical issues and theories. Students should be given the opportunity to develop tools for analysing and assessing information and thereby develop critical and independent thinking, and the ability to adopt personal standpoints based on well thought-out arguments. Furthermore, students should be given the opportunity to develop the ability to understand nuances of language, and to reason logically.

Teaching should give students the opportunity to work with philosophical issues and theories from different historical periods and traditions presented through various media. Students should be given the opportunity to think, discuss and reason analytically and creatively.

Teaching in the subject of philosophy should give students the opportunities to develop the following:

- 1) Knowledge of the main characteristics of different views of reality and different ways of viewing knowledge.
- 2) Knowledge of theoretical views in science and scientific methods.
- 3) Knowledge of ethics, different ethical viewpoints, and normative ethical theories, and also their application.
- 4) Knowledge of existential questions and social philosophy, and also current trends in modern philosophy.

- 5) The ability to identify philosophical issues, and also to analyse, explain and determine a position on classical and contemporary philosophical questions and theories using relevant concepts.
- 6) Knowledge of linguistic philosophy and the ability to clarify nuances of language by means of linguistic concepts, and also the ability to assess arguments and to distinguish and apply logical arguments.

Courses in the subject

- Philosophy 1, 50 credits.
- Philosophy 2, 50 credits, which builds on the course, philosophy 1.

Philosophy 1

The course, philosophy 1, covers points 1–6 under the heading Aim of the subject. The course covers basic knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Existence and knowing, not only basic theories dealing with the concept of reality and what can be thought to exist, but also basic epistemological theory based on the concepts of knowledge, truth and different forms of knowing.
- Basic scientific theory and concepts in science. Comparison between research methods and traditions in the humanities, social sciences and natural sciences.
- Ethics, not only different ethical views and normative ethical theories dealing with what is right and not right, but also what distinguishes a good life, and also social philosophy which deals with what is equitable and what typifies a good society. Examples of the application of theories from private life, societal life, cultural life and science.
- Current philosophical trends. Different philosophical approaches characterising current discussions on existential issues, ethics, society, language, science and reality. Philosophical aspects of gender issues and issues concerning sustainable development.
- Language philosophy. Basic concepts e.g. interpretation, qualification and definition. Theories about the function and meaning of language. Analysis of concepts and arguments both from language philosophy and logical understanding of the structure of arguments.

Knowledge requirements

Grade E

Students give an account **in basic terms** of and discuss **in basic terms and with simple arguments some** issues and theories concerning existence, knowledge, science, ethics, social philosophy, language philosophy and current philosophical trends. Students also make **simple** comparisons between different philosophical theories. In addition, students use **with some certainty some** relevant philosophical concepts.

Students identify **with some certainty** philosophical issues, and also make **simple** analyses of **several** issues and theories concerning existence, knowledge, science, ethics, social philosophy, language philosophy and current philosophical trends. Student analyses lead to **simple** explanations of these philosophical issues and theories, where **some** relevant philosophical concepts are used **with some certainty**. Students determine their views on philosophical

questions and theories by drawing **simple** conclusions, and evaluating questions and theories in **simple** assessments.

Students distinguish between and explain **with some certainty** language nuances and logical arguments in different contexts, and also support their views in philosophical questions with **simple** arguments.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students give an account **in detail** of and discuss **in detail and with well grounded arguments several** issues and theories concerning existence, knowledge, science, ethics, social philosophy, language philosophy and current philosophical trends. Students also make **well grounded** comparisons between different philosophical theories. In addition, students use **with some certainty several** relevant philosophical concepts.

Students identify **with some certainty** philosophical issues, and also make **well grounded** analyses of **several** issues and theories concerning existence, knowledge, science, ethics, social philosophy, language philosophy and current philosophical trends. **Students formulate themselves independently in relation to their selected sources.** Student analyses lead to **well grounded** explanations of these philosophical issues and theories, where **several relevant** philosophical concepts are used **with some certainty**. Students determine their views on philosophical questions and theories by drawing **well grounded** conclusions, and evaluating questions and theories in **simple** assessments.

Students distinguish between and explain **with some certainty** language nuances and logical arguments in different contexts, and also support their views in philosophical questions with **well grounded** arguments.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students give an account **in detail and in a balanced way** of and discuss **in detail and with well grounded and balanced arguments several** issues and theories concerning existence, knowledge, science, ethics, social philosophy, language philosophy and current philosophical trends. Students also make **well grounded and balanced** comparisons between different philosophical theories. In addition, students use **with certainty** relevant philosophical concepts.

Students identify **with certainty** philosophical issues, and also make **well grounded and balanced** analyses of **several** issues and theories concerning existence, knowledge, science, ethics, social philosophy, language philosophy and current philosophical trends. **Students formulate themselves independently in relation to their selected sources.** Student analyses lead to **well grounded and balanced** explanations of these philosophical issues and theories, where **several** relevant philosophical concepts are used **with certainty**. **Based on their analyses,**

students also raise relevant questions and identify new related questions. Students determine their views on philosophical questions and theories by drawing **well grounded and balanced** conclusions, and evaluating questions and theories in **balanced** assessments.

Students distinguish between and explain **with certainty** language nuances and logical argument in different contexts, and also support their views in philosophical questions with **well grounded and balanced** arguments.

Philosophy 2

The course, philosophy 2, covers points 1–6 under the heading Aim of the subject. The course covers advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Classical issues, theories and viewpoints, not only concerning concepts of reality which cover issues about the nature of reality and human existence, but also in epistemological theory, which covers questions about the origins of knowledge, its range and validity, and also about the existence of the external world.
- Epistemological questions and issues that affect various philosophers and trends in terms of what is considered good science.
- Advanced ethics, not only as regards applied normative ethics, but special focus on analysis, application and views in different cases or dilemmas in private life, in society, culture and science, but also in aesthetic theories dealing with ideas of beauty.
- Social philosophy in depth e.g. utopian thinking based on the concepts of justice, freedom, power and influence, and also how philosophers reason about concepts in different periods and traditions.
- Basic tools for logical analysis.
- In-depth study of a chosen philosophical issue.

Knowledge requirements

Grade E

Students give an account **in basic terms** of and discuss **in basic terms and with simple arguments some** issues and theories concerning reality, knowledge, science, social philosophy, and ethics. Students also make **simple** comparisons between different philosophical theories and viewpoints. In addition, students use **with some certainty some** relevant philosophical concepts.

Students identify **with some certainty** philosophical issues, and also make **simple** analyses of **some** issues and theories concerning reality, knowledge, science, social philosophy and ethics. Student analyses lead to **simple** explanations of these philosophical issues and theories, where **some** relevant philosophical concepts are used **with some certainty**. Students determine their views on philosophical questions and theories by drawing **simple** conclusions, and evaluating questions and theories in **simple** assessments.

Students distinguish between and explain **with some certainty** logical arguments in different contexts, and also support their views on philosophical questions with **simple** arguments.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students give an account **in detail** of and discuss **in detail and with well grounded arguments several** issues and theories concerning reality, knowledge, science, social philosophy, and ethics. Students also make **well grounded** comparisons between different philosophical theories and viewpoints. In addition, students use **with some certainty several** relevant philosophical concepts.

Students identify **with some certainty** philosophical issues, and also make **well grounded** analyses of **some** issues and theories concerning reality, knowledge, science, social philosophy and ethics. **Students formulate themselves independently in relation to their selected sources.** Student analyses lead to **well grounded** explanations of these philosophical issues and theories, where **several** relevant philosophical concepts are used **with some certainty**. Students determine their views on philosophical questions and theories by drawing **well grounded** conclusions, and evaluating questions and theories in **simple** assessments.

Students distinguish between and explain **with some certainty** logical arguments in different contexts, and also support their views in philosophical questions with **well grounded** arguments.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students give an account **in detail and in a balanced way** of and discuss **in detail and with well grounded and balanced arguments several** questions and theories concerning reality, knowledge, science, social philosophy, and ethics. Students also make **well grounded and balanced** comparisons between different philosophical theories and viewpoints. In addition, students use **with certainty** relevant philosophical concepts.

Students identify **with certainty** philosophical issues, and also make **well grounded and balanced** analyses of **several** issues and theories concerning reality, knowledge, science, social philosophy and ethics. **Students formulate themselves independently in relation to their selected sources.** Student analyses lead to **well grounded and balanced** explanations of these philosophical issues and theories, where **several** relevant philosophical concepts are used **with certainty**. **Based on their analyses, students also raise relevant questions and identify new related questions.** Students determine their views on philosophical questions and theories by drawing **well grounded and balanced** conclusions, and evaluating questions and theories in **balanced** assessments.

Students distinguish between and explain **with certainty** logical arguments in different contexts, and also support their views in philosophical questions with **well grounded and balanced** arguments.