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**The Federal state autonomous educational institution of higher  
the education «Peoples' Friendship University of Russia»**

## **Faculty of Philology**

(наименование основного учебного подразделения (ОУП)-разработчика ОП ВО)

### **PROGRAM OF DISCIPLINE**

**Philosophy**

(Name of the Discipline / Module)

#### **Recommended for the direction of training/speciality:**

**42.03.02 Journalism**

(Code and Name of the field of study, the direction of training/speciality)

#### **The discipline is carried out within the framework of the main professional educational program of higher education (EP HE):**

**Multimedia Journalism**

(Name of the educational program)

**2023 г.**

## 1. OBJECTIVE OF THE DISCIPLINE

### Course Aim

The aim of this course is to expose students to the major theories and concepts in philosophy and key issues like scepticism, free will, the problem of evil, freedom and determinism, and the existence of God. These will be explored through though reading, discussion and lecture presentations.

The main objectives are

1. To introduce students to basic concepts of philosophy and exposure to its principal branches such as metaphysics, epistemology, and ethics
2. to improve students' reflective and analytical skills in reading, writing, and thinking to understand and analyse philosophical arguments.
3. To learn some of the major theories and concepts in philosophy.

## 2. REQUIREMENTS TO STUDENTS ON FINISHING THE COURSE

Students are expected to master the following competencies:

*Table 2.1. The list of competencies formed in the mastering of the discipline (the results of the discipline)*

Code	Competence	Indicators of competence achievement (within the discipline)
GC-5.	Able to perceive the intercultural diversity of society in socio-historical, ethical, and philosophical contexts.	GC-5.1 - Identifies and analyzes the characteristics of intercultural interactions (advantages and possible problem situations) resulting from different ethical, religious and value systems
		GC-5.2 - Suggests ways to overcome communication barriers in intercultural interactions
		GC-5.3 - Follows the principles of non-discriminatory interaction, based on tolerant perception of cultural features of representatives of different ethnicities and confessions, in personal and mass communication to fulfill the assigned task
GC-6.	Able to manage his time, build and implement a self-development strategy based on the principles of lifelong learning.	GC-6.1 - Uses time management tools and techniques to accomplish specific tasks, projects, and goals
		GC-6.2 - Determines the priorities of own activity, personal development and professional growth
		GC-6.3 - Assesses the requirements of the labor market and offer of educational services to

Code	Competence	Indicators of competence achievement (within the discipline)
		build a trajectory of own professional development
		GC-6.4 - Builds professional career and determines professional development strategy

### 3. THE DISCIPLINE (MODULE) IN THE STRUCTURE OF EP HE

The discipline “Philosophy” belongs to the Compulsory Module of Block 1 of the curriculum. Table 1 shows preceding and subsequent subjects aimed at forming competence discipline by the matrix of competencies.

*Table 3.1. The list of components of the EP HE, contributing to the achievement of the planned results of the discipline*

Code	Competence	Previous discipline	Subsequent disciplines
GC-5.	Able to perceive the intercultural diversity of society in socio-historical, ethical, and philosophical contexts.		
GC-6.	Able to manage his time, build and implement a self-development strategy based on the principles of lifelong learning.		

### 4. THE SCOPE OF THE DISCIPLINE AND TYPES OF ACTIVITIES

The overall workload of the discipline is **2** credits.

Types of activities	Total hours	Semesters						
		1	2	3	4	5	6	7
<b>Classroom activities (total)</b>								
<i>Lectures</i>	15	-	x	x	15	x	x	x
<i>Practical lessons/Seminars</i>	15	-	x	x	15	x	x	x
<i>Laboratory activities/</i>	-	-	-	-	-	-	-	-
<i>Control</i>	18	-	-	-	18	-	-	-
<b>Independent work (total)</b>	<b>60</b>				60			
<b>Overall workload hours</b>	<b>108</b>				<b>108</b>			
<b>Credits</b>	<b>2</b>				<b>2</b>			

### 5. CONTENT OF THE DISCIPLINE

*Table 5.1 Content of the discipline (module) by type of activity*

Name of the Unit	Content of the Units (topics)	Type of activity
Introduction	- Concepts, Glossary, Syllabus,	Lecture

<b>Name of the Unit</b>	<b>Content of the Units (topics)</b>	<b>Type of activity</b>
Introduction to Philosophy	<ul style="list-style-type: none"> <li>- Defining Philosophy</li> <li>- Philosophy &amp; the Importance of Arguments</li> </ul>	Lecture
Philosophy, society and ethics	<ul style="list-style-type: none"> <li>- Values, Pluralism, and Society</li> </ul>	Lecture
Free will and moral responsibility	<ul style="list-style-type: none"> <li>- Determinism</li> <li>- Compatibilism</li> <li>- liberty and necessity</li> <li>- Alternate possibilities and moral responsibility</li> <li>- Moral Relativism versus Objectivism</li> </ul>	Lecture
Philosophy of religion	<ul style="list-style-type: none"> <li>- Existence of God(Five ways to prove that God exists: Core Questions in Philosophy)</li> <li>- Evil and the problem of evil</li> <li>- The ontological argument (CQP)</li> </ul>	
Philosophy and science	<ul style="list-style-type: none"> <li>- Science, Induction, and Hypothesis</li> <li>- Neuroscience</li> </ul>	Lecture
Philosophy of mind	<ul style="list-style-type: none"> <li>- The nature of mind, the self, Mental processes are physical (CQP)</li> <li>- Functionalism, Dualism,</li> <li>- Contemporary Perspectives on the Place of Mind</li> </ul>	Lecture
Unit 1	Debate: Importance of arguments	Seminar
Unit 2	Presentation of summaries and discussion of chapter 1-3 on Reason & Argument by Richard Fedman	Seminar
Unit 3	Pluralism and Society	Seminar
Unit 4	Discussion: Free will: Do we have free will?	Seminar
Unit 5	Discussion: Debate on the existence of God and the essence of religion	Seminar
Unit 6	The nature of mind and importance of self	Seminar
Unit 7	Philosophy and Science: debate on science and neuroscience	Seminar

## **6. MATERIAL AND TECHNICAL SUPPORT OF THE DISCIPLINE**

The discipline is implemented using e-learning and distance learning technologies

*Table 6.1. Material and technical support of the discipline*

Type of classroom	Classroom equipment	Specialized educational/laboratory equipment, software and materials for the mastering the discipline (if necessary)
Digital Classroom	computer, TV VCR and a transparency projector. CD players and DVD players	
Lecture room	Computer, internet, TV VCR and a transparency projector	
Home for independent work	Computer, internet,	
Library for independent work	Computer, internet	

\* The classroom for students' independent work **MUST be indicated!**

## 7. EDUCATIONAL AND METHODOLOGICAL AND INFORMATIONAL SUPPORT OF THE DISCIPLINE

### *Main readings*

1. Sober, E. (2020). *Core questions in philosophy*. Routledge.
2. Pereboom, D. (2022). *Free will*. Cambridge University Press.
3. Rosen, G., Byrne, A., Cohen, J., & Shiffrin, S. V. (Eds.). (2015). *The Norton introduction to philosophy*. WW Norton & Company.

### Other recommended readings

1. Van Inwagen, P. (2018). *Metaphysics*. Routledge.
2. Feldman, R. (2002). *Reason & Argument & Build Your Own Cc Pkg*. Pearson Education.
3. Nietzsche, F. (1989). *Beyond good & evil: prelude to a philosophy of the future*. Vintage.
4. Payne, R. W. (2015). *An introduction to philosophy*.
5. McKenna, M., & Pereboom, D. (2016). *Free will: A contemporary introduction*. Routledge.
6. Descartes, R. (1968). First Meditation. *Discourse on Method and the Meditations*.
7. Moore, G. E. (1939). Proof of an external world. *Epistemology: An Anthology*, 24-26.
8. Roskies, A. (2006). Neuroscientific challenges to free will and responsibility. *Trends in cognitive sciences*, 10(9), 419-423.

### *Web-sites and online resources*

1. ЭБС РУДН и сторонние ЭБС, к которым студенты университета имеют доступ на основании заключенных договоров:
  - <http://www.rad.pfu.edu.ru/>
  - [www.libfl.ru](http://www.libfl.ru)
  - [www.portalus.ru](http://www.portalus.ru)

- [www.project.phil.pu.ru](http://www.project.phil.pu.ru)
- [www.lib.fl.ru](http://www.lib.fl.ru)
- [www.gutenberg.net](http://www.gutenberg.net)
- [www.ipl.org](http://www.ipl.org)
- [www.the.European.library.org](http://www.the.European.library.org); [www.epoch-net.org](http://www.epoch-net.org)
- <http://gabro.ge/biblio/0707/3066/filosof.historic.ru/books/item/f00/s00/z00358/st000/htm/>

2. Databases and search systems:

- web search engine google.com
- online encyclopedia wikipedia.org
- news aggregation website drudgereport.com
- Google scholar.com

*Teaching materials for students' independent work while mastering the discipline/module\*:*

1. A course of lectures on the discipline.
2. Practical assignments and their brief contents;
3. Questions for self-check, and test assignments.

\* - all educational and methodical materials for students' independent work are published in the current order on the page of the discipline in TUIS!

## **8. GRADING MATERIALS AND GRADING-RATING SYSTEM FOR ASSESSING THE LEVEL OF COMPETENCE FORMED IN THE DISCIPLINE**

The grading materials and grading-rating system\* for assessing the level of competence (part of competencies) for the discipline are presented in the Appendix to this Working program of the discipline.

\* - are formed based on the requirements of the corresponding local normative act of RUDN University.

### **AUTHOR OF THE PROGRAM:**

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Position, Department

Signature

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