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**Federal State Autonomous Educational Institution of Higher Education  
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA  
RUDN University**

**Institute of Medicine**

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educational division (faculty/institute/academy) as higher education programme developer

**COURSE SYLLABUS**

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Philosophy

course title

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**Recommended by the Didactic Council for the Education Field of:**

31.05.01 General Medicine

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field of studies / speciality code and title

**The course instruction is implemented within the professional education programme of higher education:**

General Medicine

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higher education programme profile/specialisation title

**2022-2023**

## 1. COURSE GOAL(s)

The goal of the course “Philosophy” is to equip students with the knowledge of the most important principles of contemporary philosophical knowledge, including its subject, philosophical methods, and main branches of philosophical study. Students learn general problems put forward by philosophy and their possible solutions.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course (module) is aimed at the development of the following competences /competences in part: GC-1, GC-5.

*Table 2.1. List of competences that students acquire through the course study*

Competence code	Competence descriptor	Competence formation indicators (within this course)
GC-1	Be able to implement critical analysis of problem situations based on systems approach, develop an action strategy	GC-1.1. Analysing scientific and technical literature and regulatory documents of medical institutions.
		GC-1.2. Assessing in a critical way the reliability of information sources, working with contradictory information from different sources.
GC-5	Be able to analyze and take into account cultural diversity in the process of intercultural communication	GC-5.1. Understanding communication rules, traditions and norms of foreign countries.

\* To be filled in regarding the higher education programme correspondence training mode.

## 3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the core/variable/elective\* component of (B1) block of the higher educational programme curriculum.

\* - Underline whatever applicable.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study.

*Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results*

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GC-1	Be able to implement critical analysis of problem situations based on systems approach, develop an action strategy		
GC-5	Be able to analyze and take into account cultural diversity in the process of intercultural communication		

\* To be filled in regarding the higher education programme correspondence training mode.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course "Philosophy" is 3 credits (108 academic hours).

Table 4.1. Types of academic activities during the periods of higher education programme mastering (*full-time training*)\*

Type of academic activities		Total academic hours	Semesters/training modules
			3
<i>Contact academic hours</i>		36	36
<i>Including:</i>			
Lectures (LC)		18	18
Lab work (LW)			
Seminars (workshops/tutorials) (S)		18	18
<i>Self-studies</i>		70	70
<i>Evaluation and assessment (exam/passing/failing grade)</i>		2	2
<b>Course workload</b>	academic hours	<b>108</b>	<b>108</b>
	credits	<b>3</b>	<b>3</b>

\* To be filled in regarding the higher education programme correspondence training mode.

#### 5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
Module 1 WHAT IS PHILOSOPHY	The problem of practical value of philosophy: two approaches.	LC, S
	The problem of practical value of philosophy: two approaches	LC, S
	Philosophy as a type of worldview. What's similar and different between myth, religion and philosophy	LC, S
	Philosophy and science. Genetic and methodological relations. Similarities and differences of philosophy and science	LC, S
	Philosophy and its subject	LC, S
	Functions of philosophy	LC, S
	Divisions of philosophy	LC, S
	How a person comes to philosophy: two approaches	LC, S
	How human civilization came to philosophy: "axis time" and the genesis of philosophy	LC, S
	The beginning of philosophy in ancient India	LC, S

Course module title	Course module contents (topics)	Academic activities types
	The beginning of philosophy in ancient China	LC, S
	Main studies of the first Greek philosophy: arche, being and non-being, being and thought, being and becoming, unity and multiplicity	LC, S
	Sophists: the problem of true knowledge	LC, S
	Socrates: life and teaching	LC, S
	Socrates' ethical philosophy	LC, S
	Socrates' dialectical method	LC, S
	Socrates as the first philosophical martyr and Plato's allegory of the Cave	LC, S
Module 2 PHILOSOPHICAL STUDY OF SOCIETY	Axiology: what is value? Material and spiritual values: criteria	LC, S
	Axiology: non-material, material and post-material values in Habermas' philosophy	LC, S
	The subjective and objective elements in the process of evaluating	LC, S
	The system and hierarchy of values: the organizing principles. The problem of "anomia"	LC, S
	Morality and ethics. The purposes of morality	LC, S
	The four domains of ethical assessment and their evaluation terms	LC, S
	Utilitarian ethics: pleasure principle and teleological principle	LC, S
	Kantian deontological ethics: hypothetical and categorical imperatives	LC, S
	Religious values and the problem of reevaluation of values	LC, S
	Progress and regress. The criteria of social progress	LC, S
	Cyclic, linear and spiral models (patterns) of history	LC, S
	Historicism and "rhizomatic" model of history	LC, S
	The concepts of civilization. Linear civilization concept. The concept of local civilizations	LC, S
	Traditional (pre-industrial) civilization	LC, S
	Industrial civilization. Mass-culture: pros and cons	LC, S
	Post-industrial civilization	LC, S
	Justice: metaphysical and social levels.	LC, S
Theory of distributive justice: strict egalitarianism, resources-based principle, utilitarian principle	LC, S	

<b>Course module title</b>	<b>Course module contents (topics)</b>	<b>Academic activities types</b>
	Theory of distributive justice: desert-based principle, libertarianism, differential principle	LC, S
	State authority: legality and legitimacy	LC, S
	Historical forms of legitimation of state authority and theory of social contract	LC, S
Module 3 PHILOSOPHICAL WORLDVIEW AND METAPHYSICAL THEORIES	Individual Worldview and Worldview of an Epoch. Worldview and metaphysics	LC, S
	Philosophical Worldview of Ancient Greece: general principles	LC, S
	Philosophical Worldview of Ancient Greece: metaphysical theories by Plato, Aristotle and Plotinus	LC, S
	Philosophical Worldview of Middle Ages: general principles	LC, S
	Philosophical Worldview of Middle Ages: mysticism, apophatic and cataphatic theology	LC, S
	Philosophical worldview of the Renaissance and Modern Time: general principles	LC, S
	Metaphysics and the foundation of contemporary science	LC, S
	Specific principles of contemporary worldview	LC, S
Module 4 PHILOSOPHICAL STUDY OF KNOWLEDGE AND COGNITION	Empirical, rational and super-rational cognition: strong and weak points	LC, S
	Consciousness, knowledge and cognition. The principle of reflection	LC, S
	Correspondent, coherent and pragmatic theories of truth. Criteria of truth	LC, S
	Forms of empirical cognition: sensations, perceptions, recollections	LC, S
	Forms of rational cognition: concepts, judgments.	LC, S
	Inferences: inductive, deductive and analogical	LC, S
	Paradigms and types of scientific rationality: classical, non-classical, post-non-classical.	LC, S
	F.Bacon' theory of idols.	LC, S
	Skepticism in ancient Greece. Local, global and superglobal skepticism.	LC, S

Course module title	Course module contents (topics)	Academic activities types
Module 5 PHILOSOPHYCAL ANTHROPOLOGY		
	Natural and cultural components of human being	LC, S
	The concept of “animal symbolism” by Ernst Cassirer	LC, S
	Mundane and divine components of human being	LC, S
	The problem of good and evil in human nature and its political implementations	LC, S
	Conscious and unconscious components in human being (Sigmund Freud)	LC, S
	Individual and collective unconsciousness. Transpersonalistic theory of human nature (Carl Gustav Jung, Stanislav Grof).	LC, S
	Determinism in philosophy	LC, S
	Indeterminism in philosophy	LC, S
	Freedom and responsibility	LC, S
	Escape from freedom and its main mechanisms (authoritarianism, destructiveness, conformity) by Erich Fromm	LC, S
	The historical evolution of freedom in interpersonal relations. The changes in family institution	LC, S
	The problem of the meaning of life and life’s absurdity by Albert Camus	LC, S
	The main vectors of the search for the purpose of life: individualism and collectivism	LC, S
	The main vectors of the search for the purpose of life: mundanism and transcendentalism.	LC, S
Module 6 FUTURE OF PHILOSOPHY	Pre-modern, modern and post-modern cultural types	LC, S
	Postmodernism in art, science and philosophy	LC, S
	Simulation and the problem of authenticity	LC, S
	Course outcomes	LC, S
	General conclusions	LC, S

\* - to be filled in only for **full**-time training: LC - lectures; LW - lab work; S - seminars.

## 6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

*Table 6.1. Classroom equipment and technology support requirements*

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Lab work	A classroom for laboratory work, individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and machinery.	List of specialised laboratory equipment, machinery, stands, etc.
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	List of specialised equipment, stands, visual posters, etc.
Computer Lab	A classroom for conducting classes, group and individual consultations, current and mid-term assessment, equipped with personal computers (in the amount of ____ pcs), a board (screen) and technical means of multimedia presentations.	List of specialised software installed on computers for mastering the discipline
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

\* The premises for students' self-studies are subject to **MANDATORY** mention

## 7. RESOURCES RECOMMENDED FOR COURSE STUDY

### a) Main readings:

- Spirkin A.G. Fundamentals of philosophy [text] : Transl. from the Russ. / A.G. Spirkin. – Book on English language. - Moscow : Progress, 1990. - 423 p. - (Guides to the social sciences). - ISBN 5-01-002582-5 : 2.30. (RUDN Electronic Library System)
- Lemon M.C. Philosophy of History: a Guide for Students [Text] / M.C. Lemon. - Book on English language. - London and New York : Routledge, 2003. - 461 p. - ISBN 0-415-16205-X : 856.48. (RUDN Electronic Library System)

### b) Additional readings:

- Solomon Robert C., Higgins Kathleen M. The Big Questions: A Short Introduction to Philosophy, Eighth Edition. Wadsworth, 2011.
- Lawhead, William F. The philosophical journey: an interactive approach. NY, 2011.

- Russell Bertrand. The Problems of Philosophy. Von Schtupp Press, 2013.
- Ott Walter. An Open Source Textbook for Modern Philosophy. 2013.
- Archie Lee, Archie John G. Introduction to Ethical Studies: An Open Source Reader. 2003.
- Richard H. Popking, Avrum Stroll. Philosophy. Made simple. – Three Rivers Press. NY., 1993.
- Sartre J.-P. Existentialism is a Humanism. Yale University. 2007.
- Debord Guy. Society of the Spectacle. Black and Red. `Detroit. 1983.
- Eco U. The Role of the Reader. Explorations in the Semiotics of Texts. Bloomington and London, 1979.
- Giddens A. Modernity and Self-Identity. Stanford, 1991.
- Justice: Guidebook (Ed. by A. Ryan). Oxford, 1996.
- Machlup F. Knowledge: Its Creation, Distribution and Economic Significance. V.1. Princeton, 1980.
- Rorty R. Solidarity and Objectivity // Post-Analytic Philosophy. Eds. by J. Rajchman and C. West. N.Y., 1985.
- [http://lib.uni-dubna.ru/search/files/phil\\_gvardini\\_kon/~phil\\_gvardini\\_kon.htm](http://lib.uni-dubna.ru/search/files/phil_gvardini_kon/~phil_gvardini_kon.htm)
- <http://philosophy.ru/library/guenon/01/index.html>

*Training toolkit for self- studies to master the course* \*:

The set of lectures on the course “Philosophy”

\* The training toolkit for self- studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

## **8. ASSESSMENT TOOLKIT AND GRADING SYSTEM\* FOR EVALUATION OF STUDENTS’ COMPETENCES LEVEL UPON COURSE COMPLETION**

The assessment toolkit and the grading system\* to evaluate the competences formation level (GC-1, GC-5) upon the course study completion are specified in the Appendix to the course syllabus.

\* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

### **DEVELOPERS:**

Ass. Professor		P.V. Tagirov
_____	_____	_____
position, department	signature	name and surname
Head of the educational		
department of of social		
philosophy		Marina L. Ivleva
_____	_____	_____
position, department	signature	name and surname



**HEAD OF EDUCATIONAL DEPARTMENT:**  
of social philosophy

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name of department

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signature

Marina L. Ivleva

---

name and surname

**HEAD**  
**OF HIGHER EDUCATION PROGRAMME:**

First Deputy Director of

Medical Institute for academic

affairs

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position, department

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signature

I.V. Radysh

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name and surname