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PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF HISTORY OF PHILOSOPHY  
POST-GRADUATION PROGRAM

**Course title:**  
**HISTORY AND PHILOSOPHY OF SCIENCE**

**Higher Education Field**

**For humanitarian specialties**

**Graduate's Degree – *Researcher, Teacher-researcher***

**COURSE SYLLABUS**

**Designed by Ph. Doctor, Prof. Nizhnikov Sergei Anatolyevich**

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## COURSE SYLLABUS AND STUDY GUIDE

### 1. COURSE OBJECTIVES:

The main purpose of the course is to introduce post-graduate students to the specificity of philosophical knowledge in its difference from science, religion and mystics on the bases of history of philosophy, also on the example of Russian history of philosophy. The course focuses on the requirements to understand metaphysics as the core of philosophy and the base for morality. It reveals the specificity of science about nature and human studies.

### 2. Course in Academic Program Structure

The course is taught within the specialization “International relations”. The course provides theoretical grounds to further training in courses about science culture and philosophy.

#### *Course prerequisites*

The post-graduate students are expected to have previous knowledge in philosophy.

### 2. The place of the course in the academic curriculum:

*Core discipline.*

**Course prerequisites:** at least 1 general course in philosophy.

#### **Course units and interdisciplinary links with other (subsequent) disciplines**

No	Subsequent disciplines	Nos of units of this discipline as a prerequisite of the subsequent disciplines				
1.	History		2			
2.	Philosophy		2			

### 3. Learning outcomes:

способность к критическому анализу и оценке современных научных достижений, генерированию новых идей при решении исследовательских и практических задач, в том числе в междисциплинарных областях (УК-1)

способность проектировать и осуществлять комплексные исследования, в том числе междисциплинарные, на основе целостного системного научного мировоззрения с использованием знаний в области истории и философии науки (УК-2)

готовность использовать современные методы и технологии научной коммуникации на государственном и иностранном языках (УК-4)

By the end of the course, students will develop the following general and special competences:

- ability to follow the principles of cultural relativism and ethical standards, that deny ethnocentrism and nationalism;
- mastery of socio-cultural and intercultural communication skills, that maintain adequate social and professional contacts;
- have developed their ability to improve their intellectual and general cultural level;
- have enriched their knowledge in Russian philosophy and culture;
- mastery of efficient ways of thinking, abilities to analyze and generalize information, knowledge of how to set objectives and choose ways to achieve them;
- ability to use domestic and foreign methodological heritage and modern achievements in philosophy;
- ability to structure and accumulate knowledge from different fields of professional activities, ability to use, modify and develop the above knowledge creatively in the course of solving professional tasks;





		Historical types of world-view (from mythological till modern and social). Specificity of philosophical, religion, science, common and superstition world-view. Features of philosophical world-view. The necessity having humanistic by content world-view.
3.	<b>Cognition: its forms, capacity and hierarchy. Truth, its understanding and forms</b>	The notion of cognition and its necessity. Sensitive, rational, intellectual cognition and faith. Differences between faith and superstitions. Features of spiritual cognition. Aesthetic and moral cognition. Concept of the truth. Variety of its forms and interpretations. Objective and spiritual truth.
4.	<b>Philosophy and science: difference in subject and method.</b>	The subject of philosophy and science, principal difference between them. Method of philosophy and science and principal difference between them. Features of scientific cognition.
5.	<b>Sciences about “nature” and “spirit”: difference in subject and method.</b>	Sensitive subject in science and theoretical in spiritual. Specificity of their cognition. Monolog and dialog, math and hermeneutics as methods in them.
6.	<b>Concepts of society’s historical development</b>	Concepts of society’s historical development (Cyclic, Eschatological and Progressive). Concepts of society’s historical development (Cultural-historical types and post-modernist one). The Newest projects of history elaborated by American political scholars (Samuel Huntington, Francis Fukuyama, Zbigniew Brzezinski). The concept of “axial time” (K. Jaspers).
7.	<b>Morality and policy. How to solve the problem of violence in contemporary world?</b>	Four variants of the interrelation between morality and politics. Machiavelli's view on the interrelation between morality and politics. The position of Machiavellianism about the interrelation between morality and politics. Principles of the humanistic policy. What is the difference between humanistic and pacifist policy. The difference between Machiavelli and Machiavellianism.
8.	<b>Eurasianist and neo-Eurasianist movement in Russian thought</b>	Features of classical Eurasianist movement. Critic of the Eurasian movement (G. Florovsky, V. Zenkovsky, etc.). The ideas of neo-Eurasianism.

## 5.2. Course units and types of activities

No	Units	Lectures	Seminars	Independent study	Total workload in hours
1.	Philosophical comprehension of culture. The role of philosophy in culture.	4	2	10	16
2.	World-view, its role, definition, historical types, forms, kinds, content.	4	2	10	16
Discussion of the first drafts of the future course papers - 2 hours					
3.	Cognition: its forms, capacity and hierarchy. Truth, its understanding and forms.	6	2	10	18

4.	Philosophy and science: difference in subject and method.	4	4	10	18
5.	Sciences about “nature” and “spirit”: difference in subject and method.	6	4	10	20
6.	Concepts of society’s historical development	6	6	10	22
7.	Morality and policy. How to solve the problem of violence in contemporary world?	6	6	10	22
8.	Eurasianist and neo-Eurasianist movement in Russian thought	4	2	6	12
Course papers defense – 2 hours					
	Total	40	28	76	144

## 6. Seminars

№	Unit №	Seminar topics	Workload in hours
1.	2	Philosophical comprehension of culture. The role of philosophy in culture.	2
2.	2	World-view, its role, definition, historical types, forms, kinds, content.	2
3.	3	Cognition: its forms, capacity and hierarchy. Truth, its understanding and forms	2
4.	4	Philosophy and science: difference in subject and method.	2
5.	5	Sciences about “nature” and “spirit”: difference in subject and method.	4
6.	6.	Concepts of society’s historical development	6
7.	7.	Morality and policy. How to solve the problem of violence in contemporary world?	6
8.	8.	Eurasianist and neo-Eurasianist movement in Russian thought	4

## 7. Sample course paper subjects

1. Philosophical comprehension of culture. The role of philosophy in culture.
2. World-view, its role, definition, historical types, forms, kinds, content.
3. Cognition: its forms, capacity and hierarchy.
4. Truth, its understanding and forms
5. Philosophy and science: difference in subject and method.
6. Sciences about “nature” and “spirit”: difference in subject and method.
7. Concepts of society’s historical development
8. Morality and policy. How to solve the problem of violence in contemporary world?
9. History and philosophy of science as the subject of investigation.
10. The critic of revolution and liberal ideology Dostoevsky’s works.
11. Il’in’s polemic with Lev Tolstoy’s doctrine of «nonresistance to evil by force».
12. The pacifist non-resistance policy of Leo Tolstoy.
13. The humanistic non-violence policy (“non-resistance to evil by violence” or “resist evil by force”).
14. Authors of Vechy (1909) and there critic of intelligentsia’s consciousness.

15. Russian idea in Eurasian and neo-Eurasian movement (“Place-evelopment”, “Exit to the East”).
16. Features of classical Eurasianist movement.
17. Critic of the Eurasian movement (G. Florovsky, V. Zenkovsky, etc.). The ideas of neo-Eurasianism.

## **8. Course paper/ Project Topics**

1. Human being as a product of culture.
2. Definition of culture. Material and spiritual culture.
3. Forms of culture (elite, national and folk).
4. Culture and philosophy.
5. Forms of spiritual activity of the person and branches of spiritual culture, its hierarchy (philosophy, religion, art, morality, science).
6. World-view and mentality, world-contemplation, etc.; its definition. The necessity of world-view.
7. Personal and public world-view, their correlation.
8. Historical types of world-view (from mythological till modern and social).
9. Specificity of philosophical, religion, science, common and superstition world-view.
10. Features of philosophical world-view. The necessity having humanistic by content world-view.
11. The notion of cognition and its necessity.
12. Sensitive, rational, intellectual cognition and faith.
13. Differences between faith and superstitions.
14. Features of spiritual cognition. Aesthetic and moral cognition.
15. Concept of the truth. Variety of its forms and interpretations. Objective and spiritual truth.
16. The subject of philosophy and science, principal difference between them.
17. Method of philosophy and science and principal difference between them.
18. Features of scientific cognition.
19. Sensitive subject in science and theoretical in spiritual. Specificity of their cognition. Monolog and dialog, math and hermeneutics as methods in them.
20. Concepts of society’s historical development (Cyclic, Eschatological and Progressive).
21. Concepts of society’s historical development (Cultural-historical types and post-modernist one).
22. The Newest projects of history elaborated by American political scholars (Samuel Huntington, Francis Fukuyama, Zbigniew Brzezinski).
23. The concept of “axial time” (K. Jaspers).
24. Four variants of the interrelation between morality and politics.
25. Machiavelli’s view on the interrelation between morality and politics.
26. The position of Machiavellianism about the interrelation between morality and politics.
27. Principles of the humanistic policy.
28. What is the difference between humanistic and pacifist policy.
29. The difference between Machiavelli and Machiavellianism.

## **9. Academic, methodological and informational support for the course:**

### **9.1 Main readings**

#### **Main readings**

Cognition, Morality and Policy: Учебное пособие / S.A. Nizhnikov - С.А. Нижников. - Книга на английском языке; Электронные текстовые данные. - М.: Изд-во РУДН, 2022.

Zenkovsky, V. V. A History of Russian Philosophy, trans. George L. Kline, London, 1967.

Bertrand Russell. A History of Western philosophy. Any addition. <http://www.ntslibrary.com/PDF%20Books/History%20of%20Western%20Philosophy.pdf>

Morality and Policy: Theoretical Reasons and Practical Consequences : Учебное пособие / С.А. Нижников. - Электронные текстовые данные. - М. : Изд-во РУДН, 2017. - 196 с.



Semoushking A. The Status of Philosophy in the Eurasianist Movement // Philosophical Traditions and Contemporary World: Russia – West – East. – Moscow: Publishing House of the Peoples' Friendship University of Russia, 2004. – P. 143–153.

Nizhnikov S.A. Spiritual cognition in Philosophy of East and West. – Saarbrücken, Germany. Publisher: VDM Verlag Dr. Müller, 2010. – 151 p.

Nizhnikov S.A. The Concept of Spiritual Cognition // Culture and Philosophy. A Journal for Phenomenological Inquiry. The second issue. The Council for Research in Values and Philosophy. Tbilisi, Georgia-Washington. DC, 2009. – P. 125-134. nplg.gov.ge; [www.crvp.org](http://www.crvp.org); <http://www.nplg.gov.ge/dlibrary/collect/0001/000511/internet%20version%20Culture%20%26%20philosophy%20II.pdf>

Nizhnikov S.A. Concerning Spiritual Knowledge and Ethics // Philosophy in times of social crisis. Integrity and Dialogue. Essays in Honor of George F. McLean. Sofia, Bulgaria, Minerva Publishing House, 2010. – P. 230-242.

Do is it necessary to resist to the evil by force? (on the foundation of humanistic policy) : статья на английском языке / С.А. Нижников // Вестник Российского университета дружбы народов: Философия. - 2014. - № 3. - С. 93-101.

Ссылка на ресурс: <http://journals.rudn.ru/philosophy/article/view/11318/10748>

Nizhnikov S.A. Symbol as a means of cognition of consciousness in the works by M.K. Mamedashvili [Текст/электронный ресурс] статья на английском языке / S.A. Nizhnikov // Вестник Российского университета дружбы народов: Философия. - 2014. - № 1. - С. 15 - 23.

Ссылка на ресурс: <http://journals.rudn.ru/philosophy/article/view/11732/11162>

### **Additional readings**

An atheist's Bertrand Russell / B. Russell; Ed. by Jon Garth Murray. - Книга на английском языке. - Austin : American Atheist Press, 1980. - 54 p. : il. - ISBN 0-911826-14-9 : 0.00.

Nizhnikov S.A. In Search of Eurasian Spirituality (patrological experience of Florovsky) // Philosophical Traditions and Contemporary World: Russia – West – East. – Moscow: Publishing House of the Peoples' Friendship University of Russia, 2004.// – P. 134–142.

Nizhnikov S.A. On the Specific Traits of Russian Kantianism // FILOZOFIA. Ročník 67, 2012. Bratislava, 2012 // – p. 254-261. – на англ. яз.

Nizhnikov S.A. Spiritual cognition of a person and culture // Values of the human person: Contemporary challenges. Bucharest, 2012. P. 143-161.

Nizhnikov S.A. Four theses of the interrelation between morality and politics // XXIII World Congress of Philosophy. Abstracts. Athens 04-10 August, 2013 // - P. 515-516.

Nizhnikov S. Essence of Beauty Debate (Considering F.M. Dostoyevsky) // Proceedings of the 3rd International Conference on Arts, Design and Contemporary Education (ICADCE 2017). Paris: Atlantis Press, 2017. Vol. 144. P. 232-237.

<http://www.atlantis-press.com/php/pub.php?publication=icadce-17>

Nizhnikov S. Concept of the "Axial Age" in Modern Philosophy in Russia // Proceedings of the 2nd International Conference on Contemporary Education, Social Sciences and Humanities (ICCESSH-17). Part of series: Advances in Social Science, Education and Humanities Research. Paris: Atlantis Press, 2017. Vol. 124. P. 382-389.

<http://www.atlantis-press.com/php/pub.php?publication=iccessh-17>

<https://elibrary.ru/item.asp?id=29651943>

Nizhnikov S., Mishuchkov A. Polydiscursive Consensus in the Dialogue of Tradition and Modernity // Proceedings of 4th International Conference on Education, Language, Art and Intercultural Communication (ICELAIC 2017). Series: Advances in Social Science, Education and Humanities Research. Paris, Atlantis Press, 2017. Vol. 142. P. 685-689.

<https://www.atlantis-press.com/proceedings/icelaic-17/25886359>

Belov V.N., Nizhnikov S.A. Metaphysics, knowledge, and faith in Russian Neo-Kantianism // KANTIANA 2/2018. Filozofický časopis. Prešovská univerzita. Slovakia, Prešov, 2018. P. 64-71.

<https://www.unipo.sk/filozoficka-fakulta/instituty-fakultyifi/spk/cspk/sk182/>

Belov V.N., Nizhnikov S.A. Metaphysics, knowledge, and faith in Russian Neo-Kantianism // KANTIANA 2/2018. Filozofický časopis. Prešovská univerzita. Slovakia, Prešov, 2018. P. 64-71.

<https://www.unipo.sk/filozoficka-fakulta/instituty-fakultyifi/spk/cspk/sk182/>

Nizhnikov S. Concept of Faith, its Ontological and Gnosiological Aspects // Proceedings of the 2-nd International Conference on Contemporary Education, Social Sciences and Humanities (ICCESSH – 2018). Paris: Atlantis Press, 2018. P. 12-16. <https://www.atlantis-press.com/proceedings/iccessh-18/25897899>

*Zen'kovsky V.V.* Russian Thinkers and Europe. M.: Republic, 1997.

### 9.3 Web-sites, data base and search engines:

Информационно-библиотечный центр РУДН <http://lib.rudn.ru>

<http://znanium.com/catalog/query/?text=Нижников&x=13&y=16>

Stanford Encyclopedia of Philosophy // <http://plato.stanford.edu>

Internet Encyclopedia of Philosophy // <http://www.iep.utm.edu>

Routledge Encyclopedia of Philosophy // <https://www.rep.routledge.com>

<http://www.routledge.com/philosophy/>

Philosophy Pages: <http://www.philosophypages.com/>

Global Grey / Philosophy and metaphysics. 58 ebooks: <http://www.globalgrey.co.uk/Pages/Main-Books/Books-Philosophy.html>

Новая философская энциклопедия // <http://iph.ras.ru/enc.htm>

Сайт Института философии РАН <http://iph.ras.ru>

- <http://jhfc.duke.edu/wko/>
- <http://www.iep.utm.edu/analytic/>
- <http://www.humanities.edu.ru/>
- <http://www.edu.ru/>
- <http://school-collection.edu.ru/>
- <http://lib.ru/FILOSOF/>;
- <http://new.runivers.ru/philosophy/>;
- [http://filosof.historic.ru](http://filosof.historic.ru;);
- <http://www.humanities.edu.ru/>

## 10. Technical Support Requirements

It is necessary to have a computer and a projector. Students may also e-mail the instructor to receive an inquiry response.

## 11. Course Studies Recommendations

### 11.1. General outline

The course consists of lectures and discussion based seminars. Students are expected to be in class on time and it is crucial that they come prepared to talk about the readings. Participation includes active speaking as well as attentive listening. Students will be required to write a 5-10 pages course paper (essay for the midterm and the last examination). Course papers must contain original research and the student's own position. An atmosphere of respect, openness and patience is expected in the classroom.

The structure of teaching materials is based on the constructivist pedagogy, which combines learner-centered approach, cognitive and communicative approaches, problem solving teaching technologies.

The above types of academic activities are aimed at training students' skills to solve professionally significant challenges.

The final assignment covers all course modules/units/content/topics/issues and thus helps consolidate students' learning activities.

Students are required to do the tasks/assignments at home and come to class ready to participate.

The teacher determines the overall process of learning activities, offers recommendations to make use of various resources with the view of developing and improving knowledge, skills and abilities that are crucial for understanding the material.

The student is expected to search for additional important material, use individually selected resources to perform independent work, taking into account the teacher's recommendations.

Involvement in all the course academic activities is compulsory. In order to get the most out of the recommended readings, the unique contributions of all members of the group are vital.

### 11.2 Academic honesty

Plagiarism and copy right violation are not permitted. It is necessary to provide all references for all quotations used in the course paper and presentation. This also includes all internet sources which should be cited.

### 11.3 Assessment and Grading

Assessment will include different evaluation systems in order to reach an overall continuous and formative assessment. Continuous work and participation will determine the final mark. Students will have to participate actively and effectively in classes as well as in all other online and group activities.

Assessment includes: class attendance, class participation, mid - term assessment, final assessment.

Class participation including presentations or report – 22

The midterm talk-paper - 20

Notes of original philosophical texts for each seminar - 20

Attendance – 18

Course talk-paper (due 12<sup>th</sup> week) - 20

Total- 100

### 11.4 Rating Point System

Rating points	Russian	ECTS Points
95 – 100	Excellent – 5	A (5+)
86 – 94		B (5)
69 – 85	Good – 4	C (4)
61 – 68	Satisfactorily – 3	D (3+)
51 – 60		E (3)
31 – 50	Satisfactorily – 2	FX (2+)
0 – 30		F (2)

## 12. A sample seminar plan:

### Eurasianist and neo-Eurasianist movement in Russian thought

1. Features of classical Eurasianist movement.
2. Critic of the Eurasian movement (G. Florovsky, V. Zenkovsky, etc.).
3. The ideas of neo-Eurasianism.

Semoushking A. The Status of Philosophy in the Eurasianist Movement // Philosophical Traditions and Contemporary World: Russia – West – East. – Moscow: Publishing House of the Peoples' Friendship University of Russia, 2004 // – P. 143–153.

Serbinenko V. The Russian Philosophy in search of the national existence: The Russian Idea // Ibid. // – P. 119–133.

Nizhnikov S. A. In Search of Eurasian Spirituality (patrological experience of Florovsky) // Ibid // – P. 134–142.

**Keywords:** spirit principle, territory principle, “local development”, “blood soil movement”, anti-westernism, universalism.

*On the author's belief the classical Eurasian doctrine had been ended without being transformed into a consecutive and theoretically proved doctrine. This was interfered both by a version of genealogical sources, and by attempts of Eurasians to synthesize scientific - philosophical positions with ideological directives. From here there were symptoms of delimitation within the movement at the stage of its organizational formation. Philosophical problems insoluble under the Eurasian doctrine were most deeply designated by orthodox thinkers G. Florovsky (1893–1979) and V.V. Zenkovsky (1881–1962). This article is devoted to analysis of their views concerning the classics of Eurasian doctrine. When Florovsky defended the principle of spirit, instead of territory principle ("local development" and "blood soil movement") Zenkovky criticized anti-western position of Eurasians (they "could not understand universal character of Christian ideal").*

The students read the required texts at home and prepare each 2 questions for the future discussion.

### 13. CONTROL QUESTIONS

#### I. Philosophical basis

1. Culture and human being. The concept culture. Культура и человек. Понятие культуры.
2. Forms of spiritual culture, their hierarchy. Формы духовной культуры, их иерархия.
3. World-view: its concept and historical types. Мировоззрение: его понятие и исторические типы.
4. World-view: its forms and content. Мировоззрение: его формы и содержание.
5. The basic question of worldview and philosophy. Основной вопрос мировоззрения и философия.
6. What is it prejudice? Can it coincide with faith and philosophy? Что такое суеверия? Могут ли они совмещаться с верой и философией?
7. Can there be a scientific worldview? The science and superstitions: worldview and methodological problems. Возможно ли научное мировоззрение? Наука и суеверия: мировоззренческие и методологические проблемы.

#### II. Gnoseological problems

8. Faith and science: the problem of relations. Вера и знание: проблема соотношения
9. Philosophy in the system of sciences. Философия в системе наук.
10. Philosophy and science: difference in subject and method. Философия и наука: различия в предмете и методе.
11. Cognition, its forms, capacity and hierarchy. Познание, его формы, возможности и иерархия.
12. Features of spiritual cognition. Черты духовного познания.
13. Symbol as a mean of cognition. Символ как средство познания.
14. Peculiarity of scientific cognition. Особенности научного познания.
15. Concepts of the truth: variety of its forms and interpretations. Понятие истины: многообразие ее форм и интерпретаций.
16. Philosophical sciences: from metaphysics to ontology. Философские науки: от метафизики к онтологии.
17. Sciences about "nature" and "spirit": difference in subject and method. Науки о «природе» и «духе»: различие в предмете и методе.
18. Evolution of positivism, its struggle against metaphysics. Эволюция позитивизма, его борьба против метафизики.

#### III. Historical analyses

19. Political philosophy of Plato and Aristotle.
20. Three waves of Modernity by Leo Strauss. «Три волны современности» по Лео Штраусу.
21. Phenomena of freedom, its personal and social characteristics. Феномен свободы, его личностные и социальные характеристики.
22. Is it possible to know the future (Hegel, Marx and the others)? Utopia and social ideal. Возможно ли познание будущего (Гегель, Маркс и др.)? Утопия и социальный идеал.

23. Freedom and alternativeness of social development. Свобода и альтернативность общественного развития.
24. Progressive type of social development and its critic. Прогрессивная концепция исторического развития и ее критика.
25. Cultural-historical concept of social development. Культурно-историческая концепция исторического развития.
26. Concept of "Axial Age" (K. Jaspers). Концепция «осевого времени» К. Ясперса.
27. Newest projects of historical development and international policy (F. Fukuyama, S. Huntington, Z. Brzezinski, V. Putin). Новейшие проекты исторического развития и международная политика (Ф. Фукуяма, С. Хантингтон, З. Бжезинский, В. Путин).

#### **IV. Morality and policy**

28. Four variants of the interrelation between morality and politics. Четыре варианта соотношения морали и политики.
29. Principles of the humanistic non-violence policy (I. Kant, F. Dostoevsky, M. Gandhi, M. King.). Принципы гуманистической ненасильственной политики (И. Кант, Ф. Достоевский, М. Ганди, М. Кинг).
30. Humanistic and pacifist policy: unity or contradiction? Гуманистическая и пацифистская политика: единство или противоречие?
31. Machiavelli and Machiavellianism: unity or contradiction? Макиавелли и макиавеллизм: единство или противоречие?

#### **V. Russian thought**

32. Slavophilism and Westernism in Russian thought and policy. Славянофильство и западничество в русской мысли и политике.
33. Discussions about the concept of Russian idea: F. Dostoevsky, N. Danilevsky, Vl. Solovyov, etc. Дискуссии о русской идее: Ф. Достоевский, Н. Данилевский, Вл. Соловьев и др.
34. Eurasian movement: theory and policy, past and present. Движение евразийства: теория и политика, прошлое и настоящее.

#### **VI. Problems of modern world**

35. Problems of modern democracy and crisis of liberalism. Проблемы современной демократии и кризис либерализма.
36. Civil society: problems of its definition and function. Гражданское общество: проблемы его определения и функционирования.
37. Globalization and the problems of globalizing world. Глобализация и проблемы глобализирующегося мира.
38. Concepts of postindustrial and personalistic civilization. Концепция постиндустриального и персоналистического общества.

#### **Questions for self-control and discussions**

1. Why is Machiavelli a key figure to discuss the violence in politics? What is his place in the history of political philosophy?
2. How did Ruskolnikov justify his crime in Dostoevsky's novel *Crime and punishment*?
3. On what ideas are socialist and revolutionary ideology based according to morality?
4. For what aim does Machiavelli agree to use violence? How does he justify it?
5. What is humanistic policy thesis? Do you agree with it?
6. Do the ends depend on the means?
7. From where did Gandhi take his ideas?
8. What does Gandhi's *Satyagraha* mean?
9. What is *Ahimsa* in Indian philosophy?
10. What were Martin King's principles of struggle?
11. What did M. King think about time and history?
12. How do you think why M. King thought "it's even worse to use moral means to achieve immoral ends"?
13. How did Kant explain relations between policy and morality?

14. Do you agree with Kant's statements about socio-historical life? In the contrary, what did Dostoevsky think about it?
15. What is the main law of mankind's existence by Dostoevsky?
16. Explain, please, Dostoevsky's symbol of the "single tear shed by a child".
17. How do you think, is violence the substance of politics?

### **Questions for essays**

1. Plato's metaphysics
2. Human nature: philosophical theories
3. Aristotle's categories
4. Theories of truth (empiricism, rationalism etc.)
5. Postmodern philosophy
6. Scientific cognition: forms and methods
7. Hellenistic philosophy
8. Knowledge and belief
9. Arabic and Islamic philosophy
10. Space and time as a philosophical problem
11. Empiricism and rationalism in modern philosophy
12. "Culture" and "civilization" from philosophical point of view
13. Kant's transcendental philosophy
14. Social justice
15. Hegel's philosophy: system and method
16. Globalization as a philosophical problem
17. Husserl's phenomenology
18. Philosophy of art

#### **14. Essay writing recommendations**

Students are expected to submit two argumentative essays. In this kind of essay, students not only give information but also present their arguments. Refuting opposing arguments is another important part of the argumentative essay. Before we start saying that the opponents are wrong, we should specify their opposing ideas.

#### **15. Project preparation and presentation recommendations**

First, students are expected to prepare a brief summary of the relevant theoretical background taking into account the international research findings into account. Presentation are expected to be on slides. Presentation will be assessed on the following criteria:

- English communicative competence,
- thematic competence,
- computer-assisted tools used for the project preparation,
- ability to handle questions from peers during the presentation,
- overall performance, e.g. loud voice, confidence, eye contact, no paper reading.

### **16. GLOSSARY**

Russian Idea – Русская идея  
 Baptism of Rus' – Крещение Руси  
 Monk Philothei – Монах Филофей  
 Moscow as Third Rome – Москва как «Третий Рим»  
 Kievan Rus' - Киевская Русь  
 Muscovite Rus' - Московская Русь  
 Schism – раскол  
 Pre-Petrine Rus' - до-петровская Русь  
 Russian Byzantinism – русский византизм  
 Slavs – славяне  
 Ecumenical Councils - вселенские соборы  
 Consultative Land Assembly – Земский Собор

Hesychasm – исихазм

Orthodoxy, Autocracy and Peopleness – православие, самодержавие, народность

Westernizers and Slavophiles – западники и славянофилы

Silver Age – Серебряный век

Expelled from Russia – изгнанные из России

All-Unity – всеединство

Eurasianism – евразийство

Place-development - месторазвитие

## **17. ANNOTATION**

This study in the sphere of history and philosophy of science offers an all-encompassing analysis of the specificity of philosophical knowledge in its difference from science, religion, superstitions, etc. The course focuses on the requirements to understand metaphysics as the core of philosophy and the base for morality. It reveals the specificity of science about nature and human studies. By the end of the course students will acquire or increase the following skills: know and understand the difference between science, philosophy and religion in their subject and methods in order to build adequate world-view; learn how to interpret philosophic texts, use the fundamental knowledge of philosophic methodology; acquire the skills necessary for understanding and analyzing philosophic texts, ideological, social and political doctrines; demonstrate their ability and readiness to a dialogue and communication.

The course is taught within the specialization “International relations”. It provides theoretical grounds to further training in courses about science culture and philosophy. It also addresses to academics, undergraduate and graduate students in the humanities and everyone interested in understanding specificity of science, spiritual cognition, culture and humanistic policy.

## **18. RECOMMENDATIONS FOR TEACHERS**

The course includes 6 the most important items that cover the major current issues within the field of Russian history and philosophy of science. It offers to study Russian history of philosophy and culture on the subject of analyzing Russian Idea in it. Each item include the lecture synopsis, references list, questions, sources to prepare for classroom activities. Additional activities comprise case studies and project work. As far as the lecturing stage is concerned the teacher recommended to look through the sources listed in the reference section to be ready to provide additional comments on students’ questions and remarks during the lecture itself. It is also recommended to coordinate the module material with the previous studies. The course favors the lecture and discussion combination.

Students can be allowed to choose additional material for presentations and project work that go beyond the drafted limits. In this case the teacher is recommended to identify the reasons for the student’s interest and consult him or her on possible basic sources. The teacher should focus the students’ attention that all kind of activities require students’ prior self-studies.

Presentation can be prepared by two or three students if the scope of the theme is should be covered from different angles. To keep students aware of the everyday progress the teacher is recommended to mark and grade students’ activities after each session.

The teacher should draw students attention to the midterm and final assessment forms and contents in advance for students to be able to gradually enhance their knowledge.

## **19. RECOMMENDATIONS FOR STUDENTS**

The course includes 6 the most important items that cover the major current issues within the field of Russian philosophy and culture on the subject of analyzing Russian Idea in it. The student is recommended to look through the contents at the course start to identify the overall learning prospective and goals.

Each item include the lecture synopsis, references list, questions for revision, sources to prepare for classroom activities. Students are recommended to look through the lecture synopsis in advance and identify those matters that seem not to be clear enough, to address the questions at the lecture itself.

Additional activities comprise case studies and project work. The students are expected to accumulate their previous knowledge. The students should focus their attention on the reference list that

covers the basic reading, and on the sources for further classroom activities. The students can be allowed to choose additional material for presentations and project work that go beyond the drafted limits of the module content scope. In this case the teacher will consult him or her on possible basic sources for further individual studying.

The students should understand that all kind of activities within the course studies require students' prior individual learning, including reading, analysis and synthesis through the information under study processing. The students are recommended to plan their participation in classroom discussions by arranging a list of possible questions or suggestions on each topic specified for classroom presentations and discussion. Presentation can be prepared by two or three students if the scope of the theme is should be covered from different angles. The students are recommended to follow their progress evaluation and should check how the teacher marks and grades students' activities after each session. The students are recommended to pay their attention to midterm and final assessment forms and contents in advance, thus preparing step by step to controlling new knowledge appropriation and enhancement.

Searching systems: Yandex.ru, google.com

## 21. TEST TASKS

by the discipline "History and philosophy of science"

### 1. Spiritual self-knowledge is:

- 1) the study of psyche;
- 2) analysis of transient emotions and thoughts;
- 3) knowledge of human being's essence;
- 4) The study of the physiological characteristics of the organism;
- 5) The opening of the new miraculous powers.

### 2. Spiritual knowledge is expressed directly in the form of:

- 1) Science;
- 2) mystics;
- 3) morality;
- 4) superstition.

### 3. Scientific knowledge does not use:

- 1) induction;
- 2) deduction;
- 3) fiction;
- 4) analysis;
- 5) synthesis.

### 4. Existentialism Berdyaev's philosophy focuses on:

- 1) scientific knowledge;
- 2) a person;
- 3) space;
- 4) other worlds.

### 5. Philosophy and science:

- 1) opposite;
- 2) identical;
- 3) science includes philosophy;
- 4) philosophy includes science.

### 6. Science studies:

- 1) the nature of things;
- 2) the truth of things;
- 3) exists;
- 4) existence.

### 7. The grounds of morality explore:

- 1) ethics;
- 2) aesthetics;



- 3) logic;
- 4) epistemology.

**8. Empiricism is based on the knowledge of:**

- 1) the intuitive;
- 2) extrasensory;
- 3) sense;
- 4) rational.

**9. Philosophy is:**

1. Simple set of different sciences;
2. A separate independent science of nature;
3. Integration of the essential unity of knowledge in the sciences;
4. The scope of knowledge, summarizing the knowledge of nature.

**10. Man and society are related as follows:**

1. Man is primary in relation to society;
2. The Company is primarily in relation to man;
3. Man and society are interdependent;
4. Society and people develop independently of each other.

**11. Berdyaev defines philosophy as:**

1. science;
2. creative ideas;
3. poetry;
4. mysticism.

**12. Positivism considers philosophy as:**

1. the totality of scientific knowledge;
2. creative ideas;
3. metaphysics;
4. The doctrine of transcendent.

**13. To the neo-Kantianism does not include:**

1. AI Vvedensky;
2. II Lapshin;
3. NA Berdyaev;
4. GI Chelpanova.

**14. Ideology, develops I. Ilyin can be defined as:**

1. Socialist;
2. Patriotic monarchist;
3. Liberal;
4. Social-Democratic.

**15. Fedotov tried to connect:**

1. Christianity and socialism;
2. Liberalism and socialism;
3. Conservatism and Communism;
4. Christianity and anarchism.

**16. The group "Emancipation of Labour" did not include:**

1. G.V. Plekhanov
2. P.B. Axelrod
3. V.I. Zasluch
4. V.I. Lenin

**17. Russian Marxist philosophy is not built on:**

1. Ideas of Marx and Engels;
2. utopian socialist ideas Chernyshevsky;
3. "Philosophy of Action" Tkachev;
4. Hierarchical personalism N.O. Lossky;
5. atheism and anarchism of Bakunin;

**19. The doctrine of "non-resistance to evil by force" developed:**

1. Niccolo Machiavelli;

2. I. Ilyin;
3. Gandhi;
4. Tolstoy.

**20. The concept of "axial age" was introduced:**

1. Danilevsky;
2. Jaspers;
3. Leontiev;
4. Dostoevsky.

**22. Criteria of the evaluation quality of answers on control questions**

The rating of "**excellent**" is put for a comprehensive, accurate response that demonstrates the ability to use primary sources for independent reasoning and conclusions; correct application of conceptual and categorical apparatus; the ability to present the material in series, make the necessary generalizations and conclusions; illustrate the theoretical principles with examples from the history of civilizations.

The rating of "**good**" is put for the answer, demonstrating a good knowledge and understanding of the material, the ability to analyze scientific text to present the material consistently and competently. The answer may be not fully deployed the argument, can some shortcomings in the statement of conclusions, illustrative material can be presented is not very detailed.

Evaluation of "**satisfactory**" is put for the answer, in which the material is disclosed is basically correct, but schematically or incompletely, with deviations from the sequence of presentation. There is no complete generalizations and conclusions in the answer.

Evaluation of "**unsatisfactory**" is put, if a graduate student does not understand the material, in response, no practical examples; disrupted the presentation logic of the material, there is no necessary generalizations and conclusions in the answer.

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Designed by Doctor, Prof.

 S.A. Nizhnikov

The chief of the department history of philosophy, Doctor, Prof.

