

PEOPLES FRIENDSHIP UNIVERSITY OF RUSSIA

Faculty of humanities and social sciences
Department History of philosophy

Recommended by MCCH

THE WORKING PROGRAM OF THE DISCIPLINE

Course title: “Spiritual cognition in cultures of East and West”

Higher Education Field: 47.03.01 *Philosophy*

Specialization: *Philosophy*

Graduate’s Degree: Bachelor

Moscow

COURSE SYLLABUS AND STUDY GUIDE

1. COURSE OBJECTIVES:

The very notion of cultural dialogue poses a cultural-historical problem. The same we can say about the concept named “Spiritual cognition”.

The main purpose of the course is to introduce students to the notion of spiritual cognition, show them its development in the history, different its understanding in various branches of world cultures. The course focuses on the requirements to train students to be competent to these different concepts. The course lays grounds for students to understand the essence of different spiritual cultures of the world, intellectual culture of the past and present.

2. Course in Academic Program Structure (the place of the course in the academic curriculum):

B.2. Elective courses.

The course is taught within the specialization Philosophy and comparative philosophy. The course provides theoretical grounds to further training in courses about comparative philosophy and cultures.

Course prerequisites

The students are expected to have previous knowledge in history of philosophy, genesis and development of different cultures.

Дисциплина “Spiritual cognition in cultures of East and West” относится к *вариативной* части блока (блок 2) учебного плана.

В таблице № 1 приведены предшествующие и последующие дисциплины, направленные на формирование компетенций дисциплины в соответствии с матрицей компетенций ОП ВО.

Таблица № 1

Course prerequisites: at least 1 general course in history of philosophy on a B.A. level.

Preceding and Subsequent Disciplines, aimed at the formation of competencies (course units and interdisciplinary links with other (subsequent) disciplines) (Предшествующие и последующие дисциплины, направленные на формирование компетенций)

№ п/п	Шифр и наименование компетенции	Предшествующие дисциплины	Последующие дисциплины (группы дисциплин)
Общекультурные компетенции			
		История зарубежной философии: философия древней и средневековой Индии и Китая	Современная зарубежная философия: XX-XXI в.
Общепрофессиональные компетенции			
		ОПК-8	ОПК-8
Профессиональные компетенции (вид профессиональной деятельности _____)			
Профессионально-специализированные компетенции специализации _____			

3. Learning outcomes:

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

- ОПК-8 Able to apply in the field of his professional activity categories, research methodology in the field of history of foreign and Russian philosophy (Способен применять в сфере своей профессиональной деятельности категории, методологию исследования в области истории зарубежной и российской философии);
- 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;

On completion of the Course the student has to develop their general cultural competences, such as

- the ability to bring the basic knowledge acquired in the humanities to bear on their professional activity and research, as well as on practical issues of contemporary life;
- the ability to critically analyze the quality and utility of knowledge they gain and apply this knowledge to a wide range of problems;
- their cross-cultural awareness and their habit of tolerance;
- their ethical judgment and ability to follow the ethical norms and demonstrate a law-abiding behavior and decision-making;
- their social adaptability and general decision making;
- the ability to critical assessment of one's social experience;
- the ability to work with others in a team, to communicate, and have a developed interpersonal sensitivity.

By the end of the course students will acquire or increase the following skills:

Know and understand the main traditions of world philosophy, its different branches according to comprehension of various aspects of Spiritual cognition.

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 their tolerance.

4. Course workload and academic activities

The course total workload is 4 credit hours.

Academic activities	Total hours	Semesters			
Sessions (total)	36	5			
Including:					
Lectures	18	5			
Seminars (S)	18	5			
Independent study (total)	72	5			
Including:					
Course papers (essays)	30	5			
<i>Other kinds of independent study</i>	42	5			
Midterms and final examinations					
Total workload in hours	108				
credits	3				

5. Course content

5.1. Content per units

No	Units	Content
1.	The Concept of Spiritual Russian cognition	Cognition, its shapes, forms and functional dimensions The basic characteristics of the spiritual phenome-

		non and spheres of its action Genesis of the concept of spiritual Symbolism of Cultures and Spiritual Archetype of Humankind
2.	Spiritual as a phenomenon of consciousness	Spiritual cognition and consciousness Faith. Transcendence. Contemplation.
3.	The Concept of spiritual and existence	Phenomenon of Existence Philosophy and Existence Existential Experience
4.	Manifestations of spiritual	Love as the top of spiritual Conscience and its historical forms Creativity and Beauty Spiritual cognition and ethics in different cultural traditions

5.2. Course units and types of activities

No	Units	Lectures	Seminars	Independent study	Total workload in hours
1.	The Concept of Spiritual	4	4	18	26
2.	The Spiritual as a phenomenon of consciousness	4	4	10	18
3.	The Concept of spiritual and existence	4	4	18	26
4.	Manifestations of spiritual	6	6	26	38
	Total	18	18	72	108

6. Laboratory workshop

7. Seminars

№	Unit №	Seminar topics	Workload in hours
1.	2	The Concept of Spiritual	4
2.	2	The Spiritual as a phenomenon of consciousness	4
3.	3	The Concept of spiritual and existence	4
4.	4	Manifestations of spiritual	6

8. 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.

9. Informational support for the course:

Web-sites, data base and search engines

- <http://plato.stanford.edu/>
- <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://lib.ru/FILOSOF/)
- [http://new.runivers.ru/philosophy/;](http://new.runivers.ru/philosophy/)
- <http://filosof.historic.ru;>
- <http://www.humanities.edu.ru/>

10. Academic and methodological support for the course:

Main readings

1. McLean, George F. Plentitude and participation: the life of God in man. Washington DC, CUA: The Council for Research in Values and Philosophy, 2004.
2. A human being problem in Western philosophy. Moscow, 1988.
3. Lukyanov A.E. Formation of philosophy at the East. M., 1989.
4. Gadamer H.-G. Truth and method. Revisions translation by Joel Weinsheimer and Donald Marshall. New York, 1989.
5. Sergey Nizhnikov. Symbolism of Cultures and the Spiritual Archetypes of Humankind // IVA.46 Philosophy and Spirituality across Cultures and Civilizations: Russian Philosophical Studies, VII. Cultural Heritage and Contemporary Change Series IVA. Central and Eastern European Philosophical Studies, Volume 46 General Editor George F. McLean, eds. ISBN 9781565182820 (paper). 2014. Pp. 245-258. Washington, D.C.

Additional readings

1. Sergej A. Nižnikov. Антропология Виктора Несмелова и Иммануила Канта: Pro et contra. 12. kantovský vedecký zborník. Prešovská univerzita. Prešov, 2015. Pp. 67-77. ISBN 978-80-555-1453-6
2. <http://www.pulib.sk/web/kniznica/elpub/dokument/Belas2>
3. Nizhnikov S. Striving for moral policy // Dialogue and Universalism. Journal of the International society for universal dialogue. Special issue 2016. Values and Ideals: theory and praxis. Abstracts. XI world congress. 11-16 July 2016. Warsaw, Poland. P. 106.
4. Nižnikov Sergej Anatolievíč. O problem vzťahu ciela a prostriedkov v ruskom filozoficko-politickom diskurze // Acta Moralia Tyrnaviensia VI. Socialno-eticke motive v súčasnej ruskej filozofii v kontexte slovanskeho sveta. Trnavskej univeszity. Slovakia, 2015. Ss. 14-26.
5. Nizhnikov, Sergei. Essence of Beauty Debate (Considering F.M. Dostoyevsky) ICADCE 2017 на английском языке принята к публикации. В июле 2017 г. будет опубликован сборник материалов (электронное издание) на английском языке в издательстве Atlantis Press (Париж, Франция). После публикации сборник материалов конференции будет представлен на индексирование в Web of Science. Серия ASSEHR (Advances in Social Science, Education and Humanities Research). По следующему адресу можно будет найти данную конференцию в списке публикаций Atlantis Press, она будет внесена туда в начале мая. http://www.atlantis-press.com/index_atlantis_press.html?http%3A//www.atlantis-press.com/php/proceedings_ordering-2.php%3Fseries%3DASSEHR
6. Copleston, Frederick C. Philosophy in Russia, From Herzen to Lenin and Berdyaev, Notre Dame, 1986.
7. Dahm, Helmut. Der gescheiterte Ausbruch: Entideologisierung und ideologische Gegenreformation in Osteuropa (1960-1980), Baden-Baden, 1982.
8. 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.nplg.gov.ge/dlibrary/collect/0001/000511/internet%20version%20Culture%20%26%20philosophy%20II.pdf>
9. 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.

10. Nizhnikov S.A. La métaphysique de la *glorification du Nom* chez Alekseï Losev // L’Oeuvre d’Alekseï Losev dans le contexte de la culture européenne. Édité par Maryse Dennes Publié avec le soutien du Centre national du livre et de l’Université Michel de Montaigne Bordeaux 3. Laboratoire «Lettres, Langages et Arts» (LLA-CREATIS) UNIVERSITÉ DE TOULOUSE Slavica Occitania Numéro 30. 2010 // - P. 131-146.
11. Nizhnikov S.A. The problem of the Status of Religion in Russian Society Today // Religion in the Public Spheres. Dia-Logos Bd./vol. 14, Peter Lang, Warszawa, 2011 // - C. 191-203.
12. Nizhnikov S.A. On the Specific Traits of Russian Kantianism // FILOZOFIA. Ročník 67, 2012. Bratislava, 2012 // – p. 254-261. – на АНГЛ. ЯЗ.
13. Nizhnikov S.A. Spiritual cognition of a person and culture // Values of the human person: Contemporary challenges. Bucharest, 2012. P. 143-161.
14. 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.
15. Nizhnikov S.A. Faith as the Form of Reintegration // International Conference Philosophy and Crisis: Responding to Challenges to Ways of Life in the Contemporary World. University of Ioannina, Greece. July 28-30, 2013 // - P. 78-79.

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 copyright 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.

11.2 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.

RECOMMENDATIONS FOR TEACHERS

The course includes 4 the most important items that cover the major current issues within the field of comparative philosophy. Each item include the lecture synopsis, references list, questions, sources to pre-

pare 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.

RECOMMENDATIONS FOR STUDENTS

The course includes 4 the most important items that cover the major current issues within the field of comparative philosophy. 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.

12. Fund of assessment tools for intermediate certification of students by discipline (module)

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 12th week) - 20

Total- 100

Course paper/ Project Topics

1. Spiritual cognition in different cultures.
2. The concept of "Axial Age"
3. Russian idea in Dostoevsky's creativity.

7. Sample course paper subjects

1. Spiritual cognition as the subject of investigation.
2. Old Russian spiritual culture.
3. The concept of “Axial Age” and the birth of universal cultural dimension.
4. Common features of spiritual cognition in different cultures.
5. Transcendence and faith as method of spiritual cognition.
6. Historiosophical claim of P. Chaadaev.
7. Dispute between Slavophiles and Westernizers.
8. Dostoevsky’s Christian universalism.
9. Spiritual tradition and Biblical values in Dostoevsky’s works.
10. Russian idea as All-unity in Vl. Solovyov’s creativity

A sample seminar plan:

Eurasian movement and cultural mixture

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") Zenkovsky 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 questions for the future discussion.

QUESTIONS FOR SELF-EXAMINING

1. Spiritual cognition as the subject of investigation.
2. The concept of spiritual cognition and faith.
3. Symbolism of cultures and the concept of archetype.
4. Old Russian spiritual culture and its symbols.
5. Dispute between Slavophiles and Westernizers.
6. Dostoevsky’s Christian universalism.
7. Spiritual tradition and Biblical values in his works.
8. N. Berdyaev and other thinkers of the beginning of the last century.
9. Dostoevsky regards human nature as antinomic.
10. Russian idea as All-unity in Vl. Solovyov’s creativity and his followers in the beginning of XX cent.

11. Russian idea in Eurasian and neo-Eurasian movement (“Place-development”, “Exit to the East”).
Russia as distinctive civilization.

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.

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.

GLOSSARY

Spiritual cognition – духовное познание

Spiritual archetype of humankind – духовный архетип человечества

Axial Age – Осевое время

Faith – Вера

Transcendence - трансценденция

Kievan Rus’ - Киевская Русь

Muscovite Rus’ - Московская Русь

Schism – раскол

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

All-Unity – всеединство

Eurasianism – евразийство

Place-development - месторазвитие

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