Federal State Autonomous Educational Institution of Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER
PATRICE LUMUMBA
RUDN University

Institute of Medicine

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

COURSE SYLLABUS

Philosophy

course title

Recommended by the Didactic Council for the Education Field of:

31.05.03 Dentistry

field of studies / speciality code and title

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

Dentistry

higher education programme profile/specialisation title

2023-2024

1. COURSE GOAL(s)

The goal of the course "Philosophy" is to introduce students to 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) "Philosophy" 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	Being 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	Understanding communication rules, traditions and norms of foreign process of intercultural communication	GC-5.1. Understanding communication rules, traditions and norms of foreign process of intercultural communication countries.

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	Being able to implement critical analysis of problem situations based on systems approach, develop an action strategy	Mathematics	Psychology and pedagogics History of Medicine
GC-5	Understanding communication rules,	Bioethics, History Latin Foreign Language	Bioethics Psychology of ethnic conflict

Compete nce code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	traditions and norms of foreign process of intercultural communication		

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course 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			
Contact academic hours		*54*	*54*			
Lectures (LC)		17	17			
Lab work (LW)						
Seminars (workshops/tutorials) (S)		34	34			
Self-studies		*54*	*54*			
Evaluation and assessment (exam/passing/failing grade)		*15*	*15*			
Course workload	academic hours_	108	**108**			
	credits	**1,5**	**1,5**			

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types

WHAT IS PHILOSOPHY	UNIT 1. **The subject of philosophy, its functions, method and main divisions.** Issues to Study: 1. The problem of practical value of philosophy: two approaches. 2. The purpose of life in the structure of person's activities. 3. Philosophy as a type of worldview. What's similar and different between myth, religion and philosophy. 4. Philosophy and science. Genetic and methodological relations. Similarities and differences of philosophy and science. 5. Philosophy and its subject. 6. Functions of philosophy. 7. Divisions of philosophy.	LC, S
	UNIT 2. **The genesis of philosophy.** Issues to Study: 8. How a person comes to philosophy: two approaches. 9. How human civilization came to philosophy: "axis time" and the genesis of philosophy. 10. The beginning of philosophy in ancient India. 11. The beginning of philosophy in ancient China. 12.	LC, S
	UNIT 3. **The beginning of philosophy in ancient Greece (from Phales to Socrates).** Issues to Study: 13. Main studies of the first Greek philosophy: arche, being and non-being, being and thought, being and becoming, unity and multiplicity. 14. Sophists: the problem of true knowledge. 15. Socrates: life and teaching. 16. Socrates' ethical philosophy. 17. Socrates' dialectical method. 18. Socrates as the first philosophical martyr and Plato's allegory of the Cave.	LC, S

PHILOSOPHICAL STUDY OF SOCIETY	**UNIT 4.** **Axiology: philosophical study of values.** Issues to Study: 19. Axiology: what is value? Material and spiritual values: criterions. 20. Axiology: non-material, material and post-material values in Habermas' philosophy. 21. The subjective and objective elements in the process of evaluating. 22. The system and hierarchy of values: the organizing principles. The problem of "anomia". 23. Morality and ethics. The purposes of morality. 24. The four domains of ethical assessment and their evaluation terms. 25. Utilitarian ethics: pleasure principle and teleological principle. 26. Kantian deontological ethics: hypothetical and categorical imperatives. 27. Religious values and the problem of reevaluation of values.	LC, S
	UNIT 5. **Philosophy of history. The problem of progress.** Issues to Study: 28. Progress and regress. The criteria of social progress. 29. 30. Cyclic, linear and spiral models (patterns) of history. 31. Historicism and "rhizomatic" model of history.	LC, S
	UNIT 6. **Theory of civilizations.** Issues to Study: 32. The concepts of civilization. Linear civilization concept. The concept of local civilizations. 33. Traditional (pre-industrial) civilization. 34. Industrial civilization. Mass-culture: pros and cons. 35. Post-industrial civilization. 36.	LC, S

	UNIT 7. **Justice, legitimation and justification of a state authority.** Issues to Study: 37. Justice: metaphysical and social levels. 38. Theory of distributive justice: strict egalitarianism, resources-based principle, utilitarian principle. 39. Theory of distributive justice: desert-based principle, libertarianism, differential principle. 40. State authority: legality and legitimacy. 41. Historical forms of legitimation of state authority and theory of social contract.	LC, S
PHILOSOPHICAL WORLDVIEW AND METAPHYSICAL THEORIES	UNIT 8. **Philosophical worldview of Ancient Greece and Middle Ages.** Issues to Study: 42. Individual Worldview and Worldview of an Epoch. Worldview and metaphysics 43. Philosophical Worldview of Ancient Greece: general principles. 44. Philosophical Worldview of Ancient Greece: metaphysical theories by Plato, Aristotle and Plotinus. 45. Philosophical Worldview of Middle Ages: general principles. 46. Philosophical Worldview of Middle Ages: mysticism, apophatic and cataphatic theology.	LC, S
	UNIT 9. **Philosophical worldview of the Renaissance, Modern Time and specifics of contemporary worldview.** Issues to Study: 47. Philosophical worldview of the Renaissance and Modern Time: general principles. 48. Metaphysics and the foundation of contemporary science. 49. Specific principles of contemporary worldview.	LC, S

PHILOSOPHICAL STUDY OF KNOWLEDGE AND COGNITION	UNIT 10. **Theories of truth and true cognition.** Issues to Study: 50. Empirical, rational and super-rational cognition: strong and weak points. 51. Consciousness, knowledge and cognition. The principle of reflection. 52. Correspondent, coherent and pragmatic theories of truth. Criterions of truth. 53. Forms of empirical cognition: sensations, perceptions, recollections. 54. Forms of rational cognition: concepts, judgments. 55. Inferences: inductive, deductive and analogical. 56.	LC, S
	UNIT 11. **Philosophy and the limits of cognition.** Issues to Study: 57. Paradigms and types of scientific rationality: classical, non-classical, post-non-classical. 58. F.Bacon' theory of idols. 59. Skepticism in ancient Greece. Local, global and superglobal skepticism. 60. Kantian theory of Knowledge. The problem of "thing in itself". 61. E. Husserl's theory of intentionality and two steps of phenomenological reduction.	LC, S
PHILOSOPHYCAL ANTHROPOLOGY	UNIT 12. **The study of human nature.** Issues to Study: 62. Natural and cultural components of human being. 63. The concept of "animal symbolicum" by Ernst Cassirer. 64. Mundane and divine components of human being. 65. The problem of good and evil in human nature and its political implementations. 66. Conscious and unconscious components in human being (Sigmund Freud). 67. Individual and collective unconsciousness. Transpersonalistic theory of human nature (Carl Gustav Jung, Stanislav Grof). 68.	LC, S

	UNIT 13.
	
	The problem of freedom: philosophical approach.
	
	Issues to Study:
	
	   69. Determinism in philosophy.
	   70. Indeterminism in philosophy.
	   71. Freedom and responsibility.
	   72. Escape from freedom and its main mechanisms (authoritarianism, destructiveness, conformity) by Erich Fromm.
	   73. The historical evolution of freedom in interpersonal relations. The changes in family institution.
		LC, S

	UNIT 14.
	
	The purpose of life: philosophical approach.
	
	Issues to Study:
	
	   74. The problem of the meaning of life and life's absurdity by Albert Camus.
	   75. The main vectors of the search for the purpose of life: individualism and collectivism.
	   76. The main vectors of the search for the purpose of life: pragmatism and idealism.
	   77. The main vectors of the search for the purpose of life: mundanism and transcendentalism.
		LC, S

FUTURE OF
 	
PHILOSOPHY
	UNIT 15.
	
	Postmodern philosophy. The problem of authenticity.
	
	Issues to Study:
	
	   78. Pre-modern, modern and post-modern cultural types.
	   79. Postmodernism in art, science and philosophy.
	   80. Simulation and the problem of authenticity.
	   81.
		LC, S

	UNIT 16.
	
	Course outcomes. General conclusions.
	
	   82. Course outcomes.
	   83. General conclusions.
		LC, S

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)

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

Main readings:
- Spirkin A.G. Fundamentals of philosophy [text] : Transl. from the Russ. / A.G. Spirkin. - 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 [Текст] / M.C. Lemon. - London and New York : Routledge, 2003. - 461 p. - ISBN 0-415-16205-X : 856.48. (RUDN Electronic Library System)

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. Societyof 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://philosophy.ru/library/guenon/01/index.html

Software

A)Windows XP or newer, Internet browser, Microsoft office 2010 or newer.

B) Web-sites, data base and search engines:

Stanford Encyclopedia of Philosophy.

http://plato.stanford.edu/

Routledge Philosophy.

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

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

1. The set of lectures on the course ”Philosophy”
2. The laboratory workshop (if any).on the course ”Philosophy”
3. The guidelines for writing a course paper / project (if any) on the course ”Philosophy”.
4. …………

* 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).

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