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**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

1. Course GOAL(s)

The discipline “Philosophy” is a part of the specialty programme “Dentistry” in the direction 31.05.03 “Dentistry”. The discipline consists of 6 sections and 14 topics and is aimed at studying the peculiarities of philosophical vision of the world, philosophical approach to the analysis of the phenomena of the surrounding world and various aspects of social life.

The goal of the course to introduce students to philosophy as a science and to study its main issues, to show the relevance of worldview issues, to clarify a number of general cultural concepts existing in the everyday vocabulary, as well as to teach the mastery of special categorical apparatus for the formation of one's own rationally justified and balanced worldview position.

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	Ability to carry out critically analyse problem situations on the basis of on the basis of a systematic approach, develop a strategy action	GC-1.1 Analyse a problem situation as a system, identifying its components and the links between them. GC-1.2 Identify gaps in information needed to solve a problem situation and design processes to address them.
GC-5	Ability to analyse and take into account the diversity of cultures in the process of intercultural interaction	GC-5.1 Interpret the history of Russia in the context of world historical development.

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	Ability to carry out critically analyse problem situations on the basis of on	Maths; Physics; <i>Biogenic Element</i> <i>Philosophy**</i> ;	Dental assistant (therapist); Dental assistant (orthopaedist);

	the basis of a systematic approach, develop a strategy actions	<i>Dental Dental modelling**; Bioelements in Medicine**; Medical Elementology**</i>	Human Anatomy; Gnathology and functional diagnosis of temporal mandibular joint; Paediatric Dentistry; Paediatric maxillofacial Surgery; Dental Prosthetics (simple prosthetics); Immunology, clinical immunology; Medical Genetics in dentistry; Orthodontics and paediatric prosthetics; Otorhinolaryngology; Prosthodontics dentures (complex prosthetics); Prosthetics for complete absence of teeth; Psychology, pedagogy; Maxillofacial prosthetics; Obstetrics; Pathophysiology - Pathophysiology of the head and Neck; Medical Rehabilitation; Evidence-based medicine; History of Medicine; Socially significant projects in medicine
GC-5	Ability to analyse and take into account the diversity of cultures in the process of intercultural interaction	Foundations of Russian of Russian statehood; <i>Bioethics**; Fundamentals of Professional Ethics**</i>	History of Medicine

* To be filled in according with the competence matrix of the higher education programme.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course “Philosophy” is 2 credits (72 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
			2
<i>Contact work ac.h.</i>		54	54
Lectures (LC)		18	18
Lab work (LW)		0	0
Seminars (workshops/tutorials) (S)		36	36
<i>Self-studies</i>		15	15
<i>Evaluation and assessment (exam/passing/failing grade)</i>		3	3
Total course workload	academic hours	72	72
	credits	2	2

* 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: Philosophy as the art of asking questions	Features of the definition of the concept of ‘Philosophy’. Philosophical and non-philosophical questions. Features of philosophical questions. Motives of philosophical questions. Significance of philosophical questions for man and society. Philosophy and wisdom. The subject of philosophy. Functions of philosophy. Philosophy and worldview. Historical types of worldview. Genesis of philosophy. Philosophy and science. Main philosophical problems. Philosophical pictures of the world.	LC, S
Module 2: Philosophy of Antiquity and the Middle Ages	Periodisation of ancient philosophy. Ionian philosophy and the problem of ‘the beginning of all things’. The Miletian school. Italic philosophy. Pythagoras and Pythagoreans. The Eleanic school. Antique atomism. Classical period of ancient philosophy. Socrates, Plato and Aristotle. Philosophy of the Hellenistic and Roman periods. Scepticism.	LC, S

	Epicureanism. Stoicism. Main periods of medieval philosophy: apologetics, patristics, scholasticism. Main problems of medieval philosophy. The problem of universals.	
Module 3: Philosophy of the Renaissance and the New Age	General characteristics of Renaissance philosophy. Rationalism: monism (B. Spinoza), dualism (R. Descartes) and pluralism (G. Leibniz). Classical empiricism (F. Bacon). Sensationalism (D. Locke, T. Hobbes). Solipsism (D. Berkeley). Philosophy of the Age of Enlightenment. Classical German philosophy: main ideas and representatives. Dialectics: its essence as a theory and method, basic principles, laws and categories. Philosophical schools of the 19th century: Marxism, positivism and irrationalism ('philosophy of life').	LC, S
Module 4: Modern philosophy and the problem of the human being	Modern Western philosophy: main directions. General characteristics of analytical and continental philosophical schools. Hermeneutics. Existentialism. Freudism and neo-Freudism. Phenomenology. Postmodernism. Non-classical Western philosophy.	LC, S
Module 5: Russian philosophy	Russian philosophy: periodisation, main features and personalities. The main sources and features of the Russian type of philosophising. Periodisation of Russian philosophy. The origin of the Russian philosophical outlook (XI-XVII centuries); socio-philosophical problems of the authors of Old Russian texts. Formation of Russian philosophical thought of the 18th - early 19th centuries. Russian philosophy of the XIX c. Russian cosmism as one of the directions of Russian philosophy. Russian materialism of the second half of XIX - beginning of XX c. Marxist philosophy in Russia. Soviet philosophy; A.F. Losev, M.M. Bakhtin, V.F. Asmus. Main problems and discussions in Russian philosophy of the late twentieth - early twenty-first century.	LC, S
Module 6: Philosophy of Being	Being as a central category of philosophy. Fundamental characteristics of being.	LC, S

	Basic forms of being. Matter. Structural levels of matter organisation. Motion. The concept of motion. Types and basic forms of motion of matter. The concept of space and time: historical development, relational and substantive concepts.	
Module 7: Philosophy of Consciousness	Consciousness: its essence, historical development of the concept. The relationship between consciousness and language. Structure and forms of self-consciousness.	LC, S
Module 8: Philosophy of cognition	Sensual and rational levels of cognition. The problem of truth in philosophy. Science as a form of cognition. Functions of science. The concept of the method of scientific cognition. Classification of methods of cognition. Sensual, empirical, theoretical and metatheoretical levels of knowledge. Scientific picture of the world. Correlation of philosophical, religious and scientific picture of the world.	LC, S
Module 9: Social philosophy	Philosophical analysis of the foundations of society as a system. Sources and driving forces of society development. Philosophical analysis of the relationship between society and nature. Concepts of historical development. Problems of philosophy of history.	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	An room for lecture-type classes, equipped with a set of specialized furniture; board (screen) and technical	

	means of multimedia presentations.	
Seminar	An room for seminars, group and individual consultations, current control and interim certification, equipped with a set of specialised furniture and technical means of multimedia presentations.	
Self-studies	An room for independent work of students (can be used for seminars and consultations), equipped with a set of specialized furniture and computers with access to the EIOS.	

* - the audience for independent work of students is indicated MANDATORY!

7. RECOMMENDED SOURCES FOR COURSE STUDIES

Main readings:

1. Philosophy: training course: textbook / K.V. Khramova, R.I. Devyatkina, Z.R. Sadikova, O.M. Ivanova, O.G. Afanasyeva, A.S. Zubairova-Valeeva, N.R. Mingazova, G.R. Davletshina – Ufa: FSBEI HE BSMU MOH Russia, 2020.
2. Craig, Edward. "Philosophy: A Very Short Introduction". 3rd ed., Oxford University Press, 2020.
3. Sullivan, Daniel J. "An Introduction to Philosophy". Routledge, 2021.

Additional readings:

1. Solomon, Robert C., and Kathleen M. Higgins. *A Short History of Philosophy*. 3rd ed., Oxford University Press, 2020.
2. Sorrell, Tom. *Philosophy: A Very Short Introduction*. Oxford University Press, 2020.
3. Rosenberg, Alex. *Philosophy: A Beginner's Guide*. 2nd ed., Bloomsbury Academic, 2021.
4. Wartenberg, Thomas E. *Philosophy: The Basics*. 4th ed., Routledge, 2020.
5. Arp, Robert, et al. *Philosophy: The Classics*. 5th ed., Routledge, 2021.

Internet sources:

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
 - RUDN Electronic Library System (RUDN ELS) <http://lib.rudn.ru/MegaPro/Web>
 - EL "University Library Online" <http://www.biblioclub.ru>
 - EL "Yurayt" <http://www.biblio-online.ru>
 - EL "Student Consultant" www.studentlibrary.ru

- EL "Lan" <http://e.lanbook.com/>
- EL "Trinity Bridge"

2. Databases and search engines:

- electronic foundation of legal and normative-technical documentation <http://docs.cntd.ru/>
- Yandex search engine [https:// www.yandex.ru/](https://www.yandex.ru/)
- Google search engine <https://www.google.ru/>
- Scopus abstract database <http://www.elsevierscience.ru/products/scopus/>

Learning toolkits for self-studies in the RUDN LMS TUIS *:

1. The set of lectures on the course «Philosophy».

* - all educational and methodological materials for independent work of students are placed in accordance with the current procedure on the page of the discipline in TUIS!

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

Evaluation materials and point-rating system* for assessing the level of competence formation (GC-1, GC-5) based on the results of mastering the discipline «Philosophy» are presented in the Appendix to this Work Program of the discipline.

* 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:

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Poluboyarinov A.R.

Position, Department

signature

name and surname

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