



Ministry of science and high education RF Ulyanovsk State University	Form	
F-Educational plan of the discipline		

APPROVED BY

the Academic Board of the Institute
for Medicine, Rehabilitation and Physical Education at
Ulyanovsk State University
May 16, 2024, record № 50
Chairperson V.V. Mashin
signature *surname, initials*



COURSE SYLLABUS

Course Title	Philosophy
Faculty	Faculty of Medicine named after T.Z. Biktimirov
Department	Philosophy
Year of study	2

Field of study “General Medicine” 31.05.01
Name code

Speciality/profile: not provided


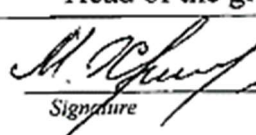
Mode of study: full-time
full-time, part time


First introduced in the educational process at Ulyanovsk State University September 1st, 2024

Updated at the department session: record № _____ of _____, 20__

Course designer:

Full name	Department	Job title, Academic Qualification
Yulia S. Shkurko	Philosophy	PhD in Sociology, Associate Professor

Agreed by	Agreed by
Head of the Department of Philosophy	Head of the graduating Department
 _____ <i>Signature</i>	 _____ <i>Signature</i>
/V.A. Bazhanov/ Full name	Mize-Khripunova M.A./ Full name
« 17 » April 2024	« 16 » May 2024

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1. COURSE AIMS AND OBJECTIVES

Course aims:

The course is designed to form an idea of philosophy as a way of knowledge and a way of life.

Course objectives:

- to acquaint students with the origin and the development of philosophy, major philosophical approaches, areas of philosophical study, conceptions, concepts, key issues,
- to introduce students to the ideas of the major philosophers,
- to provide students with fundamental principles and techniques of philosophical research;
- to facilitate development of the ability to logically formulate and reasonably defend own position,
- to develop students' critical thinking,
- to contribute to the broaden scientific and cultural outlook of the students,
- to establish understanding of how the philosophical issues to connect with the areas of students' future professional activity.

2. THE COURSE POSITION WITHIN THE FRAMEWORK OF THE NATIONAL CURRICULUM FOR HIGH PROFESSIONAL EDUCATION


The course of Philosophy refers to the core module (B1. B.15) of the National Curriculum for High Professional Education; it is run in the 3-d term for sophomore students.

The course is based on the previous study of Bioethics, History of Medicine, Physics, Mathematics, National History, Business Fundamentals, and Anatomy.

The knowledge, abilities and skills obtained are essential for further study of Project activities, Psychology and Pedagogy of Medical Activities, History of Regional Health, Topographic anatomy and operative surgery, X-Ray Diagnostics, and Final Certification.

3. EXPECTED LEARNING OUTCOMES

Code and name of the competence to be developed		Competence indicator and description of expected learning outcomes
YK-1	capacity to critically analyze problem situations based on a systematic approach, to develop an action strategy	<i>On completing the course, a student is expected</i> - to know action strategies for identifying and solving problems - to apply the methods of a systematic approach and critical analysis of problems - to master the methods of a systematic approach and critical analysis of problems
YK-5	capacity to analyze and take into account the diversity of cultures in the process of intercultural interaction	<i>On completing the course, a student is expected</i> - to develop an understanding of the patterns and features of the socio-historical development of different cultures - to be able to understand and tolerate the diversity in society - to gain confidence in the methods and skills of effective intercultural interaction

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YK-6	capacity to determine and implement the priorities of his own activity and ways to improve it based on self-esteem and lifelong education	<p><i>On completing the course, a student is expected</i></p> <ul style="list-style-type: none"> - to acquire knowledge of techniques for self-evaluation, self-control, and self-development, employing healthy approaches - to be able to solve the problems of personal and professional development, determine and implement the priorities for improvement of own activities - to master technologies and skills for managing and improving learning activities based on self-esteem, self-control and principles of self-education throughout life, including the use of healthy approaches and techniques.
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4. COURSE ESTIMATED WORKLOAD

4.1. Estimated workload in credits - 3

4.2. Estimated workload in academic hours- 108


Educational activities	Academic hours (mode of study: full-time)		
	Total academic hours	Term	
		Term 3	Term 6
1	2	3	4
Classroom activities	36	36	
Lectures	18	18	
Workshops and seminars	18	18	-
Laboratory sessions	-	-	-
Independent study	72	72	
Formative assessment	Test	Test	
Coursework (Course assignment)	-	-	-
Summative assessment	Credit	Credit	
Total academic hours	108	108	

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4.3. Course structure diagram. Allocation of academic hours to types of educational activities

Mode of study full-time

Sections and topics	Total	Session types				Forms of formative assessment
		Classroom sessions		Interactive session	Independent study	
		Lectures	Seminars and workshops			
1	2	3	4	5	6	7
<i>Section 1 The introduction to Philosophy</i>						
Topic 1. What is philosophy?		1	1	2	2	Test
Topics 2. The major, categories and approaches of philosophical study		1	1	2	2	Test
<i>Section 2 History of Philosophy</i>						
Topic 3. The famous presocratic philosophers and the main focus of their research			1	1	2	Test
Topic 4. Philosophy of Socrates		1		1	2	Test
Topic 5. Philosophy of Plato		1	1	2	2	Test
Topic 6. Philosophy of Aristotle		1	1	2	2	Test
Topic 7. Early Christian and Medieval philosophy		-	-		2	Test
Topic 8. Philosophy in the thirteenth century		-	-		2	Test
Topic 9. Oxford philosophers		-	-		4	Test
Topic 10. Renaissance philosophy		-	-		4	Test
Topic 11. Rationalism (Descartes, Spinoza, Leibniz) vs Empiricism (Locke, Berkeley, Hume)		2	2	4	4	Test
Topic 12. The Critical Philosophy of Kant		1	1	2	4	Test
Test 13. The Philosophy of Enlightenment					2	Test
Topic 14. German Idealism and Materialism		-			4	Test
Topic 15. The Utilitarians		-			4	Test
Topic 16. The Features of the Philosophy in the end of		1	1	2	2	Test

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nineteenth and twentieth Century						
<i>Section 3 The major issues of philosophical studies</i>						
Topic 17. How Do We Know Anything? Other Minds		1	1	2	4	Test
Topic 18. Consciousness		1	1	2	4	Test
Topic 19. The Mind-Body Problem		1	1	2	4	Test
Topic 20. Free Will		1	1	2	4	Test
Topic 21. Right and Wrong		1	1	2	4	Test
Topic 22. Justice		1	1	2	4	Test
Topic 23. The Meaning of Life		1	1	2	4	Test
<i>Section 4. Philosophy of Medicine</i>						
Topic 24. Core philosophical concepts in medicine and health care		1	1	2	4	Test
Topic 25. Patients and medical knowledge		1	1	2	4	Test
Total academic hours	108	18	18	-	72	

5. COURSE CONTENT

Section 1. The Introduction to Philosophy

Topic 1. What is philosophy? What is Philosophy? Different approaches to the definition of philosophy. Philosophy as the study of general and fundamental problems (existence, knowledge, values, reason, mind and language, and others). Why study philosophy? Philosophy deals with fundamental questions about the meaning of our existence. It helps us think more clearly about a wide range of issues. Who are philosophers? What do they do? The limits of philosophy.


Interactive educational activities: exit slip

Topics 2. The major areas, categories and approaches of philosophical study. Metaphysics as the study of the structure of the world. Examples of questions that metaphysics addresses. Epistemology as the study of the scope, limits, and possibility of knowledge. Typical issues in epistemology. Ethics as the study of the nature of the good and how people should live. Questions that ethicists attempt to answer. Logic as the study of reasoning and the relationship between ideas. The central questions of logic. The history of philosophy is the study of how people in the past have answered questions belonging to metaphysics, ethics, logic, and epistemology. The place of the history of philosophy in contemporary philosophical studies. The "philosophy of...". Philosophical issues and other disciplines. Philosophy of law, philosophy of feminism, philosophy of religion, philosophy of science, philosophy of mind, philosophy of literature, political philosophy, philosophy of art, philosophy of history, philosophy of language.

Interactive educational activities: question round

Section 2. History of Philosophy

Topic 3. The famous presocratic philosophers and the main focus of their research. Who are presocratic philosophers? The Western thinkers preceding Socrates (c. 469-c. 399 B.C.E.) and some contemporary with Socrates. Naturalistic explanations and causes for physical phenomena. Movement towards rationality and argumentation. Ionian Philosophers (640-475

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BCE). Sought the principle of things, and the mode of their origin and disappearance. Thales, Anaximander, Anaximenes, Heraclitus and others. Pythagoreans (582-5th century BCE). Mathematics, mysticism, science. Philosophy of Pythagoras and his followers. Eleatic Philosophers (570-5th century BCE). Metaphysics, relationships between change and eternal entity. Xenophanes, Parmenides, Zeno of Elea and others. Atomists (5th century BCE). Believed in the doctrine of atom, or small primarily bodies infinite in number, indivisible and imperishable (Democritus and others). Older sophists (5th century BCE – 375 BCE). Grammar, relativity, agnosticism. Protagoras, Hippias and others.

Interactive educational activities: exit slip

Topic 4. Philosophy of Socrates. Biography of Socrates (470–399 BC). Classical Greek (Athenian) philosopher, one of the founders of Western philosophy and Western ethical tradition of thought. The Dialogues of Plato. The Phaedo: The immortality of the soul, arguments for the soul's immortality. The Republic: the issue of justice, the order and character of the just city-state, and the just man. The Symposium: Eros as the god of love and desire. The Socratic method as a form of cooperative argumentative dialogue between individuals. The steps of the Socratic Method.

Interactive educational activities: discussion based on the Socratic method


Topic 5. Philosophy of Plato. Plato's ideas on Politics, Aesthetics, Cosmology, and Epistemology as the basis of much Western Philosophy. The role of Plato's Academy in that. 35 Dialogues and 13 letters (known as Epistles). The Apology and Crito (the teachings of Socrates). The Republic and the Symposium (theory of forms and the relationship between the soul, the state, and the cosmos). The Law and Timaeus (law, mathematics, and natural science). The theory of Forms/Ideas. The theory of Platonic Realism/Idealism. What is Form? What is the material world? How can one thing in general be many things in particular? Are Forms really exist? Plato's Allegory of the cave, "The Republic". Epistemology: knowledge is justified true belief. Political Philosophy: ideal state. Ethics: how to make the life more fulfillment.

Interactive educational activities: question round

Topic 6. Philosophy of Aristotle. The remarkable facts of the biography of Aristotle. Plato's Academy. Teacher of Alexander the Great. The Lyceum. Writings of Aristotle on such subjects as physics, biology, zoology, metaphysics, logic, ethics, aesthetics, poetry, theatre, music, rhetoric, psychology, linguistics, economics, politics and government. The most important treatises: Physics, Metaphysics, Nicomachean Ethics, Politics, On the Soul and Poetics. The role in constitution of the first comprehensive system of Western philosophy. Main areas of contribution of Aristotle to philosophy. Formal logics: a formalized system for reasoning. Ethics as an attempt to find out our chief end or highest good. Moral virtue. Doctrine of the mean. Metaphysics: What is meant by the real or true substance? Substance as both matter and form. Hylomorphism. The actual vs. potential state of things. Politics: classification of political constitutions. Greek philosophy after Aristotle. Epicureanism. Stoicism. Scepticism. Christianity and Gnosticism. Neo-Platonism.

Interactive educational activities: brainstorming session, exit slip

Topic 7. Early Christian and Medieval philosophy. Arianism and Orthodoxy. The Theology of Incarnation. Augustine's influence on Christian thought. The City of God and the Mystery of Grace. Boethius: classical philosophy and the technical philosophy of the medieval schools. Boethius' problem of foreknowledge and luck or chance. Two kinds of necessity. Philoponus and Aristotle's doctrine. "The Manufacture of the Universe" of Philoponus. John Scotus Eriugena vs Greek abbot Theodore. Alkindi's commentary on Aristotle's De Anima. Avicenna's metaphysical system. Saint Anselm: the interface between grammar and logic, and the relationships between signifiers and signified. Arguments for the existence of God. Justification for the Christian doctrine of the incarnation. Abelard's contribution to Philosophy

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of language, Logic, and Ethics. Averroes' commentaries on Aristotle.

Topic 8. Philosophy in the thirteenth century. An Age of Innovation. Saint Bonaventure. The Journey of the Mind to God. Medieval logicians' treatment of terms. Material and formal supposition. Simple supposition and personal supposition. The medieval classifications of the properties of terms. The development of modal logic. Aquinas' Life and Works. Aquinas' contributions to metaphysics, philosophy of religion, philosophical psychology and moral philosophy.


Topic 9. Oxford philosophers. The Fourteenth-Century University. Franciscans and Oxford University. Duns Scotus. Disagreement with Aquinas. 'Being' as univocal. Being and the Infinite. The infinite God. A distinct formal element for each individual: haecceitas/ thisness. The objective formal distinction (*distinctio formalis a parte rei*) of the nature and the haecceity. Intuitive and abstractive knowledge. The relationship between the intellect and the will. Instants of time and instants of nature. Ockham's Logic of Language. Ockham's ideas in logic and metaphysics. Disagreement with Scotus about the nature of universals. Arguments against common natures. Nominalism of Ockham's view of universals. The relationship between the names of the mental language and the things in the world. 'Ockham's Razor'.

Topic 10. Renaissance philosophy. Free-will: Rome vs. Louvain. Valla's dialogue on free-will. De Rivo's De Interpretatione: introduction of a third truth-value. Renaissance Platonism. Cardinal Bessarion about the relationship of Aristotle to Christian teaching. Bessarion's Against the Calumniator of Plato. Ficino's group of Florentine Platonists and Pico della Mirandola. Against the pretensions of the astrologers. The powers of human nature. Machiavelli's The Prince: a prince should strive to appear, rather than to be, virtuous. The problem of faith. Pomponazzi's On the Immortality of the Soul. More's Utopia. Post-Reformation Philosophy. Formal logic, skepticism, and free-will (Ramus, Montaigne, Suarez, Molina). The separation between the philosophy of nature and the science of physics. Bruno and Galileo. Philosophy of Bacon. Mind: memory, imagination, and reason. Field of learning: history, poesy, and philosophy. The Advancement of Learning. Theology, natural philosophy, and human philosophy. *Novum Organum* and *The New Atlantis*.

Topic 11. Rationalism (Descartes, Spinoza, Leibniz) vs Empiricism (Locke, Berkeley, Hume). The philosophers of the 17th and 18th: what is knowable by pure reason alone? Rationalism as the view that regards reason as the chief source and test of knowledge. *A priori* knowledge. Intuition/deduction. Innate concepts or knowledge. Empiricism as the theory based on the claim that experience is the source of knowledge. *A posteriori* knowledge. Applicability of knowledge to things that can be experienced.

Descartes's method of doubt. Radical/extreme skepticism. Two arguments for his method: The Dream argument and The Demon argument. What we abandon applying the method of doubt? What remains after the process of skeptical doubt? The criterion of clarity and distinctness. I think, therefore I am ('*Cogito ergo sum*'). Dualistic conception of reality (Cartesian dualism). Mind-body dualism. Immortality of the soul and the possibility of free will. The main question of mind-body problem. Spinoza's philosophy. Metaphysics: substance, attribute, modes. The attribute of thought and extension. Substance monism. Ethical philosophy: a kind of subjectivist about moral values. Spinoza's notion of blessedness. Three kinds of knowledge. Random experience and imagination. Common notions and adequate ideas of the properties of things. Intuition. Leibniz' philosophy. Truth of reason and truth of facts. The principle of sufficient reason. The monads and substances. The properties of monads. Leibniz's law. The place of "God" in the philosophical system of Leibniz.

Aim of Locke's philosophy. The nature, scope, and limits of knowledge. Universal truth. Degrees of appropriate certainty: knowledge in the strict sense and probable belief. A hierarchy of certainty (intuition, deductions or demonstrations, sensitive knowledge, natural science). Mind

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as *tabula rasa*. Ideas and experience (sensation and reflection) of the world. Knowledge as special kind of relationship between different ideas. Simple and complex ideas. Substances, modes, and relations. The main areas of Berkeley's philosophical interests. The nature of human knowledge. The concepts of "spirit" and "ideas". A source of knowledge. The "subjective idealism"/ "empirical idealism". Relativity arguments. Hume's skeptical approach to a range of philosophical subjects. Critique of common notions of personal identity. Conceptions of cause-effect relations. The skeptical position on human reason. Philosophy of religion. Critique of standard theistic proofs. Disentangle philosophy from religion. Moral "utility". Statements of moral obligation. View on moral judgments.

Interactive educational activities: brainstorming session


Topic 12. The Critical Philosophy of Kant. Kant's Copernican revolution. The epistemology of transcendental idealism. Basic terms: a priori/a posteriori, analytic/ synthetic, necessary /contingent. Attitudes towards rationalists and empiricists. Transcendental knowledge. The pure forms of intuition (space and time). Intuition, concepts, knowledge. Distinction between form and content. Categories as the preconditions of the construction of objects in the mind. Twelve categories: quantity, quality, relation, modality. The moral philosophy. The categorical imperative. Formulations of categorical imperative. No reference to individual desires or needs, indeed to nothing except the concept of rationality as such. The rational agent as constrained by reason to accept the categorical imperative. To acquire a motive to act is to be persuaded to obedience. Freedom and reason. The free agent: reason and moral law. Freedom as a subjection to the moral law. Action in accordance with the law and action from the law. The autonomy of the will. Heteronomy of the agent.

Interactive educational activities: exit slip

Topic 13. The Philosophy of Enlightenment. Voltaire's philosophical views. The existence of a spiritual, separable, soul. The existence of God. Freedom as an illusion. Political philosophy of De Montesquieu. Theory of the nature of the state. Three kinds of government: republican, monarchical, and despotic. "The Social Contract" of Rousseau. The theory of the general will. The State or Sovereign People. The sovereign people as an abstract entity. The sovereignty of the people as indivisible entity. A government as a means of communication between subjects and sovereign. Revolution and Romanticism.

Topic 14. German Idealism and Materialism. Two main point of view in philosophy. Materialism as a form of philosophical monism which holds that matter is the fundamental substance in nature. Idealism: mind and consciousness are first-order realities to which matter is subject and secondary. German idealism of Kant, Fichte, Schelling, and Hegel. Absolute idealism of Hegel. An identity of thought and being. How did Hegel come to absolute idealism? The complete knowability of everything. No conception of reality apart from knowledge. Monism in the version of Hegel. The dialectic development of reality towards the Absolute. Logic: being (thesis), nothing (antithesis), becoming (synthesis). Philosophy of Nature. Philosophy of Mind: subjective and objective mind. Marx and the Young Hegelians. Hegelian critique of religion. The German Ideology (Marx and Engels). The principle that 'life determines consciousness, not consciousness life'. The philosophical interpretation the world and the necessity to change it. "The Communist Manifesto". "Capital": Capitalism and its Discontents.

Topic 15. The Utilitarians. Bentham: Introduction to the Principles of Morals and Legislation. The principle of utility/the greatest happiness principle. The greatest happiness of the greatest number and practice. Bentham's influence on moral philosophy. Absolutists and consequentialists. Elements of morality: a moral community, a set of moral values, and a moral code. The problem of justice. The concept of intention. Distinguish between intention and motive. Mill's utilitarianism. Distinction between the quality of pleasures. Support of freedom of expression. The Logics of Mill.

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Topic 16. The Features of the Philosophy in the end of nineteenth and twentieth Century. Analytic philosophy. Gettier's problem: "Is Justified True Belief Knowledge? Logical positivism/empiricism. The Vienna Circle. Neopragmatism. Rorty and antirepresentationalism. Distinguishes from idealism and epistemic relativism. Ordinary language philosophy. The philosophy of Wittgenstein. Tractatus Logico-Philosophicus: the nature of language and its relation to the world. The picture theory of meaning. Logical Positivism. The group of the anti-metaphysical positivists of the Vienna Circle. The Verification Principle. Wittgenstein's discussion of language-games and philosophy of mind. Existentialism. Key Existentialist Philosophers: Kierkegaard, Nietzsche, Nietzsche, Sartre, de Beauvoir, Camus. Key themes that existentialist thinkers address: Philosophy as a Way of Life, Anxiety and Authenticity, Freedom, Situatedness, Existence, Irrationality/Absurdity, The Crowd. Phenomenology. Husserl's conception on the structure of consciousness. Heidegger's concept of being itself.

Interactive educational activities: oral survey

Section 3. The major issues of philosophical studies

Topic 17. How Do We Know Anything? Other Minds. Solipsism as an epistemological position. Varieties of solipsism (metaphysical, epistemological, methodological). Skepticism in epistemology. Basic forms of philosophical skepticism. Relativism as an epistemological position. The problem of other minds. Direct excess to own experience. The problem of introspection. The argument from analogy. Radical skepticism and other minds. The knowledge about conscious life. Existentialists on the problem of other minds.

Interactive educational activities: question round


Topic 18. Consciousness. General Definition of Consciousness. Consciousness as the state or quality of being aware of an external object or something within oneself. Sentience, awareness, qualia, subjectivity, the ability to experience or feel, being awake, having a sense of self or soul. Issues in the philosophy of consciousness. The coherence of the concept. Can consciousness ever be explained mechanistically? How does consciousness relate to language? Whether consciousness can be understood in a way that does not require a dualistic distinction between mental and physical states or properties? Whether nonhuman consciousness exists? Consciousness as a topic of interdisciplinary research in cognitive science. The Glasgow Coma Scale. Neural and psychological correlates of consciousness. Types of consciousness (Block, Lycan, and others). Debate on whether a-consciousness and p-consciousness always coexist or can exist separately (Dennett and Chalmers). The hard (subjective experience) and easy (neural correlates of consciousness) problems of consciousness (Chalmers).

Interactive educational activities: philosophical debate

Topic 19. The Mind-Body Problem. Philosophy of mind is the study of the ontology, nature, and relationship of the mind to the body. Distinguish between philosophy of mind and psychology. Whether a physical explanation of the mind is adequate, and whether we can have knowledge of other people's minds. The mind-body problem: The relationship that exists between minds or mental processes and bodily states or processes. Two basic approaches to the mind-body problem: dualism and physicalism. Criticisms of dualism. Responses to the criticisms (types of dualism): Mind/body parallelism, occasionalism, epiphenomenalism. Variants of physicalism: type-identity and token-identity theories.

Interactive educational activities: exit slip

Topic 20. Free Will. What is the problem of free will? The things we do not control. The things you do control. The problem of whether we are ever in control of our actions, and what that control entails, is what philosophers call the problem of free will. Freedom: two uses of the term (political liberty, action control). Will and free will. Views of the free will problem. Hard (causal) determinism. Hard indeterminism. Necessary but insufficient causation. Compatibilism

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(soft determinism). Libertarianism.

Interactive educational activities: philosophical debate

Topic 21. Right and Wrong. Moral Philosophy/Ethics, its branches. Meta-ethics. Normative ethics. Applied ethics. Duty-based theory (Deontological Ethics). Two duty-based theories: Christian ethics and Kantian ethics. Consequentialism as an ethical doctrine. Utilitarianism as the best-known type of consequentialist ethical theory (Bentham and Mills). Virtue theory as an ethical doctrine. Aristotle's Nicomachean Ethics. The life of the individual as a whole. Cultivation of the virtues.

Interactive educational activities: discussion on ethical dilemma

Topic 22. Justice. The philosophical aspects of the problem of justice. Social inequality and social injustice: the moral dilemmas. Racial and sexual discrimination. The problem of social regulation. Fairness and equality of opportunity. Differences in socioeconomic status. The ability and social inequality. Economic and educational (dis)advantages. Wrong causes of inequality. Right methods of interfering with the inequality. Undeserved inequalities and a competitive economy. Choices of people. Public social welfare programs. Controversial social and political issues.

Interactive educational activities: brainstorming session

Topic 23. The Meaning of Life. Death and the matter of what we do. The problem of immortality. Searching for the meaning of what we do in our own life and explaining the meaning of your life as a whole. Existence matters to other people, while the whole doesn't matter. The possibility that your life is meaningless vs. the possibility that your life has a greater meaning. The problems with appealing to a religious meaning to life. Matter to ourselves from the inside and the outside.

Interactive educational activities: philosophical debate, exit slip

Section 4. Philosophy of Medicine

Topic 24. Core philosophical concepts in medicine and health care. Philosophy of medicine as a research subject and discipline. Relation to medical ethics/bioethics. Metaphysical, epistemological, and other philosophical issues in medicine and health care. Normality as a convention and scientific fact. The concepts of positive health, disease, mental disorder, curing and healing, illness experience, nursing, disability, death, subjective and objective accounts of well-being, goals of medicine and others.

Interactive educational activities: question round

Topic 25. Patients and medical knowledge. Holism and reductionism in health care. Patients' strategies (hope, despair, hopelessness, and others). Approaches to the "dignity" of the patient in moral philosophy. The body as subject and object. The problem of trust between patient and physician. The whole-brain, higher-brain, and cardiopulmonary approaches to the process of dying. The exercise of personal freedom in case of illness. The problem of responsibility for health. Medicine as art and science. Basic approaches to medicine (biological reductionism, biopsychosocial model, humanistic).


Interactive educational activities: oral survey

6. TOPICS OF WORKSHOPS AND SEMINARS

Section 1. The Introduction to Philosophy

Topic 1. What is philosophy?

- What is Philosophy? Different approaches to the definition of philosophy.
- Why study philosophy?
- Who are philosophers? What do they do?

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- The limits of philosophy.

Interactive educational activities: oral survey, brainstorming session

Topics 2. The major areas, categories and approaches of philosophical study.

- Metaphysics as the study of the structure of the world.
- Epistemology as the study of the scope, limits, and possibility of knowledge.
- Logic as the study of reasoning and the relationship between ideas.
- The issues of ethics
- The place of the history of philosophy in contemporary philosophical studies.
- The "philosophy of...". Philosophical issues and other disciplines.

Interactive educational activities: oral survey, brainstorming session, philosophical debate

Section 2. History of Philosophy

Topic 3. The famous presocratic philosophers and the main focus of their research.

- Who are presocratic philosophers?
- Naturalistic explanations and causes for physical phenomena. Movement towards rationality and argumentation.
- Ionian Philosophers (640-475 BCE). Thales, Anaximander, Anaximenes, Heraclitus and others.
- Pythagoreans (582-5th century BCE). Philosophy of Pythagoras and his followers.
- Eleatic Philosophers (570-5th century BCE). Xenophanes, Parmenides, Zeno of Elea and others.
- Atomists (5th century BCE). Believed in the doctrine of atom, or small primarily bodies infinite in number, indivisible and imperishable (Democritus and others).
- Older sophists (5th century BCE – 375 BCE). Protagoras, Hippias and others.

Interactive educational activities: oral survey

Topic 4. Philosophy of Socrates.

- Socrates (470–399 BC) as a classical Greek (Athenian) philosopher, one of the founders of Western philosophy and Western ethical tradition of thought.
 - The Socratic method as a form of cooperative argumentative dialogue between individuals.
- The steps of the Socratic Method.

Interactive educational activities: discussion based on the Socratic method


Topic 5. Philosophy of Plato.

- Plato's ideas on Politics, Aesthetics, Cosmology, and Epistemology as the basis of much Western Philosophy.
- The Apology and Crito (the teachings of Socrates). The Republic and the Symposium (theory of forms and the relationship between the soul, the state, and the cosmos). The Law and Timaeus (law, mathematics, and natural science).
- The theory of Forms/Ideas. The theory of Platonic Realism/Idealism.
- Plato's Allegory of the cave, "The Republic".
- Epistemology: knowledge is justified true belief. Political Philosophy: ideal state.
- Ethics: how to make the life more fulfillment.

Interactive educational activities: question round, oral survey, philosophical debate

Topic 6. Philosophy of Aristotle.

- The remarkable facts of the biography of Aristotle.
- The most important treatises: Physics, Metaphysics, Nicomachean Ethics, Politics, On the Soul and Poetics.
- Main areas of contribution of Aristotle to philosophy. Formal logics. Ethics as an attempt to find out our chief end or highest good. Metaphysics. Politics: classification of political constitutions.

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Interactive educational activities: oral survey, exit slip

Topic 11. Rationalism (Descartes, Spinoza, Leibniz) vs Empiricism (Locke, Berkeley, Hume).

- The philosophers of the 17th and 18th: what is knowable by pure reason alone? Rationalism as the view that regards reason as the chief source and test of knowledge. Empiricism as the theory based on the claim that experience is the source of knowledge.

- Descartes's method of doubt. Radical/extreme skepticism.
- Dualistic conception of reality (Cartesian dualism).
- Locke's philosophy. The nature, scope, and limits of knowledge

Interactive educational activities: oral survey

Topic 12. The Critical Philosophy of Kant.

- Kant's Copernican revolution. The epistemology of transcendental idealism.
- Categories as the preconditions of the construction of objects in the mind
- The categorical imperative. Formulations of categorical imperative.
- The free agent: reason and moral law. The autonomy of the will. Heteronomy of the agent.

Interactive educational activities: question round, oral survey, philosophical debate

Topic 16. The Features of the Philosophy in the end of nineteenth and twentieth Century.

- Analytic philosophy.
- Logical Positivism.
- Existentialism. Key themes that existentialist thinkers address.

Interactive educational activities: oral survey

Section 3. The major issues of philosophical studies

Topic 17. How Do We Know Anything? Other Minds.

- Solipsism as an epistemological position. Varieties of solipsism (metaphysical, epistemological, methodological).

- Skepticism in epistemology. Basic forms of philosophical skepticism.
- Relativism as an epistemological position.

Interactive educational activities: brainstorming session

Topic 18. Consciousness.

- General Definition of Consciousness.
- Consciousness as a topic of interdisciplinary research in cognitive science.
- Types of consciousness (Block, Lycan, and others). Debate on whether a-consciousness and p-consciousness always coexist or can exist separately (Dennett and Chalmers).
- The hard (subjective experience) and easy (neural correlates of consciousness) problems of consciousness (Chalmers).

Interactive educational activities: philosophical debate

Topic 19. The Mind-Body Problem.

- Philosophy of mind is the study of the ontology, nature, and relationship of the mind to the body.


- The mind-body problem. Two basic approaches to the mind-body problem: dualism and physicalism.

Interactive educational activities: oral survey

Topic 20. Free Will.

- What is the problem of free will?
- Views of the free will problem. Hard (causal) determinism. Hard indeterminism. Necessary but insufficient causation. Compatibilism (soft determinism). Libertarianism.

Interactive educational activities: philosophical debate, oral survey

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Topic 21. Right and Wrong.

- Moral Philosophy/Ethics, its branches.
- Duty-based theory (Deontological Ethics).
- Consequentialism as an ethical doctrine.
- Utilitarianism as the best-known type of consequentialist ethical theory (Bentham and Mills).
- Virtue theory as an ethical doctrine.

Interactive educational activities: discussion on ethical dilemma

Topic 22. Justice.

- The philosophical aspects of the problem of justice. Social inequality and social injustice: the moral dilemmas.

- Public social welfare programs. Controversial social and political issues.

Interactive educational activities: brainstorming session

Topic 23. The Meaning of Life.

- Death and the matter of what we do. The problem of immortality.
- Searching for the meaning of what we do in our own life and explaining the meaning of your life as a whole.

Interactive educational activities: philosophical debate

Section 4. Philosophy of Medicine

Topic 24. Core philosophical concepts in medicine and health care.

- Philosophy of medicine as a research subject and discipline. Relation to medical ethics/bioethics.

- Normality as a convention and scientific fact.

- The concepts of positive health, disease, mental disorder, curing and healing, illness experience, nursing, disability, death, subjective and objective accounts of well-being, goals of medicine and others.

Interactive educational activities: philosophical debate

Topic 25. Patients and medical knowledge.

- Holism and reductionism in health care. Patients' strategies (hope, despair, hopelessness, and others).

- Approaches to the "dignity" of the patient in moral philosophy. The body as subject and object.

- The problem of trust between patient and physician.

- The whole-brain, higher-brain, and cardiopulmonary approaches to the process of dying.

- The exercise of personal freedom in case of illness.

- The problem of responsibility for health.

- Medicine as art and science. Basic approaches to medicine (biological reductionism, biopsychosocial model, humanistic).


Interactive educational activities: oral survey

7. LABORATORY SESSIONS

This type of sessions is not provided by the Curriculum


8. TOPICS OF COURSE ASSIGNMENTS, TESTS, ESSAYS

This type of sessions is not provided by the Curriculum

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9. EXAM AND TEST QUESTIONS

1. What is philosophy? What are philosophers? What do they do?
2. The major areas of philosophical study
3. The presocratic philosophers and the main focus of their research (about one of them in more detail)
4. Philosophy of Socrates. Dialogues of Plato (The Phaedo, the Republic and the Symposium). Arguments for the soul's immortality
5. The Socratic Method. Stages of the Socratic Methods
6. The theory of Forms/Ideas (Plato)
7. Aristotle's Metaphysics
8. Aristotle's Ethics: The doctrine of the mean
9. Early Christian and Medieval philosophy
10. Philosophy in the thirteenth century
11. Oxford philosophers
12. Renaissance philosophy
13. Rationalism (Descartes, Spinoza, Leibniz) vs Empiricism (Locke, Berkeley, Hume)
14. Dualistic conception of reality (Descartes).
15. Locke about the nature, scope, and limits of knowledge
16. The most famous philosophical ideas of Spinoza
17. Hume's skeptical approach to philosophical subjects
18. Philosophy of Kant. Basic terms of the epistemology of transcendental idealism (a priori/a posteriori, analytic/synthetic, necessary/contingent)
19. Transcendental knowledge and twelve categories (Kant)
20. Moral philosophy of Kant: The hypothetical and categorical imperatives, the objective necessity of the categorical imperative
21. The Philosophy of Enlightenment
22. The Utilitarians (Bentham and Mill)
23. Two main philosophical views: materialism and idealism
24. Absolute idealism of Hegel
25. The dialectical method of Hegel
26. Existentialism as a philosophical approach. Key philosophers and the major themes of existentialism
27. The philosophy of language of Wittgenstein
28. Dualism as an approach to the Mind-Body problem. Criticisms of dualism.
29. Varieties of dualism as an approach to the Mind-Body problem (interactionism, epiphenomenalism, occasionalism, mind-body parallelism)
30. Physicalism as an approach to the Mind-Body problem. Criticisms of physicalism
31. Varieties of physicalism as an approach to the Mind-Body problem (type-identity theory and token-identity theory)
32. Consciousness as an issue of philosophy (basic definitions, key issues). Types of consciousness (Block)
33. The hard and the easy problems of consciousness (Chalmers)
34. The free will problem in philosophy
35. Hard determinism as a philosophical view on the problem of free will
36. Libertarianism as a philosophical view on the problem of free will


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37. Compatibilism as a view on the problem of free will
38. Duty-based theory of morality (Deontological Ethics)
39. Consequentialism as an ethical doctrine
40. Virtue theory as an ethical doctrine
41. Solipsism as an epistemological position, its specificities and critics
42. Skepticism as an epistemological position
43. Relativism as an epistemological position
44. The problem of other minds
45. The philosophical points of the problem of social justice
46. The meaning of life in philosophical perspective
47. Core philosophical concepts in medicine and health care
48. Patients and medical knowledge

10.INDEPENDENT STUDY

Mode of study: full-time. Estimated student work time in academic hours -108

Section and topics	Types of educational activity	Academic hours	Assessment method
Section 1 Introduction to Philosophy Topics 1-2	Review of course material, reading, analyzing, making notes of the assigned reading, revision for a test	4	Test
Section 2 History of Philosophy Topics 3-16	Review of course material, reading, analyzing, making notes of the assigned reading, revision for a test	32	Test
Section 3 The major issues of philosophical studies Topics 17-23	Review of course material, reading, analyzing, making notes of the assigned reading, revision for a test	28	Test
Section 4. Philosophy of Medicine Topics 24-25	Review of course material, reading, analyzing, making notes of the assigned reading, revision for a test	8	Test

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11. BIBLIOGRAPHY

Recommended core bibliography:

1. Махаматов, Т.Т. Philosophy for professionals. A short series of practice-orientated lectures and reader. Философия для профессионалов. Краткий курс лекций и хрестоматия на английском языке: Учебное пособие для вузов/Махаматов Т.Т. Москва: Юрайт, 2020. URL: <https://urait.ru/bcode/453803>. Режим доступа: Электронно-библиотечная система Юрайт, для авториз. пользователей.

2. Philosophy: training course: учебное пособие / К. V. Khramova, R. I. Devyatkina, Z. R. Sadikova [и др.]. Уфа: БГМУ, 2020. Текст: электронный // Лань: электронно-библиотечная система. URL: <https://e.lanbook.com/book/155786>

Recommended additional bibliography:

1. History and theory of philosophy: учебник / К. V. Khramova, R. I. Devyatkina, Z. R. Sadikova [и др.]. Уфа: БГМУ, 2020. Текст: электронный/ Лань: электронно-библиотечная система. URL: <https://e.lanbook.com/book/155788>

2. History and Theory of Philosophy: рабочая тетрадь / К. V. Khramova, R. I. Devyatkina, Z. R. Sadikova [и др.]. Уфа: БГМУ, 2020. Текст: электронный // Лань: электронно-библиотечная система. URL: <https://e.lanbook.com/book/155787>

3. Мизулин, Н. Н. Manual in the course of Philosophy = Учебно-методическое пособие по курсу «Философия»: for foreign students of medical schools / Н. Н. Мизулин, Б. Н. Горяшкиева, С.А. Калханова. Астрахань: Астраханский ГМУ, 2019. Текст: электронный// ЭБС "Букап": [сайт]. URL: <https://www.books-up.ru/ru/book/manual-in-the-course-of-philosophy-10835046>


Supplementary teaching material designed by the academic staff implementing the National Curriculum of Higher Professional Education

1. Shkurko, Y. S. Independent study in philosophy: training manual for the students of the direction of training 31.05.01 "General Medicine"/Shkurko Yulia S.; Ulyanovsk State University, The Institute of Medicine, Ecology and Physical Culture. Ulyanovsk: UISU, 2022. Неопубликованный ресурс; на англ. яз. URL: <http://lib.ulsu.ru/MegaPro/Download/MObject/11547>. Режим доступа: ЭБС УЛГУ

AGREED:
Leading specialist / *Смагольникова С.маг* 2024
The position of the worker of scientific library Full name Signature

c) Educational software:

- Microsoft Windows
- Power Point

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d) Professional datasets and internet resources:

1. Электронно-библиотечные системы:

1.1. Цифровой образовательный ресурс IPRsmart: электронно-библиотечная система: сайт / ООО Компания «Ай Пи Ар Медиа». - Саратов, [2024]. – URL: <http://www.iprbookshop.ru>. – Режим доступа: для зарегистрир. пользователей. - Текст: электронный.

1.2. Образовательная платформа ЮРАЙТ: образовательный ресурс, электронная библиотека: сайт / ООО Электронное издательство «ЮРАЙТ». – Москва, [2024]. - URL: <https://urait.ru> . – Режим доступа: для зарегистрир. пользователей. - Текст: электронный.

1.3. База данных «Электронная библиотека технического ВУЗа (ЭБС «Консультант студента»): электронно-библиотечная система: сайт / ООО «Политехресурс». – Москва, [2024]. – URL: <https://www.studentlibrary.ru/cgi-bin/mb4x>. – Режим доступа: для зарегистрир. пользователей. – Текст: электронный.

1.4. Консультант врача. Электронная медицинская библиотека: база данных: сайт / ООО «Высшая школа организации и управления здравоохранением-Комплексный медицинский консалтинг». – Москва, [2024]. – URL: <https://www.rosmedlib.ru>. – Режим доступа: для зарегистрир. пользователей. – Текст: электронный.

1.5. Большая медицинская библиотека: электронно-библиотечная система : сайт / ООО «Букап». – Томск, [2024]. – URL: <https://www.books-up.ru/ru/library/> . – Режим доступа: для зарегистрир. пользователей. – Текст: электронный.

1.6. ЭБС Лань: электронно-библиотечная система : сайт / ООО ЭБС «Лань». – Санкт-Петербург, [2024]. – URL: <https://e.lanbook.com>. – Режим доступа: для зарегистрир. пользователей. – Текст: электронный.

1.7. ЭБС Znanium.com: электронно-библиотечная система: сайт / ООО «Знаниум». - Москва, [2024]. - URL: <http://znanium.com> . – Режим доступа: для зарегистрир. пользователей. - Текст: электронный.

2. КонсультантПлюс [Электронный ресурс]: справочная правовая система. / ООО «Консультант Плюс» - Электрон. дан. - Москва: КонсультантПлюс, [2024].

3. eLIBRARY.RU: научная электронная библиотека: сайт / ООО «Научная Электронная Библиотека». – Москва, [2024]. – URL: <http://elibrary.ru>. – Режим доступа: для авториз. пользователей. – Текст: электронный

4. Федеральная государственная информационная система «Национальная электронная библиотека»: электронная библиотека: сайт / ФГБУ РГБ. – Москва, [2024]. – URL: <https://нэб.рф>. – Режим доступа: для пользователей научной библиотеки. – Текст электронный.

5. Российское образование : федеральный портал / учредитель ФГАУ «ФИЦТО». – URL: <http://www.edu.ru>. – Текст: электронный.

6. Электронная библиотечная система УлГУ: модуль «Электронная библиотека» АБИС Мега-ПРО / ООО «Дата Экспресс». – URL: <http://lib.ulsu.ru/MegaPro/Web>. – Режим доступа: для пользователей научной библиотеки. – Текст: электронный.

Approved by

Specialist of IT and Telecommunication Department

Щуренко Ю.В.




2024

Job title

Name

Signature

Date

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12. EDUCATIONAL FACILITIES

The Institutional Research Library Services Department (Room 31B) has an area for independent study, Wi-Fi, and direct access to the Virtual Learning Environment and e-libraries. The 31.8 square meter room is equipped with special furniture for 10 students.	106, Building 2, Naberezhnaya Reki Sviayagi Str., Ulyanovsk, the Ulyanovsk Region
The Institutional Research Library Reading Room (Room 237) has an area for independent study, Wi-Fi, and direct access to the Virtual Learning Environment and e-libraries. The 220-square-foot room is furnished with custom furniture that seats 80 students and is equipped with computers and an overhead projector.	106, Building 2, Naberezhnaya Reki Sviayagi Str., Ulyanovsk, the Ulyanovsk Region

13. OPTIONS FOR STUDENTS WITH DISABILITIES

Education of students with disabilities is carried out taking into account the peculiarities of psycho-physical development, individual abilities and health of such students. Education of students with disabilities can be organized both together with other students and separately. If necessary, students with disabilities may be offered (at their request) one of the following ways of receiving information, taking into account their individual psychophysical characteristics

- for persons with visual impairments: in printed form in large print; in the form of an electronic document; in the form of an audio file (translation of educational materials into audio format); in printed form in Braille; individual assignments and consultations.

- for people with hearing impairments: in printed form; in the form of an electronic document; video materials with subtitles; individual consultations with the assistance of a sign language interpreter; individual tasks and consultations.

- for persons with musculoskeletal disorders: in print; in electronic document; in audio file; individual tasks and consultations.

Course designer:

Associate Professor of the Department of Philosophy



Yulia S. Shkurko

Job title

Signature

Name