



MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION
Federal state autonomous educational institution
of higher education
«Far Eastern Federal University»
(FEFU)

SCHOOL OF BIOMEDICINE

«AGREED»

Head of education program
«General medicine»

(signature) Khotimchenko Yu.S.
(Full name)
«09» of July 2019

«APPROVED»

Director of the Department of Clinical
Medicine

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(Full name)
«09» of July 2019

WORKING PROGRAM OF ACADEMIC DISCIPLINE (WPAD)

«Philosophy»

Education program

Specialty 31.05.01 «General medicine»

Form of study: full time

year 1, semester 2
lectures 36 hours
practical classes 18 hours
laboratory works not provided
total amount of in-classroom works 54 hours
independent self-work 18 hours
control works ()
pass-fail exam year 1, semester 2
exam not provided

The working program is drawn up in accordance with the requirements of the Federal state educational standard of higher education (level of training), approved by the order of the Ministry of education and science of the Russian Federation from 09.02.2016 № 95.

The working program of the discipline was discussed at the meeting of the Department of fundamental and clinical medicine. Protocol No. 8, 09 of July 2019

Author: professor O.L. Granovskaya

ANNOTATION

The discipline " Philosophy " is purposed for students enrolled in the educational program 31.05.01 "General medicine", and included in the basic part of the curriculum. Discipline is implemented on 1st year, 2nd semester.

Development of the working program of the discipline was made in accordance with the Federal state educational standard of higher education in the specialty 31.05.01 "General medicine", the curriculum of training in the specialty 31.05.01 "General medicine".

The total complexity of the discipline studying is 2credits, 72 hours. The curriculum provides 36 hours of lectures, 18 hours of practical classes and independent self-work of the student (18 hours.). Overall in-class learning activity amounts to 54 hours. Pass-fail exam is in the 2nd semester.

“Philosophy” is based on the content of and the skills formed in the course of such disciplines as «History», «Ethics», «Logic».

The purpose of this course is to give the students an overview of key and basic problems of philosophy and to develop their verbal, analytical and critical skills. This course is a general introduction to Philosophy and Logic. The course will cover topics such as the nature and scope of philosophy, the traditional and special fields of philosophy. We shall look at the different conceptions of the term ‘philosophy’. After this, selected problems in the major branches of philosophy, namely, epistemology, metaphysics, ethics and logic, will be discussed. In epistemology, we shall attempt to define and discuss epistemology as a theory of knowledge and also examine the major theories of truth. In metaphysics, we shall define metaphysics, the two theories of reality, the problem of universals and particulars and the problem of substances and quality. In ethics, we shall define ethics, the scope of ethics and practical moral problems. We shall discuss a number of theories that are required in making correct moral judgments. Finally, we shall attempt a definition of logic in the strict, technical and professional sense and

evaluate arguments and critical thinking which are indispensable to personal development.

Goals and Objectives The goal of the course is to provide the students the opportunity to acquire desirable knowledge about the nature and scope of philosophy and logic. They will gain mastery of the competencies needed to be able to identify and distinguish crooked reasoning from logical and philosophical reasoning. Students will also gain competencies in examining and discussing the metaphysical, epistemological, ethical, and logical issues about reality and life.

On successful completion of this course, students should be able to:

- Identify and examine the principles and issues involved in complex theoretical situations and concrete problems.
- Discuss within wider intellectual perspectives within the context of a humanistic educational experience.
- Explain the nature of reality and the meaning of life
- Describe social structure and development, knowledge and values, and the governing principles of the universe.

On completion of the course following general cultural competences are expected to be formed.

Code and formulation of the competence	The stages of forming the competence	
the ability to abstract thinking, analysis, synthesis (GPC -1)	Knows	the principles and issues involved in complex theoretical situations and concrete problems.
	Is able to	Identify and examine the principles and issues involved in complex theoretical situations and concrete problems.
	Possesses	Discuss within wider intellectual perspectives within the context of a humanistic educational experience.
- the ability to use basic philosophical knowledge to form a worldview (GPC -2);	Knows	The main philosophical ideas and principles
	Is able to	Explain the nature of reality and the meaning of life
	Possesses	Identify and examine the principles and issues involved in complex theoretical situations and concrete problems.
the ability to analyze the main stages and the laws of historical development of society to form civic position (GPC -3)	Knows	social structure and development, knowledge and values, and the governing principles of the universe.
	Is able to	Use these knowledges in forming own civil position
	Possesses	Describe social structure and development,

		knowledge and values, and the governing principles of the universe.
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To generate the above competencies within the discipline "History" are used the following active learning methods:

- Practical training lessons:
Lesson-discussion.

**I. STRUCTURE AND CONTENT
OF THE THEORETICAL PART OF THE COURSE
(36 hours)**

Module 1: The Nature and Subject Matter of Philosophy (3 hours)

Objectives

At the end of this module, you should be able to:

- identify and discuss the controversies surrounding the various attempts to define Philosophy; and
- provide possible definitions and conceptions of Philosophy from the ancient, through to the contemporary period.

Draft:

1. What is Philosophy?
2. Different Conceptions of Philosophy
 1. The Socratic conception of philosophy.
 2. Philosophy as Contemplation.
 3. Philosophy as Analysis.
 4. Philosophy as the Unity of Theory and Practice.

Module 2: Epistemology (13 hours)

Objectives

At the end of this section, you are expected to be able to:

- define and discuss epistemology as a theory of knowledge;
- explain and discuss the nature, sources, scope, and types of knowledge; and
- distinguish knowledge from beliefs, opinions, dogma and faith.

Draft:

1. What is Epistemology?
2. Sources of Knowledge.
3. Scope of Knowledge.
4. Justification of Knowledge.
5. Types of Knowledge.
6. Theories of Truth

Module 3: Metaphysics (10 hours)**Expected Objectives**

At the end of this topic, you should be able to:

- Define and explain the concept of Metaphysics
- Discuss issues concerning the question of the origin, nature and constituent of the Universe.

Draft:

1. What is Metaphysics?
2. Idealism and Materialism.
3. Universals and Particulars.
4. Substances and Qualities.

Module 4: Ethics (6 hours)**Expected Objectives**

At the end of this topic, you are expected to be able to:

- describe the nature of Ethics as a branch of Philosophy
- define the roles of Ethics as Moral Philosophy
- discuss issues concerning the nature, scope, sources, origin and functions of Morality
- identify the difficulties involved in making correct moral judgments
- discuss the critical steps and theories that are required in making correct moral judgments

Draft:

1. What is Ethics?
2. Descriptive Ethics.
3. Prescriptive or Normative Ethics.
4. Meta-ethics or Critical Ethics.
5. Applied Ethics.
6. What is Morality?
7. Morality and Law
8. Morality and Etiquette
9. Morality and Prudence
10. Teleological vs De-ontological Ethical Theories

Module 5: Logic (4 hours)

Expected Objectives

At the end of this topic, you are expected to be able to:

- explain the nature and importance of logic to critical and adequate reasoning;
- discuss the methods of logical and adequate reasoning;
- identify and explain how ordinary language sentences can easily lead us to fallacies of reasoning; and
- discuss some of the fallacies and how we can easily fall into them as well as how to avoid them.

Draft:

1. What is Logic?
2. *Informal Logic*
3. Traditional Laws of Reasoning
4. Types of Arguments
5. Fallacies
6. Propositional Variables
7. Logical Connectives and their Logical Meanings
8. Changing Ordinary Sentences to Symbolic Sentences
9. Rules of Inference and Formal Proof of Validity

II. STRUCTURE AND CONTENT OF THE PRACTICAL PART OF THE COURSE

Practical training lessons (18 hours)

I. Freedom and Responsibility (2 hours). A practical training lesson with usage of the technich of active teaching “Think / Pair / Share”

1. Freedom of the Will and Hard Determinism

Reading:

- Peter Van Inwagen, “Freedom of the Will”

<http://joelvelasco.net/teaching/hum9/vaninwagen-powersfreewill.pdf>

1. What phrase does van Inwagen use to describe his model of a world with free will?

2. What aspect of compatibilism does van Inwagen find most troubling?

Richard Taylor, “Freedom and Determinism,”

<https://faculty.unlv.edu/jwood/unlv/Articles/TaylorFreeWill.PDF>

1. What is “soft determinism”? Why does Taylor think that soft determinism should be rejected?
2. What is “simple inderterminism”? Why does Taylor think that simple inderterminism should be rejected?
3. What is “the theory of agency”? Why does Taylor think that only this theory can account for the commonly made assumptions that our behavior is sometimes the outcome of our own deliberations and that it is sometimes up to us what we do? Do you agree?
4. What difficulties does Taylor think there are for the theory of agency? What, in your opinion, is the importance of these difficulties?

- Paul Holbach, “The Illusion of Free Will”

1. What is d’Holbach’s argument that we do not have free will? Do you think the argument is sound? Explain. Why does d’Holbach maintain that choice does not prove the free agency of man?

2. Compatibilism

- J. Ayer, “Freedom and Necessity”

1. Ayer argues that just because an action is causally determined this does not imply that this action is constrained. Why not?
2. Does Ayer agree or disagree with the belief that if I have acted freely, then it must be the case that I could have acted otherwise? Why?
3. At one point (a few pages into his article) Ayer claims that moral responsibility is not incompatible with determinism, but actually presupposes it. In what sense?
4. Ayer writes: “Thus, if a man points a pistol at my head I may still choose to disobey him: but this does not prevent its being true that if I do fall in with his wishes he can legitimately be said to have compelled me.” Explain this. In what sense can Ayer maintain that I am compelled, when I can still disobey the man if I want to?
5. According to Ayer, why is a kleptomaniac not a free agent with respect to stealing?
6. Near the end of his article (fourth paragraph from the end), Ayer provides a list of three things that must obtain if it is true that I could have acted otherwise. What are these?
7. Ayer claims that even if every event in the universe (including all of my actions) – past, present, and future – are predetermined, it does not follow that my actions make no difference to the future. In what sense?

- Richard Taylor, “Freedom and Determinism,”

<https://faculty.unlv.edu/jwood/unlv/Articles/TaylorFreeWill.PDF>

3. Libertarianism

- C. A. Campbell, “Has the Self ‘Free Will’?”

<https://www.csun.edu/~ds56723/phil150/campbell.pdf>

1. First, make sure it’s clear which position Campbell is endorsing. Does he think we do or we don’t have free will? Does he think the universe is deterministic or indeterministic? Does he think determinism is compatible with free will or not?

2. Campbell says many things about free will. Try to separate out which are his *reasons*. Which things that he talks about are supposed to be evidence that will convince us that we really do have free will? In other words, what is Campbell's *argument*?
3. Can you think of any way of accounting for that evidence other than by conceding that we have free will?

- Richard Taylor, "Freedom and Determinism," (only pp.413-417)

4. Freedom and Moral Responsibility

- Harry Frankfurt, "Alternate Possibilities and Moral Responsibility"

<http://www.jeffsnapper.org/assets/frankfurtapmr.pdf>

II. Mind and Its Place In Nature (2 hours) A practical training lesson with usage of the technich of active teaching "Think / Pair / Share"

1. Nature of the Mind - Descartes

- René Descartes, *Meditations on First Philosophy*, Meditations I - II, (pp.184-191), Meditation III, (pp. 191-198), Meditations IV-VI

1. In the First Meditation, does the Meditator want to suggest the possibility of a universal dream or the universal possibility of dreaming? In other words, is he suggesting that all life might be one big dream or simply that we could be dreaming at any given moment for all we know?
2. What stops the doubt of the First Meditation? What kind of reasoning supports the *cogito*?
3. What does the Wax Argument show? What is it meant to show? Does it succeed?
4. Explain and analyze the Cartesian Circle. Is Descartes guilty of circular reasoning?
5. Explain the distinction between formal and objective reality. What things have what kind of reality?
6. Analyze and evaluate the two proofs of God's existence. How are they different? Is one more convincing than the other? Why did Descartes think he needed two proofs? Do they do different work for him?

7. Does Descartes give a satisfactory account of human error, given a perfect and divine creator? Are Descartes' arguments convincing, or does it still seem unnecessary and less than perfect that God created us with flaws?
8. How do mind and body interact? How does the body affect the mind? And how does the mind affect the body?
9. Explain the distinction between primary and secondary qualities. How do we perceive them and what kind of knowledge do we have of them?

2. Materialism and Functionalism

- Peter Carruthers, “The Mind is the Brain”

<http://knobapstolbooth.cba.pl/64-2k337hv8v1bhj-i2.html>

1. Explain and evaluate Carruthers' argument that the causal efficacy of mental states gives us good reason to believe the identity theory.
2. Carruthers presents and responds to several objections to the identity theory. Explain the objection and why Carruthers thinks it does not give us good reason to reject the identity theory. Do you agree with Carruthers? Why, or why not?
3. Carruthers thinks that an identity theorist can explain the 'intentionality' of mental states. Explain what 'intentionality' is, and why Carruthers thinks the identity theorist can explain how mental states can be intentional. Do you agree with Carruthers? Why, or why not?

3. Personal Identity

John Perry, “A Dialogue on Personal Identity and Immortality”

[http://www.humanscience.org/docs/Perry%20\(1978\)%20A%20Dialogue%20on%20Personal%20Identity%20and%20Immortality.pdf](http://www.humanscience.org/docs/Perry%20(1978)%20A%20Dialogue%20on%20Personal%20Identity%20and%20Immortality.pdf)

1. Sam says on page 4 that he thinks it would be inexcusable for a god to create us and not provide us with an afterlife – “I don’t know why He should have created us, if these few short years of toil and torment are the end of it.” First, is that a fair description of life: a “few short years of toil and torment?” And whatever the case, does it follow that if an entity intentionally created us, he, she or it would have some responsibility to allow us an afterlife?

2. At the end Sam quotes Emerson in saying, “a little philosophy turns one away from religion, but that deeper understanding brings one back.” Gretchen replies that her ex-husband used to say that “a little philosophy turns one away from religion, and more philosophy makes one a pain in the neck” (18). Did you find this exchange worrisome, comforting, funny or none of the above?

III. Ethics (6 hours) A practical training lesson with usage of the technich of active teaching “Shared Brainstorming”

1. Case scenario 1: Autonomy and informed consent.

Down’s screening test: A pregnant woman decides to have a triple marker test for Down’s screening. After she has given the blood she decides she does not want to know the result as she wants to have the baby. The test result shows a high risk of Down’s syndrome. The clinician feels there will be a high social and economic burden on the family and would like to convey the test result to the patient to inform her decision making. What should the obstetrician do? Apply the four major ethical considerations systematically. What are the major ethical dilemmas?

1. Consequences: what are the consequences of any given course of action? Consider both benefits and harms 2. Duties and Obligations: what are the duties of the clinician? Is this a case of conflict of duties? To whom does the clinician owe these duties? If so how best can this dilemma be resolved? 3. Consider the categorical imperatives. Is this a case of respect for autonomy and informed consent? If so are there sufficient grounds to ignore her wishes? 4. Application of principles. How might the four key ethical principles of ethical clinical practice be applied? What other considerations might apply? What are your conclusions about the best course of action? Give your reasons. What might be the reasons for the woman’s decision? Do you think a clinician is always best placed to understand and judge these reasons? Remember in ethics we cannot always provide a satisfactory resolution to all perceived problems. Ethically there is a great deal that the clinician should consider in discharging his/her duty of care. If you decide that the clinician should respect the woman’s wishes and not reveal the test result, is

there anything else the clinician should do in the discharge of his/her duty of care?
Remember that the clinician should ideally be a member of a care team. 2.

Challenges to Morality - Relativism

1. James Rachels, "The Challenge of Cultural Relativism"

<http://www2.gsu.edu/~wwwphl/Graham2010/Rachels.pdf>

1. Which distinct strands of argument does Rachels employ in support of his thesis "While there are important lessons to learn from reflecting on CER, the core holding of the theory should be rejected"?.

3. Religion and Morality

- Plato, "The Immoralist's Challenge"

<http://kpfu.ru/docs/F1486349589/Reading4.pdf>

1. Is our "duty" always identical with our self-interest. Why?
2. Do we always know what our self-interest is?
3. Is our self-interest determined by what we want?
4. Give examples of "just behaviour". Is justice good in and of itself?
5. Does being moral really serve our self-interest?
6. What is good about being just, if others mistreat you because of your reputation?
7. What should we do (and do we usually do in fact) when our duty conflicts with our self-interest?
8. Are we always motivated by self-interest?
9. Is there anything worthwhile in itself - regardless of its consequences?
10. Do we have a natural tendency to be just (even when nobody can see us)?
11. Is justice a convention?

4. Standards of Right Conduct - Mill

1. John Stuart Mill, "Utilitarianism" chapters 1 and 2.

1. Mill raises a number of objections to Utilitarianism and then responds to them. Explain one of the objections and his response. Then evaluate: do you think his response is adequate? Why, or why not?

5. Standards of Right Conduct - Kant

1. Immanuel Kant, “The Good Will and the Categorical Imperative”

1. What is the only thing Kant takes to be “good without limitation”?
2. How does Kant describe the prudent shopkeeper?
3. What is a maxim in Kant's terminology?
4. What does Kant think is the fundamental principle of morality?
5. Which does Kant think has more moral worth: grudgingly giving money to charity because you know it's the right thing to do or happily giving money to charity just because you like helping people?
6. Standards of Right Conduct - Ross

1. W.D. Ross, “What Makes Right Acts Right?”

<http://rintintin.colorado.edu/~vancecd/phil1100/Ross.pdf>

1. What objection does Ross raise to utilitarianism?
2. What objection does Ross raise to Kant's theory?
3. What is the difference between a prima facie duty and a duty proper?
4. How does Ross think we can come to know prima facie duties?
5. How does Ross think we can come to know what our duties (proper) are?

IV. Ethical Issues (4 hours) A practical training lesson with usage of the technich of active teaching “Roundtable”

1. Ethical Problems: Charity

1. Peter Singer, “Famine, Affluence, and Morality”

<http://philosophyfaculty.ucsd.edu/faculty/rarneson/Singeressayspring1972.pd>

In “Famine, Affluence, and Morality”, Peter Singer develops an argument for the conclusion that we ought to provide much, much more assistance than we do to needy strangers. His argument appeals to the following principle: If it is in our power to prevent something bad from happening, without thereby sacrificing anything of comparable moral importance, we ought, morally, to do it. Carefully set out Singer’s argument. Do you think the principle to which Singer appeals is true? If not, why not? In evaluating Singer’s argument, you may want to consider whether a decision not to give to famine relief differs in morally significant ways

from a decision not to save a child drowning in a pond, because doing so would ruin your shoes.

2. Ethical Problems - Value of Human Life, Bioethics

Peter Singer, “Unsanctifying Human Life”

<http://www.karlin.mff.cuni.cz/~holub/soubory/Singer.pdf>

Explain and evaluate Peter Singer’s arguments in his essay “Unsanctifying Human Life.” Be sure to include a discussion of what he calls “Speciesism”. Explain and discuss his arguments for eliminating speciesist bias from our moral thinking. You may want to consider in what ways species similar and/or different from Racism or sexism.

He suggests that “We have to change our attitudes in both directions. We have to bring non-humans within the sphere of our moral concern, and cease to treat them purely as a means to our ends. At the same time we realize that the fact that severely and irreparably retarded infants are members of the species homo sapiens is not in itself relevant to how we should treat them, we should be ready to reconsider current practices which cause suffering to all concerned and benefit nobody.” Evaluate this claim.

The objection Singer considers at the end of the paper that speciesism serves an important role in our ethical thinking by ensuring that we treat all humans morally. Discuss his argument against this claim.

Or you could also include a more focused discussion of Euthanasia for mentally and or physically handicapped babies.

3. Ethical Problems - Abortion

- Judith Jarvis Thomson, “A Defense of Abortion”

<http://www.aaron-zimmerman.com/wp-content/uploads/2016/09/1st-Reading.pdf>

1. What is Thomson's moral judgment about the case of the violinist?
2. What does a right to life amount to, according to Thomson?
3. When does Thomson think that abortion is morally impermissible?

4. Ethical Problems - Death Penalty

1. Ernest Van Den Haag, “On Deterrence and the Death Penalty”

<http://scholarlycommons.law.northwestern.edu/cgi/viewcontent.cgi?article=5580&context=jcllc>

V. God (4 hours) A practical training lesson with usage of the technich of active teaching “Roundtable”

1. The Argument from Design

1. David Hume, “Dialogues Concerning Natural Religion”

2. Cosmological Arguments

1. Samuel Clarke, “A Modern Formulation of the Cosmological Argument”
2. William L. Rowe, “The Cosmological Argument”
3. Thomas Aquinas, “The Five Ways”

3. The Ontological Argument

1. Saint Anselm, “The Ontological Argument”
2. William L. Rowe, “The Ontological Argument”
3. Gaunilo, “On Behalf of the Fool”

4. April 23rd (M): Problem of Evil

1. J. L. Mackie, “Evil and Omnipotence”

5. Miracles

1. Simon Blackburn, “Miracles and Testimony”

III EDUCATIONAL-METHODICAL SUPPORT OF INDEPENDENT WORK OF STUDENTS

Educational-methodical support of independent work of students for the course “Philosophy” is presented in enclosure 1 and includes:

- schedule of performing independent work for the course, including the approximate time to perform on each task;
- characteristics of jobs for independent work of students and methodical recommendations for their implementation;
- requirements for submission and registration of results of independent work;
- criteria for evaluating the implementation of independent work.

IV COURSE OBJECTIVES ACHIEVEMENT CONTROL

The following assessment tools are used for the current knowledge control:

1) Oral questioning (OQ):

- Interview (OQ-1)

2) Written works (WW):

- Essay (WW-3) type

CONTROL TO THE ACHIEVEMENT OF THE COURSE OBJECTIVES

№ п/п	Controlled modules/ sections/ themes	Codes and the stages of forming the competences	Evaluative resources		
			running check	intermediate attestation	
1	Module 1: The Nature and Subject Matter of Philosophy Module 2: Epistemology	the ability to abstract thinking, analysis, synthesis (GPC -1)	Knows	OQ-1 Interview	Pass-fail exam quiz №1-6
			Is able to	WW-3 Essay	
			Possesses	WW-3 Essay	
2.	Module 3: Metaphysics Module 5: Logic	the ability to use basic philosophical knowledge to form a worldview (GPC -2);	Knows	OQ-1 Interview	Pass-fail exam quiz №4-10
			Is able to	WW-3 Essay	
			Possesses	WW-3 Essay	
3.	Module 2: Epistemology Module 4: Ethics	the ability to analyze the main stages and the laws of historical development of society to form civic position (GPC -3)	Knows	OQ-1 Interview	Pass-fail exam quiz № 11-40
			Is able to	WW-3 Essay	
			Possesses	WW-3 Essay	

Control and methodical materials, as well as criteria and indicators which are necessary to assess knowledge, abilities, skills and describing the stages of the competences forming during the process of acquiring educational program is presented in enclosure 2.

V. READING LIST AND METHODOLOGICAL SUPPORT OF THE DISCIPLINE

Main course literature:

(electronic and print editions)

Required readings:

1. **Pragmatic Disorders**

DOI <https://doi.org/10.1007/978-94-007-7954-9>

Copyright InformationSpringer Science+Business Media Dordrecht 2014

Publisher NameSpringer, Dordrecht eBook Packages**Medicine**

Print ISBN978-94-007-7953-2 Online ISBN978-94-007-7954-9

<https://link.springer.com/book/10.1007/978-94-007-7954-9#authorsandaffiliationsbook>

2. **Reading Karl Barth, Interrupting Moral Technique, Transforming Biomedical Ethics 2015**

<https://link.springer.com/book/10.1057/9781137534590>

Additional readings:

1. **Clinical Inertia 2015**

DOI <https://doi.org/10.1007/978-3-319-09882-1>

Copyright InformationSpringer International Publishing Switzerland 2015

Publisher NameSpringer, Cham

eBook Packages**Medicine**

Print ISBN978-3-319-09881-4

Online ISBN978-3-319-09882-1

<https://link.springer.com/book/10.1007/978-3-319-09882-1>

The list of Internet resources:

Databases

- [PhilPapers](#), a comprehensive index and bibliography of philosophy maintained by the community of philosophers.

- [Philosopher's Index](#), an index of articles and books in Philosophy ([alternate link](#)).
- [Humanities Databases](#), a list of online databases available from Bobst library.
- [UMI ProQuest Digital Dissertations](#), an index of doctoral dissertations available from UMI.

Online Encyclopedias

- [Dictionary of Philosophy of Mind](#)
- [The Internet Encyclopedia of Philosophy](#)
- [MIT Encyclopedia in Cognitive Sciences](#)
- [Routledge Encyclopedia of Philosophy](#)
- [The Stanford Encyclopedia of Philosophy](#)
- [The University of Alberta's Cognitive Science Dictionary](#)

Online Journals

- [JSTOR](#), includes past issues of many journals, often back to the founding of the journal. JSTOR has excellent searching capabilities.
- [Ingenta, includes current and many past issues of many journals and other periodic publications.](#)
- [Blackwell Synergy](#), includes past and current issues of journals from Blackwell Publishing.
- [Cambridge Journals Online](#), includes past and current issues of Cambridge University Press journals.
- [Kluwer Online Journals](#), includes past and current issues of Kluwer journals.
- [Oxford Journals](#), includes past and current issues of journals from Oxford University Press.
- [Poiesis](#), includes past and current issues of many journals.
- [Project Euclid](#), a collection of Mathematics and Logic journals, including [Bulletin of Symbolic Logic](#), [Journal of Symbolic Logic](#), and [Notre Dame Journal of Formal Logic](#).

- [Project Muse](#), includes recent issues of several journals, such as [Philosophy and Public Affairs](#).
- [Electronic Journals](#), a searchable list of online journals compiled by Bobst library.
- [On-line Information about Journals in Philosophy and Related Disciplines](#), a comprehensive list of philosophy journals available online compiled by Peter Milne.

Links to Specific Journals

- Analysis [Recent issues](#) [Back issues](#)
- Aristotelian Society [Proceedings](#) (PAS) [Supplemental Volumes](#) (ASS)
- Australasian Journal of Philosophy (AJP) [Recent issues](#)
- British Journal for the Philosophy of Science (BJPS) [Recent issues](#) [Back issues](#)
- Canadian Journal of Philosophy (CJP) [Recent issues](#)
- Dialogue [Recent issues](#)
- Erkenntnis [Recent issues](#)
- Ethics [Recent issues](#) [Back issues](#)
- Grazer philosophische Studien [Recent issues](#)
- Journal of Medical Ethics [Recent and Back Issues](#)
- Journal of Philosophical Logic (JPL) [Recent issues](#)

LIST OF INFORMATION TECHNOLOGIES AND SOFTWARE

The location of the computer equipment on which the software is installed, the number of jobs	List of licensed software
Multimedia auditorium Vladivostok Russian island, Ayaks 10, building 25.1, RM. M723 Area of 80.3 m2 (Room for independent work)	Windows Seven enterprise SP3x64 Operating System Microsoft Office Professional Plus 2010 office suite that includes software for working with various types of documents (texts, spreadsheets, databases, etc.); 7Zip 9.20 - free file archiver with a high degree of data compression; ABBYY FineReader 11 - a program for optical character recognition; Adobe Acrobat XI Pro 11.0.00 - software package for

	creating and viewing electronic publications in PDF; WinDjView 2.0.2 - a program for recognizing and viewing files with the same format DJV and DjVu.
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In order to provide special conditions for the education of persons with disabilities all buildings are equipped with ramps, elevators, lifts, specialized places equipped with toilet rooms, information and navigation support signs.

VI. GUIDANCE ON THE DISCIPLINE DEVELOPMENT

Each Phase is presented as modules with related topics. Topics are taken in series using diverse teaching/learning methods.

A typical teaching-learning sessions for a module comprises the following steps:

Access the introductory lecture on the blog

Review the PowerPoint presentations online

Access and read other reference documents for the module

Take the examinations

Outline of Lecture sessions

A lecture unit will be uploaded on the bb for you to access. Audio and video downloads will also be available there.

You will be given time to work with the materials provided along with the topics

Practice tests will be administered at the end of each lecture unit for your self-assessment and revision.

A Tutor-marked tests (multiple choice) will be provided for each module

A list of suggested readings will be made available to you.

Additional instructions to facilitate learning may be provided by teachers

MATERIAL AND TECHNICAL MAINTENANCE OF DISCIPLINE

For practical work, as well as for the organization of independent work, students have access to the following laboratory equipment and specialized classrooms that meet the current sanitary and fire regulations, as well as safety requirements during training and scientific and industrial works:

Name of the equipped rooms and rooms for independent work	List of main equipment
The computer class of the School of biomedical AUD. M723, 15 work placts	<p>Screen, electrically 236*147 cm to trim the screen; Projector DLP technology, 3000 ANSI LM, WXGA with 1280x800 resolution, 2000:1 Mitsubishi EW330U; Subsystem of specialized mounting equipment course-2007 Tuarex; Subsystem of videocommunity: matrix switch DVI and DXP 44 DVI Pro advertising; extension cable DVI over twisted pair DVI 201 TX/RX advertising; Subsystem of audiocommentary and sound; speaker system for ceiling si 3ct LP Extron on from; digital audio processor DMP 44 LC the Extron; the extension for the controller control IPL T CR48; wireless LAN for students is provided with a system based on 802.11 a/b/g/N 2x2 MIMO(2SS) access points.</p> <p>Monoblock HP Loope 400 all-in-one 19.5 in (1600x900), core i3-4150t, 4GB DDR3-1600 (1x4GB), 1TB HDD 7200 SATA, and a DVD+ / -RW, GigEth, Wi-Fi and BT, the USB port of roses/MSE, Win7Pro (64-bit)+Win8.1Pro(64-bit), 1-1-1 Wty</p>
Multimedia audience:	<p>Monoblock Lenovo C360G-i34164G500UDK; projection Screen Projecta Elpro Electrol, 300x173 cm; Multimedia projector, Mitsubishi FD630U, 4000 ANSI Lumen 1920 x 1080; Flush interface with automatic retracting cables TLS TAM 201 Stan; Avervision CP355AF; lavalier Microphone system UHF band Sennheiser EW 122 G3 composed of a wireless microphone and receiver; Codec of videoconferencing LifeSizeExpress 220 - Codeconly - Non-AES; Network camera Multipix MP-HD718; Two LCD panel, 47", Full HD, LG M4716CCBA; Subsystem of audiocommentary and sound reinforcement; centralized uninterrupted power supply</p>
Reading rooms of the Scientific library of the University open access Fund (building a - 10)	<p>Monoblock HP Loope 400 All-in-One 19.5 in (1600x900), Core i3-4150T, 4GB DDR3-1600 (1x4GB), 1TB HDD 7200 SATA, DVD+/-RW,GigEth,wifi,BT,usb kbd/mse,Win7Pro (64-bit)+Win8.1Pro(64-bit),1-1-1 Wty Speed Internet access 500 Mbps. Jobs for people with disabilities equipped with displays and Braille printers.; equipped with: portable reading devices flatbed texts, scanning and reading machines videovelocitly with adjustable color spectrums; increasing electronic loops and ultrasonic marker</p>
Accreditation-simulation center of the school of Biomedicine	



THE MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION
Federal state autonomous educational institution of higher education
Far Eastern Federal University
(FEFU)

SCHOOL OF BIOMEDICINE

**TRAINING AND METHODOLOGICAL SUPPORT OF INDEPENDENT
WORK OF STUDENTS**

for the course “Philosophy”

Direction of training 31.05.01- General Medicine

Mode of study: Full-time program

Vladivostok

2016

Schedule of realization individual work on the discipline:

№	Approximate date	The name of the control activities	Standard time for execution	The form of control
1	1-3 week	Working on a report for the practical training lesson, writing the essay, summarizing lectures	3 hours	Practical training lesson
2	4-5 week	writing the essay, summarizing lectures	2 hours	checking the essay
3	6-7 week	Working on a report for the practical training lesson, summarizing lectures	3 hours	Practical training lesson
4	8-11 week	Working on a report for the practical training lesson, writing the essay, summarizing lectures	4 hours	Practical training lesson, mid-term test
5	12-13 week	writing the essay, summarizing lectures	2 hours	checking the essay
6	14-17 ,18 week	Working on a report for the practical training lesson, summarizing lectures	4 hours	Practical training lesson

Independent work by the course «Philosophy» provides three basic types of independent work: preparations for the practical exercises, summarizing lectures, writing essay.

Studying privately students have to prepare assignments for the workshops, read the assigned literature and supplementary sources of information. They have to be able to argue, to prove and to reject different statements on the subject.

To facilitate seminar discussion each week you will have to write short (no more than one double-spaced page) summaries of the assigned readings plus questions for discussion (questions of clarification are also welcome) and submit them in printed form before the start of the first session of the week.

Each student has to give presentations at section meetings, make abstracts of original texts, take part in discussions, and prepare multimedia presentations.

Assessment criteria:

- Students should have an effective thesis (an argument);
- Express their thesis clearly and succinctly;
- Give clearly structured answers and progress in a logical manner;
- Show profound understanding of the subject;
- Show knowledge of primary and secondary texts and the Course Reader;
- Demonstrate good academic writing skills;
- Critical thinking;
- Some degree of originality;



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SCHOOL OF BIOMEDICINE

Assessment Fund
for the course “Philosophy”
Direction of training 31.05.01- General Medicine
Mode of study: Full-time program

Vladivostok

2016

Passport of assessment fund

Completed in accordance with the Regulations on the Funds of Evaluation Assets of Educational Programs of Higher Education - Bachelor's Programs, Specialties, FEFU Magistrates, approved by order of the Rector No. 12-13-850 of May 12, 2015.

Code and formulation of the competence	The stages of forming the competence	
the ability to abstract thinking, analysis, synthesis (GPC -1)	Knows	the principles and issues involved in complex theoretical situations and concrete problems.
	Is able to	Identify and examine the principles and issues involved in complex theoretical situations and concrete problems.
	Possesses	Discuss within wider intellectual perspectives within the context of a humanistic educational experience.
- the ability to use basic philosophical knowledge to form a worldview (GPC -2);	Knows	The main philosophical ideas and principles
	Is able to	Explain the nature of reality and the meaning of life
	Possesses	Identify and examine the principles and issues involved in complex theoretical situations and concrete problems.
the ability to analyze the main stages and the laws of historical development of society to form civic position (GPC -3)	Knows	social structure and development, knowledge and values, and the governing principles of the universe.
	Is able to	Use these knowledges in forming own civil position
	Possesses	Describe social structure and development, knowledge and values, and the governing principles of the universe.

CONTROL TO THE ACHIEVEMENT OF THE COURSE OBJECTIVES

№ п/п	Controlled modules/ sections/ themes	Codes and the stages of forming the competences		Evaluative resources	
				running check	intermediate attestation
1	Module 1: The Nature and Subject Matter of Philosophy Module 2: Epistemology	the ability to abstract thinking, analysis, synthesis (GPC -1)	Knows	OQ-1 Interview	Pass-fail exam quiz №1-6
Is able to			WW-3 Essay		
Possesses			WW-3 Essay		
2.	Module 3: Metaphysics Module 5: Logic	the ability to use basic philosophical knowledge to form a worldview (GPC -2);	Knows	OQ-1 Interview	Pass-fail exam quiz №4-10
Is able to			WW-3 Essay		
Possesses			WW-3 Essay		

3.	Module 2: Epistemology Module 4: Ethics	the ability to analyze the main stages and the laws of historical development of society to form civic position (GPC -3)	Knows	OQ-1 Interview	Pass-fail exam quiz № 11-40
			Is able to	WW-3 Essay	
			Possesses	WW-3 Essay	

Current certification of students.

For this discipline uses the following assessment tools:

1. oral questioning (OQ):

- interview (OQ-1)

2. written works (WW):

essay (WW-3)

Assessment scale of the competence level

Code and formulation of the competence	The stages of forming the competence		Criteria	Indicators
the ability to abstract thinking, analysis, synthesis (GPC -1)	Knows	The principles and issues involved in complex theoretical situations and concrete problems.	Discuss within wider intellectual perspectives within the context of a humanistic educational experience.	Identify and examine the principles and issues involved in complex theoretical situations and concrete problems.
	Is able to	The principles and issues involved in complex theoretical situations and concrete problems.	Discuss within wider intellectual perspectives within the context of a humanistic educational experience.	Identify and examine the principles and issues involved in complex theoretical situations and concrete problems.
	Possesses	The principles and issues involved in complex theoretical situations and concrete problems.	Discuss within wider intellectual perspectives within the context of a humanistic educational experience.	Identify and examine the principles and issues involved in complex theoretical situations and concrete problems.
the ability to use basic philosophical knowledge to form a worldview (GPC -2);	Knows	The main philosophical ideas and principles	Knowledge of the main philosophical ideas and principles	The ability to identify and examine the principles and issues involved in complex theoretical situations and concrete problems.
	Is able to	Explain the nature of reality and the meaning of life	Ability to analyze the main philosophical ideas and understand	The ability to identify and examine the principles and issues involved in complex

			their advantages and disadvantages	theoretical situations and concrete problems.
	Possesses	Identify and examine the principles and issues involved in complex theoretical situations and concrete problems.	Ability to analyze the main philosophical ideas and understand their advantages and disadvantages	The ability to identify and examine the principles and issues involved in complex theoretical situations and concrete problems.
the ability to analyse the main stages and the laws of historical development of society to form civic position (GPC -3)	Knows	social structure and development, knowledge and values, and the governing principles of the universe.	knowledge of social structure and development, knowledge and values, and the governing principles of the universe.	Use these knowledge in forming own civil position
	Is able to	Use these knowledge in forming own civil position	Ability to analyze the main philosophical ideas and understand their advantages and disadvantages	the ability to highlight the anchor points of the historical process; the ability to generate its own civil and personal attitude towards different regimes and ideologies
	Possesses	Describe social structure and development, knowledge and values, and the governing principles of the universe.	social structure and development, knowledge and values, and the governing principles of the universe	The ability to identify and examine the principles and issues involved in complex theoretical situations and concrete problems.

Tests and assessment

Sample Tests

Immanuel Kant: The Good Will and the Categorical Imperative

What is the only thing Kant takes to be “good without limitation”?

- Talents.
- Happiness.
- A good will.
- Lack of worry.

How does Kant describe the prudent shopkeeper?

- He does not do his duty.
- He acts in accordance with duty but not necessarily from duty.
- He acts from duty.
- He goes beyond the call of duty.

What is a maxim in Kant's terminology?

- A wise saying that gives good advice about how to act morally.
- Any principle upon which one bases one's action.

- c. A false moral principle.
- d. A true moral principle.

What does Kant think is the fundamental principle of morality?

- a. Act so as to bring about the greatest possible amount of happiness.
- b. Act only on maxims that you can at the same time will to be universal laws.
- c. Always treat humans as ends in themselves, never merely as means.
- d. Both b. and c.

Which does Kant think has more moral worth: grudgingly giving money to charity because you know it's the right thing to do or happily giving money to charity just because you like helping people?

- a. Grudgingly giving the money.
- b. Happily giving the money.
- c. They are both morally worthy and to an equal degree.
- d. Neither has any moral worth.

Pass-fail exam quiz:

1. Philosophy is a no-man's land between science and theology
2. Philosophy as wisdom
3. In one sentence state one difference between

Philosophy as analysis; and Philosophy as contemplation

4. What is epistemology?
5. What is knowledge defined as?
6. Correspondence theory of truth states that...
7. Coherence theory of truth states that...
8. In two sentences, compare and contrast a priori and a posteriori knowledge.
9. Idealism states that...
10. Materialism states that...
11. Metaphysics as a branch of philosophy is concerned with...
12. Compare and contrast Ethical Teleologism and Ethical De-ontologism
13. Explain the sociality of morality

In one sentence:

14. Compare and contrast morality and etiquette
15. Compare and contrast morality and prudence
16. Compare and contrast morality and law
17. What is Morality?
18. Compare and contrast Ethical utilitarianism and Ethical Egoism
19. Define reality. Give two (2) examples.
20. Using only basic first order logic, develop a rational foundation from which to prove the truth of radical relativism.
21. Analyze the fundamental nature of being. Introduce new distinctions and obfuscatory neologisms.
22. Escape the hermeneutic circle with only fishing line and a Swiss Army knife.
23. Demonstrate the validity of the fallacy of composition.
24. Evaluate the following argument: "If conventionalism is true, it must be true by convention. We do not believe in conventionalism. Therefore, we should change our beliefs because conventionalism is self-evident."
25. Assume solipsism to be correct. Explain why more people aren't solipsists.
26. Explain the Cartesian distinction between *res cogitans* and *res extensa* without going into any intentional states, e.g. thinking of Descartes.
27. List three beliefs held by eliminative materialists.

Assessment criteria:

- Students should have an effective thesis (an argument);
- Express their thesis clearly and succinctly;
- Give clearly structured answers and progress in a logical manner;
- Show profound understanding on the subject;

- Show knowledge of primary and secondary texts and the Course Reader;
- Demonstrate good academic writing skills;
- Critical thinking;
- Some degree of originality;

Assignments for practical training lessons and laboratory-based work.

Studying privately students have to prepare assignments for the workshops, read the assigned literature and supplementary sources of information. They have to be able to argue, to prove and to reject different statements on the subject.

Each student has to give presentations at section meetings, make abstracts of original texts, take part in discussions, and prepare multimedia presentations.

To practice the above-listed skills and pass the course, students will be required to attend most of the lessons and are encouraged to participate actively. Except for the topics in the first week, students are also expected to read the assigned texts for each workshop in advance, and bring in a written form (about 1 page long) summary of the main argument of the text assigned for that lesson as well as questions and comments with regard to stand point taken in the text.

For the written assignments, students will identify the main question addressed by the author and the main argument to that question.

The questions and comments should focus on: What are the main strengths and weaknesses of the author's approach? And why?

To facilitate workshop discussion each week you will have to write short (no more than one double-spaced page) summaries of the assigned readings plus questions for discussion (questions of clarification are also welcome) and submit them in printed form before the start of the first session of the week.

The quality of the summaries you write is essential for successful completion of the course. They should be well organized, concise, state the main point(s) of the author(s) and show that you have carefully read and reflect upon the text.

Students will be expected to attend all classes and to actively participate in class discussions. Participation in lectures and discussion will be reflected in the final grade (20%). A requirement of the course is that students complete the required reading each week. There will be two methods of examination: four mid-term tests (40%) and closed book written examination at the end of the course (40%).

Essay topics:

1. Outline the account of the concept of knowledge that seems to you most plausible, and then indicate why you think it is preferable to important alternative accounts.
2. Briefly set out, and then critically evaluate, the analysis of the concept of knowledge that is defended in Robert Nozick, "Knowledge".
3. An important approach to skepticism is what is known as the "G. E. Moore Shift". After reading G. E. Moore's essay "Hume's Theory Examined", plus section
4. Briefly set out, and then critically evaluate, the response to skepticism advanced by Hilary Putnam in his "Brains in a Vat" article.
5. Briefly summarize and then critically evaluate the argument for skepticism advanced by I. T. Oakley in his article "An Argument for Scepticism Concerning Justified Beliefs".

Assessment criteria for oral and written assignments:

The student should:

- have an effective thesis (an argument);
- Express their thesis clearly and succinctly;

- Give clearly structured answers and progress in a logical manner;
- Show profound understanding on the subject;
- Show knowledge primary and secondary texts and the Course Reader;
- Demonstrate good academic writing skills;
- Critical thinking;
- Some degree of originality;

Rubric for written assignments:

A. Content

Outstanding: 18-20 points

Good: 14-17 points

Average: 11-13 points

Poor: 0-10 points

The content of the answer (mini-essay) will be evaluated on the basis of:

1. Adequate attention to all portions of the question;
2. Relevance to classroom practice;
3. Justification of ideas;
4. Clear argument with appropriate examples;
5. Thoughtful references to authoritative sources;

b. Writing (format, structure, language, spelling)

5 points

- Well organized; carefully reasoned;

- Good sense of unity, clarity and coherence;
- Varied and appropriate word usage;
- Developed sentence structure;
- Few, if any, grammatical or spelling errors;

3-4 points

- Essay is organized; but not carefully reasoned;
- Adequate unity, clarity and coherence;
- Appropriate word usage;
- Minimal grammatical and spelling errors;

0-2 points

- Poorly organized; bad logic, superfluous ideas;
- Little unity, clarity and coherence;
- Poor word usage;
- Numerous grammatical and spelling errors;