

**MINISTRY OF HEALTH OF UKRAINE**

**ODESSA NATIONAL MEDICAL UNIVERSITY**

Department of philosophy, bioethics and foreign languages

**CONFIRM**

Vice-Rector for scientific and pedagogical work

Eduard BURYACHKIVSKY

01 February 2023 year



**WORK PROGRAM OF THE EDUCATIONAL DISCIPLINE**

**«PHILOSOPHY AND ACADEMIC INTEGRITY»**

**Level of higher education:** second (master's)

**Field of knowledge:** 22 "Health Care"

**Specialty:** 222 "Medicine"

**Educational and professional program:** Medicine

**Odessa 2023**

The work program for the study of the discipline "Philosophy and academic integrity" is made according to the educational-professional program of the second level of higher education on preparation of masters on a specialty 222 "Medicine" ONMedU, approved by Academic Council of ONMedU from 04.06.2020 (protocol № 11).

Developers:

prof. Khanzhy V.B., assoc.prof. Lyashenko D.M.

The program was discussed at a meeting of the Department of Philosophy, Bioethics and Foreign Languages

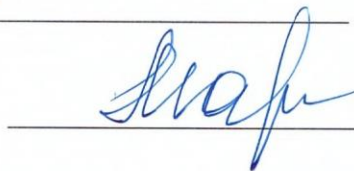
Protocol № 8 dated 20.01.2023

Head of the department



Volodymyr KHANZHY

Agreed with guarantor of EPP



Valeria MARICHEREDA

The program was approved at a meeting of the subject cycle commission on humanities ONMedU

Protocol № 3 dated 23.01.2023

Chairman of the subject cycle methodical commission on humanities,



Volodymyr KHANZHY

Revised and approved at the meeting of the department \_\_\_\_\_

Protocol № \_\_\_\_ dated “\_\_” \_\_\_\_\_ 20\_\_yr

Head of the Department \_\_\_\_\_

(signature)

(Name, LAST NAME)

Revised and approved at the meeting of the department \_\_\_\_\_

Protocol № \_\_\_\_ dated “\_\_” \_\_\_\_\_ 20\_\_yr

Head of the Department \_\_\_\_\_

(signature)

(Name, LAST NAME)

## 1. Description of the discipline:

Name of indicators	Field of knowledge, Speciality, level of higher education	Characteristic of the academic discipline
The total number of: Credits - 3 Hours - 90	Field of knowledge: 22 “Health Care”  Specialty: 222 “Medicine”  The degree of education – Master (the second degree of higher education)	Daytime education
		Compulsory
		The year of study: 1
		Semester II
		Lectures 10 h.
		Seminars 32 h.
		Independent work 48 h.
Including individual task 0		
Form of control – credit test		

## 2. The purpose and objectives of the discipline

**Purpose:** development of general scientific and philosophical-methodological type of thinking, formation of philosophical culture of student and actualization of professional and civic consciousness of future medical elite through development of integral and such general competences as ability to abstract thinking, analysis and synthesis; ability to act on the basis of ethical considerations, socially responsible and consciously; ability to be aware of human equality and gender issues; appreciate and respect diversity and multiculturalism, etc..

### **Objectives:**

1. To teach to orient independently in a palette of philosophical directions, currents and schools.
2. To form the ability to correlate philosophical, worldview ideas and theories with the practice of public life, professional activity in the field of medicine and health care, etc.
3. To create a proper theoretical basis for free worldview of man.
4. To acquaint with the integral character of knowledge about the world.
5. To teach to use the worldview and methodological functions of philosophy in mastering the humanities, general education, fundamental and applied disciplines.
6. Create conditions for going beyond narrow professional training.
7. To give an opportunity to understand the fundamental importance for each person of his spiritual self-determination, civic and professional self-identification on the basis of humanism and culture.

**The process of studying the discipline is aimed at forming elements of the following competencies:**

- **IC:** Ability to solve typical and complex problems, including those of a research and innovation nature in the field of medicine. Ability to continue learning with a high degree of autonomy;
- **General:**
  - GC 1. Ability for abstract thinking, analysis and synthesis.
  - GC 4. Knowledge and understanding of the subject area and understanding of professional activity.
  - GC 5. Ability to adapt and act in a new situation.
  - GC 6. Ability to make reasonable decisions.
  - GC 7. Ability to work in a team.
  - GC 10. Ability to use information and communication technologies
  - GC 11. Ability to search, process and analyze information from various sources.
  - GC 12. Determination and persistence in relation to assigned tasks and assumed responsibilities

GC 17. Desire to preserve the environment.

**- Special:**

SC 4. Ability to determine the necessary regime of work and rest in the treatment and prevention of diseases

SC 5. Ability to determine the nature of nutrition in the treatment and prevention of diseases.

SC 24. Adherence to ethical principles when working with patients and laboratory animals

SC 25. Adherence to professional and academic integrity, being responsible for the reliability of the obtained scientific results

**Program learning outcomes (PLO):**

PLO 1. Having a thorough knowledge of the structure of professional activity. Being able to carry out professional activities that require updating and integration of knowledge. To be responsible for professional development, the ability for further professional training with a high level of autonomy.

PLO 2. Understanding and knowledge of basic and clinical biomedical sciences, at a level sufficient for solving professional tasks in the field of health care.

PLO 3. Specialized conceptual knowledge that includes scientific achievements in the field of health care and is the basis for conducting research, critical understanding of problems in the field of medicine and related interdisciplinary problems.

PLO 10. Determination of the necessary mode of work, rest and nutrition based on the final clinical diagnosis, observing the relevant ethical and legal norms, by making a reasoned decision according to existing algorithms and standard schemes.

PLO 21. Searching for the necessary information in the professional literature and databases of other sources, analysing, evaluating and application of this information.

**Expected learning outcomes. As a result of studying the discipline students must:**

**Know:** features of the philosophical type of thinking, structure and functions of philosophy; basic systems of categories and principles related to the essence, structure, development and functioning of the world, man and their intertwining; basic concepts of general scientific methodology, classification of methods of cognition.

**Understand:** the relationship of philosophy with worldview, science, art and religion; holistic and procedural nature of cognitive activity; the difference between the worldview and methodological functions of scientific (including medical and biological) knowledge; value basis for the emergence of global problems of mankind.

**Be able to:**

navigate the main philosophical trends of the past and present;

to differentiate philosophical presuppositions in different systems of knowledge;

apply philosophical knowledge to understand the cultural and religious characteristics of the worldviews of different people.

**Have the skills of:**

- logical and critical thinking;
- analysis of modern philosophical problems and doctrines;
- definitions of general scientific and philosophical concepts;
- constant enrichment of general scientific and philosophical thesaurus;
- abstracting of primary sources and scientific publications, in particular on philosophy;
- synthesis of acquired knowledge into a holistic worldview;
- dialogue and discussion;
- logical, systematic and argumentative discussion.

### **3. The content of the discipline**

#### ***1. Philosophy as a worldview. Specifics of the philosophical knowledge***

Philosophy as a fundamental discipline that studies the general laws of the world, man and their relationships. The concept of an object of study and the subject matter of research. Basic epistemological situation. Indirect and direct subject (theoretical scheme) of research. Classification of sciences by the object of study. Object of study and the subject matter of philosophy. Structure of philosophy (ontology, epistemology, logic, methodology, axiology). Functions of philosophy: basic (ontological, epistemological, etc.) and complex (worldview, cognitive, critical, educational, ideological, dialogical, etc.). Philosophical pluralism. The place of philosophy in culture. Philosophy, science, religion and arts. Philosophical principles and categories. Philosophy as metaphysics, a presupposition function of philosophy. Explicit and implicit presuppositions. Philosophy in the system of worldview knowledge about the world and man. Worldview and philosophical culture of the modern doctor. Union of scientific philosophy and natural, medical, applied and human sciences in solving current problems of modern scientific cognition and social development.

#### ***2. Philosophy of the ancient Greece and the Middle Ages***

Philosophy of the ancient world. Philosophy of ancient India. The Vedas are the sources of philosophical and religious thought in ancient India. Orthodox schools of ancient India. Buddhism: origin, development, current state. Ethics of Confucianism. The concept of "Tao" in ancient Chinese philosophy. Taoism: origin and evolution. Prerequisites and sources of ancient philosophy, its periodization. Cosmocentrism is one of the most important features of the philosophy of the ancient period. The first Greek philosophers: the search for the basis of all that exists. Miletus school. The dialectic of Heraclitus. Pythagoras' doctrine of the number and "harmony of spheres". The problem of being and movement in the teachings of the Eleates (Parmenides, Zeno). Anthropological line in ancient philosophy. Sophists and Socrates. Objective idealism in ancient Greek philosophy: the Platonic doctrine of the "world of ideas" and the "world of things." Democritus' atomistic materialism. Aristotle's ontology, the logical system of the philosopher. Philosophy of Hellenism: Epicurean ethics, the teachings of the Cynics and Cyrenaics, Stoicism, skepticism.

Spiritual guidelines of European medieval philosophy, its religious character. Features of the philosophy of the Middle Ages: theocentrism, scholasticism. Patristics and scholasticism. Religious fatalism and attempts to overcome it. The teachings of Augustine Aurelius and Boethius. Discussion about the nature of universals. The philosophy of Thomas Aquinas and its continuation in neotomism. The question of the relationship between faith and reason. Evidence of God's existence. The problem of theodicy. Medieval mysticism.

#### ***3. The development of philosophical knowledge from Renaissance to Modern.***

The humanistic nature of the philosophy of the Renaissance. Anthropocentrism is a trend of the era. The problem of man in the work of Italian humanists ("Florentine Academy". Teachings of M. Ficino, P. della Mirandolli). Philosophy of Leonardo da Vinci. N. Kuzansky and "scientific ignorance". Pantheistic tendencies in the philosophy of the Renaissance. Confrontation of scholasticism and J. Bruno. M. Montaigne and the test of humanism. N. Machiavelli's philosophy of politics.

The scientific revolution of the sixteenth and seventeenth centuries and its role in shaping a new picture of the world. The problem of the method of cognition. Empiricism and rationalism (F. Bacon and R. Descartes). Sensualism of J. Locke. The ontology of the New Age: dualism and monism (R. Descartes and B. Spinoza). Rigid determinism and denial of human free will in the philosophy of B. Spinoza. Mechanism as one of the aspects of philosophical thought of the XVII-XVIII centuries: the teachings of T. Hobbes, French materialism (P. Holbach, J. Lametri,

D. Diderot). French Enlightenment. Subjectivist tendency of modern philosophy: J. Berkeley, D.Hume.

Philosophy of I. Kant. IG Fichte's idealism. The objective idealism of GWF Hegel. Development of the theory of dialectics. Hegel's understanding of world history. Philosophy of art by FV Schelling. Critique of Hegel's philosophy by L. Feuerbach. Anthropological materialism. Philosophy of K. Marx and F. Engels (dialectical-materialist philosophy). Dialectical laws as laws of development of nature, human thinking and society. Materialist understanding of history.

Search for new landmarks in philosophy. O. Comte's positivism. Irrationalism. Voluntarism of A. Schopenhauer and F. Nietzsche. Existentialism and personalism: general characteristics. Teachings of M. Heidegger, A. Camus, J.-P. Sartre. Religious philosophy. Neotomism. Neo-positivism and post-positivism about new landmarks of philosophical knowledge. Principles of verification and falsification. "Critical rationalism" by Popper. The concept of "paradigm" in the teachings of T. Kuhn. O. Spengler's philosophy of history and culture.

#### ***4. The category of 'Being' in philosophy. The specifics of human existence.***

Basic concepts of ontology. Types of ontological questions. Natural, structural and dynamic ontology. Classification of sciences by types of ontology. Ontology of Plato (Timaeus). Three kinds of Being (Forms, phenomena, matter). Dynamic ontology. The concept of movement. Types of movement (Aristotle). Causality according to Aristotle. Causality in classical and non-classical science. The concept of determinism and indeterminism. Necessary and accidental (from formal and natural points of view). Possibility and actuality (in Plato and Aristotle and in modern science). Ontological basis of modern science. Heidegger on Being and beings. Critique of biologizing and sociologizing interpretations of human. Types of human social activity as a manifestation of its existence and evolution. Therapeutic and preventive activities of society as a type of human activity.

Being spiritual as a higher, specifically human form of reflection of material reality and interpersonal communication for the realization of their vital, social and psychological needs.

Interaction of intellect, will and emotions in human activity. The reality of human thoughts and actions in the social space.

#### ***5. The problem of substance. The structure of reality.***

Problem of substance and options for its solution (monism, dualism, pluralism, nihilism). The category of "matter" and its fundamental significance in materialist philosophy and scientific knowledge. Modern science of the structure and properties of the objective world and the category of matter. The human body as a material, organic unity of natural, biological and social  
- the object of medical activity.

Variety of forms of movement, their classification. The essence of the biological form of movement, the critique of its mechanistic and vitalistic understanding. The vital activity of the human body in terms of the unity of all forms of motion of matter. Space and time as the main forms and attributes of matter. Development of natural-scientific ideas about space and time. The theory of relativity about the unity of matter, motion, space, time. Biological space and time, its materialist understanding. Material unity of the world. Modern science of system-structural organization of the material world. The problem of the variability of the world and its development. The place of synergetics in explaining the world. Categories of things, properties and relations are the basic categories of structural ontology. Things and bodies, internal and external properties and relations. The principle of structural indifference to metaphysical choice. Categories of the singular and general ("Parmenides" of Plato, 4 types of being according to Aristotle, realism and nominalism in modern science). Structural realism (ontic and epistemic).

### ***6. Philosophy of mind. The mind-body problem***

Category of "consciousness": its scientific, philosophical content. The mind-body problem (from Descartes to neuroscience). Philosophical foundations of neuroscience (M. Bennett, P. Hacker). Approaches to the study of consciousness (phenomenological, introspective, neurobiological, behaviorist, functional). The hard problem of consciousness (D. Chalmers, T. Nagel, F. Jackson). Consciousness from a neurobiological point of view. The problem of neural correlates of consciousness (D. Edelman, F. Crick, C. Koch, D. Tononi, J. Searle, D. Dennett, D. Chalmers, F. Varela, A. Damasio, R. Penrose, G. Roth). Artificial intelligence: strong and weak version (A. Turing, R. Penrose, J. Hawkins). The Chinese Room Argument (Searle).

Ontological subjectivity of consciousness and epistemological objectivity of consciousness research. The structure of consciousness. E. Husserl's phenomenology and F. Varela's neurophenomenology. Cognitivism in the study of psychophysical problems (H. Maturana, F. Varela, J. Lakoff, M. Johnson). Social and cultural aspects of consciousness. A system approach to consciousness (A. Uyumov, K. Wilber, F. Capra). Consciousness and the unconscious (S. Freud, C. Jung, S. Grof).

Consciousness and language. The problem of the relationship between language and reality (linguistic turn, language structure, sign systems, sign structure, hypotheses of linguistic and ontological relativity, ontology as semantics).

Psychosynergetic concept: consciousness as a self-developing system. The place of psychotherapy in the structure of medical activity.

### ***7. Basic categories of epistemology. The problem of justification of knowledge.***

Cognition of the world as a philosophical problem: different philosophical approaches to the interpretation of the essence of knowledge.

Subject and object of cognition. The problem of the subject in the context of modern scientific discourse. Socio-historical nature of cognition. Practice as the basis, driving force and purpose of cognition, its main types of practice. Unity of theory and practice. Cognition as creativity.

Dialectical nature of cognition: its levels and forms. Sensory cognition and abstract thinking: their possibilities and limitations. Intuition is a specific type of synthesis of rational and sensory cognition.

The problem of cognition of the world in the history of philosophy. Skepticism, agnosticism and epistemological optimism in relation to the possibilities of human cognitive activity. Idealistic and materialist epistemology. Rationalism and irrationalism. Crisis of the classical concept of rationality. Reasons for the actualization of irrationalism. Contemporary philosophical discourse on methodological culture.

Truth and delusion. A variety of concepts of truth. Dialectics of absolute and relative in cognition. Absolute and relative truth. Scientific truth is the highest form of knowledge development.

Analysis of empirical and a priori truths (concepts of F. Bacon, R. Descartes, I. Kant). Conventionalism. Popper's interpretation of the relativity of truth. Critique of dogmatism and relativism. The specificity of the truth. Truth in theoretical knowledge. The value of truth in natural science and social cognition. Pluralism and truth.

### ***8. Philosophy of science.***

Philosophy of science: origin and subject. Specifics and levels of scientific knowledge. Science as a kind of knowledge of the world, worldview, practice, social institution, cultural phenomenon. The main forms of scientific knowledge: scientific fact, problem, hypothesis, concept, theory, paradigm. The concept of methodology and scientific method. Genesis of science. Pre-science and science. Patterns of the development of science. The "science" of

antiquity. Science as an essential phenomenon of the Modern. Classical, non-classical and post- non-classical stages of development of scientific rationality. Science as a worldview and a phenomenon of modern culture. Modern sociological concepts of science (T. Kuhn, K. Popper, P. Feyerabend, I. Lakatos, E. Agazzi). Philosophical and methodological problems of scientific and medical knowledge. Specifics of scientific knowledge. Levels of scientific knowledge: empirical and theoretical. Forms of organization and development of scientific knowledge: problem, scientific fact, idea, hypothesis, theory. The problem of classification of methods of cognition. Methods are empirical and theoretical, concrete-scientific, general scientific and general-philosophical. Hermeneutic possibilities of cognition.

Dialectics as a method of cognition and the corresponding theory. Historical types of dialectics (spontaneous, dialectics as a formal logic, idealistic, materialistic). Alternative of dialectical and metaphysical methods of cognition. The use of dialectical and metaphysical knowledge in the history of science. Categories, laws, principles of dialectics. The reasons for the negative attitude to dialectics, overcoming one-sidedness in the assessment of the place and role of the dialectical approach in cognition.

System method and system approach. System approach and system thinking in various scientific disciplines of the twentieth century. The problem of defining the concept of system. System descriptors (concept, structure, substrate) and system parameters (integrity, complexity, regenerativeness, immanence, variability, homogeneity, minimality, etc.). System patterns. Synergetics as a method of cognition of self-organizing systems. Research methods against the background of modern scientific ideas about man as a multilevel system that is self-organizing and self-regulating

### ***9. Philosophy of religion.***

The concept of "philosophy of religion" has its broad and narrow meaning. The relationship between philosophy and religion, the historical conditionality of their relationship. Theological and scientific approaches in solving the question of the essence and nature of religion.

Structural elements of religion. Religious consciousness as a form of social consciousness, its specifics. Religious cult as the implementation of religious ideas in the field of practical activities, meeting the religious needs of believers, its functions. Religious organizations - associations of believers, which are characterized by common beliefs and religious activities. Types of religious organizations. Functions of religious organizations.

Social functions of religion: worldview, compensatory, regulatory, communicative and integrative.

Classification of religious beliefs. The concept of world religions.

Buddhism, its original sources. The four truths of the Buddha and the "noble" way of salvation. The closeness of Buddhism with the system of medicine and the teachings of Yoga. The concepts of "samsara", "karma", "dharma", "nirvana" as the basis of the philosophical foundations of Buddhism.

Directions in Buddhism.

Christianity: the foundations of doctrine, dogma and worship. Structural and meaningful analysis of the Bible. Directions in Christianity: Catholicism, Orthodoxy, Protestantism. Christianity in Ukraine: history and modernity.

Islam: the foundations of doctrine and worship. The Qur'an is the holy book of Muslims. The main directions in Islam. Politicization of Islam and Islamization of politics, modernist tendencies in the modern era.

Ontology and anthropology of religion. Ideas of doubling the world, the existence of God. Absolutely. Evidence of the existence of God in Christianity. The question of the origin of the world and its eschatological perspectives. The meaning and place of man in different religious systems. Religious theories of human origin. The idea of the Christogenesis of Teilhard de Chardin. Imperfection of the human being: sin, suffering, death. The doctrine of redemption and salvation. God's providence and freedom of human will. Theodicy and anthropodicy. The



purpose of man and the meaning of human existence in the world. Understanding of human problems by modern theologians-modernists.

Epistemology and axiology of religion. The problem of the possibility of cognition in religion. Rational cognition and eidetic cognition (cognition by heart). Religious truth as an object of faith and a given that cannot be defined and substantiated. The problem of knowledge of God in theology and philosophy of religion. Neotomism about the "harmony of faith and reason", science and religion. Religious ethics.

### ***10. Philosophy of culture***

The concept of culture. Culture as a form of human values and a way of self-realization of individuals in society, a way of their existence. Culture as a prerequisite and content of civilization and a relatively autonomous sphere of social production. Functions of culture: axiological, communicative, regulatory.

The spiritual culture of mankind as a reflection of social life, historical experience and the highest regulator of social activity of people.

Spiritual values as forms of ideal (spiritual) development of the world and man (scientific, ethical, aesthetic) and as a set of knowledge, traditions, system of education and upbringing, language (national, special-scientific, machine) and means of spiritual communication.

The development of culture and the problem of its crisis in modern society.

Culture and universal values. The value of human life and health - cultural content and social need. Global problems of modern civilization.

### ***11. Concepts, general principles and rules of academic integrity***

Academic integrity as a set of epistemological and ethical principles, as well as rules defined by law in the system of general education. The fundamental grounds that ensure the implementation of norms of academic integrity are the principles of the rule of law, legality, democracy, the priority of human rights and freedoms and citizen as fundamental academic integrity, equality, scientific, professionalism and competence, partnership and mutual assistance, respect and mutual trust, openness and transparency, conscious responsibility. Epistemological and ethical and legal aspects of academic integrity.

### ***12. Knowledge and its satellites. Scientific criteria and academic integrity in scientific activity***

Options for defining the concept of "knowledge". The relationship between knowledge and faith. Signs of rational knowledge. Demarcation of scientific and non-scientific knowledge. The main laws of formation of scientific knowledge. Principles of verification and falsification. Scientific criteria (rationality, reproducibility of empirical material, empirical (experiential, practical) verifiability, general significance, etc.) and academic integrity. Academic integrity as a way to ensure the prevention of non-scientific and pseudoscientific elements in the scientist's research. Ethics of a scientist and its legal justification relationships with participants in the educational process during training, teaching and conducting professional (scientific) activity.

### ***13. Violation of academic integrity. Anti-plagiarism measures. Citation rules and references***

Academic integrity in terms of professionalism and scientific competence activity. Violation of academic integrity: main types. Responsibility for violations academic integrity. The creative essence of scientific activity. Scientific novelty and intellectual property. Copyright and anti-plagiarism measures in professional (scientific) environments.

#### 4. The structure of the discipline

Topics	Hours			
	Total	in particular		
		L	s/c	ISW
1. Philosophy as a worldview. Specifics of the philosophical knowledge	10	2	4	4
2. Philosophy of the ancient Greece and the Middle Ages.	8		4	4
3. The development of philosophical knowledge from Renaissance to Modern.	6		2	4
4. The category of 'Being' in philosophy. The specifics of human existence.	8	2	2	4
5. The problem of substance. The structure of reality.	6		2	4
6. Philosophy of mind. The mind-body problem.	8	2	2	4
7. Basic categories of epistemology. The problem of justification of knowledge.	7		4	3
8. Philosophy of science.	8	2	2	4
9. Philosophy of religion.	5		2	3
10. Philosophy of culture.	6		2	4
11. Concepts and general principles of academic integrity.	5		2	3
12. Knowledge and its satellites. Scientific criteria and academic integrity in scientific activity	8	2	2	4
13. Violation of academic integrity Anti-plagiarism measures. Rules of citation and references.	5		2	3
<b>Total</b>	<b>90</b>	<b>10</b>	<b>32</b>	<b>48</b>

#### 5. Lecture and seminar classes topics

##### 5.1. Lecture topics

№	Topic	Hours
1.	Philosophy as a worldview. Specifics of the philosophical knowledge	2
2.	The category of 'Being' in philosophy. The specifics of human existence	2
3.	Philosophy of mind. The mind-body problem	2
4.	Philosophy of science	2
5.	Knowledge and its satellites. Scientific criteria and academic integrity in scientific activity.	2

<b>Total</b>	<b>10</b>
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## 5.2. Seminar classes topics

№	Topic	Hours
1.	Philosophy as a worldview. Specifics of the philosophical knowledge	4
2.	Philosophy of the ancient Greece and the Middle Ages.	4
3.	The development of philosophical knowledge from Renaissance to Modern.	2
4.	The category of 'Being' in philosophy. The specifics of human existence.	2
5.	The problem of substance. The structure of reality.	2
6.	Philosophy of mind. The mind-body problem.	2
7.	Basic categories of epistemology. The problem of justification of knowledge.	4
8.	Philosophy of science.	2
9.	Philosophy of religion.	2
10.	Philosophy of culture.	2
11	Concepts and general principles of academic integrity.	2
12.	Knowledge and its satellites. Scientific criteria and academic integrity in scientific activity.	2
13.	Violation of academic integrity Anti-plagiarism measures.Rules of citation and references	2
<b>Total</b>		<b>32</b>

## 6. SIW

№	Topic/ task	Hours
1	Philosophy as a worldview. Specifics of philosophical knowledge / preparation for the seminar (essay writing).	4
2	Philosophy of ancient times and the Middle Ages / preparation for the seminar (for written test; writing an abstract).	4
3	Development of philosophical knowledge from the Renaissance to modern times / preparation for the seminar (for written test; writing an abstract).	4
4	The category of "being" in philosophy. Specifics of human existence / preparation for the seminar (for discussion; oral interview).	4
5	Problem of substance / preparation for the seminar (for oral examination; conversations or discussions).	4
6	Philosophy of mind / preparation for a seminar (oral interview, discussion, conversation)	4
7	Basic categories of epistemology. The problem of justification of knowledge / preparation for the seminar (oral interview, conversation,	3

	discussion).	
8	Philosophy of science / preparation for the seminar / preparation for the seminar (for interviews, discussions, conversations).	4
9	Philosophy of religion. Classification of religious beliefs / preparation for a seminar (for a survey; conversations or discussions).	3
10	Philosophy of culture / preparation for a seminar (oral interview; conversations or discussions)	4
11	Concepts and general principles of academic integrity.	3
12.	Knowledge and its satellites. Scientific criteria and academic integrity in scientific activity.	4
13.	Violation of academic integrity Anti-plagiarism measures. Rules of citation and references	3
	<b>Total</b>	<b>48</b>

### 7. Individual tasks

Participation in conferences, scientific seminars (report, participation in discussion); writing abstracts of conferences, scientific articles. (Optional).

### 8. Teaching methods

**Lectures:** explanatory-illustrative and problem-solving.

**Seminars:** explanations, face-to-face interviews, discussions, conversations, imaginary experiment, etc.

**SIW:** work (summary, analysis) with the text (textbooks, articles, monographs).

### 9. Methods of control and criteria for evaluating learning outcomes

**Current control:** oral questioning, written works (tests, essays), assessment of activity and logical coherence of argumentation during a conversation or discussion, solving situational logical problems.

**Final control:** - not specified

**Assessment of current educational activities during the seminar:**

1. Evaluation of theoretical knowledge on the seminar's topic:

Methods: individual questioning on relevant topic questions, participants' involvement in discussing problematic situations.

Maximum score – 5, minimum score – 3, unsatisfactory score – 2.

2. Evaluation of theoretical knowledge on the seminar's topic:

Methods: assessment of completing test tasks on the respective topic.

Maximum score – 5, minimum score – 3, unsatisfactory score – 2.

The assessment for one seminar session is the arithmetic mean of all components and can only be a whole number (5, 4, 3, 2), rounded using statistical rounding methods.

### Criteria of evaluation at the seminar:

Grade	Criteria of Evaluation
Excellent «5»	higher education student demonstrates a high enough level of knowledge of the historical and philosophical base; understands the main problems in the fields of ontology, epistemology, logic, philosophy and methodology of science, ethics and axiology; has his own opinion and is able to defend it with arguments; able to freely use the acquired knowledge in their professional field. Test tasks (if necessary) are completed in full. All 100% of answers to questions are correct, and responses to open-ended questions are comprehensive and justified.
Good «4»	higher education student demonstrates proper mastery of the historical and philosophical base, the philosophical theory of the present, but there are minor errors that do not significantly change the general course of thought; the student receives a score from the specified range also if in response there is uncertainty in attempts to apply specific general philosophical provisions to solve specific

	scientific problems, or, conversely, understanding the essence of specific practical tasks in the end does not lead to proper generalization Test tasks (if necessary) are completed in full. Not less than 70% of answers to questions are correct. There are some isolated errors in definitions in responses to open questions.
Satisfactory «3»	higher education student's answer is mostly reproductive and devoid of proper understanding, there are significant gaps in knowledge of the history of philosophy, confusion in understanding the fundamental general philosophical questions, the student finds it difficult to give examples that should specify the answer. Test tasks (if necessary) are completed in full. Not less than 50% of answers are correct. Responses to open questions are superficial, with clear and substantial errors in definitions and the logic of presentation.
Unsatisfactory «2»	higher education student is not able to answer questions even at the level of reproductive of materials of the manual or lecture, questions from the teacher that should help are not clear to the student, there is no elementary ability to typify philosophical teachings on the basis of time and place of origin.. Test task are not completed.

A student receives credit if she meets the requirements of the educational program and has an average score for the current educational activity of at least 3.00.

### Distribution of points received by students

The grade for the course is determined entirely by the current performance. Current performance is calculated as the average current grade, which is the arithmetic mean of all the student's grades on the traditional scale, rounded to two decimal places.

Students receive credit if there is no academic debt, and the average score for current academic activities is at least 3.00. The average grade for the course is converted into grades on a 200-point scale and then translated into the national rating.

The conversion of the average grade into a 200-point scale is performed by the University's Information Technology Department using the 'Contingent' program with the formula: average grade for the course x 40 (the resulting grade is rounded to the nearest whole number).

200-point score	National scale
185–200	Excellent («5»)
151–184	Good («4»)
120–150	Satisfactory («3»)

According to the ECTS rating scale, the achievements of higher education students in the discipline, who study in one course of one specialty, according to the points obtained by them, are evaluated by ranking, namely:

ECTS	Statistics
«A»	the best 10% of students
«B»	the next 25% of students
«C»	the next 30% of students
«D»	the next 25% of students
«E»	the last 10% of students

## 10. Educational Support

1. WP and Course Syllabus
2. Lecture Materials
3. Seminar Classes Materials
4. Guidelines for Independent Study

### The list of questions for preparation for seminar classes on the subject of the discipline

- Object of study and the subject matter. Indirect and direct subject research.
- Classification of sciences by the object and the subject matter (natural, formal, social, humanities).

- Object and the subject matter of philosophy. The structure of philosophy. Functions of philosophy.
- Philosophical pluralism. The place of philosophy in culture. Philosophy, science, religion and art.
- Philosophical principles and categories. Philosophy as metaphysics, a presupposition function of philosophy.
- Basic concepts of ontology. Natural, structural and dynamic ontology. Classification of sciences by types of ontology.
- Natural ontology. Plato's Timaeus as a paradigm of Western European ontology. Sciences with natural ontology.
- Categories of being and substance. Problems of being and substance and options for their solution. The difference between a substance problem and the mind-body problem.
- Mind-body problem (Descartes). Inconsistent tetrad.
- types of materialism (behaviorism, physicalism (identity theory), functionalism, artificial intelligence, eliminativism, etc.) and its problems.
- Problems (hard and easy) of consciousness and qualia (Chalmers, Nagel, Sirl). Ontological status of subjective experience.
- Dualistic solution of psychophysical problem: dualism of properties, panpsychism, supervenience and emergentism.
- Linguistic turn of the twentieth century. Syntactic, semantic and pragmatic stages of linguistic turn.
- The structure of language, the structure of the sign. Language functions. Features of language as a specific sign system (expressiveness, efficiency, constructiveness). The structure of the communicative act. Theory of speech acts.
- "Parmenides" by Plato. Categories of Aristotle. Realism and nominalism in modern science.
- Categories of things, properties and relations - the basic categories of structural ontology.
- Things and bodies, internal and external properties and relations. The principle of structural indifference to metaphysical choice.
- Categories of singular and general Categories of part and whole. Holism and elementarism in modern science. Reduction, approximation, reductionism.
- Dynamic ontology. The concept of movement. Types of movement (Aristotle, Engels). Movement, change, development.
- Space and time (substantial, relational and subjectivist concepts). The concept of space and time in modern science.
- Causality according to Aristotle. Causality in classical and non-classical science. The concept of determinism and indeterminism. The problem of freedom of will.
- Necessary and accidental (from a formal and natural point of view). Possibility and actuality (in Plato and Aristotle and in modern science).
- Classification of sciences by types of ontology.
- The concept of worldview. Historical types and structure of worldview.
- Philosophy in the system of worldview knowledge about the world and man.
- The subject matter of philosophy. The connection between philosophy and science. The main functions of philosophy.
- Philosophy of ancient India. The Vedas are the sources of philosophical and religious thought in ancient India.
- Orthodox schools of ancient India.
- Buddhism: origin, development, current state.
- Ethics of Confucianism.
- The concept of "Tao" in ancient Chinese philosophy. Taoism: origin and evolution.
- Prerequisites and sources of ancient philosophy.
- Miletus school (Thales, Anaximander, Anaximenes). The dialectic of Heraclitus.
- Pythagoras' doctrine of the number and "harmony of spheres". The problem of being and movement in the teachings of the Eleates (Parmenides, Zeno).
- Anthropological line in ancient philosophy. Sophists and Socrates.
- Objective idealism in ancient Greek philosophy: Plato's doctrine of the "world of ideas" and the "world of things".
- Ontology of Aristotle. The logical system of the philosopher.
- Comparative analysis of the atomistic concepts of Epicurus and Democritus. Epicurean ethics.
- Stoicism. The fatalistic tendency of the Stoics. Skepticism about the doubt of the possibility of reliable, complete knowledge of the world.
- The era of late Hellenism. Philosophical sources of Christianity.

- Religious fatalism and attempts to overcome it. The teachings of Augustine Aurelius and Boethius.
- Discussion of the nature of universals.
- Philosophy of Thomas Aquinas and its continuation in neotomism.
- The humanistic nature of the philosophy of the Renaissance.
- The problem of man in the work of Italian humanists.
- The scientific revolution of the sixteenth and seventeenth centuries and its role in shaping a new picture of the world.
- The problem of the method of cognition. Empiricism and rationalism. F. Bacon's philosophy about the optimal way of cognition. The teachings of Descartes.
- Ontology of Modern.
- Determinism and denial of human free will in the philosophy of B. Spinoza.
- Mechanism as one of the aspects of philosophical thought of the XVII-XVIII centuries: the teachings of T. Hobbes, French materialism (Holbach, Lametri, Diderot).
- Subjectivist tendency of modern philosophy: Berkeley, Hume.
- Kant's teachings on cognition, the concept of a priori and a posteriori knowledge. Kant on the dualism of natural and moral in man.
- Objective idealism of Hegel. Development of the theory of dialectics.
- Critique of Hegel's philosophy by L. Feuerbach.
- Philosophy of Marx and Engels (dialectical-materialist philosophy): from Hegelianism to a radical renewal of philosophy.
- Search for new landmarks in philosophy. O. Comte's positivism.
- Voluntarism of A. Schopenhauer and F. Nietzsche.
- Existentialism. The teachings of M. Heidegger, A. Camus, J.-P. Sartre.
- "Critical rationalism" by R. Popper. The concept of "paradigm" in the teachings of T. Kuhn.
- The teachings of Berdyaev on freedom and creativity.
- The category of being as the original philosophical concept, its worldview and methodological significance.
- The structure of being: objective and subjective reality.
- Nature, essence and purpose of man. Dialectics of biological and social in man.
- Man (individual, person, personality, individuality) and society.
- The category of "matter" and its fundamental importance in philosophy and scientific knowledge.
- The concept of "movement". Variety of forms of movement, their classification.
- Space and time as the main forms and attributes of matter.
- The problem of variability of the world and its development. The place of synergetics in explaining the world.
- Society as a complex, self-developing objective system. The structure of society.
- Forms of social consciousness.
- Ethical consciousness. Morality and medicine. Principles and features of medical ethics and medical deontology.
- The problem of cognition of the world in the history of philosophy.
- Ways and means of cognitive development of the world. Modern philosophical position on the source of knowledge, critique of extreme approaches.
- Truth and delusion. A variety of concepts of truth. The truth in medical knowledge.
- The specifics of scientific knowledge. Forms of organization and development of scientific knowledge: problem, scientific fact, idea, hypothesis, theory.
- Classification of methods of cognition.
- Dialectics as a method of cognition and the corresponding theory. Historical types of dialectics.
- Categories, laws, principles of dialectics.
- Synergetics as a method of cognition of self-organizing systems.
- History as a process of human development. The problem of the meaning of history.
- The concept of culture. Culture and civilization. The culture of the modern doctor.
- The concept of global problems of civilization and finding ways to solve them.
- Classification of forms of religious beliefs.
- World religions: Buddhism, Christianity, Islam.
- Directions in Christianity: Catholicism, Orthodoxy, Protestantism.

- Islam: the foundations of religion and worship. The Qur'an is the holy book of Muslims. The main directions in Islam.
- Religion as a worldview system. Structural elements of religion. Functions of religion.
- Normative and legal basis of academic integrity.
- Epistemological and ethical and legal aspects of academic integrity.
- Demarcation of scientific and non-scientific knowledge. Scientific criteria and academic integrity in professional (especially scientific) activity.
- Violation of academic integrity: main types. Liability for violation of academic integrity.
- Scientific novelty and intellectual property. Copyright and anti-plagiarism measures in the scientific environment.

## 11. Recommended literature:

### Main:

1. *Gensler H.* Ethics: a contemporary introduction / 3 ed. – Bosa Roca: CRC Press Inc, 2017. –238 p.
2. *Gibson P.* A Short History of Philosophy: From Ancient Greece to the Post-modernist Era. – London:AP, 2020 – 256 p.
3. *Heil J.* Philosophy of mind: a contemporary introduction. - 4 ed. – London: Routledge, 2019. – 264 p.
4. *Huemer M.* Knowledge, Reality, and Value: A Mostly Common Sense Guide to Philosophy. –Milton Keynes: LSUK, 2021. – 330 p.
5. *Johansson L-G.* Philosophy of science for scientists. – Springer undergraduate texts in philosophy. – Springer Cham: Springer IP, 2019. – 257 p.
6. *Power S.E.* Philosophy of time: a contemporary introduction. – London: Routledge, 2021. –310 p.
7. *Yandell K.* Philosophy of religion: a contemporary introduction. – London: Routledge, 2016. –320 p.

### Additional:

- Capra F., Luisi P.l.* The systems view of life: a unifying vision. Cambridge: Cambridge UP, 2019. 510 p
- Chalmers D.* Reality+ : Virtual Worlds and the Problems of Philosophy. London: Penguin BLtd, 2022. 520 p.
- Frigg R.* Models and theories: a philosophical inquiry / Roman Frigg. N.-Y.: Routledge, 2022. 496 p.
- Khazhy V. , Lyashenko, D.* The interpretation of Husserl's time-consciousness in the reconstruction of the concept of anthropic time. Part one / V. B. Khazhy, Lyashenko D. M. // Anthropological Measurements of Philosophical Research. — 2023. — № 23. — Pp. 117–132. — Режим доступу : <https://repo.odmu.edu.ua:443/xmlui/handle/123456789/13339>
- Lyashenko, D.* Some metaphysical problems concerning the subject matter of medical knowledge // Людина як цілісність: традиції та інновації: Збірник матеріалів V Міжнародної наукової конференції (20 жовтня 2022 р., м. Одеса) / Одеськ. нац. мед. ун-т, каф. філософії, біоетикита іноземних мов, Міжнародна академія психосінергетики та альфології та ін. ; ред. кол.: В. Б. Ханжи (відп. ред.) та ін. Одеса, 2023. Pp. 52-64.
- Lyashenko D.* The system study of consciousness: the problem of adequacy / Dmitriy Lyashenko // Development of scientific, technological and innovation space in Ukraine and EU countries. 3rd ed. Riga, Latvia: Baltija publishing, 2021. pp. 340-365. DOI: <https://doi.org/10.30525/978-9934-26-151-0-45>
- Nagel T.* *What Does It All Mean? A Very Short Introduction to Philosophy.* N.-Y.: Oxford UP, 2014. 112 p.
- Russell B.* The Problems of Philosophy. Garsington: Benediction classics, 2018. 106 p.

## 12. Electronic information resources

1. Stanford encyclopedia of philosophy - <https://plato.stanford.edu/index.html> – one of the best resources on contemporary philosophy.
2. Philosophy Basics (<http://www.joshdmay.com/teaching/philosophy-basics/>) – some of the basics for those just getting into philosophy.
3. Philosophy Help (<http://www.joshdmay.com/teaching/philosophy-help/>) – more resources for students of philosophy.
4. Philosophy Links (<http://www.joshdmay.com/about/links/>) – links to various philosophy-related websites.
5. Philosophy research portal at JMU: <http://guides.lib.jmu.edu/philosophy>
6. Oregon State Univ.: <https://liberalarts.oregonstate.edu/shpr/philosophy/students/student-resources>.