

Ministry of Science and Higher Education of the Russian Federation
Federal State Autonomous Institution of Higher Education
“National Research Nuclear University “MEPhI”

INSTITUTE OF FUNDAMENTAL PROBLEMS OF SOCIAL AND HUMANITARIAN SCIENCES

DEPARTMENT OF PHILOSOPHY

APPROVED ИТС ИФИБ

Protocol No. 3.1

dated 30.08.2024

ACADEMIC COURSE OUTLINE

PHILOSOPHY

Educational program track (speciality) [1] 31.05.01 General Medicine

Semester	Labour input, credits	Total course academic, hours	Lectures, hrs.	Practical sessions, hrs.	Laboratory sessions, hrs.	In the form of practical studies, hrs.	Independent studies, hrs.	Independent studies monitoring, hrs.	Course progress, Exam/Pass-fail exam/Term
4	3	108	24	24	0		60	0	PFE
Total	3	108	24	24	0	0	60	0	

ABSTRACT

The purpose of studying of the “Philosophy” course is to develop the student’s interest for the fundamental knowledge, the understanding of the content of the main methodological problems of modern science. The course teaches the students to philosophically assess the facts of reality, to develop skills of unbiased, multi-dimensional evaluation of philosophical and scientific trends, directions and schools. The ultimate goal of the development of the discipline is to involve students in the achievements of world and national philosophical thought, give them familiarity with the main stages of the history of philosophy, establish and improve a culture of thinking, critical approach to historical, ideological, political stereotypes.

1. ACADEMIC COURSE GOALS AND OBJECTIVES

Discipline problems:

- To understand the role of science in the development of civilization, the ratio of science and technology and related contemporary social and ethical issues, the difference of historical types of scientific rationality, to know the structure, forms and methods of scientific knowledge, their evolution;
- To identify the ideological and methodological content of the basic philosophical categories and principles;
- To know the possibilities and limits of the application of philosophical knowledge for the understanding of their specialization;
- To work out own methods of discussion, debate and dialogue.

2. PLACE OF THE ACADEMIC COURSE IN THE MAIN HIGHER EDUCATION CURRICULUM

This subject forms part of the basic educational unit in the Programme of Higher education. The study of the discipline requires competences, formed by the students as a result of the study of the Bachelor courses in this programme. This discipline is the basis for the students’ systemic knowledge about the world.

3. DEVELOPED COMPETENCIES AND INTENDED LEARNING OUTCOMES

Universal and/or general professional competencies:

Competency code and title	Code and title of competency-based rubrics
YK-1 [1] – Capable of critically analyzing problem situations based on a systems approach, and developing an action strategy	3-YK-1 [1] – Know: Principles, methods, and procedures of the systems approach to situation analysis; Structure, forms, and methods of scientific cognition. Y-YK-1 [1] – Be able to: Apply the systems approach and critical analysis to problem situations; Develop action strategies and make specific decisions for their implementation; Substantiate conclusions and decisions made, including using philosophical conceptual frameworks. B-YK-1 [1] – Possess skills in: Identifying problem situations

	and searching for necessary information to solve professional tasks; Developing action strategies.
YK-5 [1] – Capable of analyzing and considering cultural diversity in intercultural interaction	3-YK-5 [1] – Know: patterns and characteristics of socio-historical development of different cultures; features of intercultural diversity in society; rules and technologies of effective intercultural interaction Y-YK-5 [1] – Be able to: understand and tolerate intercultural diversity in society; analyze and consider cultural diversity in intercultural interaction B-YK-5 [1] – Possess: methods and skills of effective intercultural interaction

4. PEDAGOGIC POTENTIAL OF THE COURSE

Pedagogic tracks/objectives	Pedagogic goals (code)
Spiritual and moral education	Establishing conditions for: formation of ethical thinking and professional responsibility of a scientist (B2)
Intellectual education	Establishing conditions for: formation of culture of intellectual work (B11)

5. ACADEMIC COURSE STRUCTURE AND CONTENT

Academic course sections, their scope, terms of study and assessment:

No.	Academic course section name	Weeks	Lectures/ Practical (seminars)/ Laboratory sessions, hrs.	Compulsory current assessment (form*, week)	Maximum grade per section**	Section assessment (form*, week)	Competency-based rubrics
	<i>4 Semester</i>						
1	Formation of the principles of the European rationalism	1-8	16/16/0		25	SA-8	3-YK-1, Y-YK-1, B-YK-1, 3-YK-5, Y-YK-5, B-YK-5
2	The person and the modern world	9-12	8/8/0		25	SA-12	3-YK-1, Y-YK-1, B-YK-1, 3-YK-5, Y-YK-5, B-YK-5
	<i>Totals for 4 Semester</i>		24/24/0		50		

	Assessment events for 4 Semester				50	PFE	3-YK-1, Y-YK-1, B-YK-1, 3-YK-5, Y-YK-5, B-YK-5
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* – abbreviated name of assessment

** – 100 maximum points per semester including a pass/fail exam and (or) an exam

Abbreviated current assessment forms and section assessment

Abbreviation	Full name
SA	Summative assessment
PFE	Pass/fail examination

SYLLABUS

Weeks	Topics / Content	Lect., hrs.	Pr./sem., hrs.	Lab., hrs.
	<i>4 Semester</i>	24	24	0
1-8	Formation of the principles of the European rationalism	16	16	0
1	The emergence of philosophy and science. Philosophy and science, common and different. The first philosophical schools. The subject of philosophy. Philosophy and myth. Philosophy and science. Philosophy and worldview. The modern spiritual situation and philosophy. The first philosophical schools (the Milesian school: Pythagoreanism, Heraclitus, the Eleatics, the atomists). The formulation and solution of the problem of the ultimate origin of the world.	All 2	2	0
		Online		
		0	0	0
2 - 4	Problems of being. The discovery of man - the sophists and Socrates. Ancient dialectics as a form of thought. Issues of society and the state. Changing ideas about the essence of philosophy (the sophists). The essence of man and the Good – Socrates. Socratic dialectic, moral philosophy. The classical period of ancient philosophy. The discovery of ideal reality, its correlation with human cognitive abilities and the ideal society (Plato). Aristotle's encyclopedic philosophy ("physics" and "metaphysics"). Logic – categories and judgments. Types of causality and the analysis of being.	All 6	6	0
		Online		
		0	0	0
5 - 6	Early Christian philosophy patristics and scholasticism. Nominalism and realism. Humanism and social theories of the Renaissance. The main philosophical problems of medieval philosophy: divine predestination and human freedom, theodicy, reason and will, soul and body, essence and existence, created and eternal. The problem of proving the existence of God. The debate about the nature of general concepts – nominalism and realism. The transition from Neoplatonic cognitive programs (Nikolai	All 4	2	0
		Online		
		0	0	0

	Kuzansky) to humanistic ones (Francis Petrarch), the assertion of a natural philosophical orientation in knowledge (Nicholas Copernicus, Galileo). Utopias as early forms of non-scientific forecasting (Thompson More, Thomas Campanella), the "openness" of history (Nicolaes Machiavelli).			
6 - 8	Western European philosophy of modern times: the formation of methods of scientific cognition. The problem of the reliability of knowledge. Empiricism (F.Bacon) and rationalism (p. Descartes).The crisis The scientific revolution of the 17th century and its influence on the specifics of examining fundamental philosophical problems. (Mechanism). The priority of epistemology and methodology. The problem of method (F. Bacon and R. Descartes). The connection between epistemology and ontology: monism, dualism, pluralism. The nature of perception and the analysis of causality: the subjective idealism of G. Berkeley and the agnosticism of D. Hume. The mutual influence and interdependence of the methods of science, natural science, and philosophy. Socio-historical analysis in the concepts of the Enlightenment.	All		
		4	6	0
		Online		
		0	0	0
9-12	The person and the modern world	8	8	0
9 - 10	Classical German idealism: Kant's a priori is justification of the universal nature of scientific knowledge. Dialectical logic of Hegel. Marxist materialist dialectics. The crisis of the ideology of the Enlightenment as a prerequisite for the emergence of classical German idealism. The main problems of German classical philosophy: the integrity and structuring of being, its knowability, the activity of consciousness, the connection between consciousness and cognition, principles of development, the essence of man, the universality and generality of moral forms. I. Kant: the pre-critical period - problems of the boundaries and possibilities of natural scientific knowledge. "Critique of Pure Reason" - space and time as a priori forms of sensibility. Analysis of the categories and antinomies of pure reason. "Critique of Practical Reason" - the autonomy of the moral sphere of human activity ("categorical imperative"), the justification of morality, the problem of freedom, duty and personality. The principle of the identity of being and thinking, its transformations in German classical philosophy. G. Hegel: "The Science of Logic" - the doctrine of being, essence and concept, the categories of logic, the problem of contradiction and dialectics; dialectics and the theory of knowledge; "Phenomenology of Spirit" - problems of epistemology and the history of knowledge. Truth as a process, the objectivity of truth. Philosophy of history: historical typology of cultural development, civil society and the state, morality and ethics, the problem of personality. The crisis of German classical idealism. The materialist understanding of history, the nature of social regularity, the formational approach, materialist dialectics, alienation as a socio-economic phenomenon. The ascent from the abstract to the concrete is the law of development of scientific knowledge. The contradictions	All		
		4	4	0
		Online		
		0	0	0

	of social progress and their reflection in 19th-century social science. Modern science studies – discussions about the essence of technology. Scientific revolutions and changing types of rationality.			
11	Modern Western philosophy. Philosophy of positivism and postpositivism. The irrationalist orientation of philosophy: existentialism and the philosophy of life. Positivism of O. Comte and empiriocriticism (E. Mach and R. Avenarius) - the problem of the method and source of knowledge. Positivist philosophical trends and the philosophy of science. Postpositivism (K. Popper, T. Kuhn, I. Lakatos). Philosophy of life and existentialism. The problem of M. Heidegger's "Being and Time": philosophy as fundamental ontology, being and essence, existentials. Language as the house of being. Freedom and the border situation, transcendence and existence in the philosophy of K. Jaspers. Essence and existence in the philosophy of J.-P. Sartre. The problem of the metaphysical absurd in the existentialism of A. Camus. The problem of personality and freedom in the existential philosophy of N. Berdyaev.	All		
		2	2	0
		Online		
		0	0	0
12	Russian philosophy: formation and main periods of development. Russian Religious Philosophy and its main directions (V.Soloviev, N.BErdyaev, N.Fedorov). The problems of Russian philosophical thought. Russian philosophy in the context of world philosophical thought. Formation and main periods of development of Russian philosophy. Enlightenment thought of Russia and attempts at philosophical understanding of its development (Russian idea, Westernizers and Slavophiles, nativists and Eurasianists). Russian religious philosophy and its main directions (V. Soloviev, N. Berdyaev, K. Leontiev, F. Dostoevsky and others). "Philosophy of natural science" in Russia - the main directions (positivist, sociological, cosmist). The problem of West-East-Russia in science and philosophy. Continuity and originality. The problem of spirituality. Dialogue of cultures. Global problems of our time and the future of human civilization.	All		
		2	2	0
		Online		
		0	0	0

Abbreviated names of online options:

Abbreviation	Full name
EC	E-course
FtM	Full-text material
FtL	Full-text lectures
VM	Video materials
AM	Audio materials
Prs	Presentations
T	Tests
ERM	E-reference materials
IS	Interactive site

PRACTICAL SESSIONS TOPICS

Weeks	Topics / Content
	<i>4 Semester</i>
1	<p>Introduction to Philosophy The emergence of philosophy. The subject of philosophy, its tasks, and its role in human culture. Philosophy and its role in human culture. Philosophy and mythology. Different types of worldviews. Philosophy and its conceptual and categorical tools. Discussion: "Is philosophy necessary for life?"</p>
2	<p>Ancient cosmocentrism, natural philosophy of the pre-Socratics. Sophists and Socrates The first philosophical schools. Heraclitus's doctrine of being, the doctrine of becoming (the becoming thing and the unchanging name). Ancient Greek atomism. The Eleians and Milesians – movement as a process and as a mental image. The Sophists and their worldview. The ethical philosophy of Socrates.</p>
3	<p>Platonic doctrine of "ideas" The works of Plato. Socrates and Plato. The main features of Plato's philosophical teaching: the world of ideas, the idea of a thing; the structure of the ideal world. Cognitive problems – the sources and stages of knowledge, dialectics, paths to the Absolute. The world soul in the dialogue "Timaeus" and the human soul in the dialogue "Phaedrus." Knowledge is the purification of the soul. The Myth of the Cave. Plato's ideal state. Plato's Academy.</p>
4	<p>The Aristotle's doctrine of the four principles (causes) of the organization of the world The works of Aristotle. Plato and Aristotle – a debate on ideas. Metaphysics – the doctrine of essence and four causes. Problems of being, the dialectic of form and matter. The doctrine of the soul and its tripartite nature. Logic – categories and judgments, the theory of syllogism. Ethics and politics. Lyceum – the Peripatetic school. Discussion: "Science and Philosophy in Antiquity. Types of Knowledge," "Ancient and Modern Science – Differences and Connections"</p>
5	<p>The problem of universals in medieval philosophy. Renaissance Humanism The main themes of medieval philosophy: faith and reason, the inner life of man as a subject of philosophical reflection, the question of free will, the debate over universals in Western philosophy. The Platonic orientation of early scholasticism: realism. Rational proofs of the existence of God in the teachings of F. Aquinas. Nominalism. Anthropocentrism and humanism of the Renaissance. The specifics of Renaissance philosophy. The metaphysics of N. Kuzansky.</p>
6	<p>The problem of the method of scientific cognition in the philosophy of F. Bacon and R. Descartes The empiricism of Francis Bacon. Critique of traditional philosophy. The doctrine of the "idols" of the human mind. The experimental-inductive method. The discovery of "forms" as the goal of science. The rationalism of R. Descartes. Radical doubt. Metaphysics and the dualism of finite substances: thought and extension. The existence and role of God. The method of rationalistic deduction.</p>
7	<p>Problems of Rationalism in the Philosophy of Modern Times: the Metaphysics of B. Spinoza and G. Leibniz B. Spinoza: attributes and modes, creative and created nature. The problem of adequate knowledge. G. Leibniz: the concept of substance and polemics with Cartesianism. Monadology: the nature of the monad, the monad as a microcosm. The doctrine of God: theodicy.</p>
8	<p>English Empiricism John Locke's sensualism and criticism of "innate" ideas. The doctrine of primary and secondary qualities, of simple and complex ideas. Religion and its relationship to reason and faith. George Berkeley's subjectivism in the interpretation of philosophical problems. The theory of vision and the mental construction of "objects." "To be is to be perceived." Nominalism and "common sense." Denial of matter. D. Hume's skepticism. Critique of the concept of substance. Denial of general concepts. The principle of association. Denial of</p>

	causal connection based on agnosticism. Theory of passions, denial of freedom. Interpretation of religion
9	The problem of man in the philosophy of I. Kant The pre-critical period of I. Kant's work: problems of the limits and possibilities of natural scientific knowledge. The critical period of I. Kant's work. "Critique of Pure Reason": problems of substantiating the universality and necessity of scientific knowledge, phenomena and noumena, a priori forms of sensory and intellectual cognition, transcendental deduction, the category of understanding, the antinomies of reason. Critique of traditional proofs of the existence of God. "Critique of Practical Reason": the justification of morality, the essence of the categorical imperative, the problem of freedom, duty, and personality, the three postulates of practical reason.
10	Dialectical philosophy of G. Hegel. Anthropological materialism of the philosophy of Marxism From Kant to Hegel. The stages of Hegel's philosophy. The identity of being and thought is the fundamental principle of philosophy. "The Science of Logic": the doctrine of being, essence, and concept, the categories of logic, the problem of contradiction and dialectics; "The Philosophy of Spirit": the dialectical method and historical approach in epistemology. Truth as an objectively contradictory process of revealing the spiritual being of man. Morality and ethics. The essence of the historical process and the role of the individual in history. Nature and man, consciousness and brain – L. Feuerbach. The essence of Feuerbach's anthropological principle. The limitations of Feuerbach's materialism. Marxist philosophy: dialectical materialism, the materialistic understanding of history. The civilizational and formational approach to the problem of social development. The problem of alienation, revolution, and evolution. Morality and moral values. Discussion: Individuality and the historical process in classical German philosophy and Marxism.
11	The main directions of modern philosophy (19th - 20th centuries). Existentialism and the "Philosophy of Life" Forms of positivism: the classical positivism of A. Comte, Machism or empiriocriticism, neopositivism, postpositivism. Phenomenalism, descriptiveness, and relativism are characteristics of "positive" knowledge. Classification of sciences. Four methods of induction. The doctrine of the criteria of truth. Biologizing organicism in understanding society. The crisis of natural scientific materialism. "The Philosophy of Life." Militant irrationalism and antiscientism. The main ideas of Nietzsche's philosophy: the will to power, the superman, the revaluation of values, the idea of eternal return – versus the idea of social progress. Socio-historical conditions for the emergence and spread of existentialism. M. Heidegger: fundamental ontology. The temporality of human existence, fate. Late Heidegger: hermeneutics as a means of solving ontological problems. K. Jaspers: the concept of existence. The problem of freedom. The doctrine of existential communication. Communication as a means of achieving freedom. Truth as a product of communication. The debate about the essence of technology. Jean-Paul Sartre, "Being and Nothingness." Consciousness as an embodied contradiction. Consciousness and freedom. Freedom and responsibility.
12	Russian Religious Philosophy The development of Russian philosophy and its periodization. Philosophical aspects of the debate between "Westernizers" and "Slavophiles." V. Solovyov – the philosophy of "all-unity." N. Berdyaev – the fate of Russia. "Man and Machines." Cosmism. Russia's role in the fate of human civilization. Global problems of our time. Discussion: Rationalism and irrationalism in Russian and German philosophy – continuity and difference.

6. EDUCATIONAL TECHNOLOGIES

The philosophy course is carried out in the form of lectures, examinations with the preparation of the essay and exam questions by the students. It uses a variety of educational technologies, including interactive forms such as classroom lessons which are held in the form of lectures with elements of practical (seminar) classes, in some cases - internal discussion forums. Independent work of students is based on the analysis of the lecture material with the mandatory use of the classic historical and philosophical sources. Essay work includes a review of current literature on the chosen topic.

7. ASSESSMENT TOOLKIT

The assessment toolkit ensures verification of the intended learning outcomes achievement (competency-based rubrics) using current, midterm and interim assessment of the course.

The link between developed competencies and their assessment is presented in the following table:

Competency	Achievement rubrics	Assessment activity (Syl 1)
YK-1	3-YK-1	PFE, SA-8, SA-12
	Y-YK-1	PFE, SA-8, SA-12
	B-YK-1	PFE, SA-8, SA-12
YK-5	3-YK-5	PFE, SA-8, SA-12
	Y-YK-5	PFE, SA-8, SA-12
	B-YK-5	PFE, SA-8, SA-12

Educational achievement rubrics scales

The scale of each assessment activity varies from 0 to the maximum established point, inclusive. The final assessment of the course is performed on a 100-point scale and represents the sum of the points earned by the student in the section assessments, framework of current and interim assessment.

Sections and interim assessments are considered passed when the student achieves a minimum score equal to 60% of the maximum. The final grade is assigned only upon passing all sections and the interim assessment.

The final grade is assigned in accordance with the following scale:

Total score	Rating on a 4-point scale	Pass/fail examination	ECTS assessment
90-100	5 – « <i>excellent</i> »	« <i>pass</i> »	A
85-89	4 – « <i>good</i> »		B
75-84			C
70-74			D
65-69	3 – « <i>satisfactory</i> »		E
60-64		F	
below 60	2 – « <i>fail</i> »	« <i>fail</i> »	

An “excellent” grade indicates a deep and solid mastery of the program material by a student who presents their answers consistently, clearly, and logically, is able to closely link theory with practice, and uses materials from monographic literature in their answers.

A “good” grade corresponds to a student’s solid knowledge of the material, who presents their answers competently and to the point, without any significant inaccuracies.

A “satisfactory” grade corresponds to the basic level of mastery of the material by the student, in which the main material has been mastered, but its details have not been assimilated, the answers contain inaccuracies, insufficiently correct wording and logical inconsistencies.

A grade “pass” corresponds to at least a basic level of mastery of the program material, in which the student possesses the necessary knowledge, skills, and abilities, and is able to apply theoretical principles to solve typical practical problems.

A grade “fail” is given to a student who lacks a significant understanding of the curriculum material, makes significant errors in their answers, or fails all required assignments. These students are generally unable to continue their studies without additional classes.

8. ACADEMIC COURSE EDUCATIONAL, METHODOLOGICAL AND INFORMATIONAL SUPPORT

CORE READING:

1. ЭИ D27 Religion, Philosophy and Knowledge : , Dawes, Gregory W. , Cham: Springer International Publishing, 2016
2. ЭИ А 15 История мировой философии : Учебник для вузов, Аблеев С. Р., Москва: Юрайт, 2021
3. ЭИ И46 Философия : учебник, Ильин В.В., Москва: Проспект, 2019
4. ЭИ С 12 Философия: элементарный курс — 2-е изд., стер. Учебное пособие : , Соина О.С., Сабиров В.Ш., Москва: Флинта, 2019

FURTHER READING:

1. ЭИ Н20 Descriptive Ethics : What does Moral Philosophy Know about Morality?, Hamalainen, Nora. , New York: Palgrave Macmillan US, 2016
2. ЭИ Е11 Early Modern Medicine and Natural Philosophy : , , Dordrecht: Springer Netherlands, 2016
3. ЭИ Т67 Myth and Philosophy in Platonic Dialogues : , Tofighian, Omid. , London: Palgrave Macmillan UK, 2016
4. ЭИ П 50 История науки и техники : учебное пособие, Поликарпова Е. В., Поликарпов В. С., Санкт-Петербург: Лань, 2019

5. ЭИ К 19 История, философия и методология естественных наук : Учебник для магистров, Канке В. А., Москва: Юрайт, 2019
6. ЭИ К 19 История, философия и методология социальных наук : Учебник для магистров, Канке В. А., Москва: Юрайт, 2019
7. ЭИ К 19 История, философия и методология техники и информатики : Учебник для магистров, Канке В. А., Москва: Юрайт, 2019
8. ЭИ Ф-563 Философский словарь инженера : словарь, Арефьева Т.С., Москва: МЭИ, 2019

SOFTWARE:

1. Windows XP ()
2. MS Office 2003 ()

LMS AND ONLINE RESOURCES

1. Философский портал philosophy.ru (<http://www.philosophy.ru/>)
2. Сайт кафедры "Философия" НИЯУ МИФИ (учебные материалы) (<https://philosophymephi.wixsite.com/kaf54>)
3. Онлайн-курс Philosophy and the Sciences: Introduction to the Philosophy of Cognitive Sciences (<https://www.coursera.org/learn/philosophy-cognitive-sciences>)
4. Журнал "Вопросы философии" (<http://vphil.ru/>)
5. Научная электронная библиотека (<https://elibrary.ru/>)

<https://online.mephi.ru/>

<http://library.mephi.ru/>

9. LOGISTICAL SUPPORT

Any special logistical support is not required

10. EDUCATIONAL AND METHODOLOGICAL RECOMMENDATIONS FOR STUDENTS

Successful completion of the course requires intensive, independent work by the student. Independent work includes reading and taking notes on recommended literature, reviewing the course material (using lecture notes, academic literature, and scientific literature), and preparing answers to questions intended for independent study. Guidance and monitoring of students' independent work is provided through individual consultations. Mastery of the material is demonstrated by the ability to conduct a well-reasoned discussion. At the beginning of the class, a short (10-15 minute) survey is typically conducted, either orally or in writing, on the material covered in previous classes. It is important to ensure understanding of the material being studied, rather than memorizing it mechanically. If students experience difficulty with specific topics or questions, they should seek

advice from the lecturer or instructor leading the practical classes. Ongoing assessment takes the form of testing, in which the student is asked to select the correct answer from a list, and assessments are conducted midway through and at the end of the course.

11. EDUCATIONAL AND METHODOLOGICAL RECOMMENDATIONS FOR TEACHERS

Teachers and students interact through lectures, practical classes, and independent work under the teacher's guidance. Each of these forms has its own goals, objectives, and specific characteristics.

The purpose (task) of a lecture is to introduce students to the philosophy and methodology of scientific knowledge (primarily natural science), its main problems, and possible solutions throughout the history of philosophical knowledge, including today. A key feature of a lecture is that students must absorb as much new material as possible. Therefore, the lecturer must use visual aids, utilize technology, and draw associative parallels throughout the presentation of the topic.

The purpose of practical classes in the form of seminars, i.e., group discussions, is to deepen knowledge and assess students' level of preparation, as well as to enhance students' cognitive activity.

The objectives of group discussions are:

- to instill skills in presenting educational material;
- to facilitate a deeper understanding of the topic being studied;
- Monitor students' independent preparation for classes;
- Develop skills for maintaining a culture of debate;
- Teach students to be tolerant of their opponent's point of view;
- Instill the ability to listen to alternative opinions.

Discussion formats:

- Extended discussion (dialogue);
- Individual presentation followed by a group discussion of current issues;
- Short training (e.g., "Cartesian Doubt")
- Conferences, when the speaker and opponent present the same topic but from different perspectives, followed by a group discussion.

At the end of the class, the teacher should summarize the results, namely:

- Evaluate the students' work (if any);
- Summarize the results;
- Provide recommendations for further work;
- Assign assignments for the next class.

Students' independent work under the guidance of the teacher has the following objectives:

- Acquire independent research skills;
- Deepen and expand knowledge by working at the intersection of several disciplines;
- reading primary sources and other supplementary literature;
- developing written communication skills;
- focusing on setting personal priorities within the course.

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