

INTERNATIONAL HIGHER SCHOOL OF MEDICINE

Department of Humanities

SYLLABUS

Philosophy

2025-2026 academic year

for students of medical faculty

1st course, 2nd semester, groups 1-3


2 credits (60 h, including auditorial 36 h, independent work 24h)

Lecturer: **Name:** Lee Yury Vladimirovich,
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Venue: Zoom

Practical **Name:** Lee Yury Vladimirovich,
classes:

Venue: Leo Tolstoy str.17A/3, 3rd floor, lecture hall 305

The Syllabus is considered
at the meeting of the department of Humanities
Protocol № 1 dated 05.09.2025
Head of the department N.N. Alymkulova 

Course Objective:

The main purpose of the course is to give students basic knowledge of philosophy. To form students' holistic understanding of the general principles of being and cognition, the relationship of man to the world, the universal laws of the development of nature, society, thinking and thereby form a non-pragmatic interest in broad education. Also included in the discipline program is an initial logic course designed to systematize students' thinking with an orientation to their future profession.

After study of the discipline the student must:**Knowledge:**

- of the subject, goals and objectives of philosophy;
- of the main range of problems of philosophy;
- of the features of the philosophical worldview in the context of culture and its influence on the strategies of a person's life choice;

Skills:

- to analyze, criticize and reflect on surrounding reality

Attitude:

- to identify ideological issues in the context of a particular culture;

Prerequisites:

- Foreign Language (English)

Post-requisites:

- Clinical disciplines of the educational program that require communication with patients in the clinics of the Kyrgyz Republic
- Economics
- Psychology

THEMATIC PLAN OF LECTURES

№	Theme of lecture	Hours	Date
1	Philosophy, its subject and role in society.	2	01.09.-06.09.25
2	The Philosophy of Ancient India and Ancient China. Philosophy of Ancient Greece.	2	08.09.-13.09.25
3	Philosophy of the Middle Ages. Philosophy of the New Age	2	15.09.-20.09.25
4	Modern Philosophy and approach of cultural diversity. "Baraka" movie screening.	2	22.09.-27.09.25
5	Epistemology or the theory of Knowledge.	2	29.09.-04.10.25
6	Basic concepts in logic	2	06.10.-11.10.25
7	Rules of inference	2	13.10.-18.10.25
8	Deduction	2	20.10.-25.10.25
9	Induction	2	27.10.-01.11.25
TOTAL		18	

THEMATIC PLAN OF PRACTICAL CLASSES

№	Theme of practical class	Hours	Date
1	Anthropology as a part of philosophy. Views on the origin of humanity	2	01.09.-13.09.25
2	Ancient civilizations. Development cycles. Traditional and modern views	2	15.09.-27.09.25
3	Dialectics as a method of cognition of universal laws.	2	29.09.-04.10.25
4	The economy of modern society. Vicious circles.	2	06.10.-18.10.25
5	Basic information on disputes	2	20.10.-31.10.25
6	Some general notes on debates	2	03.11.-15.11.25
7	Technique of winning in debates	2	17.11.-29.11.25
8	Inadmissible and acceptable tricks in dispute	2	01.12.-13.12.25
9	How to win a dispute. Module	2	15.12.-30.12.25
TOTAL		18	

THEMATIC PLAN OF INDEPENDENT WORK OF STUDENTS

Unit №	Theme of independent work	Hours	Date
1	Changing the subject of philosophy from Cosmo centrism to Anthropocentrism	2	29.09.-04.10.25

2	The main directions of orthodox and heterodox philosophy and ancient India.	2	29.09.-04.10.25
3	Epistemology in Ancient Chinese philosophy.	2	29.09.-04.10.25
4	Features of patristics and scholasticism in medieval philosophy.	2	06.10.-18.10.25
5	Sufi Philosophy	2	06.10.-18.10.25
6	Criticism of Scholasticism by F.Bacon: signs, idols.	2	06.10.-18.10.25
7	Marx's Theory as a Grand theory in international relations	2	17.11.-29.11.25
8	The problem of life and death in the philosophy of existentialism	2	17.11.-29.11.25
9	Rule of derivation	2	17.11.-29.11.25
10	Argumentation errors	2	01.12.-13.12.25
11	The sequence of argumentation in disputes	2	01.12.-13.12.25
12	Acceptable and unacceptable tricks in disputes.	2	01.12.-13.12.25

Recommended reading for the discipline:

1. Basic:

[1] Will Durant (2013). *"The story of Philosophy"*. Part I, II. Garden City, New York

[2] Patrick Hurley *"A Concise Introduction to Logic"*, Cengage Learning (2017)

2. Additional:

[1] Nadja Germann *"Al-Farabi's Philosophy of Society and Religion"*. Stanford University (2021)

[2] Ram-Prasad, Chakravarti; *"Eastern philosophy"*, Cassell (2005)

[3] Richard D. McKirahan, *"Philosophy Before Socrates: An Introduction with Texts and Commentary"* Hackett Publishing Company, Inc, Second Edition, (2010)

[4] Nikiforuk, Andrew, *"The Energy of Slaves: Oil and the new servitude"*, Greystone Books (2012)

[5] Toynbee, Arnold *"A Study of History"* Oxford University Press (2013)

[6] Karl Marx, *"Capital: A Critique of Political Economy. Volume I: The Process of Capitalist Production"* (2010)

[7] Adam Smith *"An Inquiry into the Nature and Causes of the Wealth of Nations"*, University of Chicago Press, Fifth edition. (2015).

[8] Walton, Douglas. *"Methods of Argumentation"*. Cambridge: Cambridge University Press (2013)

[9] Walton, Douglas; Reed, Chris; Macagno, Fabrizio. *"Argumentation Schemes"*. New York: Cambridge University Press (2008)

[10] Pablo Iannone *"Dictionary of World Philosophy"*. Routledge, (2001).

[11] Fukuyama, Francis. *"The End of History and the Last Man"*. New York: Free Press, (2012)

[12] Huntington Samuel *"The Clash of Civilizations and the Remaking of World Order"*. New York, NY: Simon & Schuster (2011)

Grading policy and procedures for all types of work

For the period of studying the discipline, the student gains points for the relevant parameters (per unit):

current score - 40 points

independent work - 20 points

control score (final assessment of knowledge per unit) - 40 points

Maximum score - 100 (40+20+40)

Grading system for student's achievements

Grading criteria per discipline				
Maximum score	Intervals			
	«unsatisfactory»	«satisfactory»	«good»	«excellent»
Current control - 40	0-23	24-30	31-35	36-40
Interval description	In attempt to answer a question, the student demonstrated a complete lack of knowledge on the topic. Had no practical skills. Refusal to respond.	At work on the topic of the lesson, the student rarely participated in the section of an oral survey conducted on various forms of interactive learning (conversation, discussion,	At work on the topic, the student actively participated in the section of an oral survey conducted on various forms of interactive learning (conversation, discussion, round table,	At work on the topic, the student very actively participated in the oral survey conducted on various forms of interactive learning (conversation, discussion, round table, business game) and showed complete understanding of the current material

		round table, business game). Demonstrated low degree of understanding the topic along with studied themes, used only the basic literature not in full. The answer was incomplete, with many errors	business game) and the student showed complete understanding of the current material according to the thematic plan, responded clearly and comprehensively, was able to evaluate facts, reasoned independently. Also was able to derive conclusions and explain them in a logical sequences, but made some general errors	according to the thematic plan, the answers were complete and correct.
Independent work - 20	0-11	12-15	16-17	18-20
Interval description	The task/answer is incomplete, there are many mistakes, some mistakes cannot be corrected even with leading questions from the teacher. Does not fully understand the technique of performing practical skills.	The task/answer was incomplete, contained significant errors, some of which could be eliminated with the help of a teacher. Didn't possess fully the technique of performing practical skills	The student demonstrated good degree of covering the topic with an average knowledge of previously studied disciplines, uses basic and additional literature (monographs, articles), presents his/her points of view. The student is able to show a logical connection between the material of prerequisites and post-prerequisites. Performs practical tasks without errors	The student demonstrated deep knowledge of the main and additional literature, easily and naturally explained his points of view. Freely and intelligently operated with basic terms and specific terminology. He/she was able to show a logical connection between the material of prerequisites and post-prerequisites. Performed practical skills without mistakes, interpreted research results, analyzes and made reasoned conclusions.
Control work (module) - 40	0-23	24-30	31-35	36-40
Interval description	The % of correct answers in the test is below 60	% of correct answers in the test over 60	% of correct answers in the test over 75	% of correct answers in the test over 90

Conduct Policy: (lateness, absence, behavior in the auditorium, late submission of work).

- Punctuality and completion of tasks.
- Mandatory attendance of classes.
- Attending class in a clean medical uniform.
- Eliminating conversations on a cell phone in the classroom.
- Active participation in the learning process.
- Doing homework on time.
- Academic detention at the time specified by the teacher.

For violations of the Conduct Policy, the total points for discipline might be reduced to 1-5 points.

Academic Ethics Policy.

- Be tolerant, respect the opinions of others.
- Formulate objections in the correct form.
- Constructively support feedback in all classes.
- Plagiarism and other forms of dishonest work are unacceptable. Plagiarism includes the following: the absence of references when using printed and electronic materials, quotes, thoughts and works of other authors or students.
- Prompting and cheating during tests, exams, classes is unacceptable as well as passing an exam for another student, unauthorized copying of materials.

For violations of the Academic Ethics Policy, the total points for the discipline may be reduced to 1-5 points.

Guidelines for the lessons of the discipline

Key questions covered in lessons #1:

1. Anthropology as a part of philosophy.
2. Views on the origin of humanity

Recommended reading for the lesson:

- [1] Will Durant (2006). The story of Philosophy. Part I, II. Garden City, New York. pp 7-50
- [2] Pablo Ianonne – Dictionary of World Philosophy. Routledge, 2001.

Key questions covered in lessons #2:

1. Ancient civilizations.
2. Development cycles. Traditional and modern views

Recommended reading for the lesson:

- [1] Toynbee A Study of History (Oxford University Press 2013)
- [2] Pablo Ianonne – Dictionary of World Philosophy. Routledge, 2001. Key questions covered in lesson #3:

Key questions covered in lessons #3:

1. What is dialectics?
2. Historical forms of dialectics
3. Laws and categories of dialectics
4. Examples of dialectical theories in science and medicine
5. Explanations of everyday life from the point of view of dialectics

Recommended reading for the lessons:

- [1] Will Durant (2006). The story of Philosophy. Part I, II. Garden City, New York. pp 276-317
- [2] Pablo Ianonne – Dictionary of World Philosophy. Routledge, 2001.

Key questions covered in lesson #4:

1. Types of economic formations, their advantages and disadvantages
2. Ideology and economics
3. Karl Marx and Adam Smith
4. Modern monetary system
5. Consumption and education.

Recommended reading for the lessons:

- [1] Julian Reiss. Philosophy of Economics. Routledge, 2013. pp. 1-15, 120-136

Recommended video for the lesson:

- [2] Jacko TV. (2021, June 9). *The Money Masters (1996)* [Video]. YouTube.
<https://www.youtube.com/watch?v=cTPopNG6LRM>

Key questions covered in lesson #5:

1. The problem of criteria of good and evil, virtue and vices.
2. The problem of the meaning of life and the purpose of man
3. The problem of free will
4. The problem of due, its combination with the natural desire for happiness

Recommended reading for the lessons:

- [1] Will Durant (2006). The story of Philosophy. Part I, II. Garden City, New York. pp.240-244

Key questions covered in lesson #6:

1. Types of dispute.
2. Prerequisites for the dispute.
3. Our argumentation in the dispute.
4. Argumentation of the opponent.
5. Winning a dispute

Recommended reading for the lessons:

- [1] Walton, Douglas (2013). *Methods of Argumentation*. Cambridge: Cambridge University Press. pp. 1-54
[2] Walton, Douglas; Reed, Chris; Macagno, Fabrizio (2008). *Argumentation Schemes*. New York: Cambridge University Press

Key questions covered in lesson #7:

1. Logical tact and manner of arguing.
2. Respect for someone else's worldview

Recommended reading for the lesson:

- [1] Walton, Douglas (2013). *Methods of Argumentation*. Cambridge: Cambridge University Press. pp. 61-80
[2] Walton, Douglas; Reed, Chris; Macagno, Fabrizio (2008). *Argumentation Schemes*. New York: Cambridge University Press

Key questions covered in lesson #8:

1. Acceptable tricks.
2. Sophisms.
3. Psychological tricks.
4. The grossest impermissible tricks.

Recommended reading for the lesson:

- [1] Walton, Douglas (2013). *Methods of Argumentation*. Cambridge: Cambridge University Press. pp. 60-74
[2] Walton, Douglas; Reed, Chris; Macagno, Fabrizio (2008). *Argumentation Schemes*. New York: Cambridge University Press

Key questions covered in lesson #9:

1. Inadmissible tricks in dispute
2. Conditions of victory in dispute

Recommended reading for the lesson:

- [1] Walton, Douglas (2013). *Methods of Argumentation*. Cambridge: Cambridge University Press. pp. 74-80
[2] Walton, Douglas; Reed, Chris; Macagno, Fabrizio (2008). *Argumentation Schemes*. New York: Cambridge University Press

Key questions covered in lesson #10:

1. Legal methods of winning in dispute.
2. Illegal tricks in dispute and counteractions.

Recommended reading for the lesson:

- [1] Walton, Douglas (2013). *Methods of Argumentation*. Cambridge: Cambridge University Press. pp. 80-90
[2] Walton, Douglas; Reed, Chris; Macagno, Fabrizio (2008). *Argumentation Schemes*. New York: Cambridge University Press

Methodological instructions for the implementation of independent work on the discipline.

Note: Each student is supposed to prepare a paper of 10 pages' size, dedicated to one of the below listed topics.

The paper should include plan and references. Amount of original text should not be less than 75%.

The basis of independent work of students is systematic, purposeful and thoughtful reading of recommended literature. It is necessary to read what is recommended for each topic by the curriculum, seminar plans, other teaching materials, as well as by teachers. The basic literature includes the minimum of sources that is necessary for the complete and solid development of educational material.

Additional literature is recommended for a more in-depth study of the program material, expanding the horizons of the student. It is necessary to read literature systematically, according to the plan, correctly allocating time. Working with sources requires to:

- 1) focus on what you are reading;
- 2) highlight the main thoughts;
- 3) "embrace the thought" of the author quite clearly and distinctly, which helps to develop clarity and distinctness of your own thoughts;
- 4) think consistently;
- 5) imagine vividly and distinctly, as if experiencing what you read in the source;
- 6) consult with the instructor if facing difficulties during fulfilling practical tasks or something is not clear.