

UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL STUDIES

UNIVERSITY UNDERGRADUATE STUDY PROGRAMME

Philosophy (double-major)

SPLIT, November 2025

GENERAL INFORMATION OF HIGHER EDUCATION INSTITUTION

Name of higher education institution	Faculty of Humanities and Social Sciences in Split
Address	Poljička cesta 35, 21 000 Split
PIN	98004523293
E-mail	dekanat@ffst.hr
Internet address	https://www.ffst.unist.hr

GENERAL INFORMATION OF THE STUDY PROGRAMME

Name of study programme	University Undergraduate Programme Philosophy (double-major)		
Leader of the study programme	Faculty of Humanities and Social Sciences in Split		
Executor/s of the study programme	Faculty of Humanities and Social Sciences in Split		
Executor/s of the study programme	Professional study programme ☐	University study programme ☒	
Level of study programme	Undergraduate ☒	Graduate ☐	Integrated ☐
	Doctoral ☐	Specialist ☐	
CroQF/EQF/QF-EHEA level	HKO 6.sv EQF 6		
Scientific or artistic field and area of study programme	Humanities; Philosophy		
ISCED FoET classification	02 Arts and Humanities 022 Humanities (except languages) 0223 Philosophy and ethics		

Programme duration (semesters, years)	6 semesters, 3 years
Number of ECTS points acquired on completion of study programme	90
Academic or professional title, i.e. academic degree	Bachelor (baccalaureus / baccalaurea) of Arts (BA) in Philosophy (univ. bacc. phil.)
Language of delivery	Croatian
Place of delivery	Faculty of Humanities and Social Sciences in Split
Type of delivery (in-person, hybrid, online)	Classroom-based
Enrolment quota (for students in regular and special status)	35 – regular status; 2 – Croatian emigrants

1. INTRODUCTION

1.1. Analysis of the compatibility of the study programme with the strategic goals of the higher education institution

University undergraduate study programme *Philosophy* (hereinafter: *Philosophy*) is aligned with the strategic framework of the Faculty of Humanities and Social Sciences in Split, including *the Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025, the Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences in Split for the 2021–2025 period, and the Action Plan of the Faculty of Humanities and Social Sciences in Split 2022–2027.* The study programme is fully consistent with the Faculty mission and vision, as it is designed to develop competencies that promote fundamental social and humanistic values. It contributes to the advancement of knowledge, and fosters ethical conduct, tolerance, cooperation, inclusivity, responsibility, and the overall well-being of society (*Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025*), while also preparing students for successful integration into the labour market. The establishment of the Department of Philosophy at the Faculty of Humanities and Social Sciences of the University of Split was intended to support the development of social and humanistic studies at the University. At the same time, it aimed to enhance the cultural and intellectual life of the city of Split, as well as that of the wider region gravitating toward it. As a foundational discipline within the humanities, philosophy plays a formative role in shaping other social science and humanities studies at the Faculty of Humanities and Social Sciences. This objective, has, to date, been successfully achieved.

From the very beginning of university-level humanities education in Split, within the former Department of Humanities, the establishment of a philosophy programme was envisaged. The development of the humanities is inconceivable without philosophy, and the founding of the Faculty of Humanities and Social Sciences in Split gained its full significance only once the conditions for introducing a study programme in Philosophy had been met.

The need for a study programme *Philosophy* in Split is further underscored by its geographical position. Apart from Split, the southernmost city in the Republic of Croatia where Philosophy can be studied is Zadar, located at the northern edge of central Dalmatia. Split, by contrast, functions as a regional centre for central and southern Dalmatia, as well as for portion of the population of Bosnia and Herzegovina, together exceeding half a million inhabitants. Given that a substantial number of students of the University of Split come from outside the city, sustained interest in studying Philosophy can reasonably be expected.

The decisive impetus for establishing the study programme *Philosophy* in Split (and, more broadly, for founding the Faculty of Humanities and Social Sciences as a whole) came with the separation of the Zadar study programme *Philosophy* from the University of Split in 2003. Following the establishment of the University of Zadar as an independent institution, the University of Split lost even the dislocated Philosophy programme. As a result, the introduction of a new Philosophy programme became an urgent priority for the newly founded Faculty of Humanities and Social Sciences at the University of Split. The undergraduate study programme *Philosophy* at the Faculty of Humanities and Social Sciences in Split is designed to educate specialists in the humanities in the field of philosophy, providing a foundation necessary for the continuation of studies at the graduate level, both in philosophy and in related humanistic disciplines, as well as for future research in this field. The programme is conceived as one of the core study programmes of the Faculty, while also aiming to enrich the broader academic and intellectual culture of the city of Split and the Dalmatian region.
Upon completion, students acquire the ability to independently read and interpret philosophical texts, analyse their argumentative structure, and engage in critical reflection on the positions presented. Particular emphasis is placed on oral presentations and the writing of seminar papers, through which students develop the ability to articulate ideas effectively across different media. Faculty members and students actively participate in student and staff exchange programmes (Erasmus+ and CEEPUS), thereby contributing to the University of Split's objective of enhancing academic mobility. Philosophy students are also actively involved in student conferences both nationally and internationally, participate

in the Student Council of the University of Split, and contribute to student journals and various projects at the Faculty of Humanities and Social Sciences.
The undergraduate study programme *Philosophy* at the Faculty of Humanities and Social Sciences in Split is aligned with the requirements and recommendations of relevant professional associations (the Croatian Philosophical Society, the Croatian Society for Analytic Philosophy, the Association for the Promotion of Philosophy, the Croatian Logical Association). Graduates of the programme often continue their studies in graduate philosophy programmes at the same Faculty, while others pursue further education in philosophy or related disciplines at higher education institutions in Croatia and abroad.
Since its establishment, the undergraduate study programme *Philosophy* at the Faculty of Humanities and Social Sciences in Split has consistently attracted strong interest, as evidenced by the regular fulfilment of enrolment quotas. High levels of student interest, programme completion rates, active participation in faculty and university bodies, engagement in humanitarian initiatives, and presence in the local community all demonstrate the programme's contribution to achieving the objectives set out in the Development Strategy of the Faculty of Humanities and Social Sciences in Split for the period 2021–2025. These indicators further confirm the relevance and value of the programme.

1.2. Analysis of minimum institutional requirements for comparability of the proposed study programmes with related accredited study programmes in the Republic of Croatia and EU member states

The undergraduate study programme *Philosophy* meets the institutional requirements for comparability with related accredited study programmes in the Republic of Croatia and in the European Union in accordance with the legal regulations (*Act on Higher Education and Scientific Activity*, https://narodne-novine.nn.hr/clanci/sluzbeni/2022_10_119_1834.html, *Act on Quality Assurance in Higher Education and Science*, https://narodne-novine.nn.hr/clanci/sluzbeni/2022_12_151_2330.html) as well as university (https://www.unist.hr/ustroj-sustava-osiguravanja-kvalitete/15538) and institutional documents (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta). The proposed programme is aligned with the general development strategy, action plans, and other documents of the Faculty of Humanities and Social Sciences in Split. The study programme document was prepared (and subject to minor modifications) in line with the development documents of the Faculty of Humanities and Social Sciences in Split that were current and relevant at the time (*Development Strategy of the Faculty of Humanities and Social Sciences in Split 2014–2018*; *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2015–2020*; *Overview of the Faculty of Humanities and Social Sciences 2014; Action Plan for Quality Enhancement Following the Reaccreditation of the Faculty of Humanities and Social Sciences in Split, 2014*; *Action Plan of the Faculty of Humanities and Social Sciences in Split 2019*; *Action Plan of the Faculty of Humanities and Social Sciences in Split 2020*), while new revisions and supplements to the study programme document are introduced in line with current and relevant documents (*Development Strategy of the Faculty of Humanities and Social Sciences 2021–2025*; *Action Plan of the Faculty of Humanities and Social Sciences in Split 2022–2027*; *Action Plan of the Faculty of Humanities and Social Sciences in Split 2023*). (All listed documents are available on the Faculty website: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/stratgije). The new amendments and supplements are prepared in accordance with the currently relevant Faculty documents (*Development Strategy of the Faculty of Humanities and Social Sciences 2021–2025*; *Action Plan of the Faculty of Humanities and Social Sciences in Split 2022–2027*; *Action Plan of the Faculty of Humanities and Social Sciences in Split 2023*), which are available at the following link: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/stratgije.

The undergraduate study programme *Philosophy* is, in terms of content and organization, comparable to the programmes of existing double-major undergraduate studies of Philosophy in the Republic of Croatia and to programmes in the European Union that offer similar double-major studies. As an example of a comparable accredited study programme in the Republic of Croatia, we single out the undergraduate study of philosophy at the Faculty of Humanities and Social Sciences in Rijeka (details available at the following link: https://ffri.uniri.hr/studiranje/programi/prijediplomski/fil/). As an example of a comparable accredited study programme in other countries of the European Union, we single out the undergraduate study of philosophy at the Faculty of Arts of the University of Ljubljana (details available at the following link: https://filo.ff.uni-lj.si/en/1st-cycle-philosophy-0). The value of our undergraduate study programme *Philosophy* lies in the fact that it provides students with the knowledge from all fundamental branches of philosophy within compulsory courses and offers a wide range of elective

courses. In this way, students gain the knowledge they need for future scholarly and teaching work while also having the opportunity to deepen their understangind in areas that particularly them.

Within the undergraduate study programme *Philosophy*, the standards and regulations for assessing acquired learning outcomes are regularly defined, published, and revised. These standards and regulations are specified in the syllabus of each course in the undergraduate study programme under the sections: Student obligations, Monitoring student work, Assessment and evaluation of student work during classes, and the final exam/ methods of assessing the acquired learning outcomes for each course, and Methods of quality monitoring that ensure the acquisition of knowledge, skills, and competencies. Each course repository provides a more detailed explanation of every assessment element, as well as additional instructions and guidelines for students. Quality assurance at the level of the study programme and individual courses is defined in the section Methods of quality monitoring that ensure the acquisition of knowledge, skills and competencies based on:

- *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (https://www.ffst.unist.hr/images/50023366/Standardi%20i%20smjernice%20za%20osiguravanje%20kvalitete%20u%20europskom%20prostoru%20visokog%20obrazovanja.pdf);
- *Quality Policy of the University of Split* (https://www.ffst.unist.hr/images/50023323/Politika%20kvalitete_svibanj%202023..pdf);
- *Quality Policy of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/images/50023323/Politika%20kvalitete%203.5.2024..pdf*);
- *Rulebook on the Quality Control System of the University of Split* https://www.ffst.unist.hr/images/50023323/Pravilnik%20o%20sustavu%20osiguravanja%20kvalitete_svibanj%202023..pdf);
- *Rulebook on the Quality Control System of the Faculty of Humanities and Social Sciences*
- *in Split* (https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20kvaliteti-%20za%20objavu.pdf),
- *Quality Control Handbook of the University of Split* (https://marjan.unist.hr/UserDocsImages/Kvaliteta/Prirucnik%20osiguravanja%20kvalitete%20Sveucilista%20u%20Splitu_4.%20izdanje_travanj%202024..pdf?vel=1492902),
- *Quality Control Handbook of the Faculty of Humanities and Social Sciences in Split* (https://www.ffst.unist.hr/images/50023323/Prijedlog%20Prirucnika%20kvalitete%20FFST%202021.pdf),
- *Study Rulebook of the University of Split (*https://www.ffst.unist.hr/images/50023366/Pravilnik%20o%20studiranju%20Sveucilista%20u%20Splitu.pdf),
- *Rulebook on Business Partner Institutions of the Faculty of Humanities and Social*
- *Sciences in Split* (https://www.ffst.unist.hr/images/50023323/Pravilnik_o_nastavnim_bazama_FF_u_Splitu[2].pdf);
- and other key documents posted on the website of the Faculty of Humanities and Social Sciences in Split (available at; https://www.ffst.unist.hr/o_fakultetu/sustav_osiguranja_kvalitete/odbor_za_unaprjedenje_kvalitete and https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta).

Students of the undergraduate study programme *Philosophy* participate in all quality assurance processes and in the work of all bodies, committees, departments, and centers designated for that purpose, in the manner prescribed by national, university, and faculty acts, regulations, and procedures.

Undergraduate students of *Philosophy* are familiar with the standards, mechanisms, and regulations regarding the protection of student rights. At the beginning of their studies and the academic year, the Head of Department informs students about their obligations and responsibilities, a s well as the standards, and regulations regarding the protection of student rights. If students have other needs, such as resolving complaints or protecting their rights, they may contact the Head of Department, the Vice Dean for Teaching and Student Affairs, the Ethics Committee, and the Student Ombudsperson of the Faculty of Humanities and Social Sciences as well as the Student Ombudsperson of the University of Split. Students are also introduced to the work of:

- The Office for Student Affairs, which provides students with timely information about their obligations and supports them throughout their studies by ensuring access to the necessary procedures and forms;
- the Student Counselling Centre, which offers free educational and advisory activities, including individual and/or group counselling, while respecting confidentiality and privacy, with the aim of helping students addressi personal difficulties, achieve academic success, increase study efficiency, and improve their quality of life
- Development Centre which aims to support the development of students' potential and their skills in career planning and management, and to connect students with potential employers;

Academic and professional development support is also provided by the faculty members of the Department of Philosophy, who inform students about open calls for student conferences, project collaborations, mobility opportunities, and other activities that can enrich their academic experience and assist in their professional development.

At the undergraduate study programme *Philosophy*, impartiality and transparency are ensured in all aspects of operation, and the highest ethical standards are followed in the planning and implementation of the study programme. In the event of any irregularities or violations of rights, the following mechanisms are applied:

- *Regulations on the procedure for internal reporting of irregularities and the appointment of a confidential officer*, along with other relevant faculty documents (available at: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/unutarnje_prijavljivanje_nepravilnosti);
- *Faculty Code of Ethics* (available at: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/eticki_kodeks);
- *Documents related to protection from discrimination and harassment* (available at: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/zastita_od_diskriminacije_i_uznemiravanja).

Instructors teaching in the undergraduate study programme *Philosophy* regularly participate in scientific and professional conferences as well as in various forms of continuous professional development. Records of instructor training activities provided by the Faculty of Humanities and Social Sciences in Split are available in the Faculty documents, while other forms of professional development are documented through certificates of active participation in scientific conferences and professional development programmes, as well as collaborative research projects.

The undergraduate study programme *Philosophy* of the Faculty of Humanities and Social Sciences in Split is fully defined and implemented within the Higher Education Information System (ISVU), which supports the collection, management, and processing of statistical data related to the organization and implementation of study programmes and the assurance of quality. The ISVU system also generates reports on all such statistical data.

Standards and regulations regarding the periodic review of study programmes, which include external experts as required by Faculty regulations, are regularly published. Programme review outcomes are published on the Department of Philosophy's website: https://www.ffst.unist.hr/odsjeci/filozofija.

1.3. Mechanisms to ensure horizontal and vertical student mobility in the national and European Higher Education Area

In accordance with the principles of the Bologna Process, the undergraduate study programme *Philosophy* promotes curriculum flexibility through horizontal and vertical mobility. Horizontal mobility is achieved through the possibility of switching major during study, either by switching to a study programme that leads to the same qualification or by selecting an entirely different study programme.

Through international mobility, students can study (for one semester or more) at foreign higher education institutions, enroll in elective courses aligned with their interests within other study programmes at the Faculty of Humanities and Social Sciences in Split, as well as other faculties of the University of Split, and at other higher education institutions in the Republic of Croatia or abroad. Students from other majors of the Faculty of Humanities and Social Sciences may enroll in elective courses in the undergraduate study programme *Philosophy*.

Based on vertical mobility, upon completion of the undergraduate study programme *Philosophy*, students may continue their studies in the graduate study programme *Philosophy* at the Faculty of Humanities and Social Sciences in Split, or at other higher education institutions in the Republic of Croatia, or abroad.

1.4. Admission criteria, criteria for enrolment in subsequent semester, trimester or year of studies, as well as criteria for undertaking other student obligations

Applications for admission to the undergraduate study programme *Philosophy* are submitted via the website www.postani-student.hr. Information regarding the evaluation of applicants' prior secondary school achievements, results of the State Matura exams, special accomplishments, and other details relevant to admission to the study programme are published on www.postani-student.hr and on the official Faculty website www.ffst.unist.hr as part of the annual Admission Call. The conditions for progression to a higher year of study are defined by a decision of the Faculty Council, issued for each academic year. Any specific prerequisites for enrollment in individual courses are indicated in the course syllabi.
The study programme lasts three years (six semesters). Upon completion of the undergraduate study programme *Philosophy*, students acquire a minimum of 90 ECTS credits out of a total of 180 ECTS credits required for the undergraduate degree.

1.5. Competences acquired on completion of the study module and study programme

Upon completion of the study programme, the student will be able to:

1. Clearly articulate the dominant currents of thought in the history of European philosophy.
2. Interpret the most important philosophical systems and schools.
3. Define key philosophical problems clearly.
4. Explain arguments supporting significant philosophical theses.
5. Identify and explain the distinction between philosophy and other scientific disciplines.
6. Evaluate the influence of philosophy in shaping worldviews across historical epochs.
7. Describe the historical and conceptual development of major philosophical debates.
8. Identify the philosophical foundations of different social systems.
9. Organize a formal philosophical debate.
10. Deliver a public lecture on a specific philosophical topic.
11. Lead student projects in philosophy (e.g., preparing panels, exhibitions, etc.).
12. Distinguish philosophical disciplines according to their subject matter.
13. Present philosophical issues clearly and argumentatively in the essayistic genre.
14. Recognize implicit philosophical assumptions in particular claims and arguments.
15. Analyze key texts from the corpus of Western philosophy.
16. Explain the importance of the history of philosophy in the study of philosophy.

17. Identify philosophical problems and solutions in original texts.
18. Compare different perspectives and arguments on philosophical problems.
19. Critically discuss major philosophical problems and schools.
20. Interpret leading theories and ideas in philosophy.
21. Apply analytical reasoning methods in philosophy.

1.6. Structure and form of delivery

The undergraduate study programme *Philosophy* lasts three years, i.e., six semesters. In each semester, students take at least three compulsory courses and choose one elective course from those offered. In the final year, students may select the elective course Work-Based Learning at a Partner Institution, earning additional 5 ECTS credits.

Teaching in the programme is conducted through lectures, seminars, and practical exercises (at the Faculty, in classrooms, and at partner institutions, and depending on students' specific interests and learning outcomes, visits to relevant labor market stakeholders may also be organized). The syllabus for each course defines the forms of instruction, which are aligned with the ECTS workload at the course level, the learning outcomes, course content, student obligations, assessment and evaluation methods, and required reading. All forms of instruction are designed to be interactive and student-centered, supporting the achievement of learning outcomes.

1.7. Manner of completing the study programme

Manner of completing the study programme	Final thesis ☒ Diploma thesis ☐	Final exam ☐ Diploma exam ☐
Requirements for final/diploma thesis or final/diploma/exam	In accordance with the *Thesis Regulations: Undergraduate and Graduate Studies of the Faculty of Humanities and Social Sciences in Split* (2021; https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20zavr%C5%A1nom%20i%20diplomskom%20radu.pdf), students, in consultation with their supervisor, are required to select and register the topic of their final thesis in the final year of study, and no later than the end of classes in the winter semester. The student's thesis topic and appointed supervisor are approved by the Department Council. The conditions for applying for the final thesis defence are: completion of the written part of the final thesis approved by the final thesis defence committee, successful completion of all exams, and fulfilment od all obligations prescribed by the study programme.	
Procedure of evaluation of final/diploma exam and evaluation and defense of final/diploma thesis	At the Department of Philosophy, the final thesis may take the form of either a review or a research paper. Following the approval by the supervisor and registration for the defence procedure, the thesis must also be evaluated and approved by two additional members of the Committee, both of whom must give a positive assessment of the written component. The oral component of the final thesis is conducted before a three-member committee.	

	The procedures governing the assessment and defence of the final thesis are prescribed by the *Thesis Regulations Undergraduate and Graduate Studies of the Faculty of Humanities and Social Sciences in Split* (2021; https://www.ffst.unist.hr/_download/repository/Pravilnik-%20o%20zavr%C5%A1nom%20i%20diplomskom%20radu.pdf).

2. LIST AND DESCRIPTION OF COURSES

2.1. List of compulsory and elective courses

LIST OF COURSES						
Year of study: 1						
Semester: 1						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Introduction to Philosophy	Bruno Ćurko, PhD, associate professor	30	0	0	3	O
Ancient Philosophy I	Tonći Kokić, PhD, full professor	30	0	0	3	O
Logic I	Gabriela Bašić Hanžek, PhD, assistant professor	30	15	0	4	O
Philosophy of Nature I	Ljudevit Hanžek, PhD, assistant professor	15	0	15	2	O
Introspection	Ljudevit Hanžek, PhD, assistant professor	30	0	0	3	I
Philosophy of Biology	Tonći Kokić, PhD, full professor	30	0	0	3	I
Critical Thinking	Bruno Ćurko, PhD, associate professor	30	0	0	3	I
LIST OF COURSES						
Year of study: 1						
Semester: 2						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS

Ancient Philosophy II	Tonći Kokić, PhD, full professor	30	0	0	3	O
Logic II	Gabriela Bašić Hanžek, PhD, assistant professor	30	15	0	4	O
Methodology of Philosophy	Ljudevit Hanžek, PhD, assistant professor	30	0	0	3	O
Philosophy of Nature II	Ljudevit Hanžek, PhD, assistant professor	15	0	15	2	O
Philosophic Anthropology	Tonći Kokić, PhD, full professor	30	0	0	3	I
Philosophy of Democracy	Marita Brčić Kuljiš, PhD, full professor	30	0	0	3	I
Philosophy of Justice	Marita Brčić Kuljiš, PhD, full professor	30	0	0	3	I
Philosophy of Language: Picture, Game, Act	Gabriela Bašić Hanžek, PhD, assistant professor	30	0	0	3	I

LIST OF COURSES						
Year of Study: 2						
Semester: 3						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Medieval Philosophy I	Hrvoje Relja, PhD, full professor	30	0	0	3	O
Epistemology I	Ljudevit Hanžek, PhD, assistant professor	30	0	0	3	O
Metaphysics I	Hrvoje Relja, PhD, full professor	30	0	0	3	O
Social Philosophy	Marita Brčić Kuljiš, PhD, full professor	30	0	0	3	O
Introspection	Ljudevit Hanžek, PhD, assistant professor	30	0	0	3	I
Philosophy of Biology	Tonći Kokić, PhD, full professor	30	0	0	3	I
Critical Thinking	Bruno Ćurko, PhD, associate professor	30	0	0	3	I

LIST OF COURSES
Year of study: 2

Semester: 4						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Medieval Philosophy II	Hrvoje Relja, PhD, full professor	30	0	0	3	O
Epistemology II	Dario Škarica, PhD, full professor	30	0	0	3	O
Metaphysics II	Hrvoje Relja, PhD, full professor	30	0	0	3	O
Aesthetics	Marita Brčić Kuljiš, PhD, full professor	30	0	0	3	O
Philosophic Anthropology	Tonći Kokić, PhD, full professor	30	0	0	3	I
Philosophy of Democracy	Marita Brčić Kuljiš, PhD, full professor	30	0	0	3	I
Philosophy of History	Marko Trogrlić, PhD, full professor	30	0	0	3	I
Philosophy of Justice	Marita Brčić Kuljiš, PhD, full professor	30	0	0	3	I
Philosophy of Language: Picture, Game, Act	Gabriela Bašić Hanžek, PhD, assistant professor	30	0	0	3	I

LIST OF COURSES							
Year of study: 3							
Semester: 5							
COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS
Modern Age Philosophy I	Marko Jakić, PhD, assistant professor	30	0	15		4	O
Ethics I	Bruno Ćurko, PhD, associate professor	30	0	15		4	O
History of Croatian Philosophy	Marko Jakić, PhD, assistant professor	30	0	15		4	O

Introspection	Ljudevit Hanžek, PhD, assistant professor	30	0	0			I
Philosophy of Biology	Tonći Kokić, PhD, full professor	30	0	0		3	I
Freedom of Speech	Marita Brčić Kuljiš, PhD, full professor	30	0	0		3	I
Introduction to the Philosophy of Multiculturalism	Marita Brčić Kuljiš, PhD, full professor	30	0	0		3	I
Critical Thinking	Bruno Ćurko, PhD, associate professor	30	0	0		3	I
Work-based Learning at a Partner Institution[1]		0	40	30	80	3	I

LIST OF COURSES							
Year: 3							
Semester: 6							
COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS
Modern Age Philosophy II	Marko Jakić, PhD, assistant professor	30	0	15		4	O
Ethics II	Bruno Ćurko, PhD, associate professor	30	0	15		4	O
Preparing the Final Thesis	Marita Brčić Kuljiš, PhD, full professor	2	4	9		2	O
Final Thesis		30	0	0		5	O
Philosophical Anthropology	Tonći Kokić, PhD, full professor	30	0	0		3	I
Philosophy of Democracy	Marita Brčić Kuljiš, PhD, full professor	30	0	0		3	I
Philosophy of Religion	Hrvoje Relja, PhD, full professor	30	0	0		3	I
Philosophy of Justice	Marita Brčić Kuljiš, PhD, full professor	30	0	0		3	I
Philosophy of Language: Picture, Game, Act	Gabriela Bašić Hanžek, PhD, assistant professor	30	0	0		3	I
Work-based Learning at a Partner Institution [2]		0	40	30	80	3	I

[1] An elective course that may be taken in the winter or summer semester, Does not enter the ECTS credits for electives and is not compulsory. Students can apply for a work-based learning and obtain additional 5 ECTS credits after completing the course.

[2] An elective course that may be taken in the winter or summer semester, Does not enter the ECTS credits for electives and is not compulsory. Students can apply for a work-based learning and obtain additional 5 ECTS credits after completing the course.

2.2. COURSE DESCRIPTION

GENERAL INFORMATION		
Lead instructor	Bruno Ćurko, PhD, associate professor	
Course name	**INTRODUCTION TO PHILOSOPHY (1UF30)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	compulsory	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload and coefficient	3
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION
Course aims
The aim of the course is to introduce students to the origins and development of philosophy, the various forms of philosophical inquiry, as well as to foster students` ability to engage in critical reflection on the fundamental questions and problems of philosophy
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - Analyze fundamental philosophical questions and problems; - Define basic philosophical concepts; - Interpret major conceptions and forms of philosophical inquiry; - Compare philosophical positions and arguments; - Critically examine and evaluate philosophical theses and positions; - Independently formulate and justify arguments both in support of and in opposition to the views of individual philosophers.
Course content
Course Content 1. The concept and meaning of *philosophy*. 2. The sources and forms of philosophy. 3. Philosophy as a way of life, general wisdom, and science. 4. The Axial Age and the origins of philosophy in ancient Greece.

5. The early sages, the Sophists, and the first philosophers.
6. Plato's conception of philosophy and dialectics.
7. Aristotle on knowledge and *theoria*.
8. Philosophy as the science of truth.
9. Descartes' foundation of modern philosophy of the mind and matter.
10. Kant's Critical Project.
11. Fichte's Doctrine of Science (*Wissenschaftslehre*).
12. Hegel's Encyclopaedia of the Philosophical Sciences.
13. Heidegger and the overcoming of metaphysics and the end of philosophy.
14. Gadamer's philosophical hermeneutics.
15. Popper's critical rationalism and philosophy of the world.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒e-learning(10 %)

Student obligations

Students are required to adhere to ethical and academic principles as prescribed by the relevant regulations of the Faculty and the University. They must participate in and complete both curricular and extracurricular (individual and group) activities that enable the achievement of the course's intended learning outcomes (80%). Students are also expected to participate in discussions during lectures (in person or online) and to pass the oral exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading journal: notes on required readings	X				

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

The criteria for evaluating and assessing individual elements are described in the course repository. In accordance with the course learning outcomes and student obligations, the final grade is based on the students' overall performance throughout the course, including their activity during classes and participation in discussions. The exam is conducted orally. Student activity during classes (attendance, participation in discussions, and independent assignments) accounts for 20% of the final grade. Students are required to read three original philosophical works and to pass the oral exam, which accounts for the remaining 80%.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Platon. (2010). *Fedon*. Zagreb: Naklada Jurčić.	*1*	*35*
Platon. (1979). *Teetet*. Zagreb: Naprijed.	*1*	*35*
Platon. (1968). *Protagora*. Beograd: Kultura.	*1*	*35*
Aristotel. (1985). *Metafizika* (Books I, II, VI, XII). Zagreb: Faculty of Political Science, University of Zagreb; Liber.	*1*	*35*
Aristotel. (1996). *Nagovor na filozofiju*. Zagreb: Naprijed.	*1*	*35*
Descartes, R. (1993). *Meditacije o prvoj filozofiji*. Zagreb: Demetra.	*1*	*35*

Descartes, R. (1951). *Rasprava o metodi*. Zagreb: Matica hrvatska.	*1*	*35*
Kant, I. (1984). *Kritika čistoga uma*. Zagreb: Nakladni zavod Matice hrvatske.	*1*	*35*
Kant, I. (1999). *Metafizika ćudoređa*. Zagreb: Matica hrvatska.	*1*	*35*
Kant, I. (2008). *Logika*. Zagreb: Neven.	*1*	*35*
Fichte, J. G. (1974). *Osnova cjelokupne nauke o znanosti*. Zagreb: Naprijed.	*1*	*35*
Hegel, G. W. F. (1955). *Fenomenologija duha*. Zagreb: Kultura.	*1*	*35*
Heidegger, M. (1966). *Kraj filozofije i zadaća mišljenja*. Zagreb: Naprijed.	*1*	*35*
Heidegger, M. (1985). *Bitak i vrijeme*. Zagreb: Naprijed.	*1*	*35*
Gadamer, H.-G. (1978). *Istina i metoda*.:Veselin Masleša.	*1*	*35*
Popper, K. (1973). *Logika istraživanja*. Beograd: Nolit.	*1*	*35*
Popper, K. (1997). *U potrazi za boljim svijetom*. Zagreb: KruZak.	*1*	*35*

Supplementary readings

1. Bocheński,M. J. (1997). *Uvod u filozofsko mišljenje*, Verbum, Split.
2. Fink, E.(1998). *Uvod u filozofiju*, Matica Hrvatska, Zagreb.
3. Nagel, T. (2002). *Što sve to znači? Kratak uvod u filozofiju*, Zagreb.
4. Bošnjak, B. (1977). *Sistematika filozofije*, Naprijed, Zagreb.
5. Despot, B. (1988). *Uvod u filozofiju*, GZH, Zagreb.
6. Blackburn, S. (2002) *Poziv na misao: poticajni uvod u filozofiju*, AGM: Zagreb.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Tonći Kokić, PhD, full professor	
Course name	**ANCIENT PHILOSOPHY I (1AN30)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	compulsory	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload and coefficient	3
	Number of hours (L+P+S)	30+0+0
COURSE DESCRIPTION		
Course aims		

The aim of the course is to introduce students to the general significance of the historical study and interpretation of philosophy, as well as familiarize them with the fundamental concepts, meanings, sources, and main periods of ancient philosophy.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: - explain the importance of the history of philosophy for the study of philosophy; - explain the significance of ancient philosophy; - define the basic philosophical concepts of the Milesian School and the Pythagorean School; - analyze the fundamental philosophical ideas of Heraclitus and the Atomists; - explain the philosophical significance of the Sophists and Socrates; - identify philosophical problems and solutions in Plato's original texts; - critically discuss the main philosophical problems and schools of the period (Milesian School, Eleatic School, Plato, etc.).
Course content
1.Introduction to the course *Ancient Philosophy I* 2. Introduction to ancient philosophy / reader: Astrological poetry 3. The Milesians, the Pythagoreans / reader: The Milesian School, Pythagoras 4. Heraclitus and the Eleatic School / reader: Heraclitus, Parmenides, and Zeno 5. The Atomists / reader: Democritus 6. The Sophists / reader: Protagoras, Gorgias 7. Mid-term exam I / Analysis 8. The historical Socrates 9. Socrates – philosophical significance 10. Plato – sources and canon 11. Plato – theory of ideas, anthropology, and ethics 12. Plato – Socratic period / Apology 13. Plato – transitional period / Meno 14. Mid-term exam II / Analysis 15. Course review and final remarks

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒e-learning(20 %)

Student obligations
Students are required to attend at least 60% of lectures, engage with specific curricular content by reading original philosophical works, maintaining a reading journal, and identifying and exploring open-ended questions related to the material discussed, and to pass two mid-term exams and/or a final written exam, achieving a minimum score of 51%.
Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading journal: notes on required readings	X				

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met		
Required readings and number of copies relative to the number of students currently taking the course		
Title	*Number of copies*	*Number of students*
Kokić, T. (2015). *Pregled antičke filozofije*. Zagreb, Croatia: Naklada Breza.	*10*	*35*
Diels, H. (Ed.). (1983). *Predsokratovci* Vols. I-II. Zagreb, Croatia: Naprijed.	*online*	*35*
Diogenes Laertiuaurellos. *Lives and Opinions of Eminent Philosophers*.	*1 / online*	*35*
Platon. *The Republic*.	*1*	*35*
Platon. *Meno.*	*1*	*35*
Platon. *Symposium*.	*1*	*35*
Supplementary readings		
1. Curd, P. (2008) *The Oxford Handbook of Presocratic Philosophy*, Oxford University Press 2. Guthrie, W. K. C. (2005). *Povijest grčke filozofije. Raniji predsokratovci i pitagorovci.* Vol. I. Naklada Jurčić. 3. Guthrie, W. K. C. (2006). *Predoskratovska tradicija od Parmenida do Demokrita.* Vol. II. Naklada Jurčić, Zagreb. 4. Guthrie, W. K. C. (2006). *Povijest grčke filozofije. Sofisti - Sokrat.* Vol. III. Naklada Jurčić, Zagreb. 5. Guthrie, W. K. C. (2007). *Povijest grčke filozofije. Platon. Čovjek i njegovi dijalozi. Ranije doba.* Vol. IV. Naklada Jurčić, Zagreb. 6. Guthrie W. K. C. (2007) *Povijest grčke filozofije. Kasni Platon i Akademija*. Vol. V. Naklada Jurčić, Zagreb 7. Kraut, R. (1992). *The Cambridge Companion to Plato*. Cambridge University Press. 8. Reale, G. *A* (1987). *History of Ancient Philosophy From the Origins to Socrates*. State University of New York Press 9. Reale, G. (1990). *A History of Ancient Philosophy II: Plato and Aristotle*. State University of New York Press 10. Windelband,, W. (1988). *Povijest filozofije* Vol.I. Naprijed, Zagreb.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION	
Lead instructor	Gabriela Bašić Hanžek, PhD, assistant professor
Course name	**LOGIC I (1LG30)**
Study programme	**Double-major undergraduate study programme *Philosophy***
Course status	compulsory
Year	1

Semester	1	
Number of credits and mode of delivery	ECTS student workload and coefficient	4
	Number of hours (L+P+S)	30+15+0

COURSE DESCRIPTION

Course aims

This aim of the course is to introduce students to the contemporary symbolic logic , with a focus on propositional logic.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:
- explain the nature and purpose of logic;
- interpret the role of logic in the study of philosophy;
- explain the meaning and function of symbolic syntax;
- identify and explain truth tables in propositional logic;
- apply semantic methods to test the validity of arguments in propositional logic;
- translate from natural language into the language of propositional logic and vice versa.

Course content

Course Content (15 × 2)
First part of the textbook for undergraduate university education:
Mirko Jakić, LOGIKA 1, Školska knjiga, Zagreb, 2007.
1. PROPOSITIONAL LOGIC: definition of fundamental concepts; formal syntax.
2. TRUTH TABLES IN PROPOSITIONAL LOGIC: formal semantics; *reductio ad absurdum*; truth-functional equivalence; truth-functional consistency; truth-table entailment.
3. TRUTH TREES IN PROPOSITIONAL LOGIC: construction of truth trees; rules of logical operators; procedures for constructing truth trees; argument validity; semantics of basic truth-functional notions; truth-functional conditions for propositional equivalence; truth-functional conditions for deductive consequence.
4. DERIVATIONS IN PROPOSITIONAL LOGIC: construction of proofs; formal derivations; the relationship between derivations and the semantics of basic logical notions; theorems of propositional logic; derivational criteria for equivalence; proof strategies; consistency tests; additional inference rules; tests of derivability, common errors, and proof-construction procedures.

Practicals (15 x 1)
1. Analysis of arguments in natural language (standard argument form).
2.–3. Symbolic systems and formal theories.
4. Practicals in propositional logic syntax I: formula complexity; precedence of logical connectives.
5. Practicals in propositional logic syntax II: interdefinability of connectives; De Morgan's laws.
6.–7. Practicals in translating from natural language into the language of propositional logic, and vice versa.
8.–9. Use of truth tables in testing logical properties of propositions and sets of propositions.
10.–11. *reductio ad absurdum* in propositional logic
12.–13. Semantic (truth) trees for propositional logic.
14.–15. Natural deduction system for propositional logic.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☒practicals ☐remote learning ☐field work	☐independent work ☒multimedia and network ☐laboratory ☐supervision ☒e-learning(20 %)

Student obligations

Students are required to attend at least 80% of lectures and actively participate in class by solving tasks and contributing to discussions, complete the assigned reading, and pass the final written exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class		Seminar paper		Experimental work	
Written exam	X	Oral exam		Essay		Research	X
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the learning outcomes of the course and the obligations of the students, the final grade is based on overall performance throughout the course, including class participation and the final written exam. The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Mirko Jakić (2007). *Logika 1* (for undergraduate university education). Zagreb: Školska knjiga.	*1*	*35*
Srećko Kovač & Berislav Žarnić (2008). *Logička pitanja i postupci: problemski uvod u elementarnu logiku.* Zagreb: Kruzak [selected chapters].	*1*	*35*

Supplementary readings

Leigh S. Cauman (2004). *Uvod u logiku prvog reda*. Zagreb: Naklada Jesenski Turk.
Berislav Žarnić (2002). *Simbolička logika* (a compilation of translations, didactic adaptations, solved problems, and original texts).
Žarnić, B. *Otvoreno znanje*. http://paideia.ffst.hr/~logika/doku.php
Mladen Vuković (2009). *Matematička logika*. Zagreb: Element.
Ivan Macan (2005). *Uvod u tradicionalnu logiku: student handbook*. Zagreb: Faculty of Philosophy of the Society of Jesus

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Ljudevit Hanžek, PhD, assistant professor
Course name	**PHILOSOPHY OF NATURE I (1FP30)**
Study programme	**Double-major undergraduate study programme *Philosophy***
Course status	compulsory

Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload and coefficient	2
	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION

Course aims

The aim of the course is to introduce students to the key concepts of classical natural philosophy from the origins of Greek philosophy through to Aristotle.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:
- explain and interpret the concept of the *principle (archē)* in early Greek philosophy;
- explain and analyse the problem of change in Greek philosophy of nature;
- articulate Aristotle's doctrine of scientific knowledge;
- interpret Aristotle's categories of being.

Course content

Seminar Content (15 × 2)
1. Introduction; basic concepts of Greek natural philosophy
2. The Milesian School
3. Heraclitus
4. The Pythagorean School
5. The Eleatic School
6. Empedocles
7. Anaxagoras
8. The Atomists
9. Plato's natural philosophy
10. Plato's natural philosophy
11. Plato's natural philosophy
12. Aristotle on scientific knowledge
13. Aristotle on scientific knowledge
14. Aristotle on scientific knowledge
15. Aristotle on scientific knowledge

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☒seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☒e-learning(15 %)

Student obligations

Students are required to attend classes regularly and to prepare and submit a seminar paper.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	

Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade is based on students` overall performance in the course, including active class participation, and the preparation, presentation and submission of a seminar paper. The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Diels, H. (1983). *Predsokratovci: Fragmenti*. Zagreb: Naprijed.	*1*	*35*
Aristotle. (1987). *Fizika*. Zagreb: SNL.	*1*	*35*
Pavlović, B. (1978). *Filozofija prirode*. Zagreb: Naprijed.	*1*	*35*
Aristotel. (2020). *Druga analitika*. Zagreb: Matica hrvatska.	*1*	*35*
Kokić, T. (2015). *Pregled antičke filozofije*. Zagreb: Naklada Breza.	*1*	*35*
Barbarić, D. (2017). *Skladba svijeta: Platonov Time.* Zagreb: Matica hrvatska.	*1*	*35*

Supplementary readings

Kant, I. (1990). *Metafizička polazna načela prirodne znanosti*. Sarajevo: Logos.
Martinović, I. (2012). *Petrićeva prosudba Aristotelove prirodne filozofije u Discussiones peripateticae i njezini odjeci u Nova de universis philosophia*, u: Franciscus Patricius / Frane Petrić, Discussionum peripateticarum tomus quartus /
Peripatetičke rasprave – Vol. IV, Zagreb: Institute of Philosophy, pp. xlvii-xciii.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Tonći Kokić, PhD, full professor	
Course name	**ANCIENT PHILOSOPHY II (2AN30)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	compulsory	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload and coefficient	3
	Number of hours (L+P+S)	30+0+0
COURSE DESCRIPTION		

Course aims
The aim of the course is to introduce students to the ancient philosophy from Aristotle through the Hellenistic and Roman periods. In addition to a historical overview of the systematic period of ancient philosophy — including Aristotle, Hellenistic philosophy, and Roman philosophy — the course aims to develop students' ability to examine fundamental concepts and to critically analyse the philosophical ideas of individual authors and schools.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: - demonstrate knowledge of the significance of ancient philosophy, and familiarity with the major authors and their principal works, philosophical concepts, problems, and schools of the period under study; - explain Aristotle's philosophy (metaphysics, logic, ethics, etc.); - analyze Aristotle's original works; - critically discuss Stoic philosophy and Epicureanism; - outline the ideas of Skepticism and Hellenistic–Jewish philosophy; - discuss Neoplatonism and early Christian philosophical thought; - relate these concepts and problems to broader philosophical concepts and to issues arising in other philosophical periods.
Course content
Course Content (15 × 2) 1. Introduction to the course *Ancient Philosophy II* 2. Aristotle: introduction to his thought and principal works 3. Aristotle: Metaphysics 4. Aristotle: ethics and politics 5. Aristotle: natural philosophy 6. Aristotle: Organon (logic) 7. Mid-term exam I 8. Stoic School 9. Epicureanism: theory of knowledge and the structure of reality 10. Skepticism in the Academy 11. Hellenistic-Jewish philosophy 12. Neoplatonism 13. Roman and early Christian philosophical thought 14. Mid-term exam II

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒e-learning(10 %)

Student obligations							
Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	X	Participation in class		Seminar paper		Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading journal: notes on required readings	X				

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met
In accordance with the course learning outcomes and student obligations, the final grade is based on class participation (10%); performance on two mid-term exams and/or a final written exam (30%); and performance on the oral exam, including the assessment of the reading journal and comprehension of original philosophical texts (60%).

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Kokić, T. (2015). *Pregled antičke filozofije*. Zagreb: Naklada Breza.	*10*	*35*
Copleston, F. A. (1993). *History of philosophy, Volume I*. Image.	*online*	*35*
Aristotle. (n.d.). *Metafizika*.	*1*	*35*
Aristotle. (1992). *Fizika*. Zagreb: Hrvatska sveučilišna naklada.	*1*	*35*
Aristotle. (n.d.). *Politika*.	*1*	*35*
Aristotle. (n.d.). *Nikomahova etika*.	*1*	*35*

Supplementary readings

1. Algra, K, Barnes, J, Mansfeld, J, Schofield, M. (ed.). *The Cambridge History of Hellenistic Philosophy*.
2. Barnes, J. (2005). *The Cambridge Companion to Aristotle*. Cambridge University Press,
3. Gerson, L. (1996). *The Cambridge Companion to Plotinus*. Cambridge University Press,
4.Guthrie, W. K. C. (2007). *Aristotel: sučeljavanja*. Naklada Jurčić, Zagreb
5. Jaeger, W. Aristotle. (1934). *Fundamentals of the History of his Development*, Oxford University Press
6. Kraut, R. (1992.) *The Cambridge Companion to Plato*. Cambridge University Press
7. Long, A. A. (1986.) *Hellenistic Philosophy. Stoics, Epicureans, Sceptics*. University of California Press;
8. Morford, M.,*Roman Philosophers*. Routledge 2002.
9. Reale, G. *A*. (1987). *History of Ancient Philosophy II: Plato and Aristotle*. State University of New York Press
10. Reale, G. (1985). (*The Systems of the Hellenistic Age: History of Ancient Philosophy*. State University of New York Press
11. Schenck, K. 2005). *A Brief Guide to Philo*. Westminster John Knox Press;
12. Win Reale, G. (1990). *A History of Ancient Philosophy II: Plato and Aristotle*. State University of New York Press
13. Windelband, W. (1988). *Povijest filozofije, Vol. I.* Zagreb, Croatia: Naprijed.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Gabriela Bašić Hanžek, PhD, assistant professor

Course name	**LOGIC II (2LG30)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	compulsory	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload and coefficient	4
	Number of hours (L+P+S)	30+15+0

COURSE DESCRIPTION

Course aims

The aim of the course is to introduce students to contemporary symbolic logic, with a particular focus on predicate (first-order) logic.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:
- explain predicate logic and its relationship to natural language;
- interpret truth tables in predicate logic;
- interpret semantic (truth) trees in predicate logic;
- analyze proof systems in predicate logic;
- identify the expressive possibilities and limitations of basic propositional logic in the symbolization of texts;
- demonstrate the consistency and validity of texts translated from natural language into a symbolic language;
- apply diagrammatic methods in predicate logic;
- translate between natural language and the language of first-order logic.

Course content

Course Content (15 × 2)
Second part of the textbook for undergraduate university study
Mirko Jakić, Logika 1, Školska knjiga, Zagreb, 2007.
1. PREDICATE LOGIC AND NATURAL LANGUAGE: definition of fundamental concepts; formal syntax; quantification and instantiation; indefinite pronouns and the logical square; procedures of symbolization; more complex syntactic features of subordinate-clause relations; identity; semantics of predicate logic; quantificational equivalence; quantificational consistency; quantificational entailment
2. TRUTH TABLES IN PREDICATE LOGIC: identity and open formulas; free variables, predicate constants, uninterpreted domains of discourse
3. SEMANTIC (TRUTH) IN PREDICATE LOGIC: construction of semantic trees; procedures of tree construction; completed trees, consistency, and infinity; formal semantics; identity and semantic trees; finiteness and infinity; quantificational consistency of finite sets of formulas
4. PROOF SYSTEMS IN PREDICATE LOGIC: construction of proofs; derivations; derivations and the semantics of basic conceptual determinations; additional derivation rules; derivations involving identity.

Practicals (15 x 1)
1 – 2. Predicate logic syntax I: distinguishing formulas and sentences; quantification and instantiation
3. Predicate logic syntax II: equivalence of quantified sentences
4 – 5. Translation between natural language and first-order logic
6 – 7. First-order structures
8 – 9. The logical square in predicate logic (diagrammatic methods)

10. Truth tables for examining logical properties and relations among formulas and sets of formulas in first-order logic
11. *Reductio ad absurdum* in predicate logic
12 – 13. Semantic (truth) trees in predicate logic
14 – 15. Natural deduction system for predicate logic

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☒practicals ☐remote learning ☐field work	☐independent work ☒multimedia and network ☐laboratory ☐supervision ☒e-learning(20 %)

Student obligations

Students are required to attend at least 80% of lectures, actively participate in class through problem-solving and contributions to discussion, complete the assigned reading, and pass the final written exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class		Seminar paper		Experimental work	
Written exam	X	Oral exam		Essay		Research	X
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade is based on the overall course performance, including class participation and the final written exam. The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Jakić, M. (2007). *Logika 1 (*for undergraduate university study). Zagreb: Školska knjiga.	*1*	*35*
Kovač, S., & Žarnić, B. (2008). *Logička pitanja i postupci: problemski uvod u elementarnu logiku*. Zagreb: Kruzak.	*1*	*35*

Supplementary readings

Cauman, L. S. (2004). *An Introduction to First-Order Logic*. Zagreb: Naklada Jesenski Turk.
Žarnić, B. (2002). *Simbolička logika. (a compilation of translations, didactic adaptations, solved exercises, and original texts*).
Žarnić, B. (n.d.). *Otvoreno znanje*. Retrieved from http://paideia.ffst.hr/~logika/doku.php
Vuković, M. (2009). *Matematička logika*. Zagreb: Element.
Barwise, J., & Etchemendy, J. (2000). *Language, Proof, and Logic*. Stanford, CA: CSLI Publications.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Ljudevit Hanžek, PhD, assistant professor	
Course name	**METHODOLOGY OF PHILOSOPHY (2FM30)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	compulsory	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload and coefficient	3
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION

Course aims

This aim of the course is to introduce students to the methodological specificities of philosophy, the distinctions between philosophy and other academic disciplines, and the various approaches to philosophical inquiry.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:
- explain the methodological differences between philosophy and the special sciences;
- identify and concisely explain examples of philosophical systems in the history of philosophy;
- explain and illustrate the problem-oriented approach in philosophical discussions;
- define and explain methodological naturalism in philosophy;
- identify and explain objections to the use of intuitions in philosophical methodology;
- explain the epistemological and metaphilosophical aspects of the problem of disagreement.

Course content

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☒e-learning(10 %)

Student obligations

Students are required to attend classes and pass the final oral exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam	X	Essay		Research	

Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade is based on the performance int the oral exam. The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Nagel, Thomas (2002) *Što sve to znači: vrlo kratak uvod u filozofiju.* Kruzak.	*1*	*35*
Blackburn, S. (2002). *Poziv na misao*. AGM.	*1*	*35*
Berčić, B. (2012). *Filozofija*, Vol. I. Ibis grafika.	*1*	*35*
Berčić, B. (2012). *Filozofija,* Vol. II. Ibis grafika.	*1*	*35*
Kokić, T. (2015). *Pregled antičke filozofije*. Naklada Breza.	*1*	*35*
Barbarić, D. (1997). *Hrestomatija filozofije: Filozofija racionalizma*. Školska knjiga.	*1*	*35*
Barbarić, D. (1998). *Hrestomatija filozofije: Filozofija njemačkog idealizma*. Školska knjiga.	*1*	*35*

Supplementary readings

1. Overgaard, Gilbert, Burwood (2013). *An Introduction to Metaphilosophy*, Cambridge University Press.
2. Haug, Matthew C. (2013). *Philosophical Methodology: The Armchair or the Laboratory?*, Routledge
3. D'Oro, Overgaard (ur.) (2017). *The Cambridge Companion to Philosophical Methodology*, Cambridge Universitiy Press.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Ljudevit Hanžek, PhD, assistant professor	
Course name	**PHILOSOPHY OF NATURE II (2FP30)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	compulsory	
Year	1	
Semester	2	
	ECTS student workload and coefficient	2

Number of credits and mode of delivery	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION

Course aims

The aim of the course is to introduce students to the fundamental insights into the central aspects of natural philosophy at the height of Greek philosophy, as well as to their influence on medieval and early modern thinkers.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:
- explain and interpret Aristotle's doctrine of principles in the science of nature;
- expain and interpret Aristotle's doctrine of causes;
- explain Descartes' distinction between mind and body;
- explain the fundamental elements of Bacon's epistemology.

Course content

1.Aristotle on the principles of the science of nature
2. Aristotle on the principles of the science of nature
3.Aristotle on the principles of the science of nature
4. Aristotle on the principles of the science of nature
5. Aristotle on causes
6. Aristotle on causes
7. Aristotle on causes
8. Descartes on motion and causality
9. Descartes on motion and causality
10. Descartes on motion and causality
11. Descartes on the distinction between mind and body
12. Descartes on the distinction between mind and body
13. Bacon on tradition and idols
14. Bacon on tradition and idols
15. Bacon's 'New Method'
16. Bacon's 'New Method'

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☒seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☒e-learning(15 %)

Student obligations

Students are required to attend classes regularly and to submit a seminar paper.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met		
In accordance with the course learning outcomes and student obligation, the final grade is based on the seminar paper. The criteria for evaluating and assessing individual elements are described in the course repository.		
Required readings and number of copies relative to the number of students currently taking the course		
Title	*Number of copies*	*Number of students*
Aristotel (1987) *Fizika*, SNL: Zagreb	*1*	*35*
Kokić, Tonći (2015) *Pregled antičke filozofije*, Naklada Breza.	*1*	*35*
Bacon, Francis (1986) *Novi organon*, Naprijed: Zagreb	*1*	*35*
Descartes, Rene (2015) *Meditacije o prvoj filozofiji*, Kruzak	*1*	*35*
Descartes, Rene (2014) *Načela filozofije*, Kruzak	*1*	*35*
Descartes, Rene (2014) *Rasprava o metodi : pravilnog upravljana umom i traženja istine u znanostima*, Kruzak	*1*	*35*
Supplementary readings		
Huff, Toby (2017) *The Rise of Early Modern Science: Islam, China, and the West*. Cambridge University Press. McKaughan, Vandewell (ed.) (2018) *The History and Philosophy of Science: A Reader*. Bloomsbury.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION		
Lead instructor	Hrvoje Relja, PhD, full professor	
Course name	**MEDIEVAL PHILOSOPHY I (3SF30)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	compulsory	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload and coefficient	3
	Number of hours (L+P+S)	30+0+0
COURSE DESCRIPTION		
Course aims		

The aim of the course is to provide students with an overview of medieval philosophy, from its beginnings in Patristics through to and including Bonaventure. In addition to offering a historical overview of this formative period, the course seeks to equip students with the ability to critically examine the philosophical conceptions of individual authors and schools, as well as the influence of monotheistic religions (Judaism, Christianity, and Islam) on the development of medieval philosophy.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: - Explain the historical development of philosophy arising from the encounter between ancient philosophical thought and monotheistic religions in the Middle Ages; - interpret new philosophical themes and the specific responses produced in the Middle Ages to these new philosophical questions; - explain the importance of medieval philosophy from its beginnings in Patristics through to and including Bonaventure; - compare the characteristics of the principal medieval philosophers and schools from their beginnings in Patristics through to and including Bonaventure with philosophers and schools of other periods; - identify the philosophical views of authors in original texts.
Course content
Course content (15 × 2): 1. Introductory remarks on the course *Medieval Philosophy I* 2. Patristic philosophy 3. The outcomes of the historical encounter between Christian and ancient philosophy: the formation of the fundamental problems of medieval philosophy—God, the human being, personhood, freedom, creation *ex nihilo*, and the relationship between faith and reason 4. Aurelius Augustine: introduction to his thought and theory of knowledge 5. Aurelius Augustine: philosophy of God, the human being, and the world; ethics and social philosophy 6. Severinus Boethius 7. The first major scholastic system: John Scotus Eriugena 8. Eleventh-century dialectic, the debate on universals, and Peter Abelard 9. Anselm of Canterbury and the ontological argument 10. The School of Chartres and the School of St Victor 11. Medieval Arabic and Jewish philosophy: Avicenna, Averroes, Avicebron, and Maimonides 12. Twelfth-century philosophy and the reception of Aristotle's philosophy in the West 13. The formation of the first universities in Europe; Alexander of Hales (14. Bonaventure: introduction to his thought and philosophical knowledge of God 15. Bonaventure: philosophy of God, the human being, and the world

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations
Students are required to attend at least 80% of lectures. In addition, they are expected to engage with the course content through class discussions and by maintaining a reading journal. To successfully complete the course, students must pass a final written exam with a minimum score of 65%.
Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	

Written exam	X	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading journal: notes on required readings	X	Mid-term exam	X		

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade is based on participation in class activities and discussions (8.5%), performance on the mid-term exam(s) (16.5%), final written exam (25%), and oral exam (25%), which includes an evaluation of the reading journal and students' understanding of original source texts.

in class activities and discussions (8.5%), results on the mid-term exam exam(s) (16.5%), results on the written exam (25%), and results on the final oral exam, which includes evaluation of the reading journal and understanding of primary sources (25%).

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Copleston, F. (1989). *Istorija filozofije, II: Srednjovekovna filozofija*. Belgrade: BIGZ, pp. 1–295.	*1*	*35*
Copleston, F. (1962). *A History of Philosophy*, Volume II, Part I. New York: Image Books.	*online*	*35*
Gilson, E. (1977). *Filozofija u srednjem veku*. Novi Sad: Izdavačka knjižarnica Zorana Stojanovića, pp. 7–420.	*1*	*35*

Supplementary readings

1. AUGUSTIN, (1998). *O slobodi volje,* Zagreb: Demetra, p 425
2. DE LIBERA, A., (1989). *La philosophie médiévale,* Paris: PUF, 1989.
3. FLASH, K., (1986). *Das philosophische Denken in Mittelalter. Von Augustinus zu Macchiavelli*, Stuttgart: Reclam.
4. FLASH, K., (1989*). Einfürung in die Philosophie des Mittelalters*, Darmstadt.
5. GILSON, E., (1987). *Introduction à l'étude de saint Augustin*, Paris: Vrin.
6. KUŠAR, S. (prir.), (1996). *Srednjovjekovna filozofija,* Zagreb: Školska knjiga.
7. MONDIN, B., (1991[2])*Storia della filosofia medievale*, Roma: Urbaniana University Press.
8. ŠANC, F., (1943). *Poviest filozofije, II: Filozofija srednjega vieka*, Zagreb: Knjižnica života.
9. VIGNAUX, P., (1987). *Philosophie au Moyen Age,* Castella, Albeuve.
10. GIBSON, M., (1982). Boethius. *His Life,Thought and Influence,* Blackwell, Oxford.
11. SOUTHERN, R. W., (1990). *Saint Anselm. A portrait in a landscape*, Cambridge: Cambridge University Press.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Ljudevit Hanžek, PhD, assistant professor

Course name	**EPISTEMOLOGY I (3EP30)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	compulsory	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload and coefficient	3
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is to introduce students to the fundamental concepts and key issues in epistemology, and to clarify the central debates and arguments within the Western philosophical tradition.

Course enrolment requirements

None.

Intended course learning outcomes

Upon successful completion of the course, students will be able to:
- clearly define core epistemological concepts (e.g. justification, knowledge, *prima facie* justification);
- describe central epistemological problems and outline the main approaches to their resolution (e.g. the Gettier problem);
- compare and distinguish key epistemological positions (foundationalism vs. coherentism, internalism vs. externalism, skepticism);
- identify epistemological positions advanced by authors in specific texts;
- explain and critically assess arguments supporting particular epistemological positions;
- accurately distinguish between different sources of knowledge and justification.

Course content

1.Introduction to epistemology
2. Perception as a source of justification and knowledge
3. Belief
4. Justification: a critical approach
5. Introspection as a source of justification and knowledge
6. The correspondence theory of truth
7. Skepticism
8. James's theory of truth
9. The coherence theory of truth
10. Reason as a source of justification and knowledge
11. The Gettier problem; internalism and externalism
12. Memory and testimony as sources of justification and knowledge
13. Realism and anti-realism
14. Foundationalism and coherentism
15. Naturalized epistemology

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☒supervision ☐other

Student obligations

Students are required to attend and participate regularly in class and to take the oral exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

Assessment is based on the oral exam. Detailed assessment criteria are provided in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Ayer, A. J. (1963). *Problem saznanja*. Nolit, Belgrade.	*1*	*35*
Čuljak, Z. (ed.) (2003). *Vjerovanje, opravdanje, znanje. Suvremene teorije znanja i epistemičkoga opravdanja*. Ibis grafika, Zagreb.	*2*	*35*
Dancy, J. (2001). *Uvod u suvremenu epistemologiju*. Hrvatski studiji, Zagreb.	*2*	*35*
Greco, J., & Sosa, E. (2004). *Epistemologija. Vodič u teorije znanja*. Jesenski i Turk, Zagreb.	*1*	*35*
Macan, I. (1997). *Filozofija spoznaje*. Philosophical–Theological Institute of the Society of Jesus, Zagreb.	*2*	*35*
Russell, B. (1980). *Problemi filozofije*. Nolit, Belgrade.	*1*	*35*

Supplementary readings

1. Baumann, P. (2006). Erkenntnistheorie. Verlag J. B. Metzler.
2. Bernecker, S., & Dretske, F. (eds.) (2000). *Knowledge: Readings in Contemporary Epistemology*. Oxford University Press.
3. Dancy, J. (ed.) (1988). *Perceptual Knowledge*. Oxford University Press.
4. Huemer, M., & Audi, R. (eds.) (2002). *Epistemology: Contemporary Readings*. Routledge.
5. James, W. (2001). *Pragmatizam*. Ibis grafika, Zagreb.
6. Kant, I. (1987). Kritika čistog uma. Matica hrvatska, Zagreb.
7. Landesman, C. (2002). *Skepticism: The Central Issues*. Blackwell.
8. Lemos, N. (2007). An Introduction to the Theory of Knowledge. Cambridge University Press.
9. Prijić-Samaržija, S. (2000). *Društvo i spoznaja. Uvod u socijalnu teoriju*. Kruzak, Zagreb.
10. Quine, W. V. O. (1987). "Dvije dogme empirizma," in N. Miščević & M. Potrč (eds.), *Kontekst i značenje*, Rijeka Publishing Centre, pp. 69–86.
11. Russell, B. (1961). *Ljudsko znanje, njegov obim i granice*. Nolit, Belgrade.
12. Swinburne, R. (2001). *Epistemic Justification*. Oxford University Press.
13. Williams, M. (2001). *Problems of Knowledge: A Critical Introduction to Epistemology*. Oxford University Press.

University course materials:

1. Hanžek, L., & Škarica, D. (2011). "Stroudov kartezijanski skepticizam." Faculty of Humanities and Social Sciences, University of Split. Retrieved from: http://www.ffst.hr/dokumenti/izdavastvo/predavanja/epistemologija.pdf.

2. Hanžek, L., & Škarica, D. (2011). "Mooreova kritika skepticizma." Faculty of Humanities and Social Sciences, University of Split. Retrieved from: http://www.ffst.hr/dokumenti/izdavastvo/predavanja/epistemologija.pdf

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Hrvoje Relja, PhD, full professor	
Course name	**METAPHYSICS I (3MT30)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	compulsory	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload and coefficient	3
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION
Course aims
The aim of the course is to introduce students to the nature of metaphysics, as well as to questions concerning its role and significance in philosophy and the sciences. It also familiarizes students with philosophical approaches that begin from common-sense assumptions and develop into accounts of the metaphysical structure of being.
Course enrolment requirements
None.
Intended course learning outcomes
After successfully completing the course, students will be able to: - Explain the role of metaphysics within philosophical inquiry - Describe the main features of fundamental metaphysical positions - Identify the metaphysical assumptions underlying other areas of scholarly inquiry - Explain the metaphysical structure of being - Recognize metaphysical problems and proposed solutions in primary philosophical texts
Course content
1.Introduction to the study of metaphysics 2. The nature and method of metaphysics 3. The problem of being: historical overview 4. The starting point of metaphysical inquiry 5. The multiple meanings of being and analogy 6. The principle of non-contradiction 7. The metaphysical structure of being 8. Substance and accidents 9. Hylomorphic composition 10. Act and potency

11. Existence and essence
12. The essence of beings and the principle of individuation
13. The Thomistic conception of the act of being as the source of every act and the perfection of all perfections
14. Subsistent act and the participation of finite beings
15. The dynamism of being and the metaphysical aspects of personhood

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations

Students are required to attend at least 80% of lectures, participate in discussions, maintain a reading journal in order to acquire specific course content, and pass the mid-term exam with a minimum accuracy rate of 65%.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam		Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading journal: notes on required readings	X			Active participation in discussions	X

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade is based on participation in class activities and discussions (8.5%) and on performance in the final oral exam, which includes an evaluation of the reading journal and primary philosophical texts (91.5%).

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Aristotel, *Metafizika*	*1*	*35*
Relja H., *Tomistička filozofija. I dio*, Faculty of Humanities and Social Sciences, University of Split, 2013.	*5*	*35*
Heidegger, M., (1996). *Što je metaphysics?*, in: Idem, *Kraj filozofije i zadaća mišljenja*, Zagreb: Naprijed, pp. 83-125.	*1*	*35*
Stadler, J., (2004). *Opća metafisika ili ontologija*, Zagreb: Brezapp. 19-58, 81-118.	*1*	*35*

Supplementary readings

Alessi, A., (1998). *Sui sentieri dell'essere. Introduzione alla metafisica*, Roma: Libreria Ateneo Salesiano.
Alvira, T. - Clavell, L. - Melendo, T., (1987). *Metafisica*, Firenze: Le Monnier.
Cipra, M., (2003). *Temelji ontologije*, Zagreb: Matica hrvatska.
Coreth, E., (1980). *Metaphysik*. Innsbruck-Wien-München: Tyrolia.
Grenet, P.-B., (1966[11]). *Ontologie*, Paris: Beauchesne.
Owens, J., (1963). *An Elementrary Metaphysica*, Milwaukee.
Ramírez, S., (1970-1972). *De analogia*, 4 voll., csis, Madrid.
Tyn, T., (1981). *Metafisica della sostanza. Partecipazione e analogia entis*, Bologna: Edizioni Studio Domenicano.

Romera, L., (2003). *Introduzione alla domanda metafisica*, Roma: Armando.
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process.

GENERAL INFORMATION		
Lead instructor	Marita Brčić Kuljiš, PhD, full professor	
Course name	**SOCIAL PHILOSOPHY**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	compulsory	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload and coefficient	3
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION
Course aims
The aim of the course is to introduce students to philosophical insights into human social life and the forms of social and state organization from antiquity to the early modern period.
Course enrolment requirements
Successful completion of the first year.
Intended course learning outcomes
Upon completion of this course, students will be able to: - Explain the specificity and importance of social philosophy within the broader field of philosophy; - Explain the distinction between the state and society in the context of the relationship between social philosophy and political philosophy; - Define basic philosophical concepts; - Identify philosophical problems and solutions in original texts; - Critically discuss major philosophical problems and schools; - Recognize the philosophical views of individual authors in original texts; - Demonstrate knowledge of major authors and their principal works, as well as key philosophical concepts, problems, and schools; - Critically discuss major philosophical concepts, problems, and schools; - Relate these concepts and problems to general philosophical concepts and to issues that arise in other historical periods
Course content
1. Course plan and programme; examination literature; definition of the subject: different meanings and approaches; social philosophy within the disciplinary division of philosophy 2. Philosophy – political philosophy – social philosophy 3. The social-philosophical significance of Socrates

4. Plato's social and political thought
5. Aristotle's social philosophy
6. Aristotle's concept of the best political order and society: work and leisure
7. Utopian thinkers
8. Enlightenment and social philosophy
9. The social contract – Hobbes
10. The social contract – Locke
11. Rousseau's social philosophy
12. Hegel's social philosophy
13. Dewey's social philosophy
14. Civil society and the state
15. Concluding remarks

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations

Students are required to act in accordance with ethical and academic principles as prescribed by the relevant regulations of the Faculty and the University. They are required to participate in and complete curricular and extracurricular activities (both individual and group-based) that support the achievement of the course learning outcomes. Students are required to atend a minimum of 80% of classes. They are required to pass an oral exam. Students who choose to fulfil the examination requirement through the preparation and presentation of a seminar paper are required to prepare and submit it in accordance with predefined criteria.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam		Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

The criteria for evaluation and grading of individual components are described in the course repository. The student's overall work throughout the course is assessed.
Class activity and participation in class discussions account for 10% of the final grade.
The student may take the exam orally (90%) or by means of a prepared and presented seminar paper in accordance with the instructor's guidelines (90%).

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Plato. (1977). *Država*. Zagreb: FPN-Liber.	*1 / online*	*35*
Aristotle. (1992). *Politika*. Zagreb: Hrvatska sveučilišna naklada	*1 / online*	*35*

Supplementary readings

Plato. (1977). *Državnik*. Zagreb: FPN-Liber.
Plato. (1977). *VII. Pismo*. Zagreb: FPN-Liber.
Plato. (1974). *Zakoni*. Zagreb: Naprijed.

Petrić, F. (1975). *Sretan grad*. Zagreb: FPN-Liber.
Popper, K. R. (2003). *Otvoreno društvo i njegovi neprijatelji I*. Zagreb: KruZak.
Topitsch, E. (1971). *Sozial Philosophie zwischen Ideologie und Wissenschaft*.
Smailagić, N. (1970). *Historija političkih doktrina, I: Antika i Srednji vijek*. Zagreb: Naprijed.
Strauss, L., & Cropsey, J. (Eds.). (2006). *Povijest političke filozofije*. Zagreb: Golden Marketing – Tehnička knjiga. (pp. 1–206)

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Hrvoje Relja, PhD, full professor	
Course name	**MEDIEVAL PHILOSOPHY II (4SF30)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	compulsory	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload and coefficient	3
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is to introduce students to an overview of medieval philosophy from Albert the Great to Francisco Suárez. Alongside historical survey of the systematic development of medieval philosophy, the course aims to equip students for critical engagement with the philosophical conceptions of individual authors and schools, as well as with the influence of monotheistic religions (Judaism, Christianity, and Islam) on medieval philosophy.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- explain the novelty, originality, and contemporary relevance of the philosophical thought of Thomas Aquinas;
- Interpret the specific features of the major philosophical systems of the thirteenth and fourteenth centuries;
- Explain the significance of medieval philosophy;
- Compare the characteristics of major medieval philosophers and schools with those of philosophers and schools from other historical periods;
- Identify the philosophical views of authors in original texts.

Course content

1.Introductory remarks and guidelines for course work in Medieval Philosophy II
2. The culmination of scholastic philosophy and the construction of comprehensive philosophical systems: Albert the Great and Thomas Aquinas
3. Difficulties concerning the reception of Aristotelian philosophy in Western Europe
4. Thomas Aquinas as a philosopher
5. The relationship between faith and reason in Thomas Aquinas
6. Realism as a philosophical method of Thomas Aquinas
7. Thomas Aquinas's conception of being as *actus essendi* and the development of a new metaphysics
8. Thomas Aquinas's proofs for the existence of God
9. Thomas Aquinas's philosophy of God
10. Anthropology and epistemiology in Thomas Aquinas
11. Ethics and politics in Thomas Aquinas
12. John Duns Scotus
13. William of Ockham and the return to nominalism
14. An attempt at the renewal of metaphysics: Nicholas of Cusa
15. Francisco Suárez and the conclusion of medieval philosophy

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations

Students are required to attend lectures and to acquire specific course content through participation in discussions and the maintenance of a reading journal. Students are required to pass a final written exam and achieve a minimum accuracy rate of 65%.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam		Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Mid-term exam	X	Active participation in discussions	X		

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade is based on participation in class activities and discussions (8.5%), performance on the mid-term exam (25%), and performance on the final oral exam (66.5%).

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Copleston, F. (1989). *Istorija filozofije, II: Srednjovekovna filozofija*. Belgrade: BIGZ, pp. 1–295.	1	*35*
Copleston, F. (1962). *A History of Philosophy*, Volume II, Part i. New York, Image Books	*online*	*35*
Gilson, E. (1977). *Filozofija u srednjem veku*. Novi Sad: Izdavačka knjižarnica Zorana Stojanovića, pp. 7–420.	1	*35*
Relja, H. (2013). *Tomistička filozofija. I. dio.* Split: Faculty of Humanities and Social Sciences, University of Split.	5	*35*

Supplementary readings
Chenu M.-D., (1984). *Introduction à l'étude de saint Thomas d'Aquin*, Paris: Vrin. De Libera A., (1989). *La philosophie médiévale*, Paris: PUF. Gilson, E., (1989[6]). *Le thomisme*, Paris: Vrin. Grabmann M.,(1909-1911). *Die Geschichte der scholastischen Methode*, Vol. II., Freiburg and Br. Kretzmann N., Kenny A. and Pinborg, J. (Eds.), (1989). *The Cambridge History of Later Medieval Philosophy*, Cambridge: Cambridge University Press. Kušar S. (ured.), (1996). *Medieval Philosophy*, Zagreb: Školska knjiga. Šanc F., (1943). *istory of Philosophy, Vol. II: Medieval Philosophy*, Zagreb: Knjižnica života. Weisheipl J., (1983). *Friar Thomas D'Aquino. His Life, Thought, and Works*, Washington: Catholic University of America Press.
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Dario Škarica, PhD, full professor	
Course name	**EPISTEMOLOGY II (4EP30)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	compulsory	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload and coefficient	3
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION
Course aims
The aim of the course is to introduce students to key epistemological positions such as empiricism, rationalism, internalism, and externalism, and to familiarize them with the epistemological aspects of scientific theories.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: - Clearly define reliabilism as an epistemological position; - Explain the difference between deductive and inductive reasoning;

- Identify instances of inductive reasoning in concrete examples;
- Distinguish between different formulations of the problem of induction;
- List the pragmatic virtues of scientific theories;
- Evaluate the role of pragmatic virtues in scientific research;
- Explain epistemological problems related to artificial intelligence.

Course content

1.Rationalism
2. Empiricism
3. The problem of innate ideas
4. Induction
5. Testability
6. Simplicity
7. Explanatory power and anomalies
8. Conservativeness
9. Fruitfulness
10. Goldman's reliabilism
11. Bonjour's critique of externalism
12. Foley's critique of reliabilism
13. Epistemology and artificial intelligence: introduction
14. Epistemology and artificial intelligence: environment
15. Epistemology and artificial intelligence: agent

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☒supervision ☐other

Student obligations

Students are required to attend classes regularly and to pass the oral exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes abd student obligations, the final grade is based on the oral exam. The criteria for evaluation and grading of individual components are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Barbarić, D. (Ed.). (1997). *Filozofija racionalizma*. Zagreb: Školska knjiga.	*1*	*35*
Black, M., "Indukcija", in: A. N. Prior, Historija logike, Naprijed, Zagreb 1970, pp. 201-245.	*1*	*35*
Božičević, V. (ed.), *Filozofija britanskog empirizma*, Školska knjiga, Zagreb, 1996.	*2*	*35*

Čuljak, Z. (ed.), *Vjerovanje, opravdanje, znanje. Suvremene teorije znanja i epistemičkoga opravdanja*, Ibis grafika, Zagreb, 2003.	*2*	*35*
Greco, J., and Sosa, E.,*Epistemology. Vodič u teorije znanja*, Jesenski i Turk, Zagreb 2004.	*1*	*35*
Kuhn, T., *Struktura znanstvenih revolucija*, Jesenski & Turk, Zagreb, 2002.	*1*	*35*

Supplementary readings

1. Berčić, B., *Filozofija Bečkog kruga*, Kruzak, Zagreb, 2002.
2. Berkeley, G.,*Odabrane filozofske rasprave*, Kruzak, Zagreb 1999..
3. Dancy, J.,*Uvod u suvremenu epistemologiju*, Hrvatski studiji, Zagreb, 2001.
4. Descartes, R.*Razmišljanja o prvoj filozofiji*, Demetra, Zagreb, 1993.
5. Goodman, N., Fact, Fiction, and Forecast, Harvard University Press, 1983.
6. Hempel, C. G. *Aspects of Scientific Explanation and Other Essays in the Philosophy of Science*, The Free Press, 1965.
7. Hume, D. *Research o ljudskom razumu*, Naprijed, Zagreb 1988.
8. Leibniz, G. W., *Izabrani spisi,* Naprijed, Zagreb 1980.
9. Leibniz, G. W., Novi ogledi o ljudskom razumu, Veselin Masleša, Sarajevo 1986.
10. Locke, J.,*Ogled o ljudskom razumu*, Vol. I and II, Breza, Zagreb 2007.
11. Popper, K. *Logika naučnog otkrića*, Nolit, Beograd 1973.
12. Russell, S., i Norvig, P.,*Artificial Intelligence. A Modern Approach*, Pearson Education 2003.
13. Sesardić, N., *Filozofija nauke*,Nolit, Beograd, s. a. 1985.
14. Whewell, W., *Theory of Scientific Method*, Hackett Publishing Company 1989.
15. Sveučilišni priručni tekst:1. Škarica, Dario, i Hanžek, Ljudevit, "Goldmanov historijski reliabilizam",
16. Faculty of Humanities and Social Sciences, University of Split, 2011, http://www.ffst.hr/dokumenti/izdavastvo/lectures/epistemology.pdf

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Hrvoje Relja, PhD, full professor	
Course name	**METAPHYSICS II (4MT30)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	compulsory	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload and coefficient	3
	Number of hours (L+P+S)	30+0+0
COURSE DESCRIPTION		
Course aims		

The aim of the course is to introduce students to different conceptions of being and their relation to conceptions of reality; to acquaint students with the principle of causality and its applicability to reality as a whole; and to introduce students to philosophical reflections on the origin of the world.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - Explain the relationship between metaphysics and other philosophical and scientific disciplines - Interpret the relationship between conceptions of being and conceptions of reality - Explain the principle of causality and its applicability to reality as a whole - Classify interdisciplinary reflections on the origin of the world - Identify metaphysical problems and solutions in original texts
Course content
1. Introductory remarks and guidelines for work in Metaphysics II 2. Transcendental aspects of being 3. Analogy of being 4. Unity and multiplicity of the real world 5. Truth of being 6. Ontological goodness of being 7. Metaphysics of beauty 8. Cognition of causality 9. The principle of causality 10. Nature and types of metaphysical causes 11. The act of being as the primordial source of all activity 12. The primacy and specificity of the final cause 13. The metaphysical dynamism of the human person 14. Differences between Aristotelian and Thomistic metaphysical principles *15.* Martin Heidegger's conception of metaphysics

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations
Students are required to attend at least 80% of classes and to acquire selected course content through participation in discussions and the maintenance of a reading journal. Students are required to pass the mid-term examination and achieve a minimum accuracy rate of 65%.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam		Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Mid-term exam	X	Active participation in discussions	X		

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met		
In accordance with the course learning outcomes and student obligations, the final grade is based on: participation in class activities and discussions (8.5%), results on the mid-term exam (16.5%), and results on the final oral exam, which includes evaluation of the reading journal and understanding of original literature (75%).		
Required readings and number of copies relative to the number of students currently taking the course		
Title	*Number of copies*	*Number of students*
Aristotle, *Metaphysics.*	*1*	*35*
Relja, H. *(2013). Tomistička filozofija. Vol.I. Split:* Faculty of Humanities and Social Sciences, University of Split	*5*	*35*
Heidegger, M. (1996). *Što je metaphysics*? In *Kraj filozofije i zadaća mišljenja* (pp. 83–125). Zagreb: Naprijed	*1*	*35*
Stadler, J. (2004). *Opća metafisika ili ontologija* (pp. 19–58, 81–118). Zagreb: Breza.	*1*	*35*
Supplementary readings		
GILBERT, P., (1997). *Corso di metafisica*, Piemme, Casale Monferrato. GRENET, P.-B., (1966[11]). *Ontologie*, Paris: Beauchesne. MOLINARO, A., (1994). *Metafisica. Corso sitematico*, Edizioni Paoline, Cinisello Balsamo. MONDIN, B., (1999). *Ontologia e metafisica*, Bologna: Edizioni Studio Domenicano. RASSAM, J., (1980). *Le silence, introduction à la métaphysique*, Toulouse: Publications de l'Universite. TAYLOR, R., (1991[4]). *Metaphysic*, Prentice Hall, Englewood Cliffs. VANNI ROVIGHI, S., (1989[9]). *Elementi di filosofia, II: Metafisica*, Brescia: La Scuola. WEISSMAHR, B., (1986). *Ontología*, Barcelona: Herder.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process.		

GENERAL INFORMATION		
Lead instructor	Marita Brčić Kuljiš, PhD, full professor	
Course name	**AESTHETICS (6ES30)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	compulsory	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload and coefficient	3
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION		
Course aims		
The aim of the course is to introduce students to the themes and issues of ancient, modern, and contemporary aesthetics, and to enable them to carry out comparative analysis of key aesthetic concepts such as art, aesthetic experience, taste and judgments of taste, form and expression, authenticity, creativity and convention, denotation and connotation, as well as central issues in aesthetics, including the legitimation of art and the ontology of the artwork. The foundational notion of freedom underpins all of these concepts and problems, and is therefore addressed throughout the course.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon successful completion of the course, students will be able to: -Define a broad range of fundamental aesthetic concepts and problems; - Distinguish between aesthetic movements and schools, as well as the solutions to problems they advance; - Identify these problems and solutions in original philosophical texts; - Critically discuss the main problems, movements, and schools in aesthetics; - Demonstrate knowledge of major authors, their principal works, concepts, problems, and schools; - Relate these concepts and problems to general philosophical issues and to more specific aesthetic concepts and problems.		
Course content		
1. Course outline and exam literature 2. Ancient perspectives (general overview) 3. Plato 4. Aristotle 5. Early modern aesthetics (Baumgarten and general overview) 6. Kant 7. Schelling 8. Hegel 9. Aesthetics vs. philosophy of art 10. Schopenhauer and Kierkegaard 11. Nietzsche, Heidegger, and Gadamer 12. Hume, Goodman, and the so-called analytic tradition 13. Adorno, Marcuse, and the so-called Marxist tradition 14. Aesthetics in the postmodern context *15.* Aesthetics and bioethics: points of intersection		
Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☐other
Student obligations		
Students are required to adhere to ethical and academic principles as prescribed by the relevant Faculty and University regulations. They are required to participate in and complete curricular and extracurricular activities (individual and group-based) prescribed by the course. Attendance at lectures is mandatory, with a minimum requirement of 70%. Students are required to prepare and submit an essay in accordance with pre-established criteria specified in the course repository. Students who do not pass the mid-term exam must take an		

equivalent final written exam covering the same material. A minimum of 16 out of 30 points is required to pass either the mid-term or the final exam. Students are also required to pass the oral exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam	X	Oral exam	X	Essay	X	Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Mid-term exam	X				

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

Student performance is assessed on the basis of overall course engagement throughout the semester. Submission of the essay is a prerequisite for admission to the oral exam.
The final grade is determined as follows: active participation (10%), essay (20%), mid-term or final written exam (30%), and oral exam (40%).

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Kant, I. (1976). *Kritika moći suđenja* [*Critique of Judgment*]. Zagreb: Naprijed.	*online*	*35*
Hegel, G. W. F. (1970). *Estetika* [*Aesthetics*]. Beograd: Kultura.	*online*	*35*
Pejović, D. (Ed.). (1972). *Nova filozofija umjetnosti*. Zagreb: Nakladni zavod MH.	*online*	*35*

Supplementary readings

Platon. (1979). *Ijon*. Beograd: BIGZ.
Platon. (2009). *Država*. Zagreb: Naklada Juričić.
Aristotel. (2005). *O pjesničkom umijeću*. Zagreb: Školska knjiga.
Schelling, F. W. J. (2008). *Filozofija umjetnosti*. Zagreb: Hrvatska sveučilišna naklada.
Nietzsche, F. (1997). *Rođenje tragedije*. Zagreb: Matica hrvatska.
Heidegger, M. (1959). *O biti umjetnosti*. Zagreb: Mladost.
Gadamer, H.-G. (1978). *Istina i metoda*. Sarajevo: Veselin Masleša.
Adorno, T. (1968). *Filozofija nove muzike*. Beograd: Nolit.
Marcuse, H. (1981). *Estetska dimenzija*. Zagreb: Školska knjiga.
Goodman, N. (2002). *Jezici umjetnosti*. Zagreb: KruZak.
Grlić, D. (1983). *Aesthetics*. Zagreb: Naprijed.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Marko Jakić, PhD, assistant professor
Course name	**MODERN AGE PHILOSOPHY I (5NF30)**

Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	compulsory	
Year	3	
Semester	5	
Number of credits and mode of delivery	ECTS student workload and coefficient	4
	Number of hours (L+P+S)	30+0+15

COURSE DESCRIPTION

Course aims

The aim of the course is to introduce students to the development of philosophy from the Renaissance to the Enlightenment and to enable them to interpret and critically evaluate key intellectual movements, philosophers, and their positions from the 15th to the 18th centuries

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:

- Explain the significance of the history of philosophy within the broader study of philosophy;
- Clarify the importance of philosophy from the Renaissance to the Enlightenment;
- Identify philosophical issues and proposed solutions in original texts by philosophers active between the 15th and 18th centuries;
- Compare individual positions and arguments of philosophers from the Renaissance to the Enlightenment;
- Critically discuss the main philosophical issues and schools of the period;
- Interpret leading theories and ideas of philosophers from the 15th to the 18th centuries;
- Deliver a presentation on philosophical issues and schools relevant to the period;
- Construct systematic arguments concerning the main philosophical issues and schools of the period.

Course content

Lectures

1. Renaissance philosophy and humanism, Aristotelianism, Platonism, and the new understanding of nature
2. Nicholas of Cusa, Niccolò Machiavelli, Thomas More
3. Matthias Flacius Illyricus, Franjo Petrić, Michel de Montaigne, Giordano Bruno
4. Francis Bacon, Jakob Böhme, Hugo Grotius, Thomas Hobbes
5. Formation of the new method and metaphysics of the subject: René Descartes
6. Occasionalism, Jansenism, Blaise Pascal
7. Metaphysical monism of Baruch Spinoza
8. Gottfried Wilhelm Leibniz
9. Critical philosophy of Pierre Bayle and anti-Cartesianism of Giambattista Vico
10. Enlightenment in England: Isaac Newton and John Locke
11. Platonism, empiricism, and common-sense philosophy: Shaftesbury, George Berkeley, Thomas Reid, David Hume, Adam Smith
12. Early Enlightenment in France: Montesquieu and Voltaire
13. Encyclopedists Diderot and D'Alembert; materialists La Mettrie, Holbach, Helvétius
14. Jean-Jacques Rousseau's critique of the Enlightenment
15. German Enlightenment: Christian ThomasLOs, Christian Wolff, Frederick the Great, Gotthold Ephraim Lessing, Moses Mendelssohn

Seminars

1. Introductory lecture; seminars
2. René Descartes, *Meditations on First Philosophy*

3. René Descartes, *Meditations on First Philosophy*
4. René Descartes, *Meditations on First Philosophy*
5. René Descartes, *Meditations on First Philosophy*
6. Baruch Spinoza, *Ethics* – Part I, "Of God," definitions and propositions 1–18
7. Baruch Spinoza, *Ethics* – Part I, "Of God," propositions 19–36
8. Baruch Spinoza, *Ethics* – Part V, "Of the Power of the Intellect or of Human Freedom," Preface, propositions 1–10
9. Baruch Spinoza, *Ethics* – Part V, "Of the Power of the Intellect or of Human Freedom," propositions 11–26
10. Baruch Spinoza, *Ethics* – Part V, "Of the Power of the Intellect or of Human Freedom," propositions 27–42
11. Gottfried Wilhelm Leibniz, *Monadology* – theses 1–45
12. Gottfried Wilhelm Leibniz, *Monadology* – theses 46–90
13. David Hume, *An Enquiry Concerning Human Understanding* – sections 1–3
14. David Hume, *An Enquiry Concerning Human Understanding* – sections 4–5
15. David Hume, An Enquiry Concerning Human Understanding – sections 6–7

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☐ e-learning(10 %)

Student obligations

Students are required to actively participate in lectures and seminars and to complete curricular and extracurricular activities designed to achieve the course learning outcomes. Students are required to prepare and present a seminar paper in accordance with the predetermined criteria specified in the course repository.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam		Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade is based on active participation in lectures and seminars (20 %), seminar paper (30 %), and oral exam (50 %). Submission of the seminar paper is a prerequisite for taking the oral exam.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Kuzanski, N. (2007). *O učenom neznanju*. Institut za filozofiju, Zagreb.	*online*	*35*
Bacon, F. (1986). *Novi organon*. Naprijed, Zagreb.	*1*	*35*
Descartes, R. (1993). *Metafizičke meditacije*. Demetra, Zagreb.	*1*	*35*
Spinoza, B. (2000). *Etika*. Demetra, Zagreb.	*1*	*35*
Leibniz, G. W. (1957). *Monadologija*. Kultura, Beograd.	*1*	*35*
Rousseau, J.-J. (2012). *Društveni ugovor*. Feniks knjiga, Zagreb.	*1*	*35*

Supplementary readings
1. Bazala, A. (1906–1912). *Povijest filozofije* (Vols. I–III). Matica hrvatska, Zagreb. 2. Bošnjak, B. (1993). *Povijest filozofije* (Vols. I–III). Nakladni zavod Matice hrvatske, Zagreb. 3. Filipović, V. (1982). *Filozofska hrestomatija* (Vols. III–VI). Matica hrvatska, Zagreb. 4. Barbarić, (1996, 1997). *Hrestomatija filozofije* (Vols. 3–5). Školska knjiga, Zagreb. 5. Windelband, W. (1987). *Povijest filozofije* (Vols. I–II). Zagreb. 6. Copleston, F. (1958–1960). *A History of Philosophy. Modern Philosophy* (Vols. IV–VI). London. 7. Ueberweg, F. (1983). *Grundriss der Geschichte der Philosophie. Die Philosophie des 17. 8. Jahrhunderts (Vol. 4); Die Philosophie des 18. Jahrhunderts (Vol. 3)*. Basel. 8. Höffe, O. (1981). *Klassiker der Philosophie* (Vols. I–II). München. 9. Störi, H. J. (1998). *Kleine Weltgeschichte der Philosophie*. Frankfurt am Main. 10. Röd, W. (2000). *Der Weg der Philosophie* (Vols. I–II). München. 11. Abbagnano, N. (1966). *Storia della filosofia*. Torino. 12. André, J. (Ed.). (1998). *Encyclopédie philosophique universelle*. Paris.
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
- Class attendance and participation, and performance in assigned tasks - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Bruno Ćurko, PhD, associate professor	
Course name	**ETHICS I (5ET30)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	compulsory	
Year	3	
Semester	5	
Number of credits and mode of delivery	ECTS student workload and coefficient	3
	Number of hours (L+P+S)	30+0+15

COURSE DESCRIPTION
Course aims
The course aims to introduce students to the philosophical foundations of ethics as the study of morality and to present ethics as a fundamental philosophical discipline. The course also introduces students to core ethical concepts and categories rooted in ancient philosophy, providing a foundation for the study of modern and contemporary ethics. Furthermore, the course aims to develop students' ability to comprehend and analyze the relationship between theoretical and practical philosophy, as well as between ethical (theoretical) reflection and moral (practical) reflection.
Course enrolment requirements
Successful completion of the first year.
Intended course learning outcomes
Upon completion of the course, students will be able to:

- Explain the specificity and significance of ethics as a fundamental philosophical discipline;
- Clarify the distinction and relationship between morality and ethics;
- Define the basic ethical concepts of ancient, Hellenistic, and early Christian philosophy;
- Recognize ethical issues and solutions in original philosophical texts from the ancient, Hellenistic, and early Christian periods;
- Critically discuss the main ethical issues, schools, and approaches of the ancient, Hellenistic, and early Christian periods;
- Identify the principal authors, their key works, ethical concepts, issues, and schools of the ancient, Hellenistic, and early Christian periods;
- Connect these concepts and issues with general and other specific ethical concepts and issues found in other historical periods;
- Hold a presentation on philosophical issues and schools of the ancient, Hellenistic, and early Christian periods;
- Critically argue on the main philosophical issues and schools of the ancient Hellenistic and early Christian periods.

Course content

Lectures

1. Course overview; required reading
2. Introductory lecture: What is ethics? Morality and ethics
3. The beginnings of Hellenic ethics – ethics in literature
4. The beginnings of systematic ethics among the Hellenes
5. The Sophists and moral relativism
6. Socratic intellectualist ethics; the Socratics
7. Plato's ethical idealism
8. Virtue and the ideal state
9. Aristotle's eudaimonistic ethics
10. Aristotle's aretaic ethics
11. Hedonistic ethics: the Cyrenaic school and Epicurus
12. Stoic ethics
13. Hellenistic-Roman ethics
14. Neoplatonism and early Christian ethics
15. Concluding remarks and exam preparation

Seminars

1. Introductory presentation and contextualization
2. Aristotle – *Nicomachean Ethics*, Book I
3. Aristotle – *Nicomachean Ethics*, Book II
4. Aristotle – *Nicomachean Ethics*, Book III
5. Aristotle – *Nicomachean Ethics*, Book IV
6. Aristotle – *Nicomachean Ethics*, Book V
7. Aristotle – *Nicomachean Ethics*, Book VI
8. Aristotle – *Nicomachean Ethics*, Book VII
9. Aristotle – *Nicomachean Ethics*, Book VIII
10. Aristotle – *Nicomachean Ethics*, Book IX
11. Aristotle – *Nicomachean Ethics*, Book X
12. Aristotle – *Nicomachean Ethics* (make-up session for missed or canceled seminars)
13. Aristotle – *Nicomachean Ethics* (general discussion of the work)
14. Aristotle – *Nicomachean Ethics* (further general discussion of the work)
15. Aristotle – *Nicomachean Ethics* (questions and answers: grading, justification of grades, and related issues)

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☒seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations

Students are required to participate in lectures and seminars and to prepare and present a seminar paper in accordance with the criteria provided in the course repository. They must complete a mid-term exam; students who fail the mid-term exam will cover the relevant material in a final written exam. To pass the mid-term or final written exam, a minimum of 16 out of 30 points must be achieved. Students are also required to pass the oral exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade is based on active participation in lectures and seminars (20%), the seminar paper (20%), the mid-term exam or final written exam (30%), and the oral exam (30%). Submission of the seminar paper is a prerequisite for taking the oral exam.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Plato, *Država.* Naklada Juričić, Zagreb	*1 / online*	*35*
Aristotle, *Nikomahova etika.* Školska knjiga, Zagreb	*1 / online*	*35*

Supplementary readings

1. Mihajlo N. Đurić. *Historija helenske etike*. BIGZ, Beograd
2. Martha C. Nussbaum. 1986, *The Fragility of Goodness: Luck and Ethics in Greek Tragedy and Philosophy*. Cambridge: Cambridge University Press
3. Douglas L. Cairns, 1993. *Aidos: The Psychology and Ethics of Honour and Shame in Ancient Greek Literature*. Oxford: Clarendon Press
4. Burger, Ronna, 2008. *Aristotle's Dialogue with Socrates: on the Nicomachean Ethics*. Chicago: The University of Chicago Press.
5. Chappell, Timothy (ed.), 2006. *Values and Virtues: Aristotelianism in Contemporary Ethics*. Oxford: Clarendon Press.
6. Charles, David, 1984. *Aristotle's Philosophy of Action*. London: Duckworth.
7. Mary Whitlock Blundell, 1989. *Helping Friends and Harming Enemies: A Study in Sophocles and Greek Ethics*. New York: Cambridge University Press
8. Garver, Eugene, 2006. *Confronting Aristotle's Ethics: Ancient and Modern Morality*. Chicago: The University of Chicago Press.
9. Dahl, Norman O., 1984. *Practical Reason, Aristotle, and Weakness of Will*. Minneapolis, MN: University of Minnesota Press.
10. Bobonich, Christopher and Pierre Destree (eds.), 2007. *Akrasia in Greek Philosophy: From Socrates to Plotinus*. Leiden: Brill.
11. Broadie, Sarah, 1991. *Ethics with Aristotle*. New York: Oxford University Press
12. Hutchinson, D.S., 1986. *The Virtues of Aristotle*. London: Routledge & Kegan Paul.
13. Gottlieb, Paula. 2009. *The Virtue of Aristotle's Ethics*. Cambridge: Cambridge University Press
14. Rorty, Amélie Oksenberg (ed.), 1980. *Essays on Aristotle's Ethics*. Berkeley: University of California Press.
15. Miller, Jon (ed.), 2011. *Aristotle's Nicomachean Ethics: A Critical Guide*. Cambridge: Cambridge University Press.

16. Polansky, Ronald (ed.), 2014. *The Cambridge Companion to Aristotle's Nicomachean Ethics*. Cambridge: Cambridge University Press.
17. Urmson, J. O., 1987. *Aristotle's Ethics*. Oxford: Basil Blackwell.
18. Lear, Gabriel Richardson, 2000. *Happy Lives and the Highest Good: An Essay on Aristotle's Nicomachean Ethics*. Princeton: Princeton University Press.
19. Huby, Pamela, 1967. *Greek ethics*. London: Macmillan
20.Reis, Burkhard (ed.), 2006. *The virtous life in Greek ethics*. Cambridge: Cambridge University Press
21. Kraut, Richard, (ed.), 2006. *The Blackwell Guide to Aristotle's Ethics*. Oxford: Blackwell Publishers

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Marko Jakić, PhD, assistant professor	
Course name	**HISTORY OF CROATIAN PHILOSOPHY (5HF30)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	compulsory	
Year	3	
Semester	5	
Number of credits and mode of delivery	ECTS student workload and coefficient	4
	Number of hours (L+P+S)	30+0+15

COURSE DESCRIPTION

Course aims

This course aims to introduce students to the main developments and continuities in Croatian philosophical thought from the 12th to the 20th century.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:

- Explain the periodization of Croatian philosophy from the 12th to the 20th century;
- Present the philosophical thought of the first Croatian philosopher, Herman Dalmatin;
- Describe the philosophical component of Croatian wartime literature in the 16th century;
- Describe the philosophical component of Croatian Protestantism in the 16th century;
- Present the philosophical thought of Frane Petrić;
- Present the philosophical thought of Ruđer Bošković;
- Explain the development of the Croatian philosophical institutions up to 1781;
- Identify the main features of philosophical life in Croatia and among Croats across different periods;

- Clearly present philosophical theses from a given period in oral form
- Critically argue a given topic.

Course content

Course

1. Approaches to the history of Croatian philosophy: methodology, periodization, and state of research
2. Philosophical themes in the work of the first Croatian philosopher, Herman Dalmatin
3. Early Renaissance philosophy: Ivan Stojković, Benedikt Kotrulj, Jan Panonije, Nikola Modruški
4. Early Renaissance philosophy: Juraj Dragišić
5. Late Renaissance philosophy: Marko Marulić
6. Late Renaissance philosophy: Federik Grisogono, Fran Trankvil Andreis, Ivan Polikarp Severitan
7. Late Renaissance philosophy – the Protestant triad: Matija Vlačić, Pavao Skalić, Andrija Dudić
8. Late Renaissance philosophy: Frane Petrić
9. Late Renaissance philosophy: philosophers in Dubrovnik
10. Croatian philosophical Baroque: from Marko Antun de Dominis to Juraj Križanić and Đuro Baglivi
11. Ruđer Bošković
12. Followers of Bošković in Croatian philosophical institutions (1770–1834)
13. Topics and approaches in 19th-century Croatian philosophy
14. Topics and approaches in Croatian philosophy, 1901–1945
15. Topics and approaches in Croatian philosophy after 1945

Seminars

Preparation and oral presentation of a seminar on an assigned topic.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☒seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒e-learning(15 %)

Student obligations

Students are required to participate regularly in lectures and seminars, prepare and present a seminar paper, and take an oral exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class		Seminar paper	X	Experimental work	
Written exam		Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the assessment is based on a seminar presentation and oral exam. The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Dadić, Ž. (1996). *Herman Dalmatin*. Zagreb: Školska knjiga.	*1*	*35*

Martinović, I. (2011). *Žanrovi hrvatske filozofske baštine od 15. do 18. stoljeća*. Faculty of Humanities and Social Sciences, University of Split.	*online*	*35*
Barišić, P. (2005). *Glavne struje hrvatske filozofije u 19. stoljeću. Prilozi za Research hrvatske filozofske baštine*, 31, 243–253.	*online*	*35*
Zenko, F. (Ed.). (1995). *Novija hrvatska filozofija*. Zagreb: Školska knjiga.	*1*	*35*
Supplementary readings		
Posavac Z. (ed.). (1992). *Hrvatska filozofija u prošlosti i sadašnjosti: zbornik iz 1968.,* Zagreb: Hrvatsko filozofsko društvo 1992. Mužinić, A. (1939/1998). *Filozofija u Hrvata od 1918–1938. godine.* Beograd/Zagreb: Scopus. Banić-Pajnić, E., Girardi Karšulin, M., & Josipović, M. (1995). *Magnum miraculum – homo*. Zagreb: Hrvatska sveučilišna naklada. Posavac, Z. (1986). Aesthetics in Croatian philosophy. *Prilozi za Research hrvatske filozofske baštine*. Zagreb.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
- Class attendance and participation, and performance in assigned tasks - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION		
Lead instructor	Marko Jakić, PhD, assistant professor	
Course name	**MODERN AGE PHILOSOPHY II (6NF30)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	compulsory	
Year	3	
Semester	6	
Number of credits and mode of delivery	ECTS student workload and coefficient	4
	Number of hours (L+P+S)	30+0+15
COURSE DESCRIPTION		
Course aims		
This course aims to introduce students to the development of philosophy from the 18th to the end of the 19th century and to enable them to interpret and critically evaluate key intellectual movements, philosophers, and their positions during this period.		
Course enrolment requirements		
None.		

Intended course learning outcomes
Upon completion of the course, students will be able to: - Explain the significance of philosophy from the 18th to the end of the 19th century; - Identify philosophical problems and solutions in original texts of philosophers active from the 18th to the end of the 19th century; - Compare the positions and arguments of philosophers from the 18th to the end of the 19th century; - Critically discuss the main philosophical problems and schools of the period; - Explain and evaluate the characteristics of German Idealism; - Prepare a paper, article, or text on a specific philosophical topic; - Deliver an oral presentation on philosophical problems and schools of the period; - Construct critical arguments on the main philosophical problems and schools of the period.
Course content
Lectures (15X2) 1. Pre-critical philosophy and the Copernican turn of Immanuel Kant 2. The foundation of transcendental philosophy in *Critique of Pure Reason* 3. Kant's critical and metaphysical works 4. Echoes of Kant's philosophy 5. Subjective idealism and Fichte's foundation of the science of knowledge 6. Objective idealism and Schelling's development from natural philosophy and identity to positive philosophy 7. Absolute idealism and the Hegelian dialectic 8. The encyclopedic system of philosophy 9. The philosophy of world history 10. Main trends in post-Hegelian philosophy: positivism (Auguste Comte) 11. Utilitarianism (Bentham, Mill), evolutionism (Spencer), materialism (Feuerbach, Marx) 12. Pessimism of Arthur Schopenhauer 13. Existentialism of Søren Kierkegaard 14. Philosophy of life of Friedrich Nietzsche 15. Psychologism (Fries, Herbart, Hartmann), inductive metaphysics (Fechner, Lotze), and Neo-Kantianism (Marburg School: Cohen, Natorp, Cassirer; Baden School: Windelband, Rickert) Seminars (15X1) Immanuel Kant, *Critique of Pure Reason* Georg W. F. Hegel, *Phenomenology of Spirit*

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☒seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒ e-learning(10 %)

Student obligations
Students are required to participate regularly in lectures and seminars and to prepare and present a seminar paper in accordance with the criteria provided in the course repository.

Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam		Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met
In accordance with the course learning outcomes and student obligations, the final grade is based on the overall work during the semester. Submission of the seminar paper is a prerequisite for the final oral exam. The final grade is determined by active participation in lectures and seminars (20%), seminar paper (30%), and final oral exam (50%).

Required readings and number of copies relative to the number of students currently taking the course		
Title	*Number of copies*	*Number of students*
Kant, I. (1984). *Kritika čistoga uma.* Zagreb: Nakladni zavod Matice hrvatske.	*1*	*35*
Fichte, J. G. (1976). Nauk o znanosti. Beograd: Beogradski izdavačko-grafički zavod.	*1*	*35*
Schelling, F. W. J. (1985). *O biti slobode.* Zagreb: Cekade.	*1*	*35*
Hegel, G. W. F. (1965). *Enciklopedija filozofijskih znanosti.* Sarajevo: Veselin Masleša.	*1*	*35*
Kant, I. (1974). *Kritika praktičkog uma.* Zagreb: Naprijed.	*1*	*35*
Nietzsche, F. (1991). *Tako je govorio Zaratustra.* Zagreb: Naprijed.	*1*	*35*

Supplementary readings
1.Bazala, A. (1906, 1909, 1912). *Povijest filozofije* (I–III). Zagreb: Matica hrvatska. 2. Bošnjak, B. (1993). *Povijest filozofije* (I–III). Zagreb: Nakladni zavod Matice hrvatske. 3. Filipović, V. (1982). *Filozofska hrestomatija* (III–VI). Zagreb: Matica hrvatska. 4. Barbarić, H. (1996/1997). *Hrestomatija filozofije* (3–5). Zagreb: Školska knjiga. 5. Windelband, W. (1987). *Povijest filozofije* (I–II). Zagreb. 6. Copleston, F. (1958, 1959, 1960). *A History of Philosophy. Modern Philosophy* (IV–VI). London. 7. Ueberweg, F. (1983). *Grundriss der Geschichte der Philosophie. Die Philosophie des 17. Jahrhunderts (4); Die Philosophie des 18. Jahrhunderts (3)*. Basel. 8. Höffe, O. (1981). *Klassiker der Philosophie* (I–II). München. 9. Störi, H. J. (1988). *Kleine Weltgeschichte der Philosophie*. Frankfurt am Main. 10. Röd, W. (2000). *Der Weg der Philosophie* (I–II). München. 11. Abbagnano, N. (1966). *Storia della filosofia*. Torino. 12. André, J. (Ed.). (1998). *Encyclopédie philosophique universelle*. Paris.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Bruno Ćurko, PhD, associate professor
Course name	**ETHICS II (6ET30)**
Study programme	**Double-major undergraduate study programme *Philosophy***
Course status	compulsory

Year	3	
Semester	6	
Number of credits and mode of delivery	ECTS student workload and coefficient	4
	Number of hours (L+P+S)	30+0+15

COURSE DESCRIPTION

Course aims

Building upon the knowledge of fundamental ethical and moral issues grounded in ancient philosophy, acquired in the course *Ethics I*, this course aims to introduce students to the topics and issues of medieval Christian, modern, and contemporary ethics. The course also enables students to perform comparative analyses of key ethical concepts, such as freedom, conscience, responsibility, good and evil, and to recognize ethical movements and schools, including autonomous and heteronomous ethics, consequentialist and discourse ethics, virtue ethics, ethics of conscience and duty, ethical utilitarianism, and hedonism.

Course enrolment requirements

Successful completion of the course
Ethics I.

Intended course learning outcomes

Upon completion of the course, students will be able to:

- Define a broad range of fundamental ethical concepts and issues;
- Distinguish between ethical movements and schools as well as the moral solutions they propose;
- Recognize ethical issues and solutions in original philosophical texts;
- Critically discuss major ethical issues, movements, and schools;
- Identify key authors, their major works, concepts, issues, and schools;
- Connect these concepts and issues with broader ethical concepts and issues;
- Demonstrate familiarity with different types, disciplines, and sub-disciplines of practical and applied ethics;
- Deliver a presentation on the issues and schools of medieval Christian, modern, and contemporary ethics;
- Construct systematic arguments on issues and schools of medieval Christian, modern, and contemporary ethics.

Course content

Lectures

1. Course overview and syllabus; required literature
2. Christian heteronomous ethics
3. Augustine's ethics: sin and free will
4. The problem of theodicy in the history of ethics
5. Virtue ethics and the ethics of conscience of Thomas Aquinas
6. Ethics of British utilitarianism
7. Ethics of the French Enlightenment
8. Kantian ethics of duty: fundamental concepts
9. Kantian ethics: the Golden Rule and the categorical imperative
10. Kantian ethics: practical postulates of freedom, God, and the immortality of the soul
11. Ethics of classical German idealism
12. The ethical problem in Marxist philosophy
13. Schopenhauer`s ethics and Nietzschean nihilism
14. Contemporary ethical theories
15. Bioethics I and applied ethics: concluding remarks and exam preparation

Seminars
I. Kant: *Critique of Practical Reason*

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☒seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations

Students are required to participate in lectures and seminars and to complete tasks designed to achieve the intended learning outcomes. Seminar activities include the preparation and delivery of a seminar paper in accordance with the criteria specified in the course repository. Students are also required to complete a mid-term exam; those who do not pass the mid-term exam will cover the same material in the final written exam. To pass the mid-term or final exam, students must achieve at least 16 out of 30 points. The final oral exam is taken after successful completion of all prior requirements.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Mid-term exam	X				

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade is based on active participation in lectures and seminar sessions (20%), the seminar paper (20%), mid-term or final written exam (30%), and the oral exam (30%). Submission of the seminar paper is a prerequisite for taking the final oral exam.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Kant, I. (1974). *Kritika praktičkog uma.* Zagreb: Naprijed.	*1 / online*	*35*

Supplementary readings

Kant, I. (1984). *Kritika praktičkog uma*. Naprijed, Zagreb.
Augustin, A. (1998). *O slobodi volje*. Demetra, Zagreb.
Abelard, P. (1992). *Povijest nevolja / Etika / Pisma Abelarda i Heloize*. Naprijed, Zagreb.
Spinoza, B. de (2000). *Etika*. Demetra, Zagreb.
Kant, I. (2003). *Zasnivanje metafizike ćudoređa*. Feniks, Zagreb.
Kant, I. (1999). *Metaphysics ćudoređa*. Matica hrvatska, Zagreb.
Hegel, G. W. F. (1955). *Fenomenologija duha*. Kultura, Zagreb.
Hegel, G. W. F. (1989). *Osnovne crte filozofije prava*. V. Masleša, Sarajevo.
Nietzsche, F. (2002). *S onu stranu dobra i zla*. AGM, Zagreb.
Arendt, H. (1991). *Vita activa*. A. Cesarec, Zagreb.
Weber, M. (1968). *Protestantska ETHICS I duh kapitalizma*. V. Masleša, Sarajevo.
Hartmann, N. (2003). *Etika*. Ljevak, Zagreb.
Küng, H. (2003). *Project svjetski etos*. Miob, V. Gorica.
Küng, H. (2007). *Svjetski ethos za svjetsku politiku*. Intercon, Zagreb.
Küng, H. (2007). *Svjetski ethos za svjetsko gospodarstvo*. Intercon, Zagreb.
Singer, P. (2005). *Jedan svijet – etika globalizacije*. Ibis, Zagreb.
Čović, A. (2004). *ETHICS I bioetika*. Pergamena, Zagreb.
Jodl, F. (1975). *Istorija etike kao filozofske nauke I-II*. V. Masleša, Sarajevo.
Kangrga, M. (2004). *Etika – osnovni problem i pravci*. Golden marketing, Zagreb.

MacIntyre, A. (n.d.). *A Short History of Ethics*.
Tugendhat, E. (2003). *Lectures o etici*. Jesenski i Turk, Zagreb.
Spaemann, R. (2008). *Osnovni moralni pojmovi*. Svjetlo riječi, Sarajevo-Zagreb.
Höffe, O. (2008). *Lexikon der Ethik*. Verlag C.H. Beck, München.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Marita Brčić Kuljiš, PhD, full professor	
Course name	**PREPARATIONS FOR WRITING THE FINAL THESIS (6ZR15)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	compulsory	
Year	3	
Semester	6	
Number of credits and mode of delivery	ECTS student workload and coefficient	2
	Number of hours (L+P+S)	2+4+9

COURSE DESCRIPTION

Course aims

The course aims to introduce students to the fundamentals of scientific (more specifically, philosophical) methodology and develop basic academic skills, including independent reading and writing of scholarly and professional papers. Special emphasis is placed on argumentative skills and adherence to academic ethics.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:

- Independently produce a final thesis;
- Search for, critically read, and write scholarly and professional texts;
- Use and reference academic sources appropriately;
- Understand academic ethics related to the use of sources (including plagiarism prevention).

Course content

Lectures

1. Information sources (search, overview, and selection) I
2. Information sources (search, overview, and selection) II

Seminars

1. Scientific methodology and methodology of writing a scientific paper: concept and types of scientific methods

2. Classification of scientific texts. Academic ethics and intellectual property
3. General structure of a philosophical text. Distinction between topic and thesis (claim)
4. Argumentative structuring of text. Informal and formal proof (argument and proof)
5. General methodology: definition, division, classification
6. Philosophical methodology I: conceptual analysis and thought experiment
7. Philosophical methodology II: argumentation
8. Common errors in argumentation I
9. Common errors in argumentation II

Practicals
1. Citation styles I
2. Citation styles II
3. Information sources (search, overview, and selection) I
4. Information sources (search, overview, and selection) II

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☒seminars and workshops ☒practicals ☐remote learning ☐field work	☒independent work ☒multimedia and network ☐laboratory ☐supervision ☒ e-learning (20 %)

Student obligations

Students are required to adhere to ethical and academic principles as prescribed by the relevant regulations of the Faculty and the University. They are also required to participate in and complete curricular and extracurricular activities (individual and group) that contribute to achieving the learning outcomes specified in the syllabus. Participation requirements include lectures (80%), seminars (100%), and practicals (100%). Students are required to complete tasks assigned during practicals. The grade is determined based on a seminar paper, which must be prepared in accordance with the criteria specified in the course repository.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam		Oral exam		Essay		Research	X
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Independent assignments	X				

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade is based on participation in lectures and seminars (10%) and independently completed assignments during seminars and practicals (90%). Evaluation criteria for each component are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Aristotle. (1970). *Organon* [translated by K. Atanasijević]. Kultura, Beograd.	1	*35*
Janović, T. (n.d.). *Citiranje, parafraziranje i upućivanje na izvore u akademskim radovima*. Mrežno izdanje.	*online*	*35*
Oraić Tolić, D. (2011). *Akademsko pismo: Strategije i tehnike klasične retorike za suvremene studentice i studente*. Naklada Ljevak, Zagreb.	7	*35*

Supplementary readings
Baggini, J. (2003). *The Philosopher's Toolkit: A Compendium of Philosophical Concepts and Methods.* Blackwell Publishers. Buchberger, Iva. (2012). *Kritičko mišljenje*. Rijeka: Udruga za razvoj visokoga školstva *Universitas* Eco, Umberto, (2000). *Kako se piše diplomski rad*, Beograd: Narodna knjiga / Alfa. Martinich, A. P. (1996). *Philosophical Writing. Third Edition*. Oxford: Blackwell
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
- Class attendance and participation - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Ljudevit Hanžek, PhD, assistant professor	
Course name	**INTROSPECTION (IN30)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	elective	
Year	1, 2, 3	
Semester	1, 3, 5	
Number of credits and mode of delivery	ECTS student workload and coefficient	3
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION
Course aims
The course aims to introduce students to various philosophical aspects of introspection, i.e., awareness of one's own mental states, and to enable them to understand the relationships between its different aspects (e.g., metaphysical and epistemological) and its complexity.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - Distinguish introspective consciousness from other forms of consciousness (e.g., first-order thoughts, memories, sensory experiences); - Identify the epistemological features of introspection (privileged access); - Explain the role the concept of introspection has played in the history of Western philosophy; - Describe and compare competing models of introspective knowledge; - Differentiate philosophical accounts of introspection from those in cognitive science and neuroscience; - Evaluate the philosophical significance of selected contemporary scientific findings about the brain (e.g., Libet's experiment, the blindsight phenomenon).
Course content

Lectures/seminars
1. Introspection. Mental states: distinction between propositional attitudes and perceptual experiences. Features of introspection: privacy, immediacy, contrast with perception, independence from object, temporality, effort.
2. Detection models of introspection. HOP (Higher Order Perception) models: internal “scanner” (Armstrong, Lycan); problem of missing sensory phenomenology and changing first-order states through introspective awareness. HOT (Higher Order Thought) models: Rosenthal on introspection as thinking about one’s own mental states. Objection of over-demandingness.
3. Content-based models of introspection. First-order state as part of introspective state. Physical content (Shoemaker); propositional content (Burge). Phenomenal concepts (Chalmers).
4. Epistemology of introspection. Privileged access. Incorrigibility, undeniability, uncorrectability (Armstrong counterexample); self-reporting (strong vs. weak).
5. Introspective knowledge and knowledge of the world I: relation between perceptual and introspective knowledge; classical foundationalism; introspective beliefs as basic; problem of skepticism.
6. Introspective knowledge and knowledge of the world II: transparency of mental states; transparency of beliefs; introspective beliefs inferentially justified; objections; transparency of experience; counterexamples, inverted spectrum.
7. Introspective knowledge and knowledge of the world III: externalism about mental content; Putnam and Twin Earth; Burge and arthritis example; questioning privileged access; Burge’s compatibilist response; McKinsey`s argument on incompatibility.
8. Self-deception: intentional self-deception; static paradox, dynamic paradox. Unintentional self-deception. Twisted self-deception. Morality of self-deception.
9. Experience and consciousness. Block and Chalmers on two concepts of consciousness (A-consciousness and P-consciousness). Relation between A- and P-consciousness: possibility of A-consciousness without P-consciousness (thought experiments, zombies, blindsight). Possibility of P-consciousness without A-consciousness (brain damage, cognitively inaccessible conscious experiences).
10. Introspection and free will. Libet’s experiment (readiness potential). Responses to Libet: methodological objections, veto, compatibilism. Wegner on the illusion of conscious will (pathological states, automatisms).
11. Introspection and behavior. A priori theories of behavioral causes (Nisbett & Wilson). Theory of cognitive dissonance (Festinger). Self-observation. Pathological cases (commissurotomy).
12. Introspection and psychopathology. Dissociative identity disorder and alienated self-consciousness. Schizophrenia and symptoms of inserted thoughts, halted thoughts, though insertion. Distinction between subjectivity and agency in pathological conscious states.
13. Unity of consciousness. Types of unity of consciousness. Theory of experiential parts; James’s objection. Theory of a single experience; total conscious state, complexity of experiential content.
14. Folk psychology. Folk psychology as theory. Implementation and content. Folk psychology as simulation. Simplicity of the simulation theory. Hybrid theory of folk psychology.
15. Eliminative materialism. Radical falsity of folk psychology (Churchland); critique of folk psychology regarding the syntax and semantics of mental states. Dennett’s instrumentalism. Objections to eliminative materialism: self-refutation objection, defense of folk psychology as a successful and minimally committing theory.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations

Students are required to attend classes regularly and take an oral exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class		Seminar paper		Experimental work	

Written exam		Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

The final grade is based on the performance on the oral exam. The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Greco, J., & Sosa, E. (Eds.). (2004). *Epistemology: A Guide to the Theory of Knowledge* [Croatian edition with supplement edited by B. Mikulić]. Naklada Jesenski i Turk, Zagreb.	*1*	*15*
Čuljak, Z. (Ed.). (2003). *Vjerovanje, opravdanje i znanje. Suvremene teorije znanja i epistemičkoga opravdanja*. Ibis grafika, Zagreb.	*2*	*15*
Dancy, J. (2001). Uvod u suvremenu epistemologiju. Hrvatski studiji, Zagreb.	*2*	*15*
Miščević, N. (1990). *Uvod u filozofiju psihologije*. Grafički zavod Hrvatske, Zagreb.	*1*	*15*
Miščević, N., & Prijić-Samaržija, S. (Eds.). (1993). *Filozofija psihologije*. Hrvatski kulturni dom, Rijeka.	*1*	*15*

Supplementary readings

- Cassam, Q. (Ed.). (1994). Self-Knowledge. Oxford University Press, New York.
- Hill, C. (Ed.). (2000). Philosophical Topics, 28(2): Introspection.
- Ludlow, P., & Norah, M. (Eds.). (1998). Externalism and Self-Knowledge. CSLI Publications, Stanford, CA.
- Wright, C., Smith, B., & Macdonald, C. (Eds.). (1998). Knowing Our Own Minds. Clarendon Press, Oxford.
- Bar-On, D. (2004). Speaking My Mind. Oxford University Press, Oxford.
- Carruthers, P. (2005). Consciousness: Essays from a Higher-Order Perspective. Oxford University Press, Oxford.
- Gallois, A. (1996). The Mind Within, The World Without. Cambridge University Press, Cambridge.
- Hill, C. (1991). Sensations: A Defense of Type Materialism. Cambridge University Press, Cambridge.
- Hurlburt, R. T. (1990). Sampling Normal and Schizophrenic Inner Experience. Plenum, New York.
- Hurlburt, R. T., & Schwitzgebel, E. (2007). Describing Inner Experience? Proponent Meets Skeptic. MIT Press, Cambridge, MA. Kriegel, U.,*Subjective consciousness*, Oxford: Oxford 2009
- Kriegel, U. (2009). Subjective Consciousness. Oxford University Press, Oxford.
- Lycan, W. (1996). Consciousness and Experience. MIT Press, Cambridge, MA.
- Mele, A. (2001). Self-Deception Unmasked. Princeton University Press, Princeton, NJ.
- Moran, R. (2001). Authority and Estrangement. Princeton University Press, Princeton, NJ.
- Siewert, C. (1998). The Significance of Consciousness. Princeton University Press, Princeton, NJ.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Tonći Kokić, PhD, full professor	
Course name	**PHILOSOPHY OF BIOLOGY (IFB30)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	elective	
Year	1, 2, 3	
Semester	1, 3, 5	
Number of credits and mode of delivery	ECTS student workload and coefficient	3
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION

Course aims

The course aims to introduce students to the basics of the philosophy of science, the structure of scientific theories, and the development of scientific theories over time. It also introduces students to the field and fundamental concepts of the philosophy of biology, the structure of biological theories, the theory of biological evolution, and provides them with an insight into contemporary texts and problems in the philosophy of biology.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:

- Distinguish philosophical assumptions in scientific theories;
- Understand the structure of evolutionary theory;
- Know the basic principles of the life sciences;
- Critically engage with contemporary theories in the life sciences.

Course content

Lectures/seminars

1. Introduction to the course
2. The nature of life sciences
3. Specificity of the principles of the life sciences
4. Definitions of life
5. Theories on the origin of first life
6. Theory of evolution before Darwin
7. Development of evolutionary theory
8. Alternative theories of evolution
9. (Dis)concordance of molecular and paleontological data
10. Distinctiveness of macroevolutionary mechanisms?
11. The problem of species in biology

12. The concept of progress
13. Altruism
14. Evolutionary biology vs. Ideology
15. Concluding remarks and exam preparation

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒e-learning(10 %)

Student obligations

Students are required to attend classes and actively participate in at least 60% of lectures, read primary literature and keep a reading journal, write an essay and post it on the course e-page, and identify and study open questions. Students must obtain at least 51% of the points in each assessment component.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam		Oral exam	X	Essay	X	Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading journal: notes on required readings	X				

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade is based on participation in class activities (10%), an independently written essay (30%), oral exam, including evaluation of the reading journal and discussion of the essay (60%).

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Darwin, C. (2000). *Postanak vrsta putem prirodnog odabira ili očuvanje povlaštenih rasa u borbi za život*. Naklada Ljevak, Zagreb.	1	*15*
Mayr, E. (1998). *To je biologija: Znanost o živome svijetu*. Dom i svijet; Hrvatski prirodoslovni muzej, Zagreb.	1	*15*
Ridley, M. (Ed.). (2004). *Evolucija, klasici i suvremene spoznaje*. Jesenski i Turk, Zagreb.	1	*15*

Supplementary readings

1. Gould, S. J. (2003). *Čovjek po mjeri*. Jesenski i Turk, Zagreb.
2. Hrgović, J., & Polšek, D. (Eds.). (2004). *Evolucija društvenosti*. Jesenski i Turk, Zagreb.
3. Jacob, F. (1978). *Logika živog*. Nolit, Beograd.
4. Kampourakis, K. (Ed.). (2013). *The Philosophy of Biology*. Springer.
5. Kokić, T. (2010). *Teorija evolucije: razvoj ideje, osnovna načela i recepcija*. Naklada Breza, Zagreb.

6. Mayr, E. (1982). *The Growth of Biological Thought: Diversity, Evolution and Inheritance*. Belknap Press.
7. Medawar, P. B., & J. S. *Nauka o životu*. Nolit, Beograd.
8. Monod, J. (1973). *Slučajnost i nužnost: Ogled o prirodnoj filozofiji moderne biologije*. Rad, Beograd.
9. Ruse, M. (Ed.). (2010). The Oxford Handbook of Philosophy of Biology. Oxford University Press

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Gabriela Bašić Hanžek, PhD, assistant professor	
Course name	**PHILOSOPHY OF LANGUAGE: PICTURE, GAME, ACT (IFJ30)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	elective	
Year	1, 2, 3	
Semester	2, 4, 6	
Number of credits and mode of delivery	ECTS student workload and coefficient	3
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION

Course aims

The course aims to introduce students to the fundamental themes and problems in the philosophy of language and to present the richness of various approaches in contemporary literature. Since language is foundational to the humanities, the the aim of the course is also make students aware of the deeper assumptions underlying any study of language (including native language, foreign language, the language of art, and symbolic language).

Course enrolment requirements

None. It is recommended that students complete the courses *Logic 1* and *Logic 2* prior to enrolling.

Intended course learning outcomes

Upon completion of the course, students will be able to:

- understand and explain the main themes and questions in contemporary philosophy of language;
- demonstrate master of the distinction between extensional and intensional perspectives on language;
- distinguish bbetween the semantic and pragmatic dimensions of language;
- conduct independent inquiry based on the recommended texts.

Course content

15 X 2

1. Introduction to the philosophy of language: definition, scope of the discipline, and its delineation from related philosophical disciplines (logic, epistemology) and scientific fields (linguistics, psychology).

2. A brief historical overview of the development of the philosophy of language: from its beginnings in ancient philosophy through key precursors such as Gottlob Frege (19th century) to the so-called linguistic turn and the contemporary state of the discipline.

3.–4. Basic concepts and problems in the philosophy of language. Various dimensions of language: semantics, syntax, and pragmatics. Semantics (*meaning as picture*) as the central perspective.

5.–6. Gottlob Frege: *sense (Sinn)* and *reference (Bedeutung)*; the distinction between extensional and intensional perspectives on language. Ludwig Wittgenstein: two phases (*language as picture*; *language games*).

7–8. Meaning beyond truth values: speech act theory (John L. Austin) and its elaboration (John R. Searle).

9 –10. Interpretation (understanding) and (im)possibility of translation (W. V. O. Quine); Donald Davidson: the principle of charity, its scope and limitations.

11. What is a name? Saul Kripke: causal theory of names and objections.

12.–13. Metaphor in language: cognitive dimensions of metaphor (“key metaphors”) and analogical thinking; G. Lakoff and M. Johnson in contrast.

14.–15. Contemporary pragmatic themes: politeness, retreat of words, and pejoratives.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations

Students are required to attend at least 80% of lectures and actively contribute to discussions. They are also required to study the assigned literature and pass the final oral exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam		Oral exam	X	Essay		Research	X
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio				Research literature			

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade is based on the student’s overall performance throughout the course, with active participation in class and the final oral exam carrying the greatest weight in the final grade.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*

Miščević, N. (2003). *Filozofija jezika*. Jesenski i Turk, Zagreb. Devitt, M., & Sterelny, K. (2002). *Jezik i stvarnost: Uvod u filozofiju jezika* (B. Berčić, Trans.). KruZak. (Selected chapters). Frege, G. (1995). *O smislu i značenju ili O pojmu i predmetu* in *Osnove aritmetike i drugi spisi* (F. Grgić & M. H. Grgić, Trans.). KruZak, Zagreb..	*5*	*15*

Supplementary readings

1. Lakoff, G. & Johnson, M. (2015). *Metafore koje život znače*. Zagreb: Disput.
2. Austin, John L (2014). *Kako djelovati riječima*. Zagreb: Disput.
3. Searle, J. R. (2018). *Govorni činovi*. Zagreb: Matica hrvatska.
4. Žarnić, B. (2011). Is Unsaying Polite? U Trobok, M., Miščević, N. i Žarnić, B. (ed.). *Between Logic and Reality: Modeling Inference, Action and Understanding*. Dordrecht: Springer.
5. Kripke, S. (1995). *Imenovanje i nužnost*. Zagreb: KruZak.
6. Švob, G. (2009). *Od slike do igre. Ogledi o logici i filozofiji jezika.* Zagreb: ArTresor naklada.
7. Perhat, J. i Miščević (2016). *A word which bears a sword : inquiries into pejoratives.* KruZak.
8. Radman, Z. (1995). *Metafore i mehanizmi mišljenja*. Zagreb: Croatian Philosophical Society**.**
9. Davidson, D. (2000). *Istraživanja o istini i interpretaciji*. (Translation by K. Miladinov), Zagreb: Demetra.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Bruno Ćurko, PhD, associate professor	
Course name	**CRITICAL THINKING (IKM30)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	elective	
Year	1, 2, 3	
Semester	1, 3, 5	
Number of credits and mode of delivery	ECTS student workload and coefficient	3
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION

Course aims

This course aims to introduce students to the development of critical thinking from antiquity to the present and to enable them to independently conduct critical thinking workshops and incorporate various strategies for fostering critical thinking into their own teaching.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:

- Explain what critical thinking is and how the concept has developed over time;
- Compare contemporary theories and practices of critical thinking;
- Analyze educational materials for critical thinking and implement them effectively in the teaching process;
- Design and conduct critical thinking workshops;
- adapt existing educational materials to promote critical thinking;
- engage in structured dialogue supported by arguments;
- promote awareness of the importance of “learning to think” in contemporary society;
- Recognize the connections and differences between critical and creative thinking.

Course content

1. What is critical thinking?
2. The development of the concept of critical thinking from the Pre-Socratics to John Dewey
3. John Dewey and reflective thinking
4. The development of the concept of critical thinking in the 20th and 21st centuries
5. Matthew Lipman and multidimensional thinking
6. Philosophy with children
7. Connections and differences between creative and critical thinking
8. Play as a pathway to the development of critical thinking
9. The use of stories in teaching materials for critical thinking
10. Structured dialogue
11. The community of philosophical inquiry
12. The art of questioning – how to encourage children to engage in reflection through well-directed questions
13. Socratic dialogue in teaching
14. Examples of good practice in learning to think today

15. How to modify existing educational materials and adapt them to the concept of “learning to think“.

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations

Students are required to attend lectures regularly, participate actively in discussions, deliver an oral presentation of an essay, and write a paper.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam	X	Oral exam	X	Essay	X	Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade is based on the student’s overall performance throughout the course, with active participation in class, assessment of the student report, reading of original works, and the oral exam.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Dewey, J. (1997). *How We Think*. New York: Courier, Dover Publications.	/	*15*
Lipman, M. (2003). *Thinking in Education*. Cambridge: Cambridge University Press.	/	*15*
Ćurko, B. (2016). Socratic Dialogue in Education. In M. A. Peters (Ed.), *Encyclopedia of Educational Philosophy and Theory*. Springer.	/	*15*
Fisher, A. (2001). *Critical Thinking: An Introduction*. Cambridge: Cambridge University Press.	/	*15*
Fisher, R. (2005). *Teaching Children to Think*. Cheltenham: Nelson Thornes.	/	*15*

Supplementary readings

1. Bailin, S., & Siegel, H. (2003). Critical Thinking. In N. Blake, P. Smeyers, R. Smith, & P. Standish (Eds.), *The Blackwell Guide to the Philosophy of Education*. Malden, Oxford: Blackwell.
2. Ćurko, B., Feiner, F., Gerjolj, S., Juhant, J., Kreß, K., Mazzoni, V., Mortari, L., Pokorny, S., Schlenk, E., & Strahovnik, V. (2015). *Ethics and Values Education – Manual for Teachers and Educators*. Ljubljana: Project ETHIKA – Ethics and Values Education in Schools and Kindergartens. (Available in Croatian at http://www.ethics-education.eu/resources/ManualTeachers_HR.pdf)
3. Bowell, T., & Kemp, G. (2001). *Critical Thinking: A Concise Guide*. London: Routledge.
4. Ćurko, B., & Strahovnik, V. (2016). Play as a way to developing critical thinking in ethics education. In *Play Around the World*. Debrecen: University of Debrecen.

5. Halpern, D. F. (1996). *Thought and Knowledge: An Introduction to Critical Thinking*. New Jersey: Lawrence Erlbaum.
6. Ćurko, B., & Kragić, I. (2009). Igra – put k multidimenzioniranom mišljenju. Na tragu filozofije za djecu [Play – A path to multidimensional thinking. On the trail of philosophy for children]. *Filozofska istraživanja, 29*(2), 303–310.
7. Vaughn, L. (2008). *The Power of Critical Thinking: Effective Reasoning about Ordinary and Extraordinary Claims*. New York: Oxford University Press.
8. Sprod, T. (2001). *Philosophical Discussion in Moral Education: The Community of Ethical Inquiry*. London: Routledge.
9. Russell, B. (1926). *On Education*. London: Unwin Books – Boni & Liveright.
10. Dewey, J. (1926). *Democracy and Education: An Introduction to the Philosophy of Education*. Plain Label Books.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Marita Brčić Kuljiš, PhD, full professor	
Course name	**FREEDOM OF SPEECH (IFS30)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	elective	
Year	3	
Semester	5	
Number of credits and mode of delivery	ECTS student workload and coefficient	3
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION

Course aims

This course aims to introduce students to the themes and issues of freedom of speech, and to enable them to conduct a comparative analysis of concepts related to it, including freedom of thought, freedom of expression, and freedom of religion. The lectures also examine the justification of censorship, as well as the regulation of hate speech. Different aspects of freedom of speech will be analyzed in relation to political systems and the ways in which freedom of speech shapes democracy and other fundamental freedoms. Special attention will be devoted to freedom of speech on the internet and in virtual reality

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:

- Define key concepts: natural rights, human rights, civil rights;

- Distinguish between different approaches to the analysis of freedom of speech;
- identify problems and solutions in original philosophical texts;
- recognize major authors, their key works, concepts, problems, and schools;
- Critically discuss freedom of speech in contemporary contexts;
- Critically analyze concepts such as restrictions on speech and censorship.

Course content

1. Course Overview; required exam literature
2. Defining freedom of speech, freedom of thought, freedom of expression
3. Definitions - legal, political, and philosophical approaches
4. J. Stuart Mill on freedom of speech
5. J. Stuart Mill on freedom of speech and truth/knowledge
6. John Stuart Mill's harm principle
7. J. Stuart Mill on freedom of speech – critical perspectives
8. Freedom of speech in the public sphere
9. J. Rawls – Freedom of speech and reasonableness
10. J. Habermas and the theory of communicative action
11. Freedom of speech and new media
12. Freedom of speech and new media
13. Freedom of speech and tolerance
14. Limits of freedom of speech
15. Concluding remarks

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒ e-learning (20%)

Student obligations

Students are required to adhere to ethical and academic principles as prescribed by the relevant regulations of the Faculty and the University. They are also required to participate in and complete curricular and extracurricular activities (individual and group) that enable the achievement of the learning outcomes specified in the syllabus. They are required to attend at least 80% of lectures and to pass the oral exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam		Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade is based on class activity and participation in discussions during lectures and seminars (10%).

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Mill, J. S. (2020). *O slobodi*. Zagreb: Naklada Jesenski i Turk.	*1*	*15*
Cohen, J. (1993). Freedom of Expression. *Philosophy & Public Affairs, 22*(3), 207–263.	*online*	*15*

Rawls, J. (2004). *Pravo naroda i Preispitivanje ideje javnog uma*. Zagreb: Kruzak.	*1*	*15*
Cvijanović, H. (2016). Freedom of Speech i govor mržnje [Freedom of Speech and Hate Speech]. In E. Kulenović (Ed.), *Govor mržnje u Hrvatskoj*. Zagreb: Biblioteka Političke analize.	*online*	*15*
Locke, J. (1978). Dve rasprave o vladi kojima prethodi Patriarcha sir R. Filmera, a sledi Lockeovo Pismo o toleranciji. Beograd: Mladost.	*1*	*15*
Supplementary readings		
Marcuse, H. (1965). Repressive Tolerance. In *A Critique of Pure Tolerance*. Boston: Beacon Press. Mudde, C. (2016). *On Extremism and Democracy in Europe*. London: Routledge. Matulović, M. (1996). Rasprava Habermas-Rawls. *Politička misao, XXXIII*(1), 207–246. Volf, M. (2009). Freedom of Speech i moralna odgovornost. *Nova prisutnost: časopis za intelektualna i duhovna pitanja, VII* (3), 455–456. Baccarini, E. (2013). John Stuart Mill. In E. Kulenović (Ed.), *Moderna politička teorija*. Zagreb: Faculty of Political Science, University of Zagreb Brčić Kuljiš, M. (2019). A Case Study of Freiheitliche Partei Österreichs. *The International Journal of Civic, Political, and Community Studies, 17*(2), 1–16. https://doi.org/10.18848/2327-0047/CGP/v17i02/1-16		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
- Class attendance and participation, and performance in assigned tasks - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION		
Lead instructor	Tonći Kokić, PhD, full professor	
Course name	**PHILOSOPHIC ANTHROPOLOGY (IFA30)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	elective	
Year	1, 2, 3	
Semester	2, 4, 6	
Number of credits and mode of delivery	ECTS student workload and coefficient	3
	Number of hours (L+P+S)	30+0+0
COURSE DESCRIPTION		
Course aims		
The aim of the course is to introduce students to key philosophical theories of human nature within the “grand theories” and philosophical anthropology, along with their methods and broader philosophical and cultural implications.		
Course enrolment requirements		
None.		
Intended course learning outcomes		

Upon completion of the course, students will be able to:

- Distinguish the meanings of the concept of (philosophical) anthropology;
- Understand the fundamental assumptions underlying different conceptions of human nature;
- Comprehend and interpret key issues in philosophical anthropology concerning the essence, origin, and definition of human beings;
- Identify and describe the main methodologies used in philosophical anthropology;
- Distinguish between cultural, scientific, and philosophical perspectives to the question of human nature;
- Understand claims regarding the uniqueness of human beings in relation to other entities through the fundamental dimensions of human existence

Course content

1. Introduction to the course
2. Introduction to the field: Two meanings of anthropology; Grand theories of human nature
3. Greek perspectives on human nature
4. Judeo-Christian perspectives on human nature
5. Hindu and Buddhist perspectives on human nature
6. Conservative and liberal theories
7. Theory of the unconscious – Freud: pansexuality
8. Existentialism; philosophical anthropology as a philosophical discipline
9. Levels of the organic and hermeneutics in philosophical anthropology
10. Philosophical approaches to the wholeness of humans
11. Distinctive morphological status of humans and two theories of human origin
12. Language – from the bodily to the spiritual dimension
13. Theories of language origin and myth
14. *Anthropos*, fundamental dimensions of human existence
15. Mid-term exam and review

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒e-learning(10 %)

Student obligations

Students are required to attend at least 60% of lectures, engage with selected course content through reading original texts, maintain a reading journal, and identify and critically examine open issues discussed in the course. Students are also required to take two midterm exams and/or a final written exam, achieving a minimum score of 51%.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class		Seminar paper		Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading journal: notes on required readings	X				

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade is based on class participation (10%), results of two midterm exams and/or the final written exam (30%), and performance on the oral exam, which includes the evaluation of the reading journal and engagement with original literature (60%).

Required readings and number of copies relative to the number of students currently taking the course		
Title	*Number of copies*	*Number of students*
Scheler, M. (2005). *Čovjekov položaj u kozmosu*. Zagreb: Fabula nova.	1	*15*
Plessner, H. (2004). *Stupnjevi organskoga i čovjek*. Zagreb: Naklada Breza.	3	*15*
Gehlen, A. (2004). *Čovjek. Njegova narav i njegov položaj u svijetu*. Zagreb: Naklada Breza.	3	*15*
Cassirer, E. (1978). *Ogled o čovjeku: Uvod u filozofiju ljudske culture*. Zagreb: Naprijed.	1	*15*
Haeffner, G. (2003). *Filozofska antropologija*. Zagreb: Naklada Breza.	1	*15*
Supplementary readings		
Aristotel. (1996). *O duši*. Zagreb: Naprijed. Burger, H. (1993). *Filozofska antropologija*. Zagreb: Naprijed. Leakey, R., & Lewin, R. (2005). *Ponovno promišljanje porijekla. U potrazi za onim što nas čini ljudima*. Zagreb: Naklada Breza. Levi-Strauss, C. (1977–1988). *Strukturalna antropologija*. Zagreb. Kant, I. (2003). *Antropologija u pragmatičnom pogledu*. Zagreb: Naklada Breza. Platon. (1975). *Protagora*. Zagreb: Naprijed. Pojman, L. (2005). *Who Are We? Theories of Human Nature*. Oxford: Oxford University Press. Rescher, N. (1990). *Human Interests: Reflections on Philosophical Anthropology*. Stanford: Stanford University Press. Sartre, J. P. (1964). *Egzistencijalizam je humanizam*. Sarajevo: Veselin Masleša. Trigg, R. (1999). *Ideas on Human Nature: An Historical Introduction*. Wiley-Blackwell		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
- Class attendance and participation, and performance in assigned tasks - Student questionnaires on the quality of teaching conducted at the university level - Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - Individual teacher-student consultations - Student self-assessment - Peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION		
Lead instructor	Marita Brčić Kuljiš, PhD, full professor	
Course name	**PHILOSOPHY OF JUSTICE (IFP30)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	elective	
Year	1, 2, 3	
Semester	1, 3, 5	
Number of credits and mode of delivery	ECTS student workload and coefficient	3
	Number of hours (L+P+S)	30+0+0
COURSE DESCRIPTION		
Course aims		

The course aims to enable students to examine the philosophical concept of justice. It focuses on the historical development of the idea of justice as well as theoretical reflections on contemporary conceptions of distributive justice.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:

- Explain the significance of the concept of justice in philosophy;
- Recognize the political and moral dimensions of the concept of justice;
- Identify key philosophical issues and proposed solutions in original texts;
- Compare different philosophical positions and arguments;
- Critically discuss major philosophical problems and schools of thought;
- Articulate and critically defend major theories of justice.

Course content

1. Introductory lecture; the sense of justice
2. Justice as virtue; justice as harmony; justice as perfect virtue
3. Justice as law: eternal, natural, human
4. Justice as law: eternal, natural, human
5. Justice as a human construction
6. Justice as a human construction
7. Distributive theories of justice (including corrective justice); utilitarianism
8. The principle of equality: strict egalitarianism
9. Justice as fairness
10. The principle of equal basic goods
11. The principle of merit, libertarianism, and need
12. Justice and the politics of difference
13. Pluralism, liberal theory of justice, communitarian theory of justice
14. Global justice
15. Concluding remarks

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☐independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations

Students are required to adhere to ethical and academic principles as prescribed by the relevant regulations of the Faculty and the University. They are required to attend a minimum of 80% classes and to participate in and complete curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes specified in the syllabus. They are also required to pass the oral exam. If students opt to take the exam through the preparation and presentation of a seminar paper, they are required to prepare the paper in accordance with pre-established criteria and present it according to the same standards.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam		Oral exam	X	Essay		Research	

Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade is based on class participation and engagement in lecture discussions (10%) and the final assessment (90%), which may be completed either through an oral exam or through the preparation and presentation of a seminar paper in accordance with the instructor's instructions.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Sandel, M. J. (?). *The Queen v. Dudley and Stephens* in *Justice: A Reader* (pp. 3–7).	*online*	*15*
Plato. (?). *Država*. Vol. I.	*1*	*15*
Aristotle. (?). *Nikomahova etika*. Vol. V. Zagreb: Naprijed.	*1*	*15*
Mill, J. S. (?). *Utilitarizam*, Beograd: Kultura. (V. chapter)	*1 / online*	*15*
Rawls, J. (?). *Pravednost kao pravičnost: politička, ne metafizička*.	*1 / online*	*15*

Supplementary readings

1. Rawls, J. (?). *Politički liberalizam* (Ch. " Ideja preklapajućeg konsenzusa"," pp. 119–150).
2. Nozick, R. (?). *Država, anarhija, utopija* (Ch. " Raspodjelna pravda," Part I).
3. Young, I. M. (?). *Pravednost i politika razlike („Zamjena raspodjelne paradigme"* pp. 23–51).
4. Sandel, M. J. (?). *Liberalizam i granice pravde*
5. Rawls, J. (?) *Pravo naroda (* Part III., *Neidealna teorija)*
6. Nagel, T. (2005). *The Problem of Global Justice*.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Marita Brčić Kuljiš, PhD, full professor	
Course name	**PHILOSOPHY OF DEMOCRACY (IFD30)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	elective	
Year	1, 2, 3	
Semester	2, 4, 6	
Number of credits and mode of delivery	ECTS student workload and coefficient	3
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION							
Course aims							
This course aims to enable students to understand and critically engage with primary texts in the field and other relevant scholarly literature, and to prepare them for the independent interpretation of philosophical texts.							
Course enrolment requirements							
None.							
Intended course learning outcomes							
Upon completion of the course, students will be able to: - Interpret key philosophical aspects of democracy; - Explain central issues related to democratic values; - Compare different forms of democracy; - Critically reflect on their own views on democracy.							
Course content							
1. Introductory lecture – What is democracy; values of democracy 2. Historical development of democracy – the ancient period 3. Historical development of democracy – the medieval period 4. Historical development of democracy – the modern period 5. Historical development of democracy – the postmodern period 6. Models of democracy according to David Held 7. Indirect and direct democracy – representative (parliamentary and presidential) and participatory democracy 8. Deliberative democracy 9. Liberal democracy 10. Strong democracy 11. Socialist democracy – people's democracy 12. Democracy and capitalism 13. Democracy and the EU 14. Democracy and globalization 15. Concluding remarks							
Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work			☒independent work ☐multimedia and network ☐laboratory ☐supervision ☐other			
Student obligations							
Students are required to adhere to ethical and academic principles as prescribed by the relevant regulations of the Faculty and the University. They are required to attend at least 80% of classes and to participate in and complete curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes specified in the syllabus. The course is completed either by taking the oral exam or by preparing and presenting a seminar paper in accordance with pre-established criteria.							
Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	

Written exam		Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade consists of class activity and participation in lecture discussions (10%) and the final assessment (90%), which may be completed either as an oral exam or through the preparation and presentation of a seminar paper in accordance with the instructor's guidelines.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Held, D. (1990). *Modeli demokracije*. Zagreb: Školska knjiga.	*1*	*15*
Dahl, R. A. (1999). *Demokracija i njezini kritičari*. Zagreb: Politička kultura.	*1*	*15*
de Tocqueville, A. (1995). *O demokraciji u Americi*.	*1*	*15*
Bobbio, N. (1992). *Liberalizam i demokracija*. Zagreb: Novi Liber.	*1*	*15*
Aristotel. (1988). *Politika*. Globus, Zagreb.	*1*	*15*

Supplementary readings

Plato. (1977). *Država*.
Locke, J. (1979). *Dvije rasprave o vladi*.
Rousseau, J. J. (1978). *Rasprava o podrijetlu i osnovama nejednakosti među ljudima; Društveni ugovor*.
Mill, J. S. (1988). *O slobodi i O predstavničkoj vladavini*.
Dahl, R. A. (2000). *O demokraciji* [*On Democracy*].
Huntington, S. (1990). *The Third Wave: Democratization in the Late Twentieth Century*.
Schumpeter, J. A. (1981). *Kapitalizam, socijalizam i demokracija* [*Capitalism, Socialism and Democracy*].
Rawls, J. (2001). *Politički liberalizam*.
Dahrendorf, R. (2005). *U potrazi za novim poretkom: Lectures o politici slobode u 21. stoljeću*.
Sandel, M. J. (2001). *Democracy's Discontent: America in Search of a Public Philosophy*.
Elster, J. (Ed.). (1998). *Deliberative Democracy*. Cambridge University Press.
Neumann, F. (1974). *Demokratska i autoritarna država*.
Barber, B. (2003). *Strong Democracy*.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	Hrvoje Relja, PhD, full professor
Course name	**PHILSOPHY OF RELIGION (IFR30)**

Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	elective	
Year	3	
Semester	6	
Number of credits and mode of delivery	ECTS student workload and coefficient	3
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION

Course aims

The aim of the course is to enable students to understand the originality of the religious phenomenon through its analysis in both historical forms and lived experience. This includes examining the characteristics of primitive, polytheistic, dualistic, monistic, and monotheistic religions, as well as the experience of religion in the life of the believer. Students will be guided to identify the key features of the religious phenomenon—such as reality, transcendence, mystery, and the personal dimension of the sacred—and, above all, its salvific character as its essential quality. In addition, through the study of major philosophical interpretations of religion (Feuerbach, Nietzsche, Freud, Jung, Durkheim, Marx, Kant, Plotinus, Jaspers, Wittgenstein, and O. Spengler), students will explore the relationship between religion and human nature, philosophy, culture, and history.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:

- explain the major characteristics of the religious phenomenon and the philosophical approaches to its interpretation;
- critically evaluate religious phenomena;
- analyze the religious phenomenon through reflection on the essence, object, and subject of religion;
- explain and critically discuss major issues and distinctive features of the philosophy of religion;
- analyze shared issues across major traditional religions and the reasons for the emergence of new religious movements.

Course content

1. Introductory remarks and guidelines for the course *Philosophy of Religion*
2. Being, object, subject, and definition of religion
3. The specificity of the philosophy of religion
4. Conceptions of the relation between faith and reason
5. Content and methodological issues in the philosophy of religion
6. Typologies of religion
7. Primitive religions
8. Polytheistic religions
9. Major forms of religious dualism
10. Monistic religions: philosophical and religious monism
11. Religions of divine silence: conceptions of nirvana
12. Monotheistic religions
13. Religious (in)tolerance
14. Religion in light of atheism and agnosticism
15. Humans as religious beings?

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations

Students are required to attend at least 80% of lectures and to master the selected course content through participation in discussions and the maintenance of a reading journal. They are also required to take a mid-term exam and achieve a minimum of 65% accuracy, as well as to pass an oral exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading journal: notes on required readings	X				

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade is based on participation in class activities and discussions (8.5 %), and performance on the final oral exam (91.5 %), which includes the evaluation of the reading journal and engagement with original literature.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Relja, H. (n.d.). *Filozofija religije* (course reader).	/	*15*
Fischer, N. (2001). *Čovjek traži Boga. Filozofski pristup*. Zagreb: KS.	/	*15*
Bürkle, H. (2000). *Čovjek traži Boga. Religijski pristup*. Zagreb: KS.	/	*15*
Devčić, I. (1998). *Pred Bogom bližim i dalekim – Filozofija o religiji*. Zagreb: FTI.	/	*15*

Supplementary readings

Rahner, K. (1941). *Hörer des Wortes: Zur Grundlegung einer Religionsphilosophie*. München: Kösel-Pustet.
Pascal, B. (1969). *Misli*. Zagreb: Zora.
Alessi, A. (1998). *Sui sentieri del sacro*. Roma: LAS.
Guerra, M. (1999). *Historia de las religiones*. Madrid: BAC.
Otto, R. (1929). *Das Heilige*. Gotha.
de Lubac, H. (1956). *Sur les chemins de Dieu*. Paris.
Dupré, L. (1972). *The Other Dimension: A Search for the Meaning of Religious Attitudes*. New York.
Lasić, H. (1994). *Čovjek u svjetlu transcendencije.* Zagreb: FTI.
Zimmermann, S. (1936–1937). *Filozofija i religija*. Vols. I–II. Zagreb.
Thompson, M. (2003). *Filozofija religije*. Zagreb: Plus.
Davies, B. (1998). *Uvod u filozofiju religije*. Zagreb: Hrvatski studiji

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level

- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Marita Brčić Kuljiš, PhD, full professor	
Course name	**INTRODUCTION TO THE PHILOSOPHY OF MULTICULTURALISM (IFM30)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	elective	
Year	3	
Semester	3	
Number of credits and mode of delivery	ECTS student workload and coefficient	3
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION
Course aims
This course aims to introduce students to the fundamental theoretical and conceptual frameworks of multiculturalism fostering critical discussion on issues of cultural, national, religious, ethnic, and other forms of identity. In this context, the course also seeks to initiate discussion on the relationship between basic human rights, civil rights, and minority rights.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - explain the concept of multiculturalism; - compare theories of multiculturalism; - analyze the role of multiculturalism in a globalized world; - critically reassess the concept of multiculturalism; - compare different social practices in the context of multiculturalism; - critically reflect on their own cultural practices; - develop awareness of creativity, self-development, and initiative.
Course content
1. Introductory lecture 2. Introduction to the concept of multiculturalism 3. Political ideas: freedom, equality, justice, tolerance 4. Cultural, racial, and identity pluralism/universalism 5. Individual rights and collective rights 6. Affirmative action and political correctness

7. Charles Taylor and the politics of recognition
8. Iris Marion Young and the politics of difference
9. Liberal multiculturalism – Will Kymlicka
10. Dialogical or integratIve theory of multiculturalism – Bhikhu Parekh
11. The idea of political liberalism
12. Multiculturalism and citizenship/cosmopolitanism
13. Multiculturalism and interculturalism
14. Critique of multiculturalism
15. Critique of multiculturalism

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒ e-learning (20 %)

Student obligations

Students are required to adhere to ethical and academic principles as prescribed by the relevant regulations of the Faculty and the University. They are also required to attend at least 80% of classes and to participate in and complete curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes specified in the syllabus. The course is completed either by passing the final oral exam or by preparing and presenting a seminar paper in accordance with pre-established criteria.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam		Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade is based on class activity and participation in discussions (10%) and the final assessment (90%), which may be completed either as an oral exam or through the preparation and presentation of a seminar paper in accordance with the instructor's guidelines.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Mesić, M. (2006). *Multikulturalizam*. Zagreb: Školska knjiga.	*1*	*15*
Semprini, A. (2004). *Multikulturalizam*. Beograd: Clio.	*1*	*15*
Kymlicka, W. (2003). *Multikulturalno građanstvo: Liberalna teorija manjinskih prava*. Zagreb: Jesenski i Turk.	*1*	*15*
Barry, B. (2006). *Kultura i jednakost: Egalitarna kritika multikulturalizma*. Zagreb: Jesenski i Turk.	*1*	*15*
Parekh, B. (2000). *Rethinking Multiculturalism: Cultural Diversity and Political Theory*. New York: Palgrave.	*online*	*15*

Supplementary readings

1. Young, I. M. (1990). *Pravednost i politika razlike* [Justice and the Politics of Difference]. Zagreb: Jesenski i Turk.

2. Young, Iris Marion: »*Politička zajednica i razlike među grupama: kritika ideala univerzalno građanstva*«. Politička misao, svl. XXVIII (1991), Vol. 1, pp. 206–229.
3. Paić, Ž. (2007). *Traume razlika*. Zagreb: Meandar/ Meandarmedia.
4. Rawls, J. (2000). *Politički liberalizam*. Zagreb: KruZak.
5. Taylor, Charles (1994) „The Politics of Recognition “, in: Amy Gutmann (ed.) *Multiculturalism, Examining the Politicsa of Recognition*, Princeton University Press, 25 - 74.
6. Young, I. M. (2000a). *Inclusion and democracy, Oxford Political Theory*. Oxford and New York: Oxford University Press.
7. Kymlicka, W. (2001). *Politics in the vernacular: nationalism, multiculturalism, and citizenship*. Oxford: Oxford University Press.
8. Barry, B. (1995). *Justice as impartiality*. New York: Oxford University Press.
9. Kymlicka, W. (2004). *Liberalizam, zajednica i kultura*. Zagreb: Naklada Deltakont.
10. Kukathas, C. (2002a). *Equality and diversity. Politics, Philosophy & Economics*, 1(2), 185-212.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Marko Trogrlić, PhD, full professor	
Course name	**PHILOSOPHY OF HISTORY (IPV30)**	
Study programme	**Double-major undergraduate study programme *Philosophy***	
Course status	elective	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload and coefficient	3
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION

Course aims

This course aims to enable students to develop a philosophical understanding of human social life and historical forms of social organization. It seeks to foster a philosophical approach to history and understandings of humans, culture, and society in different historical epochs, and to develop students` ability to interpret the purpose and meaning of history from a philosophical perspective.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:

- explain the specificity and significance of the philosophy of history within the study of philosophy;
- clarify the difference between ancient and modern conceptions of history;
- define fundamental concepts in the philosophy of history;

- identify issues in the philosophy of history and their proposed solutions in original texts;
- critically discuss major philosophical issues and schools related to the philosophy of history;
- identify major authors in the philosophy of history and their key works, philosophical concepts, issues, and schools of thought;
- critically discuss major philosophical concepts, issues, and schools relating to the philosophy of history.

Course content

1. Course overview; exam literature
2. Definition of the subject: Social philosophy of history
3. Ancient and modern conceptions of history: the formation of the Christian worldview and the Christian metaphysical structure of the social philosophy of history
4. Petrić's conception of history and the European philosophical tradition
5. Theory of the social contract
6. Philosophy of history of the French Enlightenment
7. Philosophy of history of classical German idealism
8. Hegel's philosophy of history
9. The young Hegelians: L. Feuerbach, and K. Marx
10. Idealist and materialist conceptions of history
11. Nihilism and the philosophy of history: Schopenhauer and Nietzsche
12. Cyclical philosophy of history: G. Vico and O. Spengler
13. Liberalism and philosophy of history
14. Utopian thought and the eschaton of the end of history
15. The enigma of post-communism — new philosophical-historical paradigms: Fukuyama and Huntington, multiculturalism and globalization

Modes of delivery (mark the appropriate boxes with an X)	☒lectures ☐seminars and workshops ☐practicals ☐remote learning ☐field work	☒independent work ☐multimedia and network ☐laboratory ☐supervision ☐other

Student obligations

Students are required to attend classes regularly, take notes during lectures, and participate in discussions as part of their exam preparation.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Written exam		Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading journal: notes on required readings	X				

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade is based on the student's overall performance throughout the semester. It consists of class participation and the oral exam. The oral exam includes an assessment of the student's engagement with primary literature.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Löwith, K. (1992). *Svjetska povijest i događanje spasa*. Zagreb: A. Cesarec.	*1 / online*	*15*

Vranicki, P. (2001–2003). *Filozofija historije* (Vols. I–III). Zagreb: Golden Marketing.	*1*	*15*

Supplementary readings

1. August, A. (1982–1996). *O državi Božjoj*. Zagreb: Kršćanska sadašnjost.
2. Petrić, F. (1980). *10 dijaloga o povijesti* . Pula-Rijeka: Čakavski sabor.
3. Vico, G. (1982). *Načela nove znanosti*. Zagreb: Naprijed.
4. Hobbes, T. (2004). *Leviathan* (Vols. I & II). Zagreb: Jesenski i Turk.
5. Locke, J. (1952). *The Second Treatise of Government*. Indianapolis: Bobbs-Merrill.
6. Rousseau, J.-J. (1978). *Rasprava o porijeklu i osnovama nejednakosti među ljudima; Društveni ugovor*. Zagreb: Školska knjiga.
7. Hegel, G. W. F. (1970). *Filozofija povijest*i. Zagreb: Naprijed.
8. Marx, K., & Engels, F. (n.d.). *Early Writings; Communist Manifesto; Marx: Contribution to the Critique of Political Economy: Preface*.
9. Mill, J. S. (1988). *Selected Political Writings* (Vol. I). Zagreb: Informator – FPN.
10. Comte, A. (1989). *Cours de philosophie positive*. Nikšić: Univerzitetska riječ
11. Nietzsche, F. (2004). *O koristi i šteti historije za život*. Zagreb: Matica hrvatska.
12. Berdyaev, N. (2005). *Smisao povijesti.* Split: Verbum.
13. Spengler, O. (1998–2000). *Propast Zapada* (Vols. I–II). Zagreb: Demetra.
14. Camus, A. (1971). *Pobunjeni čovjek*. Zagreb: Zora.
15. Popper, K. R. (1996). *Bijeda historicizma*. Zagreb: KruZak.
16. Fukuyama, F. (1994). *Kraj povijesti i posljednji čovjek*. Zagreb: Hrvatska sveučilišna naklada.
17. Huntington, S. P. (1997). *Sukob civilizacija i preustroj svjetskog poretka*. Zagreb.
18. Bloch, E. (1981). *Princip nada* (Vols. I–III). Zagreb: Naprijed.
19. Cazes, B. (1992). *Povijest budućnosti*. Zagreb: August Cesarec.
20. Kukoč, M. (1997). *Enigma postkomunizma*. Zagreb: Hrvatsko filozofsko društvo.
21. Kukoč, M. (1998). *Kritika eshatologijskog uma*. Zagreb: KruZak
22. Lukács, G. (1977). *Povijest i klasna svijest*. Zagreb: Naprijed.
23. Makanec, J. (1993). *Uvod u filozofiju povijesti*. Zagreb: Hrvatska sveučilišna naklada.
24. Mises, L. v. (1957). *Theory and History: An Interpretation of Social and Economic Evolution*. New Haven: Yale University Press.
25. Pažanin, A. (1992). *Um i povijest*. Zagreb: Hrvatsko filozofsko društvo.
26. Taubes, J. (2009). *Zapadna eshatologija*. Zagreb: Antibarbarus.
27. Žmegač, V. (1994). *Književnost i filozofija povijesti*. Zagreb: Hrvatsko filozofsko društvo.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance and participation, and performance in assigned tasks
- Student questionnaires on the quality of teaching conducted at the university level
- Successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- Individual teacher-student consultations
- Student self-assessment
- Peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION	
Lead instructor	All teaching instructors with a scientific-teaching title involved in delivering the course
Course name	**WORK-BASED LEARNING AT A PARTNER INSTITUTION** (HZX008, HZX009)
Study programme	**Double-major undergraduate study programme *Philosophy***
Course status	Elective
Year	3

Semester	5, 6	
Number of credits and mode of delivery	ECTS student workload and coefficient	5
	Number of hours (L+P+S+FW[3])	0+40+30+80

COURSE DESCRIPTION

Course aims

The aim of the course is to expose students to work-based learning conditions at a partner institution and to enable them to independently identify and solve straightforward practical problems in a real working environment.

Course enrolment requirements

Students are eligible to apply for the competition for internship before the start of the third year of the undergraduate study programme. In cases where the number of applicants exceeds the number of available placements at the partner institution, a selection procedure is conducted in accordance with the Rulebook on Business Partner Institutions of the Faculty of Humanities and Social Sciences.

Intended course learning outcomes

Course learning outcomes:
Upon completion of this course, students will be able to:

- Apply the knowledge and skills acquired during the undergraduate studies to independently identify and solve straightforward, concrete problems in a real working environment.
- Prepare an internship report that clearly explains the tasks performed and includes relevant supporting documentation.

Individual learning outcomes:
Upon completion of this course, students will be able to:

- Describe the organizational structure of the selected partner institution
- Identify challenges posed by the working environment and explain the processes used to address specific challenges
- Analyze concrete practical situations based on recent scientific sources
- Monitor, document, and evaluate processes within the partner institution
- Describe problems arising from specific work tasks at the partner institution and explain the processes implemented to resolve them.
- Document personal work-based learning experience and critically reflect on it

Course content

The internship entails specific work tasks under the guidance of a mentor from the partner institution and comprises 80 working hours. With the approval of the Faculty of Humanities and Social Sciences supervisor, the partner institution mentor plans the work tasks. The remaining 70 working hours are distributed as follows: mentoring (10 hours with a Faculty supervisor, 20 hours with the partner institution mentor), literature research (10 hours), preparation of the Work-Based Learning Report (20 hours), and preparation and presentation of the Report defence before the Faculty supervisor (10 hours).

Modes of delivery (mark the appropriate boxes with an X)	☐lectures ☒seminars and workshops ☒practicals ☐remote learning ☒field work	☒independent work ☒multimedia and network ☐laboratory ☒supervision ☒ e-learning (20%)

Student obligations

Students are required to:
- comply with ethical and scientific principles in higher education and the principles of organisation/partner institution in accordance with the instructions of the supervisor.

[3] fieldwork

- participate actively in the work of the partner institution and perform the internship-defined obligations in accordance with the professional supervisor's schedule, which enables the acquisition of learning outcomes outlined by the course.
- adhere to the time frames required to complete the internship.
- actively and constructively act at the partner institution and report to the supervisor during the internship
- prepare, submit and defend the Internship Report.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	x
Portfolio		Research literature	x	Preparation and defense of the Internship Report	x		

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

The internship is assessed descriptively by supervisors from the partner institution and the Faculty of Humanities and Social Sciences in Split. The partner institution mentor continuously monitors the student`s attendance, diligence, and performance in completing assigned tasks.
At the end of the internship, the mentor assigns one of the following two descriptive grades:

- The student has completed the internship.
- The student has not completed the internship.

If the internship is not completed, the partner institution mentor must provide a written explanation, and the Faculty supervisor records a failing grade for the course.
If the mentor`s grade confirms successful completion, the Faculty supervisor reviews the internship report, discusses the student`s assignments, and assigns one of the following two grades:

- The student has successfully written and defended the internship report.
- The student has not successfully written and defended the internship report.

A negative grade must be justified in writing.
The internship is considered passed if both supervisors confirm successful completion of the internship and the internship report. When both grades are positive, the Faculty supervisor records the descriptive grade "Passed" in the student transcript book.
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following elements:
1. Practical work - 60%
2. Preparation and presentation of the report in accordance with the supervisors` instructions - 20%
1. 3. consultations with supervisors and independent research - 20%

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Specialist literature is defined by the partner institution supervisor.		

Supplementary readings

Specialist literature is defined by the partner institution supervisor.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

Before the internship at the partner institution, the Faculty supervisor/teacher provides instructions on conducting the internship, documenting activities, and preparing the internship report.
During the internship, the Faculty supervisor/teacher, the partner institution mentor, and the student regularly review the process, while records of the student's attendance and performance are kept. Continuous monitoring is ensured through discussion, (self-) analysis, and (self-) evaluation. Upon completion of the internship, the student completes the survey on the quality of the internship in accordance with the applicable Rulebook.

3. APPENDICES

3.1. Learning outcomes of the study programme

Learning Outcome Code	Description of the Learning Outcome
LO 1	Clearly articulate the dominant currents of thought in the history of European philosophy.
LO 2	Interpret major philosophical systems and schools.
LO 3	Precisely define key philosophical problems.
LO 4	Explain arguments supporting significant philosophical theses.
LO 5	Distinguish philosophy from other scientific disciplines.
LO 6	Evaluate the influence of philosophy on worldviews across historical epochs.
LO 7	Demonstrate an understanding of the historical and conceptual development of major philosophical debates.
LO 8	Identify the philosophical foundations of different social systems.
LO 9	Organize and participate in formal philosophical debates.
LO 10	Deliver a public lecture on a selected philosophical topic.
LO 11	Lead student projects in philosophy (e.g., panels, exhibitions, etc.).
LO 12	Distinguish philosophical disciplines according to their subject matter.
LO 13	Present philosophical issues clearly and argumentatively in essay form.
LO 14	Recognize implicit philosophical assumptions in arguments and claims.
LO 15	Analyze key texts from the f Western philosophical tradition.
LO 16	Explain the importance of the history of philosophy within philosophical study.

LO 17	Identify philosophical problems and solutions in primary texts.
LO 18	Compare different perspectives and arguments on philosophical problems.
LO 19	Critically discuss major philosophical problems and schools.
LO 20	Interpret leading theories and ideas in philosophy.

Learning outcomes of the study programme	**LO 1**	**LO 2**	**LO 3**	**LO 4**	**LO 5**	**LO 6**	**LO 7**	**LO 8**	**LO 9**	**LO 10**	**LO 11**
Total number of courses per learning outcome	15	15	19	17	10	8	13	11	13	6	6
Social Philosophy											
Epistemology I			+	+			+			+	+
Metaphysics I	+	+	+	+	+	+	+	+	+		
Ethics II	+	+	+	+				+	+		
Preparations for writing the final work			+	+	+				+	+	+
Ancient Philosophy I	+	+	+			+	+				
Aesthetics											
Ancient Philosophy II	+	+	+			+	+				
Modern Age Philosophy I	+	+	+	+				+	+		
History of Croatian Philosophy						+	+		+	+	+
Logic I	+	+	+	+	+		+	+	+	+	+
Ethics I	+	+	+	+				+	+		

Philosophy of Nature II	+	+	+	+			+			+	+
Medieval Philosophy II	+	+	+	+	+	+	+	+	+		
Logic II	+	+	+	+	+		+	+	+	+	+
Metaphysics II	+	+	+	+	+	+	+	+	+		
Introduction to Philosophy			+	+	+			+	+		
Medieval Philosophy I	+	+	+	+	+	+	+	+	+		
Modern Age Philosophy II	+	+	+	+				+	+		
Methodology of Philosophy	+	+	+	+	+						
Epistemology II			+	+	+	+	+				
Philosophy of Nature I	+	+	+	+			+				

Learning outcomes of the study programme	**LO 12**	**LO 13**	**LO 14**	**LO 15**	**LO 16**	**LO 17**	**LO 18**	**LO 19**	**LO 20**	**LO 21**
Total number of courses per learning outcome	12	12	19	11	15	16	17	12	14	13
Social Philosophy						+		+	+	
Epistemology I		+	+				+	+	+	
Metaphysics I			+	+	+	+	+	+	+	+
Ethics II	+	+	+	+	+	+	+			+
Preparing the Final Thesis		+	+			+	+	+	+	+

Ancient Philosophy I	+		+		+	+	+		+	
Aesthetics	+					+		+	+	
Ancient Philosophy II	+		+		+	+	+		+	
Modern Age Philosophy I	+	+	+	+	+	+	+			+
History of Croatian Philosophy					+					
Logika I	+	+	+	+	+		+	+	+	+
Ethics 1	+	+	+	+	+	+	+			+
Philosophy of nature II		+	+			+				
Medieval Philosophy II	+	+	+	+	+	+	+	+	+	+
Logic II	+	+	+	+	+		+	+	+	+
Metaphysics II	+	+	+	+	+	+	+	+	+	+
Introduction to Philosophy			+		+	+	+	+	+	
Medieval Philosophy I			+	+	+	+	+	+	+	+
Modern Age Philosophy II	+	+	+	+	+	+	+			+
Methodology of Philosophy		+	+							
Epistemology II	+		+			+	+	+	+	+
Philosophy of Nature I			+	+	+		+			+

3.2. Instructors in the study programme

	Gabriela Bašić Hanžek	**Marita Brčić Kuljiš**	**Bruno Ćurko**
CROSBI link	https://www.croris.hr/osobe/profil/31774	https://www.bib.irb.hr:8443/pregled/profil/31060	https://www.croris.hr/osobe/profil/1112
Title	assistant professor	full professor	associate professor
Field	Humanities	Humanities	Humanities
Discipline	Philosophy	Philosophy	Philosophy
Primary institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	permanent	permanent	permanent
Percentage of employment at the higher education institution	100	100	100
Teaching load at the primary institution	720,1 RS	1316 RS	1527,8 RS
Teaching load at external institutions	/	/	/
Estimated load in the new study programme	/	/	/
Estimated load at the primary institution	720,1 RS	1316 RS	1527,8 RS
Estimated load at external institutions	/	141 RS	/
Scientific and review papers published in the last five years (total)	2	10	12

Professional papers published in the last five years (total)	0	1	1
Total number of citations (Scopus database only)	5	3	5
Total h-index (Scopus database only)	1	1	1
Competitive project leader and/or team member (total)	2	4	/
Leader and/or team member in other projects (total)	2	5	/
List of courses taught in the programme	1. Logic I, 2. Logic II, 3. Preparing the Final Thesis 4. Philosophy of Language: Picture, Game, Act	2. Philosophy of Democracy, 3. Philosophy of Justice, 4. Preparing the Final Thesis 5. Social Philosophy, 6. Freedom of Speech, 7.Introduction to the Philosophy of Multiculturalism	1. Ethics I, 2. Ethics II, 3. Critical Thinking, 4. Introduction to Philosophy
List of completed teacher training courses	Teaching competences acquired within their completed study programme	Teaching competences acquired within their completed study programme	Teaching competences acquired within their completed study programme

	Ljudevit Hanžek	**Marko Jakić**	**Tonći Kokić**	**Anita Lunić**
CROSBI link	https://www.croris.hr/osobe/profil/31249	https://www.croris.hr/osobe/profil/34657	https://www.croris.hr/crosbi/searchByContext/2/1087	https://www.croris.hr/osobe/profil/33452
Title	Assistant Professor	Assistant Professor	Full professor	Senior teaching assistant
Field	Humanities	Humanities	Humanities	Humanities
Discipline	Philosophy	Philosophy	Philosophy	interdisciplinary Humanities

Primary institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	Employment contract	Employment contract	Employment contract	Employment contract
Percentage of employment at the higher education institution	100	100	100	100
Teaching load at the primary institution	1053 RS	962,5 RS	820,8 RS	763,2 RS
Teaching load at external institutions	/	/	/	/
Estimated load in the new study programme	/	/	/	/
Estimated load at the primary institution	1053 RS	962,5 RS	820,8 RS	763,2 RS
Estimated load at external institutions	/	/	/	/
Scientific and review papers published in the last five years (total)	2	3	11	2
Professional papers published in the last five years (total)	/	0	/	1
Total number of citations (Scopus database only)	0	2	4	11
Total h-index (Scopus database only)	0	1	1	2
Competitive project leader and/or team member (total)	3	/	4	7
Leader and/or team member in other projects (total)	3	0	0	2

List of courses taught in the programme	1. Epistemology I, 2. Philosophy of Nature I, 3. Philosophy of Nature II, 4. Methodology of Philosophy, 5. Introspection	1. Modern Age Philosophy I, 2. Modern Age Philosophy II, 3. History of Croatian Philosophy	1. Ancient Philosophy I, 2. Ancient Philosophy II, 3. Philosophy of Biology, 4. Philosophical Anthropology	1. Ethics I 2. Ethics II 3. Aesthetics
List of completed teacher training courses	Teaching competences acquired within their completed study programme	Teaching competences acquired within their completed study programme	Teaching competences acquired within their completed study programme *Writing and Reading for Critical Thinking*.	Teaching competences acquired within their completed study programme – educational conference "Teacher Competences in Relation to Student Competences" (Faculty of Humanities and Social Sciences, University of Split), March 2023

	Danica Radoš	**Hrvoje Relja**	**Dario Škarica**	**Marko Trogrlić**
CROSBI link	https://croris.hr/osobe/profil/37717e	https://www.croris.hr/crosbi/searchByContext/2/6607	https://www.croris.hr/osobe/profil/10775	https://www.croris.hr/osobe/profil/1709
Title	Assistant	Full professor	Full professor	Full professor with tenure
Field	Humanities	Humanities	Humanities	Humanities
Discipline	Philosophy	Philosophy	Philosophy	History
Home institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Institute of Philosophy, Zagreb and Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Primary institution	Employment contract	Employment contract	Employment contract	Employment contract

Percentage of employment at the higher education institution	100	70	30	100
Teaching load at the primary institution	355 RS	648 RS	405 RS	935,2 RS
Teaching load at external institutions	0		0	
Estimated load in the new study programme	/	/	/	/
Estimated load at the primary institution	355 RS	648 RS	405 RS	935,2 RS
Estimated load at external institutions	/	/	/	
Scientific and review papers published in the last five years (total)	1	9	9	
Professional papers published in the last five years (total)	/	1	4	
Total number of citations (Scopus database only)	/	1	1	2
Total h-index (Scopus database only)	/	1	1	1
Competitive project leader and/or team member (total)		/	3	
Leader and/or team member in other projects (total)		/	0	
List of courses taught in the programme	Philosophy of Nature I. Philosophy of Nature II. Modern Age Philosophy II.	1. Philosophy of Religion, 2. Metaphysics I, 3. Metaphysics II, 4. Medieval Philosophy I, 5. Medieval Philosophy II	Epistemology II,	1. Philosophy of History

List of completed teacher training courses	Teaching competences acquired within their completed study programme.			