



UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

UNDERGRADUATE STUDY PROGRAMME

Philosophy (double-major)

Class: 602-04/16-02/0002

Reg. No: 2181-190-02-2/1-16-0002

Split, December 2015

GENERAL INFORMATION OF HIGHER EDUCATION INSTITUTION

Name of higher education institution	Faculty of Humanities and Social Sciences in Split
Address	Poljička cesta 35, 21000 Split, Croatia
Phone	Dean's Office: (021) 384 144
Fax	(021) 329 288
E.mail	dekanat@ffst.hr
Internet address	www.ffst.unist.hr

GENERAL INFORMATION OF THE STUDY PROGRAMME

Name of the study programme	Undergraduate university study programme <i>Philosophy</i> (double-major)		
Provider of the study programme	Faculty of Humanities and Social Sciences		
Other participants			
Type of study programme	Vocational study programme <input type="checkbox"/>		University study programme <input type="checkbox"/>
Level of study programme	Undergraduate <input type="checkbox"/>	Graduate <input type="checkbox"/>	Integrated <input type="checkbox"/>
	Postgraduate <input type="checkbox"/>	Postgraduate specialist <input type="checkbox"/>	Graduate specialist <input type="checkbox"/>
Academic/vocational title earned at completion of study	Bachelor (baccalaureus/baccalaurea) of Arts (BA) in Philosophy (univ.bacc.phil.)		

1. INTRODUCTION

1.1. Reasons for starting the study programme

The idea of organizing *Philosophy* studies has been present ever since the foundation of the Department of Humanities in Split. The development of the Humanities and Social Studies was unthinkable without philosophy and the foundation of the Faculty of Humanities and Social Sciences in Split became meaningful upon establishing *Philosophy* studies.

The study of philosophy is further justified by the fact that, apart from Split, the most southern city providing the opportunity of studying philosophy is Zadar which is at the very north of the Middle Dalmatia. The entire Central and South Dalmatia gravitates on the city of Split, including a certain number of residents of Bosnia and Herzegovina, thus accounting together for more than half a million people. Given the fact that a substantial proportion of the students at the University of Split come from the outside of the city itself, it is reasonable to expect interest in studying philosophy.

It was the fact that *Philosophy* studies at the University of Zadar separated from the University of Split in 2003 which gave final impetus to initiating the study of *Philosophy* in Split. It was possible to study philosophy at the University of Zadar since 1956. However, the study of *Philosophy* was formally a constituent part of the University of Split from 1974 to 2003. When the University of Zadar became independent, Split lost its dislocated *Philosophy* studies, which made the initiation of this study programme at the Faculty of Humanities and Social Sciences, University of Split indispensable. The aim of the undergraduate study programme in *Philosophy* at the Faculty of Humanities and Social Sciences in Split is to educate experts in the field of philosophy so as to be able to continue their education at the graduate study programme in *Philosophy*. It is also oriented towards academic and intellectual enrichment of Split and the entire Dalmatia.

1.2. Relationship with the local community (economy, entrepreneurship, civil society, etc.)

The Department of Philosophy collaborates with the Croatian Philosophical Society not only in organizing forums and public lectures but also in organizing the symposium *Mediterranean Roots of Philosophy* which is extremely relevant to the local community. The Split Circle, a branch of the Croatian Philosophical Society, is very active in both organizing public debates and forums and collaborating with the Faculty of Humanities and Social Sciences in Split.

1.3. Compatibility with requirements of professional organizations

The study programme in *Philosophy* is in line with the requirements of professional organizations such as the Croatian Philosophical Society (CPS) and the Croatian Society for Analytic Philosophy (CSAP).

1.4. Name possible partners outside the higher education system that expressed interest in the study programme

The Croatian Philosophical Society (CPS) and the Croatian Society for Analytic Philosophy (CSAP).

1.5. Financing

Ministry of Science, Education, and Sport.

1.6. Comparability of the study programme with other accredited programmes in higher education institutions in the Republic of Croatia and EU countries

The study programme in *Philosophy* is fully compatible to other study programmes in *Philosophy* at all other universities in Croatia and the European Union.

The undergraduate study programme in *Philosophy* is comparable to the undergraduate study programme in *Philosophy* at the University of Zagreb ([URL: http://www.ffzg.unizg.hr/filoz/preddipl-studij/](http://www.ffzg.unizg.hr/filoz/preddipl-studij/)) and the Faculty of Arts, University of Ljubljana ([URL: http://www.ff.uni-lj.si/en/1/Study/Departments/Department-of-Philosophy.aspx](http://www.ff.uni-lj.si/en/1/Study/Departments/Department-of-Philosophy.aspx)).

1.7. Openness of the study programme to student mobility (horizontal, vertical in the Republic of Croatia, and international)

Students have the opportunity of attending elective courses provided by other study programmes at the Faculty of Humanities and Social Sciences in Split and provided by other constituents of the University of Split. Furthermore, the students who enrol the study programme in *Philosophy* at the University of Split can finish their education at any other university in Croatia and vice versa.

The students can achieve mobility through Erasmus+ programmes which has already been successfully achieved.

1.8. Compatibility of the study programme with the University mission and the strategy of the proposer, as well as with the strategy statement of the network of higher education institutions

The study programme focusing on the Mediterranean along with the international and interdisciplinary symposium *Mediterranean Roots of Philosophy* demonstrate compatibility with the mission and the strategy of the Faculty of Humanities and Social Sciences, University of Split.

The study programme in *Philosophy* is also compatible with trends in both the EU and Croatia since it encourages not only critical but also analytical and logical thinking.

1.9. Current experiences in equivalent or similar study programmes

The teaching staff who propose and plan the undergraduate study programme in *Philosophy* includes experts from diverse fields of philosophy whose academic and scientific references are in accordance with the tasks imposed by this study programme. Education at the Department of Philosophy, depending on the requirements of the study programme, will be additionally enriched through the engagement of eminent associates in this field.

The study programme in *Philosophy* has been successfully implemented within the Faculty of Humanities and Social Sciences in Split since 2005.

2. DESCRIPTION OF THE STUDY PROGRAMME

2.1. General information

Scientific/artistic area of the study programme	Philosophy
Duration of the study programme	3 years (6 semesters)
The minimum number of ECTS required for completion of study	90 (180 ECTS)
Enrolment requirements and admission procedure	<p>Applicants are entitled to enrol by the scores achieved in secondary school, state secondary school graduation exam and special achievement.</p> <p>Applicants are required to pass the basic level for all the compulsory subjects at the state exam. Compulsory subjects include Croatian language (a maximum of 20% of points), mathematics (a maximum of 20% of points) and foreign language (a maximum of 20% of points). Special achievement refers to one of the top three places in the state competition in Logics/Philosophy in secondary school. The applicant is awarded 5% of points for each accomplishment with a maximum of 10% of the points in the overall achievement.</p>

2.2. Learning outcomes of the study programme (name 15-30 learning outcomes)

Upon the completion of the undergraduate study programme in *Philosophy* the students will be able to:

- clearly state the dominant currents of thought in the history of European philosophy
- interpret the most important philosophical systems and schools
- accurately define the key philosophical problems
- explain arguments in favour of significant philosophical theses

- explicitly state the difference between philosophy and other fields of science
- evaluate the impact of philosophy in forming different points of view in historical periods
- display historical and conceptual development of famous philosophical debates
- identify philosophical foundations of different social systems
- organize an official philosophical debate
- hold a public lecture on a certain philosophical issue
- manage and lead students' projects in the field of philosophy (billboards, exhibitions...)
- differentiate philosophical disciplines according to the field of inquiry
- publicly display philosophical arguments in essay form
- notice tacit philosophical assumptions about certain statements and arguments
- analyze the key texts from the corpus of Western philosophy
- clarify the importance of the history of philosophy in the study of philosophy
- identify philosophical problems and solutions in the original texts
- compare different points of view and arguments
- critically discuss major philosophical problems and schools of philosophy
- interpret the leading philosophical theories and ideas
- conduct analytical reasoning

2.3. Employment possibilities

Graduates of *Philosophy* will be able to take on jobs in different workplaces and various institutions in the area of economy. Most of the students are expected to look for employment within educational institutions including secondary schools (particularly in gymnasiums) where they can teach Logics, Philosophy and Ethics.

The skills acquired during the study of *Philosophy* provide opportunities for students to work in publishing and the newspaper industry and other media (radio, television...). Plentiful employment options within the institutions in the area of culture are also available.

2.4. Possibilities of continuing studies at a higher level

The Bachelor of Arts can enrol in a two-year double-major graduate study programme in *Philosophy* at the Faculty of Humanities and Social Sciences in Split. The Bachelor of Arts can also enrol in comparable graduate studies offered at other universities in Croatia and abroad.

2.5. Name lower level studies of the proposer or other institutions that qualify for admission to the proposed study

N/A

2.6. Structure of the study

The undergraduate study programme in *Philosophy* is structured as a double-major study programme and can thus be combined with any other double-major study programme at the Faculty of Humanities and Social Sciences in Split. The programme lasts for three years with two semesters a year (six semesters in total). One study year carries 30 ECTS credits. Students can enrol only one elective course provided by other study programmes at the Faculty of Humanities and Social Sciences in Split.

Students' responsibilities are regulated by the syllabi of individual courses (see course descriptions). Students' responsibilities in terms of class attendance, study rhythm and exams are regulated by the Ordinance on Study Programmes and Study System of the University of Split.

2.7. Guiding and tutoring through the study system

The students are in constant contact with their professors and the Faculty administration. Faculty webpages provide e-mail contacts of the entire teaching staff. Intranet (www.ffst.hr) which was introduced in the fall of 2013. provides and ensures not only constant interaction between the teachers and the students, but also continuous access to all the relevant information about the classes and the courses. The students can consult their course teachers for help and advice during their office hours. The students are to choose and consult their final thesis supervisors and to complete all of their obligations required by this study programme .

2.8. List of courses that the student can take in other study programmes

All students can enroll 1 course a year through elective courses offered at other relevant level programs at the Faculty of Humanities and Social Sciences in Split. The list of courses offered to all students is available on the Faculty's web page.

2.9. List of courses offered in a foreign language as well (name which language)

Elective course Philosophy of Justice (30 lectures) can be organized in a foreign language.

2.10. Criteria and conditions for transferring the ECTS credits

Students who have achieved more than 42 ECTS credits in a preceding academic year are considered students of the following year. Students who did not pass all the courses in a given year in the next year have to enrol first into those courses they had failed. Students who accomplish the minimum of 60 ECTS credits in the preceding year are allowed to enrol into courses the sum of which is 75 ECTS credits in the following year.

ECTS credits gained outside the Faculty of Humanities and Social Sciences are recognized in accordance with the value of ECTS credits set by the Faculty of Humanities and Social Sciences. The transfer of points can be carried out between

different study programmes in *Philosophy*. The criteria and transfer requirements follow from the current regulations in place at the Faculty of Humanities and Social Sciences.

2.11. Completion of study

<i>Final requirement for completion of study</i>	BA thesis <input type="checkbox"/> MA thesis <input type="checkbox"/>	BA exam <input type="checkbox"/> MA exam <input type="checkbox"/>
<i>Requirements for final/diploma thesis or final/diploma/exam</i>	All exams passed.	
<i>Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis</i>	BA thesis graded by the supervisor.	

2.12. List of mandatory and elective courses

List of courses							
Year of study: I							
Semester: I							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	1UF30	Introduction to Philosophy	30	0	0	0	3
	1AN30	Ancient Philosophy I	30	0	0	0	3
	1LG30	Logic I	30	0	15	0	4
	1FP30	Philosophy of Nature I	15	15	0	0	2
	Total		120	0	0	0	12
Elective	IIN30	Introspection	30	0	0	0	3
	IFB30	Philosophy of Biology	30	0	0	0	3
	IFZ30	Philosophy as a Life Form	30	0	0	0	3
	IKM30	Critical Thinking	30	0	0	0	3
	Indicate how many elective courses are chosen: 1						

List of courses							
Year of study: I							
Semester: II							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	2AN30	Ancient Philosophy II	30	0	0	0	3
	2LG30	Logic II	30	0	15	0	4
	2FM30	Methodology of Philosophy	30	0	0	0	3
	2FP30	Philosophy of Nature II	15	15	0	0	2
	Total		120	0	0	0	12
Elective	IFA30	Philosophic Anthropology	30	0	0	0	3
	IFP30	Philosophy of Justice	30	0	0	0	3

List of courses							
Year of study: III							
Semester: V							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	5NF30	Modern Philosophy I	30	15	0	0	4
	5ET30	Ethics I	30	15	0	0	4
	5HF30	History of Croatian Philosophy	30	15	0	0	4
	Total		90	45	0	0	12
Elective	IIN30	Introspection	30	0	0	0	3
	IFB30	Philosophy of Biology	30	0	0	0	3
	IFZ30	Philosophy as a Life Form	30	0	0	0	3
	IFM30	Introduction to Philosophy of Multiculturalism	30	0	0	0	3
	IKM30	Critical Thinking	30	0	0	0	3
	IFS30	Freedom of speech	30	0	0	0	3
	HZX008	Professional Practice at a Teaching Base*	0	30	40	80	5
	Indicate how many elective courses are chosen :1						

List of courses							
Year of study: III							
Semester: VI							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	6NF30	Modern Philosophy II	30	15	0	0	4
	6ET30	Ethics II	30	15	0	0	4
	6ZR15	Preparation for writing the BA thesis	2	9	4	0	2
	6IZR	BA thesis	0	0	0	0	5 ¹
	Total		62	39	4	0	15
Elective	IFA30	Philosophical Anthropology	30	0	0	0	3
	IFL30	Philosophy of Logic	30	0	0	0	3
	IFP30	Philosophy of Justice	30	0	0	0	3
	IPV30	Philosophy of History	30	0	0	0	3
	IFD30	Philosophy of Democracy	30	0	0	0	3
	IFR30	Philosophy of Religion	30	0	0	0	3
	HZX008	Professional Practice at a Teaching Base*	0	30	40	80	5
	Students are not required to choose an elective course.						

¹ The student is awarded a total of 10 ECTS credits for the final thesis at the double-major study programme in *Philosophy*.

2.13. Course description

NAME OF THE COURSE		INTRODUCTION TO PHILOSOPHY					
Code	1UF30	Year of study		1st Undergraduate			
Course teacher	Bruno Ćurko, Associate professor	Credits (ECTS)		3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			30				
Status of the course	Mandatory	Percentage of application of e-learning		10 %			
COURSE DESCRIPTION							
Course objectives	Making acquaintance with emergence and development of philosophy and with different forms of philosophising. Training of students for critical deliberation on fundamental issues and problems of philosophy.						
Course enrolment requirements and entry competences required for the course	Enrollment in the first semester of undergraduate study.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Getting acquaintance with fundamental issues and problems of philosophy. Definition of crucial philosophical concepts. Interpretation of certain conceptions and forms of philosophy. Comparison of philosophical standpoints and argumentation. Critical reconsideration and assessment of philosophical thesis and attitudes. Own argumentation of thesis for and against standpoints of certain philosophers.						
Course content broken down in detail by weekly class schedule (syllabus)	1. Concept and meaning of the word philosophy. 2. Sources and forms of philosophy. 3. Philosophy as a form of living, general wisdom, and science. 4. Axis age of the world history and the beginning of philosophy in Hellas. 5. First sages, sophists and philosophers. 6. Plato's conception of philosophy and dialectics. 7. Knowledge and theory in Aristotle's philosophy. 8. Philosophy as a science on truth. 9. Descartes's founding of the modern philosophy of mind and subject. 10. Kant's critical renovation of philosophy. 11. Fichte's science of knowledge. 12. Hegel's encyclopaedia of the philosophical sciences. 13. Overcoming of metaphysics and the end of philosophy in the opus of Heidegger. 14. Philosophy in Gadamer's philosophical key. 15. Critical rationalism and Popper's philosophy of world.						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	/						
Screening student work(name the	Class attendance	1	Research	/	Practical training	/	

proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	1	(Other)	
	Tests	/	Oral exam	1	(Other)	
	Written exam	/	Project	1	(Other)	
Grading and evaluating student work in class and at the final exam	Criteria for evaluating and grading individual elements are described in the course repository. The overall work of the student during the class is evaluated. Class activity, participation in discussions during classes and seminars. The exam is taken orally. Class activity, participation in discussions during classes. The exam is taken orally. Student activity during classes (regularity, participation in discussions, independent assignments) - 20%; students are required to read three original philosophical works and take an oral exam - 80%.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Platon, <i>Fedon</i> , Naklada Jurčić, Zagreb 2010.			1	/	
	Platon, <i>Teetet</i> , Naprijed, Zagreb 1979.			1	/	
	Platon, <i>Protagora</i> , Beograd : Kultura, 1968			1	/	
	Aristotel, <i>Metafizika (I, II, VI, XII)</i> , : Fakultet političkih nauka Sveučilišta : Liber, Zagreb 1985.			1	/	
	Aristotel, <i>Nagovor na filozofiju</i> . Zagreb: Naprijed, 1996.			1	/	
	Descartes, R. (1993). <i>Meditacije o prvoj filozofiji</i> Zagreb: Demetra, 1993.			1	/	
	Descartes, R.). <i>Rasprava o metodi</i> , Matica hrvatska, Zagreb, 1951.			1	/	
	Kant, I., <i>Kritika čistoga uma</i> , Zagreb : Nakladni zavod Matice hrvatske, 1984.			1	/	
	Kant, I., <i>Metafizika čudoređa</i> , Zagreb : Matica hrvatska, 1999.			1	/	
	Kant, I., <i>Logika</i> , Neven, Zagreb, 2008.			1	1	
	Fichte, J. G., <i>Osnova cjelokupne nauke o znanosti</i> Zagreb : Naprijed, 1974.			1	/	
	Hegel, G. W. F., <i>Fenomenologija duha</i> Kultura, Zagreb, 1955			1	/	
	Heidegger, M., <i>Kraj filozofije i zadaća mišljenja</i> . Zagreb : Naprijed, 1966.			1	/	
	Heidegger, M., <i>Bitak i vrijeme</i> , Zagreb : Naprijed, 1985.			1	/	
	Heidegger, M., <i>Bitak i vrijeme</i> , Zagreb : Naprijed, 1985.			1	/	
	Gadamer, H.- G. <i>Istina i metoda</i> Sarajevo : "Veselin Masleša", 1978.			1	/	
	Popper, K. <i>Logika istraživanja</i> . Beograd : Nolit, 1973.			1	/	
	Popper, K., <i>U potrazi za boljim svijetom</i> . Zagreb : KruZak, 1997.			1	/	
Optional literature (at the time of submission of study programme proposal)	Joseph M. Bocheński, <i>Introduction to Philosophy</i> . Split 1997. Eugen Fink, <i>Introduction to Philosophy</i> . Zagreb 1998. Thomas Nagel, <i>What Does It All Mean. A Short Introduction to Philosophy</i> . Zagreb 2002. Branko Bošnjak, <i>Systematisation of Philosophy</i> . Zagreb 1977. Branko Despot, <i>Introduction to Philosophy</i> . Zagreb 1988. Rolf Elberfeld (ed.), <i>Was ist Philosophie?</i> Stuttgart 2006.					
Quality assurance methods that ensure						

NAME OF THE COURSE		ANCIENT PHILOSOPHY I				
Code	1AN30	Year of study	First Year			
Course teacher	Dr. Tonči Kokić, Full Professor	Credits (ECTS)	3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	Required course	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The main goal of the „Ancient philosophy I“ course is an introduction to review of general meaning of historical study and presentation of philosophy, a provision of insights to the basic terms, meanings, sources and main periods of ancient philosophy.					
Course enrolment requirements and entry competences required for the course	No prerequisites.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon the completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the importance of history of philosophy in the philosophy studies, 2. Explain the importance of antic philosophy, 3. Define main philosophical terminology in Milesians and Pythagorean 4. Analyze main philosophical ideas of Heraclitus and the Atomists 5. Explain philosophical importance of Sophists and Socrates 6. Recognize philosophical problems and solutions in Plato's original text 7. Critically discuss main philosophical problems and school (Milesian school, Eliar school, Plato...). 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Course Overview and Instructions (2L)</p> <ol style="list-style-type: none"> 1. Introduction in Ancient Philosophy/ Reader: Astrological Poetry (2L) 2. Milesians, Pythagoreanism/ A Presocratics reader (Diels): Milesian School Pythagoras (2L) 3. Heraclitus, Eleacit School / A Presocratics reader (Diels): Heraclitus, Parmenides and Zeno (2L) 4. Presocratic Atomism / A Presocratics reader (Diels): Democritus (2L) 5. The Sophists / A Presocratics reader (Diels): Protagoras, Gorgias (2L) 6. Preparation exam 1 / Analysis (2) 7. The Historical Socrates (2P) 8. Socrates – The Philosophical significance (2L) 9. Plato- The Sources and Canon (2L) 10. Plato -teorija ideja, antropologija i etika (2L) 11. Plato – Early period / Apology (2L) 12. Plato - Middle period / Meno (2L) 13. Plato – Late period / The Republic (2L) 14. Preparation exam 2 / Analysis (2) 					

Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> other		
Student responsibilities	In addition to participation in at least 60% of lecture classes, students will adopt course contents by: reading the primary literature, keeping a reading diary, distinguishing and studying open questions related to the reviewed content. Students will pass two preparatory tests and/or written test and achieve a minimum of 51% accuracy.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Reading diary	0,5
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	0,5	(Other)	
	Written exam	1	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Course achievement will be evaluated as the percept of participation in the class activities (10%), results on the two preparatory tests and/or written test (30%), and results on the oral exam which includes evaluation of reading diary and primary literature (60%).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Kokić, T. Pregled antičke filozofije, Naklada Breza, Zagreb, 2015.				10	/
	Diels, H. (ur.), Predsokratovci. Zagreb, Naprijed Svezak I i II. 1983.				/	Digital form
	Diogen Laerčanin, Životi i mišljenja istaknutih filozofa.				1	Digital form
	Platon,Država.				1	/
	Platon, Menon.				1	/
	Platon,Gozba.				1	/
Optional literature (at the time of submission of study programme proposal)	<div>1. Curd, P. (2008) The Oxford Handbook of Presocratic Philosophy, Oxford University Press</div> <div>2. Guthrie, W. K. C. (2005). Povijest grčke filozofije. Raniji predsokratovci i pitagorovci. Knjiga I. Naklada Jurčić.</div> <div>3. Guthrie, W. K. C. (2006). Predoskratovska tradicija od Parmenida do Demokrita. Knjiga II. Naklada Jurčić, Zagreb.</div> <div>4. Guthrie, W. K. C. (2006). Povijest grčke filozofije. Sofisti - Sokrat. Knjiga III. Naklada Jurčić, Zagreb.</div> <div>5. Guthrie, W. K. C. (2007). Povijest grčke filozofije. Platon. Čovjek i njegovi dijalozi. Ranije doba. Knjiga 4. Naklada Jurčić, Zagreb.</div> <div>6. Guthrie W. K. C. (2007) Povijest grčke filozofije. Kasni Platon i Akademija. Knjiga 5. Naklada Jurčić, Zagreb</div> <div>7. Kraut, R. (1992). The Cambridge Companion to Plato. Cambridge University Press.</div> <div>8. Reale, G. A (1987). History of Ancient Philosophy From the Origins to Socrates. State University of New York Press</div> <div>9. Reale, G. (1990). A History of Ancient Philosophy II: Plato and Aristotle. State University of New York Press</div> <div>10. Windelband,, W. (1988). Povijest filozofije, I svezak. Naprijed, Zagreb.</div>					
Quality assurance methods that ensure	Class attendance, class activity, success in performing tasks; student survey on the quality of teaching and teachers at the university level; test completion and					

the acquisition of exit competences	fulfilment of other obligations listed in the syllabus; individual consultations; students' self-assessment of the achieved learning outcomes and collaborative assessment of the implementation and quality of the teaching process in the classroom.
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NAME OF THE COURSE		Logic I					
Code	1LG30	Year of study	1 st				
Course teacher	Dario Škarica, Full Professor	Credits (ECTS)	4				
Associate teachers	Gabriela Bašić Hanžek, Senior Assistant	Type of instruction (number of hours)	L	S	E	F	
			30	0	15	0	
Status of the course	Compulsory core	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	Introduction to contemporary symbolic logic <i>via</i> propositional logic.						
Course enrolment requirements and entry competences required for the course	No requirements.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After attending the course, students will be able to: 1. Explain what is logic 2. Interpret the role of logic in the study of philosophy 3. Explain the purpose of symbolic syntax 4. Identify and explain truth tables in propositional logic. 5. Use semantic methods to examine validity of inferences in propositional logic 6. Translate from natural language to language of propositional logic and <i>vice versa</i>						
Course content broken down in detail by weekly class schedule (syllabus)	Course (15x2): First part of the college textbook, intended for the undergraduate level: Mirko Jakić: "LOGIKA 1", Školska knjiga, Zagreb 2007 1. PROPOSITIONAL LOGIC: Defining basic concepts; Symbolic syntax 2. TRUTH TABLES IN PROPOSITIONAL LOGIC: Symbolic semantics; Reductio ad absurdum; Truth-functional equivalence; Truth-functional consistency; Truth-functional entailment 3. TABLEAUX IN PROPOSITIONAL LOGIC: Tableaux construction; Logical operators rules: Procedures in tableaux construction; Inference validity, semantics of the basic truth-functional determinations; Truth-functional conditions of propositional equivalence; Truth-functional conditions of deductive entailment relation between propositions 4. DERIVATIONS IN PROPOSITIONAL LOGIC: Proof construction; Derivations; Derivations and semantics of basic conceptual determinations; Theorems of propositional logic, derivational condition of equivalence; Derivation strategies; Consistency testing; Additional derivational rules; Entailment testing, fallacies, construction procedures Exercises (15 x 1) 1. analysis of inferences in natural language (standard form of inference) 2. and 3. symbolic systems and formal theories 4. exercise in syntax of propisitional logic I: complexity of formulas, priority of connectives						

	5. exercise in syntax of propositional logic II: interdefinability of connectives, DeMorgan's laws 6. and 7. exercise in translation from natural language to language of propositional logic and <i>vice versa</i> 8. and 9. use of truth tables in examining logical properties and relations of formulas and sets of formulas in propositional logic 10. and 11. <i>reductio ad absurdum</i> in propositional logic 12. and 13. semantic (truth) trees for propositional logic 14. and 15. natural deduction system for propositional logic.					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In addition to attendance to at least 80% lectures and active participation (assignments and discussions), students are obliged to study the literature and pass a final written exam.					
Screening student work(<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1,5	Research	0,5	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Overall work on the course is evaluated: active participation during lectures and written exam. Further evaluation criteria are available at the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Mirko Jakić (2007). <i>Logika 1 (za prvostupničku razinu sveučilišnog obrazovanja)</i> . Zagreb: Školska knjiga. 2. Srećko Kovač i Berislav Žarnić (2008). <i>Logička pitanja i postupci: problemski uvod u elementarnu logiku</i> . Zagreb: Kruzak [selected chapters].				1	Otvoreno znanje.
Optional literature (at the time of submission of study programme proposal)	Leigh S. Cauman (2004). <i>Uvod u logiku prvog reda</i> . Zagreb: Naklada Jesenski i Turk. Berislav Žarnić (2002). <i>Simbolička logika</i> (kompilacija prijevoda, didaktičkih prilagodaba, riješenih zadataka i originalnih tekstova). Berislav Žarnić. <i>Otvoreno znanje</i> . http://paideia.ffst.hr/~logika/doku.php Mladen Vuković (2009). <i>Matematička logika</i> . Zagreb: Element. Ivan Macan (2005). <i>Uvod u tradicionalnu logiku: priručnik za studente</i> . Zagreb: Filozofski fakultet Družbe Isusove					
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks, student questionnaire on the quality of teaching and teachers at the university level, passed exam and the fulfillment of the other obligations prescribed by the syllabus, individual consultations, students' self-assessment of the learning outcomes they					

NAME OF THE COURSE		PHILOSOPHY OF NATURE I				
Code	1FP30	Year of study	1 st			
Course teacher	Ljudevit Hanžek, Assistant Professor	Credits (ECTS)	3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	Compulsory core	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	Basic objective of the course is the students acquaintance of the key concepts of classical philosophy of nature in their historical realizations from Aristotel to Boscovich: force and matter, space and time, continuum and infinity.					
Course enrolment requirements and entry competences required for the course	No requirements.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After attending the course, students will be able to: 1. Present and clarify Aristotle's view of crucial concepts in philosophy of nature; 2. Present and clarify Aquinas' view of crucial concepts in philosophy of nature; 3. Explain Petrić's understanding of infinity and continuum; 4. Interpret Boscovich's position on space and time.					
Course content broken down in detail by weekly class schedule (syllabus)	Course (15x2 Lectures) 1. Classical philosophy of nature in epochal historical realizations (2L) 2. Plato's philosophy of nature (2L) 3. Aristotle on infinity (2L) 4. Aristotle on continuum (2L) 5. Aristotle on motion (2L) 6. Aristotle on place, void and time (2L) 7. Substantial and accidental change in material beings (2L) 8. Material beings composed of act and potency (2L) 9. Proofs of hylomorphic composition of material beings (2L) 10. Metaphysical consequences of hylomorphic composition of material beings (2L) 11. Petrić on infinity (2L) 12. Petrić on continuum (2L) 13. Two attempts at mathematization: Cavalieri's method of indivisibles and Newton's method of first and final proportions (2L) 14. Boscovich on force and matter (2L) 15. Boscovich on space and time (2L)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular attendance of classes, oral exam.					

Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Reading diary	/
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	2	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Course grade is determined by oral exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Aristotel <i>Fizika</i> , Zagreb: Naprijed, 1987.				1	/
	Toma Akvinski, <i>Izabrano djelo</i> , Zagreb: Globus 2005.				1	/
	Petrić, F., <i>Pancosmia</i> , u: F. Petrić. <i>Nova sveopća filozofija</i> , Zagreb: Liber. 1979				1	/
	Bošković, R. J., <i>Teorija prirodne filozofije</i> , Zagreb: Liber, 1974				1	/
	Martinović, I., <i>Neprekidnina i beskonačnost od predsokratovaca do Newtona (samo za studente)</i> 2005.				/	Online version
	Martinović, I. ,»Petrićevi prigovori Aristotelovu pojmu neprekidnine«, <i>Filozofska istraživanja</i> 30 (2010), pp. 467-485.				/	Online version
Optional literature (at the time of submission of study programme proposal)	1. Pavlović, B., <i>Filozofija prirode</i> , Zagreb: Naprijed, 1978. 2. Dadić, Ž. , <i>Frane Petriš</i> , Zagreb: Školska knjiga, 2000. 3. Kant, I., <i>Metafizička polazna načela prirodne znanosti</i> , Sarajevo: Logos, 1990 4. Martinović, I., »Petrićeva prosudba Aristotelove prirodne filozofije u <i>Discussiones peripateticæ</i> i njezini odjeci u <i>Nova de universis philosophia</i> «, u: 5. Franciscus Patricius / Frane Petrić, <i>Discussionum peripateticarum tomus quartus / Peripatetičke rasprave – svezak IV</i> , Zagreb: Institut za filozofiju, pp. xlvii-xciii. 2012.					
Quality assurance methods that ensure the acquisition of exit competences	Records of class attendance, active participation in class, class and teacher evaluation at the end of the semester, office hours.					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		ANCIENT PHILOSOPHY II					
Code	2AN30	Year of study		First year			
Course teacher	Dr. Tonči Kokić, Full Professor	Credits (ECTS)		3			
Associate teachers	/	Type of instruction (number of hours)		L	S	E	F
				30	0	0	0

Status of the course	Required course	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The main goal of the course is to provide an overview of antic philosophy from Aristotle to/including Hellenistic and Roman period. Besides the historical study, the course reviews main philosophical terms and critically presents philosophical concepts of main authors and schools.					
Course enrolment requirements and entry competences required for the course	No prerequisites.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course, students will be able to: 1. identify the philosophical views of the authors of the original texts, philosophical terms, issues and schools of the selected philosophical era 2. Explain Aristotelian philosophy (metaphysics, logics, ethics) 3. Analyze original work of Aristotle 4. Critically discuss Stoic philosophy, the Epicureans; 5. Present the ideas of skepticism and Hellenistic-Jewish philosophy; 6. Discuss Neoplatonism and early Christian philosophical thought; 7. Be able to connect these concepts and problems with general and other philosophical concepts and problems that occur in other periods.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Course Overview and Instructions II (2L) 2. Aristotle, Introduction and Canon (2P) 3. Aristotle, Metaphysics (2P) 4. Aristotle, Ethics and politics (2P) 5. Aristotle, Physics (2P) 6. Aristotle, Organon (Logic) (2P) 7. Preparation exam 1 / Analysis (L) 8. Stoic Philosophy (2P) 9. Epicureanism: Theory of knowledge and Structure of things (2P) 10. Academic Skepticism (2P) 11. Hellenistic Judaism (2P) 12. Neoplatonism: Plotinus (2P) 13. Roman Philosophy (2P) 14. Preparation exam 2 / Analysis (2) 15. Final talk (2L)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In addition to participation in at least 60% of lecture classes, students will adopt course contents by: reading the primary literature, keeping a reading diary, distinguishing and studying open questions related to the reviewed content. Students will pass two preparatory tests and/or written test and achieve a minimum of 51% accuracy.					
Screening student work(name the proportion of ECTS credits for	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Reading diary	0,5

each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	0,5	(Other)	
	Written exam	1	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Course achievement will be evaluated as the percept of participation in the class activities (10%), results on the two preparatory tests and/or written test (30%), and results on the oral exam which includes evaluation of reading diary and primary literature (60%).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Kokić, T. <i>Pregled antičke filozofije</i> , Naklada Breza, Zagreb, 2015.				10	/
	Copleston, F. A., <i>History of Philosophy</i> , Volume I., Image; 1993.				/	Digital format
	Aristotel, <i>Metafizika</i> .				1	/
	Aristotel, <i>Fizika</i> . Hrvatska sveučilišna naklada 1992.				1	/
	Aristotel, <i>Politika</i> .				1	/
	Aristotel, <i>Nikomahova etika</i> .				1	/
Optional literature (at the time of submission of study programme proposal)	<div>1. Algra, K, Barnes, J, Mansfeld, J, Schofield, M. (ur.). <i>The Cambridge History of Hellenistic Philosophy</i>.</div> <div>2. Barnes, J. <i>The Cambridge Companion to Aristotle</i>. Cambridge University Press, 2005.</div> <div>3. Gerson, L. <i>The Cambridge Companion to Plotinus</i>. Cambridge University Press, 1996.</div> <div>4. Guthrie, W. K. C. <i>Aristotel: sučeljavanja</i>. Naklada Jurčić, Zagreb 2007.</div> <div>5. Jaeger, W. Aristotle: <i>Fundamentals of the History of his Development</i>, Oxford University Press 1934.</div> <div>6. Kraut, R. <i>The Cambridge Companion to Plato</i>. Cambridge University Press 1992.</div> <div>7. Long, A. A. <i>Hellenistic Philosophy. Stoics, Epicureans, Sceptics</i>. University of California Press; 1986.</div> <div>8. Morford, M., <i>Roman Philosophers</i>. Routledge 2002.</div> <div>9. Reale, G. A. <i>History of Ancient Philosophy II: Plato and Aristotle</i>. State University of New York Press 1987.</div> <div>10. Reale, G. (<i>The Systems of the Hellenistic Age: History of Ancient Philosophy</i>. State University of New York Press 1985.</div> <div>11. Schenck, K.. <i>A Brief Guide to Philo</i>. Westminster John Knox Press; 2005.</div> <div>12. Win Reale, G.,. <i>A History of Ancient Philosophy II: Plato and Aristotle</i>. State University of New York Press 1990.</div> <div>13. Windelband, W., <i>Povijest filozofije, I svezak</i>. Naprijed, Zagreb 1988.</div>					
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, success in performing tasks; student survey on the quality of teaching and teachers at the university level; test completion and fulfilment of other obligations listed in the syllabus; individual consultations; students' self-assessment of the achieved learning outcomes and collaborative assessment of the implementation and quality of the teaching process in the classroom.					

NAME OF THE COURSE		Logic II					
Code	2LG30	Year of study		1 st			
Course teacher	Dario Škarica, Full Professor	Credits (ECTS)		4			
Associate teachers	Gabriela Bašić Hanžek, Senior Assistant	Type of instruction (number of hours)		L	S	E	F
				30		15	

Status of the course	Compulsory core	Percentage of application of e-learning	20%
COURSE DESCRIPTION			
Course objectives	Further investigation of contemporary symbolic logic - predicate logic.		
Course enrolment requirements and entry competences required for the course	No requirements.		
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After attending the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Explain predicate logic and natural languages 2. Interpret truth tables in predicate logic 3. Interpret tableaux in predicate logic 4. Analyse derivations in predicate logic 5. Identify the possibilities of basic predicate logic in symbolizing texts 6. Prove consistency and validity of natural language texts, translated into symbolic language 7. Use diagrams for predicate logic 8. Translate from natural language to language of predicate logic and vice versa. 		
Course content broken down in detail by weekly class schedule (syllabus)	<p>Course (15x2): Second part of the college textbook, intended for the undergraduate level: Mirko Jakić: "LOGIKA 1", Školska knjiga, Zagreb 2007</p> <ol style="list-style-type: none"> 1. PREDICATE LOGIC AND NATURAL LANGUAGES: Defining basic concepts; Symbolic syntax; Quantification and instantiation; Indeterminate pronouns, logical square; Symbolizing procedures; Complex syntactical properties of sub-sentential relations; Identity; Symbolic semantics of predicate logic; Quantificational equivalence; Quantificational consistency; Quantificational entailment 2. TRUTH TABLES IN PREDICATE LOGIC: Identity and open formulas; Free variables, propositional constants, uninterpreted domain of discourse 3. TABLEAUX IN PREDICATE LOGIC: Tableaux construction; Procedures in tableaux construction; Completed tableaux, consistency and infinity; Symbolic semantics; Identity and tableaux; Finiteness and infinity; Quantificational consistency of an infinite set of formulas; Procedures in tableaux construction 4. DERIVATIONS IN PREDICATE LOGIC: Proof construction; Derivations; Derivations and semantics of basic conceptual determinations; Additional derivational rules; Derivations with identity <p>Exercises (15 x 1)</p> <ol style="list-style-type: none"> 1. and 2. exercise in syntax of predicate logic I: distinguishing formulas from sentences, quantification and instantiation of formulas 3. exercise in syntax of predicate logic II: equivalence between quantified formulas 4. and 5. exercise in translation from natural language to language of predicate logic and <i>vice versa</i>. 6. and 7. first order structures 8. and 9. square of oppositions in predicate logic (diagrams) 10. truth tables in examining logical properties and relations of formulas and sets of formulas in predicate logic 11. <i>reductio ad absurdum</i> in predicate logic 12. and 13. semantic (truth) trees for predicate logic 14. natural deduction system for predicate logic. 		

Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In addition to attendance to at least 80% lectures and active participation (assignments and discussions), students are obliged to study the literature and pass a final written exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	0,5	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Overall work on the course is evaluated: active participation during lectures and written exam. Further evaluation criteria are available at the course repository.					
	Title			Number of copies in the library	Availability via other media	
Required literature (available in the library and via other media)	1. Mirko Jakić (2007). <i>Logika 1 (za prvostupničku razinu sveučilišnog obrazovanja)</i> Zagreb: Školska knjiga. 2. Srećko Kovač i Berislav Žarnić (2008). <i>Logička pitanja i postupci: problemski uvod u elementarnu logiku</i> . Zagreb: Kruzak.				Otvoreno znanje.	
Optional literature (at the time of submission of study programme proposal)	Leigh S. Cauman (2004). <i>Uvod u logiku prvog reda</i> . Zagreb: Naklada Jesenski i Turk Berislav Žarnić (2002). <i>Simbolička logika</i> (kompilacija prijevoda, didaktičkih prilagodaba, riješenih zadataka i originalnih tekstova). Berislav Žarnić. <i>Otvoreno znanje</i> . http://paideia.ffst.hr/~logika/doku.php Mladen Vuković (2009). <i>Matematička logika</i> . Zagreb: Element. Jon Barwise i John Etchemendy (2000) <i>Language, Proof and Logic</i> . Stanford: CSLI Publications.					
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks, student questionnaire on the quality of teaching and teachers at the university level, passed exam and the fulfillment of the other obligations prescribed by the syllabus, individual consultations, students' self-assessment of the learning outcomes they achieved, collaborative assessment of the implementation and quality of the teaching process.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Philosophical Methodology				
Code	2FM30	Year of study	1 st			
Course teacher	Ljudevit Hanžek, Assistant Professor	Credits (ECTS)	3			
Associate teachers	-	Type of instruction (number of hours)	L	S	E	F
			30			
Status of the course	Compulsory core	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Introducing students to methodological particularities of philosophy, the contrast between philosophy and other academic disciplines, and different approaches to philosophical research.					
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After attending the course, students will be able to: 1. Clarify methodological differences between philosophy and special scientific disciplines 2. List and succinctly explain examples of philosophical systems in the history of philosophy 3. Explain and illustrate the problem approach in the philosophical debate 4. Define and explain methodological naturalism in philosophy 5. List and explain the objections to the use of intuitions in philosophical methodology 6. Explain the epistemological and metaphilosophical aspect of the proble of disagreement					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction: mythology, science, religion and philosophy 2. Introduction: mythology, science, religion and philosophy 3. History of philosophy and contrast to the history of other academic disciplines 4. Systematic approach to philosophy: Spinoza 5. Systematic approach to philosophy: Hegel 6. Systematic approach to philosophy: Sellars, Rescher 7. Problem approach to philosophy: personal identity 8. Problem approach to philosophy: free will 9. Methodological naturalism in philosophy 10. Rational intuition as the source of philosophical knowledge 11. Thought experiments, counterfactuals and modal knowledge 12. The problem of reasonable disagreement: epistemological aspects 13. The problem of reasonable disagreement and metaphilosophical skepticism 14. Experimental philosophy 15. Experimental philosophy					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory			

	<input type="checkbox"/> on line in entirety X partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular attendance, oral exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		Reading diary: notes on the required literature (Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	2	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Final grade is determined by oral exam. Criteria for grading and evaluating particular elements of the course are described in more detail in the repository of the course web page.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Nagel, Thomas (2002) <i>Što sve to znači: vrlo kratak uvod u filozofiju</i> , Kruzak			1		
	Blackburn, Simon (2002) <i>Poziv na misao</i> , AGM			1		
	Berčić, Boran (2012) <i>Filozofija</i> , Ibis grafika (svezak prvi)			1		
	Berčić, Boran (2012) <i>Filozofija</i> , Ibis grafika (svezak drugi)			1		
	Kokić, Tonči (2015) <i>Pregled antičke filozofije</i> , Naklada Breza.			1		
	Barbarić, Damir (1997) <i>Hrestomatija filozofija: Filozofija racionalizma</i> , Školska knjiga			1		
	Barbarić, Damir (1998) <i>Hrestomatija filozofija: Filozofija njemačkog idealizma</i> , Školska knjiga			1		
Optional literature (at the time of submission of study programme proposal)	1. Overgaard, Gilbert, Burwood (2013) <i>An Introduction to Metaphilosophy</i> , Cambridge University Press 2. Haug, Matthew C. (2013) <i>Philosophical Methodology: The Armchair or the Laboratory?</i> , Routledge 3. D'Oro, Overgaard (ur.) (2017) <i>The Cambridge Companion to Philosophical Methodology</i> , Cambridge University Press					
Quality assurance methods that ensure the acquisition of exit competences	Active participation in analysis and exercises, answering student questions during the lectures, evaluating the course and the teacher at the end of semester.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		Philosophy of Nature I					
Code	1FP30	Year of study		1 st			
Course teacher	Ljudevit Hanžek, Assistant Professor	Credits (ECTS)		2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			0	15	0	0	
Status of the course	Compulsory course	Percentage of application of e-learning		-			
COURSE DESCRIPTION							
Course objectives	Basic objective of the course is the students acquaintance of the key concepts of classical philosophy of nature in the period from the beginning of Greek philosophy up until to, and including, Aristotle.						
Course enrolment requirements and entry competences required for the course	No requirements.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After attending the course, students will be able to: 1. Present and clarify the understanding of principle in the earliest Greek philosophy; 2. Present and clarify the problem of change in Greek philosophy of nature; 3. Explain Aristotle's doctrine of scientific knowledge; 4. Interpret Aristotle's categories of being.						
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction, basic concepts of philosophy of nature 2. Milesian school 3. Heraclitus 4. Pythagoreans 5. Eleatics 6. Empedoclus 7. Anaxagoras 8. Atomists 9. Plato's philosophy of nature 10. Plato's philosophy of nature 11. Plato's philosophy of nature 12. Aristotle on scientific knowledge 13. Aristotle on scientific knowledge 14. Aristotle on scientific knowledge 15. Aristotle on scientific knowledge						
Format of instruction	<input type="checkbox"/> predavanja X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	Class attendance, seminar essay						
Screening student work (name the	Class attendance		Research		Practical training		

NAME OF THE COURSE		Philosophy of Nature II					
Code	2FP30	Year of study	1 st				
Course teacher	Ljudevit Hanžek, Assistant Professor	Credits (ECTS)	2				
Associate teachers	-	Type of instruction (number of hours)	L	S	E	F	
			0	15	0	0	
Status of the course	Compulsory core	Percentage of application of e-learning	-				
COURSE DESCRIPTION							

Course objectives	Main objective of the course is the students' acquisition of elementary knowledge of basic features of philosophy of nature at the height of Greek philosophy, and their influence on medieval and modern authors.					
Course enrolment requirements and entry competences required for the course	No requirements.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After attending the course, students will be able to: 1. Present and clarify Aristotle's doctrine on principles in the science of nature 2. Interpret Aristotle's doctrine on causes 4. Explain Descartes's distinction between mind and body 5. Explain main elements of Bacon's epistemology					
Course content broken down in detail by weekly class schedule (syllabus)	1. Aristotle on principles of science of nature 2. Aristotle on principles of science of nature 3. Aristotle on principles of science of nature 4. Aristotle on principles of 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 the distinction between mind and body 11. Descartes on the distinction between mind and body 12. Bacon on tradition and idols 13. Bacon on tradition and idols 14. Bacon on the new method 15. Bacon on the new method					
Format of instruction	<input type="checkbox"/> lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance of classes, seminar essay.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report		Reading diary	
	Essay		Seminar essay	1.5	Class activity	0.5
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Course grade is determined by seminar essay. Detailed criteria are described i the course repository.					
Required literature (available in the	Title			Number of copies in the library	Availability via other media	

library and via other media)	Aristotel (1987) <i>Fizika</i> , SNL: Zagreb	1	
	Kokić, Tonči (2015) <i>Pregled antičke filozofije</i> , Naklada Breza.	1	
	Bacon, Francis (1986) <i>Novi organon</i> , Naprijed: Zagreb	1	
	Descartes, Rene (2015) <i>Meditacije o prvoj filozofiji</i> , Kruzak	1	
	Descartes, Rene (2014) <i>Načela filozofije</i> , Kruzak	1	
	Descartes, Rene (2014) <i>Rasprava o metodi : pravilnog upravljanja umom i traženja istine u znanostima</i> , Kruzak	1	
Optional literature (at the time of submission of study programme proposal)	1. Huff, Toby (2017) <i>The Rise of Early Modern Science: Islam, China, and the West</i> , Cambridge University Press 2. McKaughan, Vandewell (ed.) (2018) <i>The History and Philosophy of Science: A Reader</i> , Bloomsbury		
Quality assurance methods that ensure the acquisition of exit competences	Records of class attendance, active participation in class, class and teacher evaluation at the end of the semester, office hours.		
Other (as the proposer wishes to add)	-		

NAME OF THE COURSE		MEDIEVAL PHILOSOPHY I					
Code	3SF30	Year of study	2 nd				
Course teacher	Hrvoje Relja, Full professor	Credits (ECTS)	3				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	/				
COURSE DESCRIPTION							
Course objectives	Basic objective of the course "Medieval philosophy I" is the overview of medieval philosophy from its beginnings in patristics until, with the inclusion of, Bonaventure. In addition to the historical study which provides an overview of the systematic period of medieval philosophy, philosophical conceptions of particular authors and schools and the influence of monotheistic religions (Judaism, Christianity and Islam) on medieval philosophy will be critically examined.						
Course enrolment requirements and entry competences required for the course	No requirements						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After attending the course, students will be able to: 1. Explain the historical development of philosophy in the medieval context of ancient philosophical thought and monotheistic religions. 2. Interpret new philosophical topics and peculiarity of the responses to the new philosophical questions that emerge in the medieval period. 3. Explain the importance of medieval philosophy from its beginnings in the patristic period up until, and including, Bonaventure.						

	4. Compare features of the most important medieval philosophers and schools from its beginnings in the patristic period up until, and including, Bonaventure with the philosophers and schools of other periods; 5. Recognize the philosophical views of the author in primary sources.					
Course content broken down in detail by weekly class schedule (syllabus)	Course (15X2 Lectures) 1. Introductory remarks and work instructions for the course Medieval philosophy I (2L) 2. Patristic philosophy (2L) 3. Fruits of the historical contact of Christian and ancient philosophy: formation of the fundamental problems of medieval philosophy: God, human, person, freedom, creation <i>ex nihilo</i> and the relation of faith to reason. (2L) 4. Aurelius Augustine: introduction to his thought and theory of knowledge (2L) 5. Aurelius Augustine: philosophy of God, man and the world, ethics and social philosophy (2L) 6. Severinus Boethius (2L) 7. First great scholastic system: John Scotus Eriugena (2L) 8. 11 th century dialectics, the universals debate and Peter Abelard (2L) 9. Anselmo of Canterbury and the ontological proof (2L) 10. School of Chartres and the school of Saint Victor (1L) 11. Medieval Arabic and Jewish philosophy: Avicenna, Averroes, Avicbron and Maimonides (3L) 12. 12 th century philosophy and Western reception of Aristotle's philosophy (2L) 13. Forming of the first universities in Europe. Alexander of Hales (2L) 14. Bonaventure: introduction to his thought and philosophical knowledge of God (2L) 15. Bonaventure: philosophy of God, man and world (2L)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In addition to participating in at least 80% of lectures, students will adopt certain teaching contents through discussions and keeping a reading diary. Students will pass a written exam and achieve a minimum of 65% accuracy.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Reading diary; notes of reading the original literature	0,25
	Essay	/	Seminar essay	/	(Other)	
	Tests	0,5	Oral exam	0,5	(Other)	
	Written exam	0,75	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Success will be evaluated on the basis of participation in activities and discussions in class (8.5%), results in the colloquium (16.5%), results in the written exam (25%) and the results in the oral final exam which includes assessment of reading diaries and source literature(50%)					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Copleston F., <i>Istorija filozofije, II: Srednjovekovna filozofija</i> , Beograd: bigz, 1989., str. 1-295.				1	-
	Copleston, F., <i>A History of Philosophy</i> , Volume II, Part i. New York, Image Books 1962.				-	Online edition

	Gilson E., <i>Filozofija u srednjem veku</i> , Novi Sad: Izdavačka knjižarnica Zorana Stojanovića, 1977., str. 7-420.	1	-
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Augustin, <i>O slobodi volje</i>, Zagreb: Demetra, 1998., 425 str. 2. De Libera, A., <i>La philosophie médiévale</i>, Paris: PUF, 1989. 3. Flash, K., <i>Das philosophische Denken in Mittelalter. Von Augustinus zu Macchiavelli</i>, Stuttgart: Reclam, 1986. 4. Flash, K., <i>Einführung in die Philosophie des Mittelalters</i>, Darmstadt, 1989.. 5. Gilson, E., <i>Introduction à l'étude de saint Augustin</i>, Paris: Vrin 1987. 6. Kušar, S. (prir.), <i>Srednjovjekovna filozofija</i>, Zagreb: Školska knjiga, 1996. 7. Mondin, B., <i>Storia della filosofia medievale</i>, Roma: Urbaniana University Press 1991² 8. Šanc, F., <i>Poviest filozofije, II: Filozofija srednjega veka</i>, Zagreb: Knjižnica života, 1943. 9. Vignaux, P., <i>Philosophie au Moyen Age</i>, Castella, Albeuve, 1987. 10. Gibson, M., <i>Boethius. His Life, Thought and Influence</i>, Blackwell, Oxford 1982. 11. Southern, R. W., <i>Saint Anselm. A portrait in a landscape</i>, Cambridge: Cambridge University Press 1990. 		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved and collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		EPISTEMOLOGY 1					
Code	3EP30	Year of study	2 nd				
Course teacher	Ljudevit Hanžek, Assistant Professor	Credits (ECTS)	3				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	compulsory course	Percentage of application of e-learning	/				
COURSE DESCRIPTION							
Course objectives	The objective of this course is to familiarise the student with the basic epistemological concepts, problems, debates, and lines of reasoning.						
Course enrolment requirements and entry competences required for the course	/						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After having completed this course, the student will be able to: 1. clearly understand the basic concepts of epistemology (such as justification, knowledge, prima facie justification etc.); 2. fully understand the central problems in epistemology (e. g. the Gettier problem) and their attempted solutions; 3. reliably differentiate between main epistemological positions (such as foundationalism and coherentism, internalism and externalism, skepticism, etc.); 4. identify particular background epistemological beliefs implicitly present in a text;						

	5. properly understand the most influential arguments for particular epistemological positions; 6. precisely distinguish between various sources of knowledge and justification.					
Course content broken down in detail by weekly class schedule (syllabus)	1. introduction (2L) 2. sources of knowledge and justification: perception (2L) 3. belief (2L) 4. justification (2L) 5. sources of knowledge and justification: introspection (2L) 6. correspondence theory of truth (2L) 7. skepticism (2L) 8. James's pragmatic theory of truth (2L) 9. coherence theory of truth (2L) 10. sources of knowledge and justification: reason (2L) 11. the Gettier problem, internalism i externalism (2L) 12. sources of knowledge and justification: memory, testimony (2L) 13. realism i antirealism (2L) 14. foundationalism i coherentism (2L) 15. naturalized epistemology (2L)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance, oral exam					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Participation in lectures	/
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	2	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	The final course grade is based on oral exam. Criteria for grading and evaluating particular elements of the course are described in more detail in the repository of the course web page.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Ayer, A. J., <i>Problem saznanja</i> , Nolit, Beograd 1963.				1	/
	Čuljak, Z. (ur.), <i>Vjerovanje, opravdanje, znanje. Suvremene teorije znanja i epistemičkoga opravdanja</i> , Ibis grafika, Zagreb, 2003.				2	/
	Dancy, J., <i>Uvod u suvremenu epistemologiju</i> , Hrvatski studiji, Zagreb 2001.				2	/
	Greco, J., i Sosa, E., <i>Epistemologija. Vodič u teorije znanja</i> , Jesenski i Turk, Zagreb, 2004.				1	/
	Macan, I., <i>Filozofija spoznaje</i> , Filozofsko-teološki institut Družbe Isusove Zagreb 1997.				2	/
	Russell, B., <i>Problemi filozofije</i> , Nolit, Beograd, 1980.				1	/
Optional literature (at the time of	1. Baumann, P., <i>Erkenntnis-theorie</i> , Verlag J. B. Metzler, 2006.					

submission of study programme proposal)	<ol style="list-style-type: none"> 2. Bernecker, S., i Dretske, F., (ed.), Knowledge. Readings in Contemporary Epistemology, Oxford University Press, 2000. 3. Dancy, J., (ed.), Perceptual Knowledge, Oxford University Press, 1988. 4. Huemer, M., i Audi, R., (ed.), Epistemology. Contemporary Readings, Routledge, 2002. 5. James, W., Pragmatizam, Ibis grafika, Zagreb, 2001. 6. Kant, I., Kritika čistog uma, Matica hrvatska, Zagreb, 1987. 7. Landesmann, C., Skepticism. The Central Issues, Blackwell, 2002. 8. Lemos, N., An Introduction to the Theory of Knowledge, Cambridge University Press, 2007. 9. Prijić-Samaržija, S., Društvo i spoznaja. Uvod u socijalnu teoriju, Kruzak, Zagreb, 2000. 10. Quine, W. V. O., "Dvije dogme empirizma", in: N. Mišćević and M. Potrč (ed.) Kontekst i značenje, Izdavački centar Rijeka, Rijeka, 1987, pp. 69-86. 11. Russell, B., Ljudsko znanje, njegov obim i granice, Nolit, Beograd, 1961. 12. Swinburne, R., Epistemic Justification, Oxford University Press, 2001. 13. Williams, M., Problems of Knowledge. A Critical Introduction to Epistemology, Oxford University Press, 2001. 14. Hanžek, Ljudevit, & Škarica, Dario, Epistemology. A Textbook, Filozofski fakultet, Split, 2015.
Quality assurance methods that ensure the acquisition of exit competences	attendance record, student evaluation of the course and teacher
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		METAPHYSICS I					
Code	3MT30	Year of study	2 nd				
Course teacher	Hrvoje Relja, Full Professor	Credits (ECTS)	3				
Associate teachers	Danica Radoš, Teaching assistant	Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	Obligatory	Percentage of application of e-learning	/				
COURSE DESCRIPTION							
Course objectives	Objectives of the course "Metaphysics I" are: 1. introduction with the nature of metaphysics and investigation of its relevance for philosophy and the rest of the sciences. 2. Introduction with philosophical reflections that, starting by common-sense grounds, arrive at the metaphysical structure of beings.						
Course enrolment requirements and entry competences required for the course	No requirements						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After attending the course, students will be able to: 1. Clarify the importance of metaphysics in the study of philosophy; 2. Explain specific features of basic metaphysical positions; 3. Perceive a metaphysical background in other scientific reflections; 4. Explain the metaphysical structure of being; 5. Recognize metaphysical problems and solutions in primary sources.						

Course content broken down in detail by weekly class schedule (syllabus)	1.Introduction to the study of metaphysics (2L) 2. Nature and method of metaphysics (2L) 3. The problem of being, historical overview (2L) 4. Starting point of metaphysical research (2L) 5. Many senses of "being" and analogy (2L) 6. The principle of non-contradiction (2L) 7. Metaphysical structure of being (2L) 8. Substance-accident composition (2L) 9. Hylomorphic composition (2L) 10. Act and potency (2L) 11. Existence and essence (2L) 12. Essence of being and the principle of individuation (2L) 13. Thomistic conception of the act of existence, as a source of every act and perfection of every perfection (2L) 14. Subsistent act and participation by finite beings (2L) 15. Dynamism of being and metaphysical aspects of the person (2L)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In addition to participating in at least 80% of lectures, students will adopt certain teaching contents through discussions and keeping a reading diary. Students will pass the colloquium and achieve a minimum of 65% accuracy.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Reading diary; notes of reading the original literature	0,25
	Essay	/	Seminar essay	/	Active participation in discussions	0,25
	Tests	/	Oral exam	1,5	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Success will be evaluated on the basis of participation in activities and discussions in class (8.5%), and the results of the oral final exam, which includes an assessment of reading diaries and source literature (91.5%).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Aristotel, <i>Metafizika</i> Zagreb : Fakultet političkih nauka Sveučilišta:Liber, 1985.				1	/
	Relja H., <i>Tomistička filozofija. I dio</i> , Filozofski fakultet Sveučilišta u Splitu, Split 2013.				5	/
	Heidegger, M., <i>Što je metafizika?</i> , u: Idem, <i>Kraj filozofije i zadaća mišljenja</i> , Zagreb: Naprijed, 1996str. 83-125.				1	/
	Stadler, J., <i>Opća metafizika ili ontologija</i> , Zagreb: Breza, 2004. str. 19-58, 81-118.				1	/
Optional literature (at the time of submission of study programme proposal)	1. Alessi, A., <i>Sui sentieri dell'essere. Introduzione alla metafisica</i> , Roma: Libreria Ateneo Salesiano 1998. 2. Alvira, T. - Clavell, L. - Melendo, T., <i>Metafisica</i> , Firenze: Le Monnier 1987. 3. Cipra, M., <i>Temelji ontologije</i> , Zagreb: Matica hrvatska 2003 4. Coreth. E., <i>Metaphysik</i> . Innsbruck-Wien-München: Tyrolia 1980.					

	<ol style="list-style-type: none"> 5. Grenet, P.-B., <i>Ontologie</i>, Paris: Beauchesne, 1966¹¹. 6. Owens, J., <i>An Elementary Metaphysica</i>, Milwaukee, 1963. 7. Ramírez, S., <i>De analogia</i>, 4 voll., csis, Madrid, 1970-1972. 8. Tyn, T., <i>Metafisica della sostanza. Partecipazione e analogia entis</i>, Bologna: Edizioni Studio Domenicano, 1981. 9. Romera, L., <i>Introduzione alla domanda metafisica</i>, Roma: Armando, 2003
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved and collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		SOCIAL PHILOSOPHY				
Course code	6SC30	Year of study	2nd			
Lecturer/s	Marita Brčić Kuljiš, Associate Professor	ECTS credits	3			
Associates	/	Type of course delivery (number of hours per semester)	L	S	E	F
			30	0	0	0
Course status	Elective	Percentage of applied e-learning				
COURSE DESCRIPTION						
Course goals	The course aims at introducing the basic theoretical and ideological concepts of multiculturalism in order to thus encourage critical discussion on issues of cultural, national, religious, ethnic, etc.. Identities. In this context, the goal is to start a discussion about respect for fundamental human rights, civil and minority rights					
Prerequisites for enrollment in the course and student competencies required for the course enrollment	None required.					
Learning outcomes on the course level (4-10 learning outcomes)	Upon completion of the course, students will be able to: 1. explain the concept of multiculturalism; 2. compare the theory of multiculturalism; 3. analyze the role of multiculturalism in a globalized; 4. critically examine the idea of multiculturalism; 5. compare the different social practices in the context of multiculturalism. 6. critically examine their own cultural practices; 7. raise awareness about creativity, self-development, initiative.					
Detailed course content	1. Introductory lecture 2. Introduction to the idea of multiculturalism 3. Political ideas: freedom, equality, justice, tolerance 4. Pluralism / universalism of culture, race, identity. 5. Individual rights and collective rights 6. The idea of 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. Dialogic or integral theory of multiculturalism - Bhikhu Parekh 11. The idea of political liberalism. 12. Multiculturalism and the idea of citizenship / the idea of cosmopolitanism 13. Multiculturalism and interculturalism 14. Critique of multiculturalism 15. Critique of multiculturalism					
Type of course delivery:	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> Exercises <input type="checkbox"/> online in full <input type="checkbox"/> Blended e-learning <input type="checkbox"/> field teaching			<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring work <input type="checkbox"/> (enter other)		
Student obligations	Behave in accordance with ethical and scientific principles in higher education. Participate and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course (80%). Pass the oral exam. If the student chooses to take the exam through the preparation and presentation of a seminar paper, the student is required to prepare a seminar paper according to pre-established criteria and present a seminar paper according to pre-established criteria.					
Monitoring of student work (distribution of ECTS credits across each type of student activity)	Course attendance	1	Research	/	Practical work	/
	Experimental work	/	Report	/	Active participation in classes	1
	Essay	/	Seminar paper	/	Other	
	Qolloquium	/	Oral examination	1	Other	
	Written examination	/	Project	/	Other	
Evaluation and assessment of student work in class and the final exam	Criteria for evaluating and grading individual elements are described in the course repository. The overall work of the student during the class is evaluated. Class activity, participation in discussions during classes and seminars (10%). The student can take the exam orally (90%) or prepared and presented seminar paper in accordance with the instructions of the teacher (90%).					
Required reading	Naslov				Broj primjeraka u knjižnici	Dostupnost putem ostalih medija
	Mesić, Milan: Multikulturalizam, Školska knjiga, Zagreb 2006.				/	1
	Andrea Semprini: Multikulturalizam, Clio, Beograd 2004.				1	/
	Kymlicka, Will: Multikulturalno građanstvo. Liberalna teorija manjinskih prava, Jesenski i Turk, Zagreb 2003				1	/
	Barry, Brian: Kultura i jednakost: Egalitarna kritika multikulturalizma, Jesenski i Turk, Zagreb 2006.				1	1
	Parekh, Bhikhu: Rethinking Multiculturalism, Cultural Diversity and Political Theory, New York: Palgarave, 2000.				1	1
Recommended reading	1. Young, Iris Marion: Pravednost i politika razlike, Naklada Jesenski i Turk, Zagreb 1990.					

	<ol style="list-style-type: none"> 2. Young, Iris Marion: »Politička zajednica i razlike među grupama: kritika ideala univerzalno građanstva«, Politička misao, svl. XXVIII (1991), br. 1, str. 206–229. 3. Žarko Paić: Traume razlika, Zagreb : Meandar/Meandarmedia, 2007. 4. Rawls, John: Politički liberalizam, Kruzak, Zagreb 2000. 5. Taylor, Charles (1994) „The Politics of Recognition“, u: Amy Gutmann (ed.) <i>Multiculturalism, Examining the Politics of Recognition</i>, 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.
Means of quality assurance as warrant for acquiring the defined learning outcomes	<p>Class attendance, class activity, success in performing tasks.</p> <p>Student survey on the quality of teaching and teachers at the university level.</p> <p>Passed the exam and fulfilled other syllabus obligations.</p>
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		MEDIEVAL PHILOSOPHY II					
Code	4SF30	Year of study	2 nd				
Course teacher	Hrvoje Relja, Full Professor	Credits (ECTS)	3				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	obligatory	Percentage of application of e-learning	/				
COURSE DESCRIPTION							
Course objectives	Basic objective of the course "Medieval philosophy I" is the overview of medieval philosophy from Albert the Great until, with the inclusion of, Francisco Suarez. In addition to the historical study which provides an overview of the systematic period of medieval philosophy, philosophical conceptions of particular authors and schools and the influence of monotheistic religions (Judaism, Christianity and Islam) on medieval philosophy will be critically examined.						
Course enrolment requirements and entry competences required for the course	No requirements						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After attending the course, students will be able to: 1. Explain the novelty, originality and relevance of the philosophical thought of Thomas Aquinas. 2. Interpret peculiar features of the great philosophical systems of the 13 th and 14 th centuries. 3. Explain the importance of medieval philosophy from Albert the Great up until, and including, Francisco Suarez.						

	4. Compare features of the most important medieval philosophers and schools from from Albert the Great up until, and including, Francisco Suarez with the philosophers and schools of other periods; 5. Recognize the philosophical views of the author in primary sources.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introductory remarks and work instructions for the course Medieval philosophy II (2L) 2. The pinnacle of scholastic philosophy and construction of grand philosophical systems: Albert the Great and Thomas Aquinas (2L) 3. Difficulties surrounding the reception of Aristotle's thought in Western Europe (2L) 4. Thomas Aquinas as a philosopher (2L) 5. The relationship between faith and reason in Thomas Aquinas (2L) 6. Realism as the philosophical method of Thomas Aquinas (2L) 7. Understanding existence in Aquinas' thought as <i>actus essendi</i> , and construction of a new metaphysics (2L) 8. Proofs of God's existence in Thomas Aquinas (2L) 9. Philosophy of God in Thomas Aquinas (2L) 10. Anthropology and theory of knowledge in Thomas Aquinas (2L) 11. Ethics and politics in Thomas Aquinas (2L) 12. John Duns Scotus (2L) 13. William of Ockham and the return to nominalism (2L) 14. Attempt at restoration of metaphysics: Nicholas of Cusa (2L) 15. Francisco Suarez and the end of medieval philosophy (2L)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In addition to participating in lectures, students will adopt certain teaching contents through discussions and keeping a reading diary. Students will pass a written exam and achieve a minimum of 65% accuracy.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Reading diary	
	Essay	/	Seminar essay	/	Active participation in discussions	0,25
	Tests	0,75	Oral exam	1	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	In addition to participating in lectures, students will adopt certain teaching contents through discussions and keeping a reading diary. Students will pass a written exam and achieve a minimum of 65% accuracy.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Copleston F., <i>Istorija filozofije, II: Srednjovekovna filozofija</i> , Beograd: bigz, 1989., str. 1-295.				1	/
	Copleston, F., <i>A History of Philosophy</i> , Volume II, Part i. New York, Image Books 1962				/	Online edition
	Gilson E., <i>Filozofija u srednjem veku</i> , Novi Sad: Izdavačka knjižarnica Zorana Stojanovića, 1977str. 7-420.				1	/

	Relja H., <i>Tomistička filozofija. I dio</i> , Filozofski fakultet Sveučilišta u Splitu, Split 2013.	5	/
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Chenu M.-D., <i>Introduction à l'étude de saint Thomas d'Aquin</i>, Paris: Vrin, 1984 2. De Libera A., (1989). <i>La philosophie médiévale</i>, Paris: PUF, 1989. 3. Gilson, E., <i>Le thomisme</i>, Paris: Vrin, 1989⁶. 4. Grabmann M., <i>Die Geschichte der scholastischen Methode</i>, 2 sv., Freiburg i. Br 1909-1911. 5. Kretzmann N., Kenny A. i Pinborg, J. (ured.), <i>The Cambridge History of Later Medieval Philosophy</i>, Cambridge: Cambridge University Press, 1989. 6. Kušar S. (ured.), <i>Srednjovjekovna filozofija</i>, Zagreb: Školska knjiga 1996. 7. Šanc F., <i>Poviest filozofije, II: Filozofija srednjega vieka</i>, Zagreb: Knjižnica života, 1943. 8. Weisheipl J., <i>Friar Thomas D'Aquino. His Life, Thought, and Works</i>, Washington: Catholic University of America Press 1983. 		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved and collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		EPISTEMOLOGY II				
Code	4EP30	Year of study	2 nd			
Course teacher	Dario Škarica, Full Professor	Credits (ECTS)	3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	compulsory course	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	The objective of this course is to introduce the student to some of the key movements and tendencies in modern and contemporary epistemology (such as empiricism and rationalism, internalism and externalism, reliabilism) and to the epistemology of science.					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Through this course, the student will gain: 1. a good understanding of reliabilism; 2. a thorough understanding of the difference between deductive and inductive reasoning; 3. skills needed to identify inductive reasoning in action; 4. a clear understanding of the difference between various problems of induction; 5. a clear idea of pragmatic virtues; 6. a clear understanding of the role pragmatic virtues play in theory choice; 7. a good comprehension of the relation between epistemology and artificial intelligence.					
Course content broken down in detail	1. rationalism (2L) 2. empiricism (2L)					

by weekly class schedule (syllabus)	3. nativism (2L) 4. induction (2L) 5. testability (2L) 6. simplicity (2L) 7. explanatory power, anomalies (2L) 8. conservatism (2L) 9. fertility (2L) 10. reliabilism: Goldman (2L) 11. Bonjour's criticism of externalism (2L) 12. Foley's criticism of reliabilism (2L) 13. epistemology and artificial intelligence: introduction (2L) 14. epistemology and artificial intelligence: task environments (2L) 15. epistemology and artificial intelligence: intelligent agents (2L)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance, oral exam.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Participation in lectures	/
	Essay	/	Seminar essay	//	(Other)	
	Tests	/	Oral exam	2	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	The final course grade is based on oral exam. Criteria for grading and evaluating particular elements of the course are described in more detail in the repository of the course web page.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Barbarić, D. (ed.), <i>Filozofija racionalizma</i> , Školska knjiga, Zagreb, 1997.				1	/
	Black, M., "Indukcija", in: A. N. Prior, <i>Historija logike</i> , Naprijed, Zagreb 1970, pp. 201-245.				1	/
	Božičević, V. (ed.), <i>Filozofija britanskog empirizma</i> , Školska knjiga, Zagreb, 1996.				2	/
	Čuljak, Z. (ed.), <i>Vjerovanje, opravdanje, znanje. Suvremene teorije znanja i epistemičkoga opravdanja</i> , Ibis grafika, Zagreb, 2003.				2	/
	Greco, J., & Sosa, E., <i>Epistemologija. Vodič u teorije znanja</i> , Jesenski i Turk, Zagreb, 2004.				1	/
	Kuhn, T., <i>Struktura znanstvenih revolucija</i> , Jesenski & Turk, Zagreb, 2002.				1	/
Optional literature (at the time of submission of study programme proposal)	1. Berčić, B., <i>Filozofija Bečkog kruga</i> , Kruzak, Zagreb, 2002. 2. Berkeley, G., <i>Odabrane filozofske rasprave</i> , Kruzak, Zagreb 1999. 3. Dancy, J., <i>Uvod u suvremenu epistemologiju</i> , Hrvatski studiji, Zagreb, 2001. 4. Descartes, R. <i>Razmišljanja o prvoj filozofiji</i> , Demetra, Zagreb, 1993. 5. Goodman, N., <i>Fact, Fiction, and Forecast</i> , Harvard University Press, 1983.					

	6. Hempel, C. G. <i>Aspects of Scientific Explanation and Other Essays in the Philosophy of Science</i> , The Free Press, 1965. 7. Hume, D. <i>Istraživanje o ljudskom razumu</i> , Naprijed, Zagreb 1988. 8. Leibniz, G. W., <i>Izabrani spisi</i> , Naprijed, Zagreb 1980. 9. Leibniz, G. W., <i>Novi ogledi o ljudskom razumu</i> , Veselin Masleša, Sarajevo 1986. 10. Locke, J., <i>Ogled o ljudskom razumu</i> , Vol. I i II, Breza, Zagreb 2007. 11. Popper, K. <i>Logika naučnog otkrića</i> , Nolit, Beograd 1973. 12. Russell, S., & Norvig, P., <i>Artificial Intelligence. A Modern Approach</i> , Pearson Education 2003. 13. Sesardić, N., <i>Filozofija nauke</i> , Nolit, Beograd, 1985. 14. Hanžek, Ljudevit, & Škarica, Dario, <i>Epistemology. A Textbook</i> , Filozofski fakultet, Split, 2015.
Quality assurance methods that ensure the acquisition of exit competences	attendance record, student evaluation of the course and teacher
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		METAPHYSICS II					
Code	4MT30	Year of study	2 nd				
Course teacher	Hrvoje Relja, Full professor	Credits (ECTS)	3				
Associate teachers	Danica Radoš, Teaching assistant	Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	/				
COURSE DESCRIPTION							
Course objectives	Objectives of the course "Metaphysics II" are: 1. Introduction with different ways of thinking about existence and their relation to thinking about reality; 2. Introduction with the principle of causality and its applicability to the whole of reality; 3. Introduction with the reflections on the origin of the world.						
Course enrolment requirements and entry competences required for the course	No requirements						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After attending the course, students will be able to: 1. Clarify the relation of metaphysics to other philosophical and scientific disciplines; 2. Present the ways between thinking about existence and thinking about reality; 3. Explain the principle of causality and its applicability to the whole of reality; 4. Classify interdisciplinary reflections on the origin of the world; 5. Recognize metaphysical problems and solutions in primary sources.						
Course content broken down in detail by weekly class schedule (syllabus)	Course(15x2L) 1. Introductory remarks and instructions for work on the course "Metaphysics II" (2L) 2. Transcendental aspects of being (2L) 3. Analogy of being (2L) 4. Unity and multiplicity of the real world (2L) 5. Truth of being (2L) 6. Ontological goodness of being (2L) 7. Metaphysics of the beautiful (2L)						

	8. Knowledge of causality (2L) 9. Principle of causality (2L) 10. Nature and types of metaphysical causes (2L) 11. Act of existence as a primal source of every action (2L) 12. Primacy and specificity of the final cause (2L) 13. metaphysical dynamism of the human person (2L) 14. Difference between Aristotle's and Aquinas' metaphysical principles (2L) 15. Heidegger's conception of metaphysics (2L)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input 6"="" type="checkbox/>(other)</td></tr><tr><td>Student responsibilities</td><td colspan="/> In addition to participating in at least 80% of lectures, students will adopt certain teaching contents through discussions and keeping a reading diary. Students will pass the colloquium and achieve a minimum of 65% accuracy.		
Screening student work(<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Reading diary; notes of reading the original literature	0,25
	Essay	/	Seminar essay	/	Active participation in discussions	0,25
	Tests	0,5	Oral exam	1	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Success will be evaluated on the basis of participation in activities and discussions in class (8.5%), results in the colloquium (16.5%) and results in the oral final exam, which includes an assessment of reading diaries and source literature (75%)..					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Aristotel, <i>Metafizika</i> Zagreb : Fakultet političkih nauka Sveučilišta : Liber, 1985.				1	/
	Relja H., <i>Tomistička filozofija. I dio</i> , Filozofski fakultet Sveučilišta u Splitu, Split, 2013.				5	/
	Heidegger, M., <i>Što je metafizika?</i> , u: Idem, <i>Kraj filozofije i zadaća mišljenja</i> , Zagreb: Naprijed, 1996. str. 83-125.				1	/
	Stadler, J., <i>Opća metafisika ili ontologija</i> , Zagreb: Breza, 2004., str. 19-58, 81-118.				1	/
Optional literature (at the time of submission of study programme proposal)	1. Gilbert, P., <i>Corso di metafisica</i> , Piemme, Casale Monferrato, 1997. 2. Grenet, P.-B., <i>Ontologie</i> , Paris: Beauchesne, 1966 ¹¹ . 3. Molinaro, A, <i>Metafisica. Corso sistematico</i> , Edizioni Paoline, Cinisello Balsamo, 1994. 4. Mondin, B., <i>Ontologia e metafisica</i> , Bologna: Edizioni Studio Domenicano, 1999. 5. Rassam, J., <i>Le silence, introduction à la métaphysique</i> , Toulouse: Publications de l'Universite, 1980. 6. Taylor, R., <i>Metaphysic</i> , Prentice Hall, Englewood Cliffs, 1991 ⁴ . 7. Vanni Rovighi, S., <i>Elementi di filosofia, II: Metafisica</i> , Brescia: La Scuola, 1989 ⁹ . 8. Weissmahr, B., <i>Ontología</i> , Barcelona: Herder, 1986.					

Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved and collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		AESTHETICS				
Code	6ES30	Year of study	Undergraduate, 3rd year			
Course teacher	Marita Brčić Kuljiš, Associate Professor	Credits (ECTS)	3			
Associate teachers	Anita Lunić, Senior Assistant	Type of instructions (teaching hours per semester)	L	S	E	F
			30	0	0	0
Course status	Compulsory core	Percentage of e-learning				
COURSE DESCRIPTION						
Course goals	The course goals are focused on introducing the themes and problems of aesthetics through history and on the comparative analysis of some of the most prominent notions, such as art, creativity, aesthetic experience, taste and judgement of taste, form and expression, authenticity and convention. On the other side, equal attention is given to concrete issues of aesthetics, such as the legitimation of art and the ontology of the art piece. All of these problems and notions are intricately connected to the notion of freedom, that will be constantly tackled.					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students should, by the completion of the course, be able to: - define a wide array of foundational notions and problems of the field - differentiate between aesthetic positions and schools of thought as well as the solutions they argue for - identify the problems and their potential solutions in original philosophical literature - critically discuss these issues, positions and schools - identify the main authors in the field, their seminar works, notions, etc. - connect all of the above with other, specific problems of aesthetics as well as with everyday experience					
Course content broken down in detail by weekly class schedule (syllabus)	1. Course plan and program, introduction to obligatory literature (2) 2. General views in ancient times (2) 3. Plato (2) 4. Aristotle (2) 5. New era (General introduction and Baumgarten) (2) 6. Kant (2) 7. Schelling (2) 8. Hegel (2) 9. Aesthetics vs. Philosophy of art (2) 10. Schopenhauer and Kierkegaard (2) 11. Nietzsche, Heidegger and Gadamer (2) 12. Hume, Goodman and the so-called analitic tradition (2) 13. Adorno, Marcuse and the so-called marxist tradition (2) 14. Aesthetics in the post-modern context (2)					

15. Aesthetics and bioethic, meeting points (2)						
Instruction format	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input 6"="" type="checkbox/>(other)</td></tr><tr><td>Student responsibilities</td><td colspan="/> Conduct themselves in line with the ethical and scientific principles of higher education. Participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes. Attendance at the lecture 70%. Preparation and submission of essays in line with previously determined criteria. (listed in the course repository). Taking a colloquium. Students who do not pass the colloquium take part of the material covered by the colloquium with an equivalent written exam. In order to pass the colloquium (or written exam), it is necessary to achieve at least 16 out of 30 points. Pass an oral exam		
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical work	/
	Experimental work	/	Report	/	Active participation in classes	0,5
	Essay	0,5	Seminar paper	/	(other)	
	Midterm tests	0,5	Oral exam	0,5	(other)	
	Written exam	/	Project	/	(other)	
Grading and evaluating student work in class and at the final exam	Conduct themselves in line with the ethical and scientific principles of higher education. Participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes. The submission of the essay is a prerequisite for taking the oral exam. The final grade is formed on the basis of activity in class (10%), essay (20%), colloquium or written exam (30%) and oral exam (40%).					
Obligatory reading	Naslov				Broj primjeraka u knjižnici	Dostupnost putem ostalih medija
	Immanuel Kant, Kritika moći suđenja, Naprijed, Zagreb, 1976.				/	Yes
	Danilo Pejović (ur.), Nova filozofija umjetnosti, Nakladni zavod MH, Zagreb, 1972.				/	Yes
	G. W. F. Hegel, Estetika, Kultura, Beograd, 1970.				1	/
Optional literature	Platon, <i>Ijon</i> , BIGZ, Beograd, 1979. Platon, <i>Država</i> , Naklada Juričić, Zagreb, 2009. Aristotel, <i>O pjesničkom umijeću</i> , Školska knjiga, Zagreb, 2005. F. W. J. Schelling, <i>Filozofija umjetnosti</i> , Hrvatska sveučilišna naklada, Zagreb, 2008. F. Nietzsche, <i>Rođenje tragedije</i> , MH, Zagreb, 1997. M. Heidegger, <i>O biti umjetnosti</i> , Mladost, Zagreb, 1959. H. G. Gadamer, <i>Istina i metoda</i> , Veselin Masleša, Sarajevo, 1978. T. Adorno, <i>Filozofija nove muzike</i> , Nolit, Beograd, 1968. H. Marcuse, <i>Estetska dimenzija</i> , Školska knjiga, Zagreb, 1981. N. Goodman, <i>Jezici umjetnosti</i> , KruZak, Zagreb, 2002. D. Grlić, <i>Estetika</i> , Naprijed, Zagreb, 1983.N. Goodman, Languages of Art					
Quality assurance methods that ensure the	Class attendance, class activity, success in performing tasks. Consultations. Student survey on the quality of teaching and teachers at the university level. Passed the exam and fulfilled other syllabus obligations.					

	<p>10. Enlightenment in England: Isaac Newton and John Locke.</p> <p>11. Platonism, empiricism and philosophy of common sense: Shaftesbury, George Berkeley, Thomas Reid, David Hume, Adam Smith.</p> <p>12. Beginning of the Enlightenment in France: Montesquieu and Voltaire.</p> <p>13. Encyclopaedists Diderot and d'Alambert, materialists Lammetrie, Holbach, Helvetius.</p> <p>14. Jean-Jacques Rousseau and resistance to the Enlightenment.</p> <p>15. Enlightenment in Germany: Christian Thomasius, Christian Wolff, Frederick the Great, Gotthold Ephraim Lessing, Moses Mendelssohn.</p> <p>Seminars:</p> <p>1. Introductory lecture; seminars</p> <p>2. Rene Descartes, Meditations on the First Philosophy</p> <p>3. Rene Descartes, Meditations on the First Philosophy</p> <p>4. Rene Descartes, Meditations on the First Philosophy</p> <p>5. Rene Descartes, Meditations on the First Philosophy</p> <p>6. Benedict de Spinoza, <i>The Ethics</i>, - the first part of "About God", definitions and from the 1st to the 18th lesson</p> <p>7. Benedict de Spinoza, <i>The Ethics</i>, - the first part of "About God", from the 19th to the 36th lesson</p> <p>8. Benedict de Spinoza, <i>The Ethics</i>, - Part Five "On the Power of Reason or Human Freedom", Preface, Lesson 1 to 10</p> <p>9. Benedict de Spinoza, <i>The Ethics</i>, - Part Five "On the Power of Reason or Human Freedom", Lesson 11 to 26</p> <p>10. Benedict de Spinoza, <i>The Ethics</i>, - Part Five "On the Power of Reason or Human Freedom" from 27th to 42nd Lesson</p> <p>11. Gottfried Wilhelm Leibniz, Monadology - from 1st to 45th thesis</p> <p>12. Gottfried Wilhelm Leibniz, Monadology - from 46th to 90th thesis</p> <p>13. David Hume, <i>An Enquiry Concerning Human Understanding</i> - Sections 1 to 3</p> <p>14. . David Hume, <i>An Enquiry Concerning Human Understanding</i> - Sections 4 and 5</p> <p>15. . David Hume, <i>An Enquiry Concerning Human Understanding</i> - Sections 6 and 7</p>					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	/					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	1,5	(Other)	
	Tests	/	Oral exam	1,5	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	All efforts during the entire course are evaluated. Submission of a seminar paper is a prerequisite for taking the oral exam. The final grade is formed on the basis of active participation in lectures and seminars (20%), seminar work (30%), and oral exam (50%)					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Kuzanski, N., <i>O učenom neznanju</i> , Institut za filozofiju, Zagreb 2007.	/	e- book
	Bacon, F., <i>Novi organon</i> , Zagreb : Naprijed, 1986.	1	/
	Descartes, <i>Metafizičke meditacije</i> , Zagreb : Demetra, 1993.	1	/
	Spinoza, <i>Etika</i> , Zagreb : Demetra, 2000.	1	/
	Leibniz, <i>Monadologija</i> , Beograd : Kultura. 1957.	1	/
	Rousseau, J.-J., <i>Društveni ugovor</i> , Zagreb : Feniks knjiga 2012.	1	/
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Albert Bazala, <i>Povijest filozofije</i>, I-III, Zagreb, Matica hrvatska, Zagreb 1906, 1909, 1912. 2. Bošnjak, B., <i>Povijest filozofije</i>, I-III, Zagreb Nakladni zavod Matice hrvatske; Zagreb 1993 3. Filipović, V. <i>Filozofska hrestomatija</i>, III-VI, Matica hrvatska, Zagreb 1982, 4. Barbarić, . <i>Hrestomatija filozofije</i>, 3-5, Školska knjiga, Zagreb 1996., 1997 5. Windelband, W. (). <i>Povijest filozofije</i>, I-II, Zagreb, 1987 6. Copleston, F. A History of Philosophy. Modern Philosophy, IV-VI, London, 1958, 1959, 1960 7. Ueberweg, F., <i>Grundriss der Geschichte der Philosophie. Die Philosophie des 17. Jahrhunderts</i> (4). <i>Die Philosophie des 18. Jahrhunderts</i> (3). Basel. 1983 8. Höffe, O., <i>Klassiker der Philosophie</i>, I-II, München, 1981. 9. Störi, H. J., <i>Kleine Weltgeschichte der Philosophie</i>. Frankfurt am Main, 1998. 10. Röd, W., <i>Der Weg der Philosophie</i>. I-II, München, 2000.. 11. Abbagnano, N. <i>Storia della filosofia</i>. Torino, 1966. 12. André, J.(ur.), <i>Encyclopédie philosophique universelle</i>, Paris 1998. 		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks. student questionnaire on the quality of teaching and teachers at the university level. Passed exam and the fulfillment of the other obligations prescribed by the syllabus		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		ETHICS I				
Code	5ET30	Year of study	3 rd			
Course teacher	Bruno Ćurko, Associate professor	Credits (ECTS)	4			
Associate teachers	Anita Lunić, Senior Assistant	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	compulsory course	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	Insights into the philosophical foundation of ethics as moral philosophy, as well as understanding of the meaning of ethics as a fundamental philosophical discipline. Introduction to basic ethical concepts and categories established in the Ancient Greek philosophy, as preparation for study of modern and contemporary ethics. Understanding and clarification of the relationship of theoretical and practical philosophy, aas well as the relationship between ethical (theoretical) and moral (practical) reflection.					

Course enrolment requirements and entry competences required for the course	Pass the second year of undergraduate study
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After attending the course students should be able to:</p> <ol style="list-style-type: none"> 1. explain the meaning and importance of ethics as a fundamental philosophical discipline; 2. clarify the difference and the relationship between morality and ethics; 3. define the basic ethical concepts of the ancient Greek, Hellenistic and early Christian period; 4. identify ethical problems and solutions in the original philosophical texts of antiquity, Hellenistic and early Christian period; 5. critically discuss the major ethical issues, approaches and schools of antiquity, Hellenistic and early Christian period; 6. know the main authors and their major works, ethical concepts, issues and schools from the Classical Greek, Hellenistic and early Christian period; 7. connect related concepts and issues with the general and other ethical concepts and issues from different historical periods; 8. hold a public lecture about philosophical problems and schools of the classical Hellenic, Hellenistic and early Christian period; 9. prudently discuss the major philosophical problems and schools of the classical Hellenic, Hellenistic and early Christian period.
Course content broken down in detail by weekly class schedule (syllabus)	<p>Course (15X2)</p> <ol style="list-style-type: none"> 1 Plan and program; exam literature (2) 2 Definition of basic concepts : meaning of ethics ; ethics and morality (2) 3 Beginnings of Hellenic ethics - ethics in drama and poetry (2) 4 Beginnings of scholarly ethics in the ancient Greece (2) 5 Sophists and moral relativism (2) 6 Socrates' intellectualist ethics. Socratics (2) 7 Plato's ethical idealism (2) 8 Cardinal virtues and the ideal state (2) 9 Aristotle's eudaimonistic ethics (2) 10 Aristotle's virtue ethics (2) 11 Hedonistic ethics: Cyrenaic school and Epicurus (2) 12 Stoic ethics (2) 13 Hellenistic-Roman ethics (2) 14 Neoplatonism and early Christian ethics (2) 15. The final synthesis and preparation for exam (2) <p>Seminar (15X1)</p> <ol style="list-style-type: none"> 1. Introductory lecture and contextualization 2. Aristotle – <i>Nicomachean Ethics</i> (Book 1) 3. Aristotle – <i>Nicomachean Ethics</i> (Book 2) 4. Aristotle – <i>Nicomachean Ethics</i> (Book 3) 5. Aristotle – <i>Nicomachean Ethics</i> (Book 4) 6. Aristotle – <i>Nicomachean Ethics</i> (Book 5) 7. Aristotle – <i>Nicomachean Ethics</i> (Book 6) 8. Aristotle – <i>Nicomachean Ethics</i> (Book 7) 9. Aristotle – <i>Nicomachean Ethics</i> (Book 8) 10. Aristotle – <i>Nicomachean Ethics</i> (Book 9) 11. Aristotle – <i>Nicomachean Ethics</i> (Book 10) 12. Aristotle – <i>Nicomachean Ethics</i> (compensation of missed seminars) 13. Aristotle – <i>Nicomachean Ethics</i> (general debate) 14. Aristotle – <i>Nicomachean Ethics</i> (2nd general debate)

15. Aristotle – <i>Nicomachean Ethics</i> (evaluation of seminar lectures and essays)						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input 6"="" type="checkbox/>(other)</td></tr><tr><td>Student responsibilities</td><td colspan="/> Regular attendance, recording lectures and participation in discussions in order to prepare exams		
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	active participation in course	1
	Essay	/	Seminar essay	1	(Other)	
	Tests	0,5	Oral exam	0,5	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Participation in classes and execution of activities that enable the realization of the intended learning outcomes. Participation in the seminar, preparation and presentation of the seminar paper according to pre-established criteria (listed in the course repository). Taking a colloquium. Students who do not pass the colloquium take part of the material covered by the colloquium with a written exam. In order to pass the colloquium (or written exam) it is necessary to achieve at least 16 out of 30 points. Taking the oral exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Plato, <i>The Republic</i>				1	Other libraries and e-form
	Aristotle, <i>Nicomachean Ethics</i>				1	Other libraries and e-form
Optional literature (at the time of submission of study programme proposal)	Mihajlo N. Đurić, <i>Historija helenske etike</i> , BIGZ, Beograd					
	Martha C. Nussbaum, 1986, <i>The Fragility of Goodness: Luck and Ethics in Greek Tragedy and Philosophy</i> . Cambridge: Cambridge University Press					
	Douglas L. Cairns, 1993, <i>Aidos: The Psychology and Ethics of Honour and Shame in Ancient Greek Literature</i> . Oxford: Clarendon Press					
	Burger, Ronna, 2008, <i>Aristotle's Dialogue with Socrates: on the Nicomachean Ethics</i> , Chicago: The University of Chicago Press.					
	Chappell, Timothy (ed.), 2006, <i>Values and Virtues: Aristotelianism in Contemporary Ethics</i> , Oxford: Clarendon Press.					
	Charles, David, 1984, <i>Aristotle's Philosophy of Action</i> , London: Duckworth.					
	Mary Whitlock Blundell, 1989, <i>Helping Friends and Harming Enemies: A Study in Sophocles and Greek Ethics</i> . New York:Cambridge University Press					
Garver, Eugene, 2006, <i>Confronting Aristotle's Ethics: Ancient and Modern Morality</i> , Chicago: The University of Chicago Press.						

	<p>Dahl, Norman O., 1984, <i>Practical Reason, Aristotle, and Weakness of Will</i>, Minneapolis, MN: University of Minnesota Press.</p> <p>Bobonich, Christopher and Pierre Destree (eds.), 2007, <i>Akrasia in Greek Philosophy: From Socrates to Plotinus</i>, Leiden: Brill.</p> <p>Broadie, Sarah, 1991, <i>Ethics with Aristotle</i>, New York: Oxford University Press</p> <p>Hutchinson, D.S., 1986, <i>The Virtues of Aristotle</i>, London: Routledge & Kegan Paul.</p> <p>Gottlieb, Paula. 2009, <i>The Virtue of Aristotle's Ethics</i>, Cambridge: Cambridge University Press</p> <p>Rorty, Amélie Oksenberg (ed.), 1980, <i>Essays on Aristotle's Ethics</i>, Berkeley: University of California Press.</p> <p>Miller, Jon (ed.), 2011, <i>Aristotle's Nicomachean Ethics: A Critical Guide</i>, Cambridge: Cambridge University Press.</p> <p>Polansky, Ronald (ed.), 2014, <i>The Cambridge Companion to Aristotle's Nicomachean Ethics</i>, Cambridge: Cambridge University Press.</p> <p>Urmson, J. O., 1987, <i>Aristotle's Ethics</i>, Oxford: Basil Blackwell.</p> <p>Lear, Gabriel Richardson, 2000, <i>Happy Lives and the Highest Good: An Essay on Aristotle's Nicomachean Ethics</i>, Princeton: Princeton University Press.</p> <p>Huby, Pamela, 1967, <i>Greek ethics</i>, London: Macmillan</p> <p>Reis, Burkhard (ed.), 2006, <i>The virtuous life in Greek ethics</i>, Cambridge: Cambridge University Press</p> <p>Kraut, Richard, (ed.), 2006, <i>The Blackwell Guide to Aristotle's Ethics</i>, Oxford: Blackwell Publishers</p>
Quality assurance methods that ensure the acquisition of exit competences	Records of attendance at lectures, active participation in discussions, evaluation of classes at the end of the semester.
Other (as the proposer wishes to add)	<p>Class attendance, class activity, monitoring performance in performing tasks. Consultations.</p> <p>Student survey on the quality of teaching and teacher work (evaluation of teaching work at the university level).</p> <p>Passed exam and achieved planning activities and outcomes.</p>

NAME OF THE COURSE		HISTORY OF CROATIAN PHILOSOPHY				
Code	5HF30	Year of study	III.			
Course teacher	Marko Jakić, Assistant Professor	Credits (ECTS)	4			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Mandatory	Percentage of application of e-learning	15%			

COURSE DESCRIPTION		
Course objectives	The objective of the course is the students' acquisition of main insights into continuity and key results of philosophical thought in Croats in the period of 12 th -20 th century	
Course enrolment requirements and entry competences required for the course	None	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After attending the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Elaborate the periodization of Croatian philosophy since 12th to 20th century; 2. Present the philosophical thought of the first Croatian philosopher Herman of Dalmatia; 3. Describe the philosophical component of Croatian war writing in the 16th century; 4. Describe the philosophical component of Croatian Protestantism in the 16th century; 5. Present the philosophical thought of Franciscus Patricius; 6. Present the philosophical thought of Roger Boscovich; 7. Explain the development of the network of philosophical education centres to 1781.; 8. Recognize the main characteristics of philosophical life in Croatia and among Croats by the centuries and periods; 9. Orally clearly present the philosophical these from the aforementioned period; 10. Debate with supporting arguments on a given topic 	
Course content broken down in detail by weekly class schedule (syllabus)	<p>Course (15X2)</p> <ol style="list-style-type: none"> 1. Approaching the history of Croatian philosophy: methodology, periodization, state of research (2L) 2. Philosophical topics in first Croatian philosopher Herman of Dalmatia (2L) 3. Early renaissance philosophy: Ivan Stojković, Benedikt Kotrulj, Jan Panonius, Nikola Modruški (2L) 4. Early renaissance philosophy: Juraj Dragišić (2L) 5. Late renaissance philosophy: Marko Marulić (2L) 6. Late renaissance philosophy: Federik Grisogono, Fran Trankvil Andreis, Ivan Polikarp Severitan (2L) 7. Late renaissance philosophy – Protestant trio: Matija Vlačić, Pavao Skalić, Andrija Dudić (2L) 8. Late renaissance philosophy: Franciscus Patricius (2L) 9. Late renaissance philosophy: the Dubrovnik philosophers (2L) 10. Croatian philosophical baroque: from Marko Antun de Dominis to Juraj Križanić and Đuro Baglivi (2L) 11. Roger Boscovich (2L) 12. Boscovichians in Croatian philosophical schools (1770-1834) (2L) 13. Themes and approaches of Croatian philosophers of the 19th century (2L) 14. Themes and approaches of Croatian philosophers in the period 1901-1945 (2L) 15. Themes and approaches of Croatian philosophers after 1945. (2L) <p>Seminar presentations (15X1) Preparation and presentation of seminar papers on a given topic</p>	
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)
Student responsibilities	Passed oral exam and the fulfillment of the other obligations prescribed by the syllabus.	

NAME OF THE COURSE		MODERN PHILOSOPHY II					
Code	6NH30	Year of study	3d Undergraduate				
Course teacher	Marko Jakić, Assistant Professor	Credits (ECTS)	4				
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			30	15	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	10 %				
COURSE DESCRIPTION							

Course objectives	<p>Course objectives - Knowledge of the development of the history of philosophy from the 18th to the end of the 19th century</p> <p>- Enabling students to interpret and critically evaluate key lines of thought, philosophers and their views in the period from the 18th to the end of the 19th century,</p>	
Course enrolment requirements and entry competences required for the course	Enrollment in the 7 th semester of undergraduate study in philosophy.	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Explain the importance of the philosophy of the period from the 18th to the end of the 19th century; 2. Recognize philosophical problems and solutions in the original texts of philosophers who operated from the 18th to the end of the 19th century; 3. Compare individual views and arguments of philosophers from the 18th to the end of the 19th century; 4. Critically discuss the main philosophical problems and schools for the period from the 18th to the end of the 19th century; 5. Explain and evaluate the features of the philosophy of German idealism; 6. Prepare a paper/article / text on a particular philosophical issue; 7. Hold a public lecture on philosophical problems and schools belonging to the period from the 18th to the end of the 19th century; 8. Arguably discuss the main philosophical problems and schools belonging to the period from the 18th to the end of the 19th century; 	
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Pre-critical philosophy and Copernican turn of Immanuel Kant. 2. Foundation of transcendental philosophy in the 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 way from the philosophy of nature and identity to the positive philosophy. 7. Hegel's absolute idealism and dialectics. 8. Encyclopaedic system of philosophy. 9. Philosophy of world history. 10. Main post-Hegelian orientations of philosophy: positivism of Auguste Comte. 11. Utilitarianism (Bentham, Mill), evolutionism (Spencer), materialism (Feuerbach, Marx). 12. Metaphysical pessimism of Arthur Schopenhauer. 13. Existentialism of Søren Kierkegaard. 14. Philosophy of Friedrich Nietzsche. 15. Psychologism (Fries, Herbart, Hartmann), inductive metaphysics (Lotze, Fechner), neo-Kantianism (Marburg school: Cohen, Natorp, Cassirer and Baden school: Windelband, Rickert). <p>Seminar: (15X1) Immanuel Kant, Critique of the Pure Mind Georg W. F. Hegel, Phenomenology of Spirit</p>	
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)

Student responsibilities	/					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	
	Essay	1	Seminar essay	1	(Other)	
	Tests	/	Oral exam	1	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	The course grades and evaluates the entire work of student: attending of lessons, writing of seminar, reading and making notes of the elected literature, and final the oral exam. The final mark arises from partaking in the teaching course, seminar essay, interpreting of at least two philosophical works, and oral exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Kant, I. <i>Kritika čistoga uma</i> , Zagreb : Nakladni zavod Matice hrvatske, 1984.				1	/
	J.G. Fichte, Fichte, <i>Nauk o znanosti</i> , Beograd : Beogradski izdavačko-grafički zavod, 1976.,				1	/
	F. W. J. Schelling, <i>O biti slobode</i> , Zagreb : Cekade, 1985.				1	/
	G. W. F. Hegel, Enciklopedija filozofijskih znanosti, Sarajevo : "Veselin Masleša", 1965				1	/
	I. Kant, <i>Kritika praktičkog uma</i> Zagreb : Naprijed, 1974.				1	/
	F. Nietzsche, <i>Tako je govorio Zaratustra</i> , Zagreb : Naprijed, 1991.				1	/
	Kant, I. <i>Kritika čistoga uma</i> , Zagreb : Nakladni zavod Matice hrvatske, 1984.				1	/
Optional literature (at the time of submission of study programme proposal)	Frederick Copleston (1958, 1959, 1960). A History of Philosophy. Modern Philosophy, VI-IX, London.					
	Friedrich Ueberweg (¹⁴ 1983. i d.). Grundriss der Geschichte der Philosophie. Die Philosophie des 18. Jahrhunderts (3). Basel.					
	Ottfried Höffe (1981). Klassiker der Philosophie, I-II, München.					
	Hans Joachim Störig (1998). Kleine Weltgeschichte der Philosophie. Frankfurt am Main.					
	Wolfgang Röd (2000). Der Weg der Philosophie. I-II, München.					
	Nicola Abbagnano (1966). Storia della filosofia. Torino.					
	Jacob André (ur.). (1998). Encyclopédie philosophique universelle, Paris.					
	Albert Bazala (1906, 1909, 1912). Povijest filozofije, I-III, Zagreb.					
	Branko Bošnjak (1993). Povijest filozofije, I-III, Zagreb.					
	Vladimir Filipović (³ 1982). Filozofska hrestomatija, 7-8, Zagreb.					
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, monitoring performance in performing tasks.					
	Consultations.					
	Student survey on the quality of teaching and teacher work (evaluation of teaching work at the university level).					
Other (as the proposer wishes to add)	Passed exam and achieved planning activities and outcomes.					
	/					

	12 Ethical problem in Marx' and Marxist philosophy (2) 13 Schopenhauer's and Nietzsche's nihilistic ethics (2) 14 Modern ethical concepts (2P) 15 Bioethics and Applied Ethics: final synthesis and preparation for exam (2) Seminar: (15x1) Immanuel Kant: <i>Critique of Practical Reason</i>					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input 6"="" type="checkbox/>(other)</td></tr><tr><td>Student responsibilities</td><td colspan="/> Regular attendance, recording lectures and participation in discussions in order to prepare exams		
Screening student work(<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	active participation course	1
	Essay	/	Seminar essay	1	(Other)	
	Tests	0,5	Oral exam	0,5	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Assessment and evaluation of students' work during classes and at the final exam The entire work on the course during the semester is assessed. Submission of a seminar paper is a prerequisite for taking the oral exam. The final grade is formed on the basis of participation in lectures and seminars (20%), seminar work (20%), colloquium or written exam (30%) and oral exam (30%).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Kant, I., <i>Kritika praktičkog uma</i> , Naprijed, Zagreb 1990. (<i>Critique of Practical Reason</i>)				1	Other libraries and e-form
Optional literature (at the time of submission of study programme proposal)	Aurelije Augustin: <i>O slobodi volje</i> , Demetra, Zagreb, 1998. Pierre Abelard: <i>Povijest nevolja / Etika / Pisma Abelarda i Heloize</i> , Naprijed, Zagreb, 1992. Baruch de Spinoza: <i>Etika</i> , Demetra, Zagreb, 2000. Immanuel Kant: <i>Zasnivanje metafizike čudoređa</i> , Feniks, Zagreb, 2003. Immanuel Kant: <i>Metafizika čudoređa</i> , Matica hrvatska, Zagreb, 1999. G. W. F. Hegel: <i>Fenomenologija duha</i> , Kultura, Zagreb, 1955. G. W. F. Hegel: <i>Osnovne crte filozofije prava</i> , V. Masleša, Sarajevo, 1989. Friedrich Nietzsche: <i>S onu stranu dobra i zla</i> , AGM, Zagreb, 2002. Hana Arendt: <i>Vita activa</i> , A. Cesarec, Zagreb, 1991. Max Weber, <i>Protestantska etika i duh kapitalizma</i> , V. Masleša, Sarajevo 1968: Nicolai Hartmann: <i>Etika</i> , Ljevak, Zagreb, 2003. Hans Küng: <i>Projekt svjetski etos</i> , Miob, V. Gorica, 2003. Hans Küng: <i>Svjetski ethos za svjetsku politiku</i> , Intercon, 2007, Zagreb Hans Küng: <i>Svjetski ethos za svjetsko gospodarstvo</i> , Intercon, 2007, Zagreb Peter Singer: <i>Jedan svijet - etika globalizacije</i> , Ibis, Zagreb, 2005. Ante Čović: <i>Etika i bioetika</i> , Pergamena, Zagreb, 2004. Friedrich Jodl: <i>Istorija etike kao filozofske nauke I-II</i> , V. Masleša, Sarajevo, 1975. Milan Kangrga: <i>Etika – osnovni problem i pravci</i> , Golden marketing, Zagreb, 2004. Alasdair MacIntyre: <i>A Short History of Ethics</i> Ernst Tugendhat: <i>Predavanja o etici</i> , Jesenski i Turk, Zagreb, 2003.					

	Robert Spaemann: <i>Osnovni moralni pojmovi</i> , Svjetlo riječi, Sarajevo-Zagreb, 2008. Otfried Höffe: <i>Lexikon der Ethik</i> , Verlag C.H.Beck, München, 2008.
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, monitoring performance in performing tasks. Consultations. Student survey on the quality of teaching and teacher work (evaluation of teaching work at the university level). Passed exam and achieved planning activities and outcomes.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		INSTRUCTIONS FOR WRITING BA THESIS					
Code	6ZR15	Year of study	3				
Course teacher	Marita Brčić Kuljiš, Associate Professor	Credits (ECTS)	1				
Associate teachers	Gabriela Bašić Hanžek, Senior Assistant Snježana Dimzov, Lecturer	Type of instruction (number of hours)	L	S	E	F	
			2	9	4	0	
Status of the course	Compulsory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	To introduce students with basis' of scientific methodology and to enable them acquiring basic academic skills (reading and writing scientific and expert papers on their own). Special emphasis is placed upon fostering argumentative skills and obedience of academic ethics.						
Course enrolment requirements and entry competences required for the course	None.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students are able to write their BA thesis independently at the end of undergraduate study. Students are able to research and critically read and write scientific and expert papers on their own. They' re also acquainted with scientific information sources and academic ethics of citing (antiplagiarism).						
Course content broken down in detail by weekly class schedule (syllabus)	Lectures (Snježana Dimzov): 1. Information sources (searching, overview and selection) 1. 2. Information sources (searching, overview and selection) 2. Seminars (Gabriela Bašić): 1. Scientific methodology and methodology of writing a scientific article. Notion of scientific method and types of scientific method. 2. Classification of scientific texts. Academic ethics and intellectual property. 3. General structure of philosophical texts. Subject (topic) - thesis distinction. 4. Argumentative form of the text. Informal and formal proof (argument and proof). 5. General methodology: definition, division and classification. 6. Philosophical methodology 1: conceptual analysis and thought experiment. 7. Philosophical methodology 2: argumentation. 8. Fallacies 1.						

	9. Fallacies 2. Exercises (1 – 2 Gabriela Bašić, 3 – 4 Snježana Dimzov): 1. Citation styles 1. 2. Citation styles 2. 3. Information sources (searching, overview and selection) 1. 4. Information sources (searching, overview and selection) 2.					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Conduct themselves in line with the ethical and scientific principles of higher education. Participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes. Participate in classes: lectures 80%, seminars 100%, exercises 100%. A student is required to perform the tasks assigned to the exercises. A student takes the exam through a seminar paper. A student is required to write a seminar paper in line with previously determined criteria.					
Screening student work(<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0,5	Research	0,5	Practical training	/
	Experimental work	/	Report	/	Independent assignments	0,5
	Essay	/	Seminar essay	0,5	(Other)	
	Tests	/	Oral exam	/	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	The assessment and marking criteria of individual elements can be found in the course repository. The overall work of the student during the class is evaluated. Activity in class, participation in discussions during class and seminars (10%). Independently completed assignments in individual classes of seminars and exercises are evaluated (90%).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Aristotel. Organon. 1970. prev. Atanasijević, Ksenija. Beograd: Kultura.				1	/
	Janović, Tomislav. <i>Citiranje, parafraziranje i upućivanje na izvore u akademskim radovima</i> . Mrežno izdanje				/	Free Access
	Oraić Tolić, Dubravka. 2011. <i>Akademsko pismo. Strategije i tehnike klasične retorike za suvremene studentice i studente</i> , Zagreb: Naklada Ljevak				7	/
Optional literature (at the time of submission of study programme proposal)	Baggini, J. 2003. <i>The Philosopher's Toolkit: A Compendium of Philosophical Concepts and Methods</i> . Blackwell Publishers. Buchberger, Iva. 2012. <i>Kritičko mišljenje</i> . Rijeka: Udruga za razvoj visokoga školstva <i>Universitas</i> Eco, Umberto, 2000. <i>Kako se piše diplomski rad</i> , Beograd: Narodna knjiga / Alfa. Martinich, A. P. 1996. <i>Philosophical Writing</i> . Third Edition. Oxford: Blackwell					
Quality assurance methods that	Class attendance, class activity, success in performing tasks.					

ensure the acquisition of exit competences	Student survey on the quality of teaching and teachers at the university level. Passed the exam and fulfilled other syllabus obligations.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		INTROSPECTION				
Code	IN30	Year of study	1 st , 2 nd and 3 rd			
Course teacher	Ljudevit Hanžek, Assistant Professor	Credits (ECTS)	3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	Elective course	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	The objective of the course is introducing students to different philosophical aspects of introspection, or the subject's awareness of their own mental states, and understanding the relationships of the distinct aspects of the issue (e.g. metaphysical and epistemological) and its complexity.					
Course enrolment requirements and entry competences required for the course	No requirements.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After attending the course, the students will be able to: 1. Differentiate introspective awareness from other forms of awareness (e.g. first-order thoughts, memories, perceptual experiences...); 2. Cite epistemological properties of introspection (<i>privileged access</i>); 3. Explain the role played by the notion of introspection in the history of western philosophy; 4. Describe and compare competing models of introspective knowledge; 5. Differentiate philosophical claims about introspection from those present in cognitive science and neuroscience; 6. Evaluate the philosophical significance of some contemporary neuroscientific findings (e.g. Libet's experiment, <i>blindsight</i> phenomenon...).					
Course content broken down in detail by weekly class schedule (syllabus)	Course (15X2 Lectures) 1. Introspection (2L). Mental states: division on propositional attitudes and perceptual experiences. Properties of introspection: privacy, directness, contrast to perception, independence from its object, simultaneity, effort. 2. Detection models of introspection (2L). HOP (Higher Order Perception) models: inner 'scanner' (Armstrong, Lycan); problem of the lack of sensory phenomenology and change of the first-order state by introspecting it. HOT (Higher Order Thought) models: Rosenthal on introspection as thinking of our own mental states. Objection of overly demanding conditions. 3. Containment models of introspection (2L). First-order state as a part of the introspecting state. Physical containment (Shoemaker); propositional containment (Burge). Phenomenal concepts (Chalmers). 4. Epistemology of introspection (2L). Privileged access. Infallibility, nesumnjivost, incorrigibility (Armstrong's counterexample); self-presentation (strong and weak). 5. Introspective knowledge and world knowledge, vol. I (2L). Relationship of perceptual and introspective knowledge; classical foundationalism. Introspective beliefs as basic beliefs. Problem of skepticism.					

	<p>6. Introspective knowledge and world knowledge, vol. II (2L). Transparency of mental states. Transparency of belief; inferential justification of introspective beliefs. Objections. Transparency of experience; counterexamples, inverted spectrum.</p> <p>7. Introspective knowledge and world knowledge, vol. III (2L). Externalism about mental content. Putnam and Twin Earth. Burge and the arthritis example. Questions about privileged access; Burge's compatibilistic response, Mckinsey on incompatibility.</p> <p>8. Self-deception (2L). Intentionalist approach to self-deception; static paradox, dynamic paradox. Non-intentionalist approach to self-deception. Twisted self-deception. Morality of self-deception.</p> <p>9. Experience and consciousness (2L). Block and Chalmers on 2 concepts of consciousness (A-consciousness and P-consciousness). Relationship of A-consciousness to P-consciousness: possibility of A-consciousness without P-consciousness: thought experiments (zombies), <i>blindsight</i>. Possibility of P-consciousness without A-consciousness: brain damage, cognitively inaccessible conscious experiences.</p> <p>10. Introspection and free will (2L). Libet's experiment (reaction potential). Responses to Libet: methodological objections, veto, compatibilism. Wegner on the illusion of conscious will (pathological states, automatisms)</p> <p>11. Introspection and behavior (2L). A priori theories on causes of behavior (Nisbett and Wilson). Cognitive dissonance theory (Festinger). Self-observation. Pathological cases (commisurotomy).</p> <p>12. Introspekcija and psychopatology (2L). Dissociative identity disorder and alienated self-consciousness. Schizophrenia and inserted thought symptoms, thought blockage, thought broadcasting... Distinction between subjectivity and agency in some pathological conscious states.</p> <p>13. Unity of consciousness (2L). Types of unity of consciousness. Experiential parts theory; objection by James. Single experience theory; notion of a total conscious experience, complexity of experiential contents.</p> <p>14. Folk psychology (2L). Folk psychology as a theory. Impelemntation and content of folk psychology. Folk psychology as a simulation. Simplicity of simulation theory. Hybrid theory of folk psychology.</p> <p>15. Eliminative materialism (2L). Radical falsity of folk psychology (Churchlands); critique of the implications of folk psychology about the syntax and semantics of mental states. Dennett's instrumentalism. Objections to eliminative materialism: self-refutation objection, vindication of folk psychology (successful theory, minimal committments)</p>					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance, oral exam.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Activity during classes	/
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	2	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	The final grade is determined by oral exam. Criteria for grading and evaluating particular elements of the course are described in more detail in the repository of the course web page.					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Greco, John and Ernest Sosa (ed.) <i>Epistemologija: Vodič u teorije znanja</i> , Naklada Jesenski i Turk, Zagreb, 2004. (Croatian edition with addendum prepared by Borislav Mikulić).	1	/
	Čuljak, Z. (ed.), <i>Vjerovanje, opravdanje i znanje. Suvremene teorije znanja i epistemičkoga opravdanja</i> , Zagreb: ibis grafika, 2003.	2	/
	Dancy, J., <i>Uvod u suvremenu epistemologiju</i> , Zagreb: Hrvatski studiji, 2001.	2	/
	Miščević, N., <i>Uvod u filozofiju psihologije</i> , Zagreb: Grafički zavod Hrvatske, 1990	1	/
	Miščević, N. and Prijić-Samaržija, S. (ed.), <i>Filozofija psihologije</i> , Rijeka: Hrvatski kulturni dom, 1993.	1	/
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> • Cassam, Q. (ed.), <i>Self-Knowledge</i>, New York: Oxford University Press, 1994. • Hill, C (ed.) <i>Philosophical Topics</i> 28(2): Introspection 2000.. • Ludlow, P. i Norah M. (eds.), <i>Externalism and Self-Knowledge</i>, Stanford, CA: CSLI Publications 1998. • Wright, C., Barry Smith i Cynthia Macdonald (eds.), <i>Knowing Our Own Minds</i>, Oxford: Clarendon Press 1998. • Bar-On, Dorit <i>Speaking my mind</i>, Oxford: Oxford 2004. • Carruthers, P. <i>Consciousness: Essays from a higher-order perspective</i>, Oxford: Oxford University Press 2005. • Gallois, A. <i>The Mind Within, The World Without</i>, Cambridge: Cambridge University Press 1996. • Hill, C <i>Sensations: A Defense of Type Materialism</i>, Cambridge: Cambridge University Press 1991. • Hurlburt, R. T <i>Sampling normal and schizophrenic inner experience</i>, New York: Plenum 1990. • Hurlburt, R. T. i Schwitzgebel, E. <i>Describing inner experience? Proponent meets skeptic</i>, Cambridge, MA: MIT 2007. • Kriegel, U., <i>Subjective consciousness</i>, Oxford: Oxford 2009 • Lycan, William (1996) <i>Consciousness and Experience</i>, Cambridge, MA: MIT Press (Bradford). • Mele, Alfred <i>Self-deception unmasked</i>, Princeton, NJ: Princeton 2001. • Moran, R., <i>Authority and estrangement</i>, Princeton: Princeton 2001. • Siewert, C. <i>The Significance of Consciousness</i>, Princeton: Princeton University Press 1998. 		
Quality assurance methods that ensure the acquisition of exit competences	Records of class attendance, class and teacher evaluation at the end of the semester, office hours.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		PHILOSOPHY OF BIOLOGY				
Code	IFB30	Year of study	I., II., i III.			
Course teacher	Dr. Tonči Kokić, Full Professor	Credits (ECTS)	3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	Elective course	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The main goal of the course is to provide students with the opportunity to understand main concepts of philosophy of science, science structure and changes in scientific theories, knowledge of the area and the basic concepts of the philosophy of biology, knowledge of the structure of biological theory and the theory of biological evolution, contemporary texts and the problems of philosophy of biology.					
Course enrolment requirements and entry competences required for the course	No prerequisites.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course, students will be able to: <ul style="list-style-type: none">- distinguish philosophical assumptions in scientific theories,- demonstrate knowledge of the structure of the theory of evolution,- understand and explain specific principle in Life sciences,- demonstrate knowledge of the critical approach to contemporary theories of the life science.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Course introduction (2L) 2. Life science (2P) 3. Specific principle of Life science (2L) 4. Definition of Life (2L) 5. Theories of the Origin of Life (2L) 6. Theory of Evolution before Darwin (2L) 7. Development of the Theory of Evolution (2L) 8. Alternative Theories of Evolution (2L) 9. Disharmony between Paleontological and Molecular Data about Evolution (2L) 10. Is there a Specific Macroevolutionary Mechanism? (2L) 11. Problem of Species in Biology (2L) 12. Concept of Progress (2L) 13. Altruism (2L) 14. Evolutionary Biology vs. Ideology (2L) 15. Final remarks (2L)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> Independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In addition to participation in at least 60% of lecture classes, students will adopt course contents by: reading the primary literature, keeping a reading diary, writing a seminar essay and publishing it under the course website, distinguishing and					

	studying open questions related to the reviewed content. Students will achieve a minimum of 51% on each of the listed tasks.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research	/	Practical training	/
	Experimental work	/	Report	/	Reading diary	1
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	1,5	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Course achievement will be evaluated as the percept of participation in the class activities (10%), results on the two preparatory tests and/or written test (30%), and results on the oral exam which includes evaluation of reading diary and discussion about seminar essay (60%).					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Darwin, C. The Origin of Species			1	/	
	Mayr, E. This Is Biology: The Science of the Living World			1	/	
	Ridley, M. Evolution			1	/	
Optional literature (at the time of submission of study programme proposal)	Gould, S. J. Čovjek po mjeri. Hrgović, J. i Polšek, D. (ed). Evolucija društvenosti. Jacob, F. Logika živog. Kampourakis, K. (ed). The Philosophy of Biology. Kokić, T. Teorija evolucije: razvoj ideje, osnovna načela i recepcija. Mayr, E. 1982. The Growth of Biological Thought. Diversity, Evolution and Inheritance. Medawar, P. B. i J. S. Nauka o životu. Monod, J. Slučajnost i nužnost: ogled o prirodnoj filozofiji moderne Biologije. Ruse, M. (ed) The Oxford Handbook of Philosophy of Biology.					
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, success in performing tasks; student survey on the quality of teaching and teachers at the university level; test completion and fulfilment of other obligations listed in the syllabus; individual consultations; students' self-assessment of the achieved learning outcomes and collaborative assessment of the implementation and quality of the teaching process in the classroom.					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		PHILOSOPHY AS A FORM OF LIFE					
Code	IFZ30	Year of study		I., II., III.			
Course teacher	Prof. Ante Vučković, Full Professor	Credits (ECTS)		3			
Associate teachers	/	Type of instruction (number of hours)		L	S	E	F
				30	0	0	0

Status of the course	Elective course	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to introduce students with philosophy as a form of life; the difference between philosophy as a form of life, and philosophy as a science; evaluation of the development of philosophy and its shift into a practice, spiritual exercises, ascesis; understanding of the contemporary imperative of the exercise					
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Having successfully completed the course, a student should be able to: 1. Describe the ancient philosophical schools dedicated to the practical life forms, especially Stoicism and Epicureanism; 2. Understand basic features of philosophy of life; 3. Recognize contemporary authors and texts of philosophy as shaping life 4. Be able to describe the purposefulness of the exercises of the spirit 5. Explain the transition and takeover of spiritual exercises from philosophy to christianity 6. Understand, describe and relate the contemporary imperative of exercise to historical philosophical practices. 7. Understand and explain the topicality of philosophy as a form of life.					
Course content broken down in detail by weekly class schedule (syllabus)	The emergence of exercises referring to a life form within the framework of ancient philosophy: 1. Socrates, Epictetus, Epicurus, Marcus Aurelius, Seneca. (10) 2. Christianity and the development of spiritual exercises: monasticism, Ignatius of Loyola, the contemporary relevance and different types of spiritual exercises. (6) 3. Modern philosophy as a way of life: Foucault, Hadot, Achenbach, Marinoff. Martha C. Nussbaum (6) 4. Contemporary Literature on philosophy as way of life: joint research of texts (4) 5. Peter Sloterdijk's imperative of practice (exercise) (4)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance, critical review of a book.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research of literature	0,2	Practical training	/
	Experimental work	/	Report	/	Critical review of a book	0,8
	Essay	/	Seminar essay	/	Work in small groups	0,5
	Tests	/	Oral exam	/	(Other)	
	Written exam	0,5	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Activity in small groups and research od literature - 20% Critical review of a book from required literature on existential philosophy or other literature approved by a professor - 30% Written exam - 50%					

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	P. Hadot, <i>Duhovne vježbe i antička filozofija</i> , Sandorf, Zagreb, 2013.	/	Internet
	Andre-Jean Voelke, <i>Filozofija kao liječenje duše</i> , Sandorf, Zagreb, 2017.	/	Ostale knjižnice i E-oblik
	Epiktet, <i>Priručnik</i> , Kruzak, Zagreb, 2006.	/	Ostale knjižnice i E-oblik
Optional literature (at the time of submission of study programme proposal)	1. A. Schopenhauer, <i>Mudrost življenja</i> , Cid - Nova, Zagreb, 2011. 2. R. D. Precht, <i>Tko sam ja?</i> , VBZ, Zagreb, 2011. 3. J. Evans, <i>Filozofija za život</i> , Ljevak, Zagreb, 2012. 4. L. Marinof, <i>Platon, a ne prozak!</i> , Mozaik, Zagreb, 2012. 5. M. Aurelije, <i>Samomu sebi</i> , CID, Zagreb, 1996. 6. I. Lojolski, <i>Duhovne vježbe</i> , FTI, Zagreb, 1998. 7. Boetije, <i>Utjeha filozofije</i> , Podgorica, 1999. 8. P. Sloterdijk, <i>Svoj život promijeniti moraš</i> , Sandorf, Zagreb, 2015. During the lectures, students are expected to reasearch the available literature, classify it into categories and gain an overview of the actuality of the topic.		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, activity in small groups, research of the literature on croatian and other languages, evaluation of a review of an independently studied book (basic elements, style, judgment), passed exam, student questionnaire on the quality of teaching and teachers at the university level.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		CRITICAL THINKING					
Code	IKM30	Year of study	I.,II.,III.				
Course teacher	Bruno Ćurko, Associate professor	Credits (ECTS)	3				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	Elective	Percentage of application of e-learning	10%				
COURSE DESCRIPTION							
Course objectives	The aim of the course is to review development of critical thinking from ancient times to the present. Also, one aim is to train students to independently conduct workshops for critical thinking so that they can include various strategies for developing critical thinking in their teaching.						
Course enrolment requirements and entry competences required for the course	Enrolled undergraduate study of philosophy.						
Learning outcomes expected at the level of the course	After successful completion of the course, the student will be able to: <ul style="list-style-type: none">- explain what critical thinking is and how it has evolved throughout history;- compare contemporary theories and practices of critical thinking;						

(4 to 10 learning outcomes)	<ul style="list-style-type: none">- analyze educational materials for critical thinking and implement them in a quality way in the teaching process;- be able to conduct critical thinking workshops;- modify existing educational materials to teach critical thinking through them;- be able to lead a structured dialogue with arguments;- to develop an awareness of the necessity of 'learning to think' in contemporary society;- to realize the connection and difference between critical and creative thinking					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. What is critical thinking? (2 hours)2. Development of the concept of critical thinking from pre-Socrates to John Dewey (2 hours)3. John Dewey and Reflective Thinking (2 hours)4. Development of the concept of critical thinking in the 20th and 21st centuries (2 hours)5. Mathew Lipman and Multidimensional Thinking (2 hours)6. Philosophy with children (2 hours)7. The connection and differences between creative and critical thinking (2 hours)8. Play as a path of critical thinking (2 hours)9. Using stories in teaching materials to develop critical thinking (2 hours)10. Structured dialogue (2 hours)11. Philosophical Inquiry (2 hours)12. The Art of the Question - How do age-oriented questions encourage children to think? (2 hours)13. Socratic dialogue in teaching (2 hours)14. Examples of good practice in learning for thinking today (2 hours)15. How to modify existing educational materials and adapt them to 'learn to think' (2 hours)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Behave in accordance with ethical and scientific principles in higher education. Participate and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course (80%). Participate in discussions at lectures (physical / online). Pass the oral exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	/	Research	/	Practical training	/
	Experimental work	/	Report	/	active participation in course	1
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	1	(Other)	
	Written exam	1	Project	/	(Other)	
Grading and evaluating student	The course grades and evaluates the entire work of student: attending of lessons, writing of seminar, reading and making notes of the elected literature, and final the					

work in class and at the final exam	oral exam. The final mark arises from partaking in the teaching course, seminar essay, interpreting of at least two philosophical works, and oral exam.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Iva Buchberger (2012), <i>Kritičko mišljenje priručnik kritičkog mišljenja, slušanja, čitanja i pisanje</i> , Rijeka: Udruga za razvoj visokoga školstva <i>Universitas</i> .	2	
	Bruno Ćurko (2017) <i>Kritičko mišljenje u nastavi filozofije, logike i etike</i> , Zagreb: Hrvatsko filozofsko društvo.	1	
	Lipman, Matthew. <i>Thinking in Education</i> . Cambridge: Cambridge University Press, 2003		1
	Ćurko, Bruno. „Socratic Dialogue in Education“ u <i>Encyclopedia of Educational Philosophy and Theory</i> (Michael A. Peters, ed), Springer, 2016.	0	1
	Fisher, Alec. <i>Critical Thinking: An Introduction</i> . Cambridge: Cambridge University Press, 2001.		1
	Fisher, Robert. <i>Teaching Children to Think</i> . Cheltenham: Nelson Thornes, 2005.		1
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Bailin, Sharon; Siegel, Harvey. »Critical Thinking«, u: <i>The Blackwell Guide to the Philosophy of Education</i>, Blake, Nigel; Smeyers, Paul; Smith, Richard; Standish, Paul (ur.), Malden, Oxford: Blackwell, 2003. 2. Ćurko, Bruno; Feiner, Franz; Gerjolj, Stanko; Juhant, Janez; Kreß, Kerstin; Mazzoni, Valentina; Mortari, Luigina; Pokorny, Svenja; Schlenk, Evelyn; Strahovnik; Vojko. <i>Ethics and Values Education - Manual for Teachers and Educators</i>, Ljubljana: Project: ETHIKA - Ethics and values education in schools and kindergartens, 2015. (http://www.ethics-education.eu/resources/ManualTeachers_HR.pdf) 3. Howell, Tracy; Kemp, Gary. <i>Critical Thinking: a Concise Guide</i>. London, Routledge, 2001. 4. Ćurko, Bruno. Strahovnik, Vojko. „Play as a way to developing critical thinking in ethics education“, u „Play Around the World“, Debrecen: University of Debrecen, 2016. 5. Halpern, Diane F. <i>Thought and Knowledge: An Introduction to Critical Thinking</i>. New Jersey: Lawrence Erlbaum, 1996. 6. Ćurko, Bruno; Kragić, Ivana. »Igra – put k multidimenzioniranom mišljenju. Na tragu filozofije za djecu«, <i>Filozofska istraživanja</i>, vol. 29 (2009), 2, pp. 303–310. (izvorni znanstveni članak) 7. Vaughn, Lewis. <i>The Power of Critical Thinking: Effective Reasoning about Ordinary and Extraordinary Claims</i>. New York: Oxford University Press, 2008. 8. Sprod, Tim. <i>Philosophical Discussion in Moral Education: The Community of Ethical Inquiry</i>. London: Routledge, 2001. 9. Russell, Bertrand. <i>On Education</i>. London: Unwin Books – Boni & Liveright, 1926. 10. Dewey, John. <i>Democracy and Education: An Introduction to the Philosophy of Education</i>. Plain Label Books, 1926. 		
Quality assurance methods that ensure the acquisition of exit competences	Ways of monitoring quality that ensure the acquisition of established learning outcomes Class attendance, class activity, success in performing tasks. Student survey on the quality of teaching and teachers at the university level. Passed the exam and fulfilled other syllabus obligations.		

Other (as the proposer wishes to add)	/
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COURSE TITLE		Freedom of speech				
Course code	IFS30	Year of study	3rd year			
Course Teacher	Marita Brčić Kuljiš, Associate Professor	ECTS credits	3			
Associates		Type of course delivery (number of hours per semester)	Lect.	Sem.		
			30			
Course status	Elective	Percentage of applied e-learning	30%			
COURSE DESCRIPTION						
Course goals	The objectives of the course are focused on topics and problems of freedom of speech. The course will enable a comparative analysis of concepts related to freedom of speech, which refer to freedom of opinion, freedom of expression, and freedom of religion. The lectures will also analyze the issue of the justification of censorship, as well as the punishment of hate speech. Different types of freedom of speech will be analyzed depending on political systems and how freedom of speech conditions democracy and other freedoms. Special attention will be focused on the analysis of the concept of freedom of speech on the Internet, i.e. in virtual reality.					
Prerequisites for enrollment in the course and student competencies required for the course enrollment	None required.					
Learning outcomes on the course level (4-10 learning outcomes)	Upon completing the course, students will be able to: 1. Define basic terms – natural rights, human rights, civil rights 2. Differentiate between different approaches in the analysis of freedom of speech 3. Recognize problems and solutions in original philosophical texts; 4. Know the main authors and their main works, concepts, problems and schools; 5. Critically discuss freedom of speech in the contemporary context; 6. Critically analyze the concept of banning freedom of speech and censorship					
Detailed course content	1. Plan and program; examination literature (2L) 2. Definition - freedom of speech, freedom of thought, freedom of expression (2L) 3. Defining – legal, political, philosophical (2L) 4. J. Stuart Mill on freedom of speech – (2L) 5. J. Stuart Mill on freedom of speech and truth/knowledge (2L) 6. John Stuart Mill's Harm Principle (2L) 7. J. Stuart Mill on freedom of speech - criticism (2L) 8. Freedom of speech in the public sphere (2L) 9. J. Rawls - Freedom of speech and rationality (2L) 10. J. Habermas and the theory of communicative action (2L) 11. Freedom of speech and new media (2L) 12. Freedom of speech and new media (2L) 13. Freedom of speech and tolerance (2L) 14. Limits of freedom of speech (2L) 15. Closing class					
Type of course delivery:	X lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		X independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

Student obligations	To behave in accordance with ethical and scientific principles in higher education teaching. Participate in and carry out curricular and extracurricular (individual and group) activities that enable the acquisition of the learning outcomes provided for in the course. Participate in classes 80%. Pass the oral exam.					
Monitoring of student work (distribution of ECTS credits across each type of student activity)	Course attendance	1	Research		Practical work	
	Experimental work		Report		Active participation in classes	1
	Essay		Seminar paper			
	Qolloquium		Oral examination	1		
	Written examination		Project			
Evaluation and assessment of student work in class and the final exam	The evaluation and assessment criteria of individual elements are described in the course repository. The entire work of the student during the class is evaluated. Activity in classes, participation in discussions during classes and seminars (10%).					
Required reading	Title				Number of books in the library	Availibility in the other media
	John Sturat Mill (2020). O slobodi. Zagreb: Naklada Jesenski i Turk.				1	-
	Joshua Cohen (1993). „Freedom of Expression“. <i>Philosophy & Public Affairs</i> , 22 (3), str. 207-263				-	DA
	John Rawls (2004). <i>Pravo naroda i Preispitivanje ideje javnog uma</i> . Zagreb: Kruzak.				1	-
	Hrvoje Cvijanović (2016). Sloboda govora i govor mržnje. U: Kulenović E (ur.) <i>Govor mržnje u Hrvatskoj</i> . Zagreb: Biblioteka Političke analize				-	DA
	John Locke (1978). Dve rasprave o vladi kojima prethodi Patriarcha sir R. Filmera, a sledi Lockeovo Pismo o toleranciji. Beograd: Mladost				1	-
Recommended reading	Herbert Marcuse (1965). „Repressive Tolerance“. U: <i>A critique of Pure Tolerance</i> . Boston: Beacon Press. Cas Mudde (2016). <i>On Extremism and Democracy in Europe</i> . London: Routledge. Miomir Matulović (1996). „Rasprava Habermas-Rawls“. <i>Politička misao</i> , XXXIII (1), str. 207—246. Miroslav Volf (2009). „Sloboda govora i moralna odgovornost“. <i>Nova prisutnost : časopis za intelektualna i duhovna pitanja</i> , VII (3), str. 455-456. Elvio Baccarini (2013). „John Stuart Mill“. U: Kulenović E (ur.) <i>Moderna politička teorija</i> , Zagreb: Fakultet političkih znanosti u Zagrebu. Marita Brčić Kuljiš (2019). A Case Study of Freiheitliche Partei Österreichs“. <i>The International Journal of Civic, Political, and Community Studies</i> 17 (2), pp.1-16. DOI: https://doi.org/10.18848/2327-0047/CGP/v17i02/1-16					
Means of quality assurance as warrant for acquiring the defined learning outcomes	Consultations. Student survey on the quality of teaching and the work of teachers (evaluation of teaching work at the university level). The exam was passed and the planned activities and outcomes were achieved.					

NAME OF THE COURSE		PHILOSOPHICAL ANTHROPOLOGY						
Code	IFA30		Year of study		Undergraduate and graduate			
Course teacher	Dr. Tonči Kokić, Full Professor		Credits (ECTS)		3			
Associate teachers	/		Type of instruction (number of hours)		L	S	E	F
					30	0	0	0
Status of the course	Elective course		Percentage of application of e-learning		10%			
COURSE DESCRIPTION								
Course objectives	The first part of this course includes religious, cultural and philosophical ideas and theories on human nature, and cultural, sometimes implicit and sometimes explicit ideas and theories.							
Course enrolment requirements and entry competences required for the course	No prerequisites.							
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course, students will be able to: <ul style="list-style-type: none">- Distinguish different meaning of Philosophical anthropology,- Know the basic assumptions of the types of self-understanding of man,- Understand and explain basic philosophy of anthropology issues: being, origin and human determination- know the different methodologies used in philosophical anthropology;- Distinguish different cultural, scientific and philosophical views on the issues of human nature;- To know the claims about the peculiarity of man towards other beings through the fundamental dimensions of human being							
Course content broken down in detail by weekly class schedule (syllabus)	1. Course Overview and Instructions II (2L) 2. Introduction to the area: Two meaning of Anthropology (2L) Great Theories on Human Nature 3. Ancient Greek Theory on Human Nature (2L) 4. Judeo-Christian Theory of Human Nature (2L) 5. Hinduism, Buddhist of Human Nature (2L) 6. Conservative and Liberal Theories on Human Nature (2L) 7. The Theory of the Unconscious – Freud: Pansexuality (2L) 8. Existentialism (2L) Philosophical Anthropology as Philosophical Discipline 9. Levels of the Organic and Hermeneutics as Philosophical Anthropology (2L) 10. Philosophical Intuition on Human Integrity (2L) 11. Specific Human Body Morphology, Two Theories on the Origin of Humankind (2L) 12. Language – a Bridge from Material to Spiritual (2L) 13. Theories on the Origin of Language and Myth (2L) 14. Anthropine, the Fundamental Dimensions of Human Being (2L) 15. Preparation exam and analysis (2)							
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work				<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In addition to participation in at least 60% of lecture classes, students will adopt course contents by: reading the primary literature, keeping a reading diary,							

	distinguishing and studying open questions related to the reviewed content. Students will pass two preparatory tests and/or written test and achieve a minimum of 51% accuracy.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Reading diary	0,5
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	0,5	(Other)	
	Written exam	1	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Course achievement will be evaluated as the percept of participation in the class activities (10%), results on the two preparatory tests and/or written test (30%), and results on the oral exam which includes evaluation of reading diary and primary literature (60%).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Scheler, M. Čovjekov položaj u kozmosu				1	0
	Plessner, H., Stupnjevi organskoga i čovjek				3	0
	Gehlen, A. Čovjek. Njegova narav i njegov položaj u svijetu				3	0
	Cassirer, E. Ogled o čovjeku: Uvod u filozofiju ljudske kulture				1	0
	Haeffner, G. Filozofska antropologija				1	0
Optional literature (at the time of submission of study programme proposal)	Aristotel. <i>O duši</i> , Zagreb : Naprijed, 1996 Burger, H. <i>Filozofska antropologija</i> , Zagreb : Naprijed, 1993 Leakey, R. & Lewin, R. <i>Ponovno promišljanje porijekla. U potrazi za onim što nas čini ljudima</i> , Zagreb : Naklada Breza, 2005. Levi-Strauss, C. <i>Strukturalna antropologija</i> , Zagreb : 1977-1988 Kant, I. <i>Antropologija u pragmatičnom pogledu</i> , Zagreb : Naklada Breza, 2003. Platon. <i>Protagora</i> Zagreb : Naprijed, 1975. Pojman, L. <i>Who are we? Theories of Human Nature</i> Oxford University Press; 2005. Rescher, N. <i>Human Interests: Reflections on Philosophical Anthropology</i> Stanford University Press 1990. Sartre, J. P. <i>Egzistencijalizam je humanizam</i> Sarajevo : "Veselin Masleša", 1964. Trigg, R., <i>Ideas on Human Nature: An Historical Introduction</i> Wiley-Blackwell; 1999.					
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, success in performing tasks; student survey on the quality of teaching and teachers at the university level; test completion and fulfilment of other obligations listed in the syllabus; individual consultations; students' self-assessment of the achieved learning outcomes and collaborative assessment of the implementation and quality of the teaching process in the classroom.					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		PHILOSOPHY OF JUSTICE					
Course code	IFP30	Year of study	1st, 2nd and 3rd year of undergraduate level study				
Lecturer/s	Marita Brčić Kuljiš, Associate Professor	ECTS credits	3				
Associates	/	Type of course delivery (number of hours per semester)	L	S	E	F	
			30	0	0	0	
Course status	Elective	Percentage of applied e-learning	-				
COURSE DESCRIPTION							
Course goals	The main goal of the course Philosophy of Justice is an introductory overview of the philosophical concept of justice. The course is particularly focused on the historical development of the idea of justice as well as theoretical analyses of contemporary concepts of distributive justice.						
Prerequisites for enrollment in the course and student competencies required for the course enrollment	None required.						
Learning outcomes on the course level (4-10 learning outcomes)	Upon completing the course, the students will be able to: 1. explain the importance of the idea of justice in philosophy; 2. identify political and moral implications of the notion of justice; 3. identify philosophical problems and solutions in original texts of authors focused on the concept of justice; 4. compare specific positions and arguments of the philosophy of justice; 5. critically discuss main philosophical issues and schools focused on the idea of justice; 6. argumentatively discuss the main theories of justice.						
Detailed course content	1. Introductory lecture, Sensing justice 2. Justice as virtue, Justice as harmony, Justice as the perfect virtue 3. Justice as the law: eternal, natural, human 4. Justice as the law: eternal, natural, human 5. Justice as human construction 6. Justice as human construction 7. Distributive theory of justice equalizing theory of justice, Utilitarianism, 8. Principle of equality: strict egalitarianism 9. Justice as fairness 10. The principle of equal initial resources; 11. The principle of merit, Libertarianism, The principle of necessity 12. Justice and the politics of difference 13. Pluralism, Liberal theory of justice, communitarian theory of justice 14. Global justice 15. Final overview						
Type of course delivery:	X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	X independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)					
Student obligations	Conduct themselves in line with the ethical and scientific principles of higher education. Participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes (80%). Pass an oral exam. If the student chooses to take the exam through a						

	seminar paper, the student is required to write and present a seminar paper in line with previously determined criteria.					
Monitoring of student work (distribution of ECTS credits across each type of student activity)	Class attendance	1	Research		Practical training	
	Experimental work		Report		Active participation in classes	1
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Evaluation and assessment of student work in class and the final exam	The assessment and marking criteria of individual elements can be found in the course repository. The overall work of the student during the class is evaluated. Activity in class, participation in discussions during class and seminars (10%). A student can pass an oral exam (90%) or prepared and presented a seminar paper in line with previously determined criteria(90%).					
Required reading	Title			Number of books in the library	Availability in the other media	
	„Doing the right thing“ The Queen v. Dudley and Stephens (M. Sandel, Justice a reader, str. 3-7)			/	Yes	
	Platon, Država, I knjiga			1	/	
	Aristotel, Nikomahova etika, V knjiga Ocjenjuje se cjelokupni rad studenta tijekom nastave.			1	/	
	J. S. Mill, Utilitarizam (V poglavlje)				Yes	
	J. Rawls, Pravednost kao pravičnost; politička, ne metafizička			1	1	
	„Doing the right thing“ The Queen v. Dudley and Stephens (M. Sandel, Justice a reader, str. 3-7)			/	Yes	
Recommended reading	1. J. Rawls, Political liberalism, („The concept of an overlapping consensus“ pp. 119-150) 2. R. Nozick, State, anarchy, utopia, („Distributive justice“, chapter 7, part 1) 3. Iris Marion Young, Justice and the politics of difference („Substitution of the distributive paradigm“ pp. 23- 51) 4. Michael J. Sandel, Liberalism and the limits of justice 5. John Rawls, The Law of Peoples (part 3, Non-ideal theory) 6. Thomas Nagel, The problem of Global Justice 2005.					
Means of quality assurance as warrant for acquiring the defined learning outcomes	Class attendance, class activity, success in performing tasks. Student survey on the quality of teaching and teachers at the university level. Passed the exam and fulfilled other syllabus obligations.					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		PHILOSOPHY OF RELIGION				
Code	IFR30	Year of study	III.			
Course teacher	Hrvoje Relja, Full professor	Credits (ECTS)	3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	Elective	Percentage of application of e-learning	0			
COURSE DESCRIPTION						
Course objectives	<p>The course will attempt, by analysis of the religious phenomenon, what in its historical manifestations through familiarity with peculiarities of primitive, polytheistic, dualistic, monistic and monotheistic religions, and what in the life experience of the religious man, to show the originality of the religious phenomenon, thusly revealing its peculiarities (realities, transcendence, mystery and personal dimension of the sacred), and first and foremost the salvific character of holy as its essential feature.</p> <p>With that, the course will also try to familiarize students, by analyzing different philosophical interpretations of the religious phenomenon (Feuerbach, Nietzsche, Freud, Jung, Durkheim, Marx, Kant, Plotin, Jaspers, Wittgenstein, O. Spengler), with the originality of the religious phenomenon, and the specific relationship between human nature, philosophy, culture, history and religion.</p>					
Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After attending the course, students will be able to:</p> <ul style="list-style-type: none">- explain the chief characteristics of the religious phenomenon and the philosophical ways of interpreting it;- critically evaluate religious phenomena- analyze the phenomenon of the religious by contemplating the essence, object and subject of religion- explain and support with arguments main problems and peculiarities of philosophy of religion-analyze common problems of important traditional religions and reasons for the creation of new religions					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Introduction and instructions for working in the course (2L)2. Essence, object, subject and definition of religion (2L)3. Peculiarities of philosophy of religion (2L)4. Different conceptions of the relationship between faith and reason (2L)5. Problems of the content and methods of philosophy of religion (2L)6. Typology of religions (2L)7. Primitive religions (2L)8. Polytheistic religions (2L)9. Main forms of religious dualism (2L)10. Monistic religions. Philosophical and religious monism (2L)11. Religions of divine silence. Different conceptions of nirvana (2L)12. Monotheistic religions (2L)13. Religious (in)tolerance (2L)					

	14. Religion in the light of atheism and agnosticism (2L) 15. Man as a religious being? (2L)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In addition to participating in at least 80% of lectures, students will adopt certain teaching contents through discussions and keeping a reading diary. Students will pass the colloquium and achieve a minimum of 65% accuracy.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Reading diary; notes of reading the original literature	0.75
	Essay	/	Seminar essay	/	Active participation in discussions	0,25
	Tests	/	Oral exam	1	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Success will be evaluated on the basis of participation in activities and discussions in class (8.5%), and results in the oral final exam, which includes an assessment of reading diaries and source literature (91.5%).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Relja, H., <i>Filozofija religije</i> (manual).				5	/
	Fischer, N., <i>Čovjek traži Boga. Filozofski pristup</i> , KS, Zagreb 2001.				1	/
	Bürkle, H., <i>Čovjek traži Boga. Religijski pristup</i> , KS, Zagreb, 2000.				1	/
	Devčić, I., <i>Pred Bogom blizim i dalekim – Filozofija o religiji</i> , FTI, Zagreb 1998.				1	/
Optional literature (at the time of submission of study programme proposal)	Rahner, K., <i>Hörer des Wortes: zur Grundlegung einer Religionsphilosophie</i> , Kösel-Pustet, München 1941. Pascal, B., <i>Misli</i> , Zora, Zagreb 1969. Alessi, A., <i>Sui sentieri del sacro</i> , LAS, Roma 1998. Guerra, M., <i>Historia de las religiones</i> , BAC, Madrid 1999. Otto, R., <i>Das Heilige</i> , Gotha 1929. De lubac, H., <i>Sur les chemins de Dieu</i> , Paris 1956. DUPRÉ, L., <i>The other dimensio. A search for the Meaning of Religious Attitudes</i> , New York 1972. Lasić, H., <i>Čovjek u svjetlu transcendencije</i> , FTI, Zagreb 1994. Zimmermann, S., <i>Filozofija i religija, I–II</i> , Zagreb 1936–37. Thompson, M., <i>Filozofija religije</i> , Plus, Zagreb 2003. Davies, B., <i>Uvod u filozofiju religije</i> , Hrvatski studiji, Zagreb 1998.					
Quality assurance methods that ensure	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the					

the acquisition of exit competences	fulfilment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved and collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		PHILOSOPHY OF DEMOCRACY					
Course code	IFD30	Year of study	1st, 2nd and 3rd year of undergraduate level study				
Course Teacher	Marita Brčić Kuljiš, Associate Professor	ECTS credits	3				
Associates	/	Type of course delivery (number of hours per semester)	L	S	E	F	
			30	0	0	0	
Course status	Elective	Percentage of applied e-learning					
COURSE DESCRIPTION							
Course goals	Introduction to the philosophical way of thinking in the area of political philosophy with a special focus on the philosophical aspect of democracy. Through the analysis of philosophical theories on democracy students will acquire philosophical knowledge which can be applied in civic practices of democratic society. - study of the basic concepts of democracy - analysis of the development of democratic thought - enabling students to critically discuss politics.						
Prerequisites for enrollment in the course and student competencies required for the course enrollment	None required.						
Learning outcomes on the course level (4-10 learning outcomes)	Upon completing the course, students will be able to: 1. define key democratic terms; 2. interpret classical and contemporary democratic theories and ideas; 3. compare different philosophical views and theories on democracy; 4. critically analyze and evaluate opinions and views on the philosophy of democracy; 5. differentiate between various models of democracy.						
Detailed course content	1. Introductory lecture 2. What is democracy; The value of democracy 3. The model of democracy according to David Held 4. Direct and indirect democracy: direct, representative (parliamentary and presidential) and participative democracy 5. Liberal democracy 6. Deliberative democracy 7. Social democracy 8. Christian democracy; Digital democracy; Demidemocracy 9. Democracy and the rights of minorities 10. Democracy and the European Union 11. Democracy and globalization 12. Democracy and the system of education 13. Criticism of democracy 14. Student reports 15. Final lecture						
Type of course delivery:	<input type="checkbox"/> lectures		<input type="checkbox"/> independent assignments				

	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student obligations	Conduct themselves in line with the ethical and scientific principles of higher education. Participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes (70%). Pass an oral exam. If the student chooses to take the exam through a seminar paper, the student is required to write and present a seminar paper in line with previously determined criteria.					
Monitoring of student work (distribution of ECTS credits across each type of student activity)	Course attendance	1	Research	/	Practical work	/
	Experimental work	/	Report	/	Active participation in classes	1
	Essay	/	Seminar paper	/		
	Qolloquium	/	Oral examination	1		
	Written examination	/	Project	/		
Evaluation and assessment of student work in class and the final exam	The assessment and marking criteria of individual elements can be found in the course repository. The overall work of the student during the class is evaluated. Activity in class, participation in discussions during class and seminars (10%). A student can pass an oral exam (90%) or prepared and presented a seminar paper in line with previously determined criteria(90%).					
Required reading	Title				Number of books in the library	Availibility in the other media
	Aristotel, <i>Politika</i> , Globus, Zagreb 1988.				1	/
	Alexis de Tocqueville, <i>O demokraciji u Americi</i> , Informator, Zagreb, 1995.				1	/
	John Stuart Mill, <i>Izabrani politički spisi</i> , Informator, Zagreb 1988.				/	Yes
	John Locke, <i>Dvije rasprave o vladi</i> , Filozofska biblioteka, Zagreb 2013.				/	Yes
	Norberto Bobbio, <i>Liberalizam i demokracija</i> , Novi liber, Zagreb,1992.				/	Yes
	Robert A. Dahl, <i>O demokraciji</i> , Politička kultura, Zagreb, 2000.				/	Yes
Recommended reading	Platon, <i>Država</i> , Naklada Jurčić, Zagreb, 2009. David Held , <i>Modeli demokracije</i> , Školska knjiga, Zagreb 1990. Jean Jacques Rousseau, <i>Rasprava o podrijetlu i osnovama nejednakosti među ljudima. Društveni ugovor</i> , Prosveta, Beograd, 1949. Robert A. Dahl, <i>Demokracija i njezini kritičari</i> , Politička kultura, Zagreb, 1999. Joseph A. Schumpeter, <i>Kapitalizam, socijalizam i demokracija</i> , Globus, Zagreb, 1981. John Rawls, <i>Politički liberalizam</i> , Kruzak, Zagreb 2000. Ralf Dahrendorf, <i>U potrazi za novim poretkom : predavanja o politici slobode u 21. stoljeću</i> , Deltakont, Zagreb, 2005. Michael J. Sandel, <i>Democracy's discontent : America in search of a public philosophy</i> , Cambridge, Mass. ; London : The Belknap Press of Harvard University Press, 2001. Jacques Ranciere, <i>Mržnja demokracije</i> , Naklada Ljevak, Zagreb 2008. Franz Neumann, <i>Demokratska i autoritarna država</i> , Naprijed, Zagreb 1974. Ronald Dworkin, <i>Is democracy possible here?</i> , Princenton University Press, 2006.					

Means of quality assurance as warrant for acquiring the defined learning outcomes	Class attendance, class activity, success in performing tasks. Student survey on the quality of teaching and teachers at the university level. Passed the exam and fulfilled other syllabus obligations.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		PHILOSOPHY OF LOGIC					
Code	IFL30		Year of study		2 nd		
Course teacher	/		Credits (ECTS)		3		
Associate teachers	/		Type of instruction (number of hours)	L	S	E	F
				30	0	0	0
Status of the course	Elective.		Percentage of application of e-learning		10%		
COURSE DESCRIPTION							
Course objectives	Introduction to the basic theoretical approaches in the philosophy of logic.						
Course enrolment requirements and entry competences required for the course	No requirements.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After attending the course, students will be able to: 1. Clarify the role of logic in philosophy and in specialised scientific disciplines 2. Explain the definition of logic from different philosophical theoretical standpoints 3. Understand the relationship between logic and mathematics from the ontological aspect of the problem 4. Define reductionist theoretical starting points of logical and empirical positivism 5. Describe aprioristic and empiricist approaches in contemporary philosophy of Logic.						
Course content broken down in detail by weekly class schedule (syllabus)	1. Status of logic and ethics in philosophy and specialised scientific disciplines 2. Criticism of aprioristic and empiricist ideas in philosophy of logic 3. Axiomatic logical system and logic of mathematics 4. Gödel's proofs and their philosophical significance 5. Hilbert's program and aprioristic thesis in philosophy of logic 6. Logic of philosophy 7. Idea of dialectical logic						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> other			
Student responsibilities	Oral exam.						
Screening student work(name the proportion of ECTS credits for each activity so that the total number of	Class attendance	1	Research	/	Practical training	/	
	Experimental work	/	Report	/	(Other)		
	Essay	/	Seminar essay	/	(Other)		

NAME OF THE COURSE		PHILOSOPHY OF HISTORY					
Code	IPV30	Year of study	2 nd				
Course teacher	Marko Troglić, Full Professor	Credits (ECTS)	3				
Associate teachers	Danica Radoš, Teaching assistant	Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	elective	Percentage of application of e-learning	-				
COURSE DESCRIPTION							
Course objectives	Philosophical insight into the social life of human and the historical forms of organization of society. The philosophical approach to history and conceptions of human, culture and society in different historical periods. Philosophical understanding and interpretation of the purpose and meaning of history.						
Course enrolment requirements and entry competences required for the course	No requirements						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After attending the course students should be able to: 1. explain the specificity and importance of the philosophy of history in the study of philosophy; 2. explain the difference between antique and modern understanding of history; 3. define the basic philosophical terms;						

	4. identify philosophical problems and solutions in the original texts; 5. critically discuss the major philosophical problems and philosophical schools concerning the philosophy of history; 6. know the main authors of the philosophy of history and their major works, philosophical concepts, problems and schools: 7. critically discuss the major philosophical concepts, problems and schools concerning the philosophy of history.					
Course content broken down in detail by weekly class schedule (syllabus)	Course (15x2) 1. Plan and program; exam literature (2) 2. Definition of the course: social philosophy of history (2) 3. Ancient and modern understanding of history: establishment of Christian worldview and the Christian-metaphysical structuration of social philosophy of history (2) 4. Frane Petrić's concept of history and the European philosophical tradition (2) 5. The social contract theory (2) 6. Philosophy of history of the French Enlightenment (2) 7. Philosophy of history of the Classical German idealism (2) 8. G. W. F. Hegel's philosophy of history (2P) 9. Young Hegelians, Ludwig Feuerbach and Karl Marx (2) 10. Idealistic and materialistic concepts of history (2P) 11. Nihilism and the philosophy of history: Schopenhauer and Nietzsche (2) 12. Cyclical philosophy of history: G. Vico and A. Spengler (2P) 13. Liberalism and philosophy of history (2P) 14. Utopian thought and eschaton of history (2P) 15. Enigma of post-Communism – the new philosophical-historical paradigms: Fukuyama and Huntington; multiculturalism and globalization (2)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance, recording lectures and participation in discussions in order to prepare exams					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Reading diary; notes of reading the original literature	0,5
	Essay	/	Seminar essay	/	Active participation in discussions	0,5
	Tests	/	Oral exam	1	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Grading and evaluating overall student's performance during the semester. The final grade is based on assessment in the oral examination. The rating on the oral exam includes an evaluation of reading the original literature.					
Required literature (available in the	Title			Number of copies in the library		Availability via other media

library and via other media)	Karl Löwith, <i>Svjetska povijest i događanje spasa</i> : A. Cesarec, Zagreb, 1992. (Weltgeschichte und Heilsgeschehen)	1	Other libraries and e-form
	Predrag Vranicki, <i>Philosophy of History</i> , I-III.	1	Other libraries and e-form
Optional literature (at the time of submission of study programme proposal)	1. Aurelije Augustin, <i>O državi Božjoj</i> , Kršćanska sadašnjost, Zagreb, 1982-1996. 2. Frane Petrić, <i>10 dijaloga o povijesti</i> , Čakavski sabor i dr. Pula-Rijeka, 1980. 3. Giambattista Vico, <i>Načela nove znanosti</i> , Naprijed, Zagreb, 1982. 4. Thomas Hobbes: <i>Levijatan (I. i II.)</i> , Naklada Jesenski i Turk, Zagreb, 2004. 5. John Locke: <i>The Second Treatise of Government</i> , Bobbs-Merrill, Indianapolis, 1952. (<i>Dve rasprave o vladi, II</i> , Mladost, Beograd, 1978.) 6. Jean-Jacques Rousseau: <i>Rasprava o porijeklu i osnovama nejednakosti među ljudima – Društveni ugovor</i> . Školska knjiga, Zagreb 1978. 7. Georg Wilhelm Friedrich Hegel: <i>Filozofija povijesti</i> , Naprijed, Zagreb, 1970. 8. Karl Marx-F. Engels, <i>Rani radovi, Komunistički manifest</i> ; K. Marx: <i>Prilog kritici političke ekonomije. Predgovor</i> . 9. John Stuart Mill, <i>Izabrani politički spisi</i> , I. svezak („Civilizacija“, „O slobodi“), Informator – FPN, Zagreb, 1988. 10. Auguste Comte, <i>Kurs pozitivne filozofije</i> , Univerzitetska riječ, Nikšić, 1989. 11. Friedrich Nietzsche, <i>O koristi i šteti historije za život</i> , Matica hrvatska, Zagreb, 2004. 12. Nikolaj Berdjajev, <i>Smisao povijesti</i> , Verbum, Split, 2005. 13. Oswald Spengler, <i>Propast Zapada I-II.</i> , Demetra, Zagreb, 1998-2000. 14. Albert Camus, <i>Pobunjeni čovjek</i> , Odabrana djela, VI., Zora, Zagreb, 1971. 15. Karl R Popper: <i>Bijeda historicizma</i> , KruZak, Zagreb, 1996. 16. Francis Fukuyama, <i>Kraj povijesti i posljednji čovjek</i> , Hrvatska sveučilišna naklada, Zagreb, 1994. 17. Samuel P. Huntington, <i>Sukob civilizacija i preustroj svjetskog poretka</i> . Zagreb, 1997. 18. Ernst Bloch: <i>Princip nada I-III</i> , Naprijed, Zagreb, 1981. 19. Bernard Cazes: <i>Povijest budućnosti</i> , August Cesarec, Zagreb, 1992. 20. Mislav Kukoč, <i>Enigma postkomunizma</i> , Hrvatsko filozofsko društvo, Zagreb 1997. 21. Mislav Kukoč, <i>Kritika eshatologijskog uma</i> , KruZak, Zagreb, 1998. 22. Georg Lukács, <i>Povijest i klasna svijest</i> , Naprijed, Zagreb, 1977. 23. Julije Makanec, <i>Uvod u filozofiju povijesti</i> , Hrvatska sveučilišna naklada, Zagreb, 1993. 24. Ludwig von Mises: <i>Theory and History: An Interpretation of Social and Economic Evolution</i> . Yale University Press, New Haven, 1957. 25. Ante Pažanin, <i>Um i povijest</i> , Hrvatsko filozofsko društvo, Zagreb, 1992. 26. Jacob Taubes: <i>Zapadna eshatologija</i> , Antibarbarus, Zagreb, 2009. 27. Viktor Žmegač, <i>Književnost i filozofija povijesti</i> , Hrvatsko filozofsko društvo, Zagreb 1994		
Quality assurance methods that ensure the acquisition of exit competences	Individual consultations, class activity, class attendance, student questionnaire on the quality of teaching and teachers at the university level		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		INTRODUCTION TO THE PHILOSOPHY OF MULTICULTURALISM					
Code	IFM30	Year of study	1st, 2nd and 3rd year of undergraduate level study				
Course teacher	Marita Brčić Kuljiš, Associate Professor	Credits (ECTS)	3				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	Elective	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	The course aims at introducing the basic theoretical and ideological concepts of multiculturalism in order to thus encourage critical discussion on issues of cultural, national, religious, ethnic, etc.. Identities. In this context, the goal is to start a discussion about respect for fundamental human rights, civil and minority rights						
Course enrolment requirements and entry competences required for the course	None required.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: 1. explain the concept of multiculturalism; 2. compare the theory of multiculturalism; 3. analyze the role of multiculturalism in a globalized; 4. critically examine the idea of multiculturalism; 5. compare the different social practices in the context of multiculturalism. 6. critically examine their own cultural practices; 7. raise awareness about creativity, self-development, initiative.						
Course content broken down in detail by weekly class schedule (syllabus)	The introductory lecture 1. The concept of multiculturalism 2. Political ideas: freedom, equality, justice, tolerance 3. Pluralism or universalism of culture, race, identity. 4. The individual rights and collective rights 5. The idea of affirmative action and political correctness 6. Multiculturalism and Citizenship idea or ideas of cosmopolitanism 7. Multiculturalism and communitarianism 8. Multiculturalism and Liberalism 9. multiculturalism and interculturalism 10. seminars - in agreement with the students. 1. Charles Taylor and recognition policy (2 seminars) 2. Iris Marion Young and policy differences (2 seminars) 3. Liberal Multiculturalism - Will Kymlicka (2 seminars) 4. Dialogic or integral theory of multiculturalism - Bhikhu Parekh (2 seminars) 5. Political liberalism - John Rawls (2 seminars)						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	Conduct themselves in line with the ethical and scientific principles of higher education. Participate in and complete in-class and out-of-class (individual and						

	group) activities which enable the acquisition of course outcomes (80%). Pass an oral exam. If the student chooses to take the exam through a seminar paper, the student is required to write and present a seminar paper in line with previously determined criteria.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Active participation in classes	1
	Essay	/	Seminar essay	/	Practical training	/
	Tests	/	Oral exam	1	(Other)	
	Class attendance	1	Research	/	(Other)	
Grading and evaluating student work in class and at the final exam	The assessment and marking criteria of individual elements can be found in the course repository. The overall work of the student during the class is evaluated. Activity in class, participation in discussions during class and seminars (10%). A student can pass an oral exam (90%) or prepared and presented a seminar paper in line with previously determined criteria(90%).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Mesić, Milan: Multikulturalizam, Školska knjiga, Zagreb 2006.				1	/
	Andrea Semprini: Multikulturalizam, Clio, Beograd 2004.				/	Yes
	Kymlicka, Will: Multikulturalno građanstvo. Liberalna teorija manjinskih prava, Jesenski i Turk, Zagreb 2003				/	Yes
	Barry, Brian: Kultura i jednakost: Egalitarna kritika multikulturalizma, Jesenski i Turk, Zagreb 2006.				1	/
	Parekh, Bhikhu: Rethinking Multiculturalism, Cultural Diversity and Political Theory, New York: Palgarave, 2000.				/	Yes
Optional literature (at the time of submission of study programme proposal)	1. Young, Iris Marion: Pravednost i politika razlike, Naklada Jesenski i Turk, Zagreb 1990. 2. Young, Iris Marion: »Politička zajednica i razlike među grupama: kritika ideala univerzalno građanstva«, Politička misao, svl. XXVIII (1991), br. 1, str. 206–229. 3. Žarko Paić: Traume razlika, Zagreb : Meandar/Meandarmedia, 2007. 4. Andrea Semprini: Multikulturalizam, Clio, Beograd 2004. 5. Rawls, John: Political Liberalism, 1996. 6. Taylor, Charles (1994) „The Politics of Recognition“, u: Amy Gutmann (ed.) <i>Multiculturalism, Examining the Politics of Recognition</i> , Princeton University Press, 25 - 74.					
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, success in performing tasks. Student survey on the quality of teaching and teachers at the university level. Passed the exam and fulfilled other syllabus obligations.					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		PROFESSIONAL PRACTICE IN THE TEACHING BASE					
Code	HZX008	Year of study	3. Undergraduate study				
Course teacher	All teachers in scientific-teaching professions who participate in teaching	Credits (ECTS)	5				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			0	30	40	80	
Status of the course	Elective	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	Introduce students to specific practical conditions in the teaching base and train them to independently identify and solve simpler practical problems in a real work environment.						
Course enrolment requirements and entry competences required for the course	Students have the right to apply for the Internship Competition before the beginning of the third year of undergraduate study. Considering the available places for internships in teaching bases, in the case of a larger number of registered students than the number of available places for internships in host organizations, a selection procedure is carried out according to the Ordinance on professional internships at the Faculty of Humanities and Social Sciences.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Course learning outcomes:</p> <p>1. Apply the knowledge and skills acquired during the undergraduate studies necessary for independent observation and solving simpler concrete problems in a real work environment.</p> <p>2. Prepare a report on professional practice and explain the tasks performed with the attachment of relevant documentation.</p> <p>Individual learning outcomes:</p> <p>1. Describe the structure of the selected teaching base.</p> <p>2. Recognize the challenges posed by the work environment and explain the processes of facing specific challenges.</p> <p>3. Analyze concrete practical situations based on recent scientific sources.</p> <p>4. Monitor, document and evaluate processes in the teaching base.</p> <p>5. Describe the problems arising from specific work tasks in the teaching base and explain the processes of solving them.</p> <p>6. Document personal practice and reflexively evaluate it critically.</p>						
Course content broken down in detail by weekly class schedule (syllabus)	Professional practice is realized through the performance of specific work tasks with work with a mentor from the teaching base. Professional practice lasts 80 working hours. With the consent of the mentor from the Faculty the mentor from the teaching base plans work tasks. The remaining 70 working hours relate to mentoring (10 hours mentor / teacher from the Faculty, 20 working hours mentor from the teaching base), literature research (10 working hours), preparation of the Report on professional practice (20 working hours), preparation and implementation of defense Reports to the mentor from the Faculty (10 working hours).						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> independent tasks <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				

Student responsibilities	<ul style="list-style-type: none"> - Behave in accordance with ethical and scientific principles in higher education and the principles of organization / teaching base in accordance with the instructions of the mentor. - Participate in the work of the teaching base and perform the obligations of professional practice defined in accordance with the schedule by the professional mentor, which enables the acquisition of learning outcomes provided by the course. - Adhere to the time frames required to perform professional practice. - Actively and constructively act in the teaching base and report to the mentor on Faculty during the performance of this course. - Develop and defend a Report on Professional Practice. 					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Literature research and consultation with mentors	0,5	Practical training	3
	Experimental work	/	Preparation and defense of professional practice Report	0,5	(Other)	
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	/	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	<p>Professional practice is descriptively evaluated by mentors of the teaching base and of the Faculty. The mentor from the teaching base continuously monitors the regularity of coming to practice, diligence and success in solving the set work tasks.</p> <p>At the end of the internship, the mentor assigns one of the following two descriptive grades to the student:</p> <ul style="list-style-type: none"> • The student has successfully completed a professional internship • The student did not successfully complete the internship. <p>In case the student has not successfully completed the internship, the internship mentor should explain the grade in writing, and the mentor from the Faculty enters the grade of the internship "Not passed".</p> <p>If the mentor's grade from the teaching base "Student has successfully completed a professional internship" is a mentor from the Faculty, analyzes the Professional Practice Report, discusses work assignments with the student and assigns one of the following two descriptive grades:</p> <ul style="list-style-type: none"> • The student has successfully prepared and defended the Internship Report • The student did not successfully prepare and defend the Professional Practice Report. <p>If the mentor from the Faculty gave the grade "Student did not successfully prepare and defend the Report on professional practice" the grade should be explained in writing.</p> <p>The subject Professional Practice is considered passed only if the descriptive grades of both mentors have confirmed the successful implementation of professional practice / Report on professional practice. If the descriptive grades of both mentors are positive, the mentor from the Faculty enters the descriptive grade "Passed" in the student index.</p> <p>In accordance with the learning outcomes of the course and the obligations of the student, a descriptive grade is formed with regard to the realization of the following elements:</p> <ol style="list-style-type: none"> 1. Achieved practical work, - 60% 2. Prepared and presented Report, in accordance with the instructions of mentors - 20% 3. Consultations with mentors and independent research - 20% 					

Required literature	Professional literature is defined by the mentor from the teaching base.
Optional literature	Optional literature is defined by the mentor from the teaching base.
Quality assurance methods that ensure the acquisition of exit competences	<p>Before joining the professional practice in the teaching base the mentor / teacher from the Faculty explains the instructions for performing the practice, documenting the process and compiling the Report on professional practice.</p> <p>During the professional practice, the mentor / teacher from the Faculty, the mentor in the teaching base and the student hold consultations on the process, records are kept on the student's presence and activities. The realized professional practice is continuously monitored as a team through discussion, (self) analysis and (self) evaluation</p> <p>After completing the internship, the student fills out a survey on the quality of the internship in accordance with the Rules.</p>
Other (as the proposer wishes to add)	/

3. PERFORMING CONDITIONS OF STUDY PROGRAMME

3.1. Place of performing the study programme

Integral buildings	
Identification of a building	Poljičanka, No. of cadastral plot 7840/28 K. O. Split
Location of a building	Poljička cesta 35, 21000 Split
Year of built	1991.
Total area in m ²	7967,10 m ²

3.2. List of teachers and associates by the courses

Course	Teacher and Associates
Aesthetics	Marita Brčić Kuljiš, Associate Professor Anita Lunić, Senior Assistant
Ancient Philosophy I	Tonči Kokić, Full Professor
Ancient Philosophy II	Tonči Kokić, Full Professor
BA Thesis	
Critical Thinking	Bruno Ćurko, Associate professor
Epistemology I	Ljudevit Hanžek, Assistant Professor
Epistemology II	Dario Škarica, Full Professor
Ethics I	Bruno Ćurko, Associate professor Anita Lunić, Senior Assistant
Ethics II	Bruno Ćurko, Associate professor Anita Lunić, Senior Assistant
Freedom of speech	Marita Brčić Kuljiš, Associate Professor
History of Croatian Philosophy	Marko Jakić, Assistant Professor
Instructions for Writing BA Thesis	Marita Brčić Kuljiš, Associate Professor Gabriela Bašić Hanžek, Senior Assistant Snježana Dimzov, Lecturer
Introduction to Philosophy	Bruno Ćurko, Associate professor
Introduction to Philosophy of Multiculturalism	Marita Brčić Kuljiš, Associate Professor
Introspection	Ljudevit Hanžek, Assistant Professor
Logic I	Dario Škarica, Full Professor Gabriela Bašić Hanžek, Senior Assistant
Logic II	Dario Škarica, Full Professor Gabriela Bašić Hanžek, Senior Assistant
Medieval Philosophy I	Hrvoje Relja, Full Professor
Medieval Philosophy II	Hrvoje Relja, Full Professor
Metaphysics I	Hrvoje Relja, Full Professor Danica Radoš, Teaching Assistant

Metaphysics II	Hrvoje Relja, Full Professor Danica Radoš, Teaching Assistant
Modern Philosophy I	Marko Jakić, Assistant Professor Dalibor Lovrić, Lecturer
Modern Philosophy II	Marko Jakić, Assistant Professor
Philosophical Anthropology	Tonči Kokić, Full Professor
Philosophical Methodology	Ljudevit Hanžek, Assistant Professor
Philosophy as a Life Form	Ante Vučković, Full Professor
Philosophy of Biology	Tonči Kokić, Full Professor
Philosophy of Democracy	Marita Brčić Kuljiš, Associate Professor
Philosophy of History	Marko Trogrlić, Full Professor Danica Radoš, Teaching Assistant
Philosophy of Justice	Marita Brčić Kuljiš, Associate Professor
Philosophy of Logic	
Philosophy of Nature I	Ljudevit Hanžek, Assistant Professor
Philosophy of Nature II	Ljudevit Hanžek, Assistant Professor
Philosophy of Religion	Hrvoje Relja, Full Professor
Practical Training in Teaching Base	
Social Philosophy	Marita Brčić Kuljiš, Associate Professor

3.3.Datas about teachers

First and last name and title of teacher	Gabriela Bašić Hanžek, Senior Assistant
The course he/she teaches in the proposed study programme	Logic 1, Logic 2, Preparation for writing the BA thesis
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21 000 Split
Telephone number	021 541 906
E-mail address	gbasic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	341914
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	/
Area and field of election into research or art rank	Humanities, Philosophy.
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	September 3rd 2020.,2020.
Name of position (professor, researcher, associate teacher, etc.)	Senior Assistant.
Field of research	Philosophy
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Rijeka
Place	Rijeka
Date	April 24th 2020.
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian.
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
	Italian, 4

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German, 3
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Seminar in Logic since academic year 2013/2014 (undergraduate level of study at Department for Teacher's Education at the Faculty of Humanities and Social Sciences, University of Split), lectures (since academic year 2017/2018) and seminar (since academic year 2013/2014) in Introduction to Logic of Social Sciences (undergraduate level of study at Department for Sociology).
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>- Bašić Hanžek, G. (2020). David Hitchcock, <i>On Reasoning and Argument</i>, Springer, 2017 (Book review), <i>Croatian Journal of Philosophy</i> vol. 20, no. 2.</p> <p>- Žarnić, B., Bašić Hanžek, G. i Hanžek, Lj. (2019). On the Historical and Cognitive Development of the Concept of Time u <i>Physics and Philosophy</i> vol. 2, ed. Luka Boršić, Dragan Poljak, Ivana Skuhala Karasman i Franjo Sokolić. Institut za filozofiju i Znanstveni centar <i>Berislav Žarnić</i>.</p> <p>- Bašić Hanžek, G. (2017). Book review: Dragana Sekulić, "Psihologija zaključivanja i logika" (Zagreb: KruZak, 2016). <i>Prolegomena: časopis za filozofiju</i>, vol. 16, no. 2.</p> <p>- Žarnić, B. i Bašić, G. (2017) Normativity in Communication. <i>New Insights into Rhetoric and Argumentation</i>, ed. A. Runjić-Stoilova i G. Varošaneć-Škarić, Filozofski fakultet, Sveučilište u Splitu, Split 2017.</p> <p>- Žarnić, B. i G. Bašić (2014) Metanormative principles and norm governed social interaction. <i>Revus: Journal for constitutional theory and philosophy of law</i> 22</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>Member of international scientific project <i>Metametaphysics</i> (uniri-human-18-239, University of Rijeka).</p> <p>Member of international scientific project <i>Logic, Concepts and Communication</i> sponsored by Croatian Science Foundation (2015 - 2019).</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Graduate study in philosophy and Croatian language and literature (master of education), Faculty of Humanities and Social Sciences, University of Split).
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Dr. Marita Brčić Kuljiš, Associate Professor
The course he/she teaches in the proposed study programme	Aesthetics, Introduction to the philosophy of multiculturalism, Social philosophy, Philosophy of justice, Philosophy of democracy, Freedom of speech
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21 000 Split
Telephone number	021 541-907
E-mail address	mbrbic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	288535
Research or art rank, and date of last rank appointment	Senior Research Fellow, 15.6.2018.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor 01.9. 2019.
Area and field of election into research or art rank	Humanities - philosophy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	15.7.2006.
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Education and science
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	18.3.2012.
INFORMATION ON ADDITIONAL TRAINING	
Year	2010-2011
Place	Swansea, UK;
Institution	University of Wales, Swansea, Great Britain
Field of training	Philosophy
INFORMATION ON ADDITIONAL TRAINING	
Year	2010/2011
Place	Munchen, Germany
Institution	Ludwig-Maximilians Universität München, Germany
Field of training	Philosophy
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian language
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English language - 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German language - 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme)	Course teaching at the Faculty of Philosophy in Split (graduate and undergraduate level) at the Department of Pedagogy, Teacher Education and preschool education; philosophy

where it is/was offered, and level of study programme)	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>Brčić Kuljiš, M. (2017). Civil society, public sphere and justice in the philosophy of Iris Marion Young. <i>Synthesis Philosophica</i>, 63 (1), str. 121–137.</p> <p>Brčić Kuljiš, M. (2018). Kosmopolitische Verteilungsgerechtigkeit. Eine Globalisierung des Rawls'schen Denkansatzes. U Henning Ottmann; Pavo Barišić (ur.), <i>Kosmopolitische Demokratie</i>. Baden-Baden: Verlag Nomos, str. 129-148</p> <p>Brčić Kuljiš, M. (2018). Living together in the European Union?". <i>International Journal of Multicultural and Multireligious Understanding (IJMMU)</i> 5 (5) str. 212-223.</p> <p>Brčić Kuljiš, M. Gutović T. (2018) Inclusive educational policy and the democratic context of educational leadership and management. U: <i>Educational Leadership in Policy: Challenges and Implementation within Europe</i>, ed. Ingþórsson, Alfirević, Pavičić, Vican. London: Palgrave Macmillan, str. 81-96.</p> <p>Brčić Kuljiš, M. (2019). Are Anti-Immigrant Parties Compatible with the Principles of Liberal Democracy? A Case Study of Freiheitliche Partei Österreichs. <i>The International Journal of Civic, Political, and Community Studies</i> 17 (2/2019): 1-16.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>Science Center of Excellence for School Effectiveness and Management. MZO 205-2020; 2020-2025.</p> <p>Croatian Studies, Andragogy, Philosophy and Cultural Studies - harmonization with the CROQF (KAFKa) European Social Fund / 22.3.2019. - 22.3.2022</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Teaching Department, University of Zadar
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Bruno Ćurko, Associate professor
The course he/she teaches in the proposed study programme	Critical Thinking, Ethics I, Ethics II, Introduction to Philosophy, Modern Philosophy I, Modern Philosophy II,
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021 32 92 84
E-mail address	bcurko@ffst.hr
Personal web page	www.petit-philosophy.com
Year of birth	/
Scientist ID	286103
Research or art rank, and date of last rank appointment	Research Associate, 20.XII. 2012.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, Faculty of Humanities and Social Sciences, University of Split

Area and field of election into research or art rank	Humanities, philosophy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split,
Date of employment	15.2.2017.
Name of position (professor, researcher, associate teacher, etc.)	University professor
Field of research	Philosophy of education, logic, argumentation
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Zagrebu
Place	Zagreb
Date	2012.
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatia
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Latin 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	/
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ul style="list-style-type: none"> - Ćurko, Bruno. <i>Kritičko mišljenje u nastavi filozofije, logike i etike</i>, Hrvatsko filozofsko društvo, Zagreb 2017. - Ćurko, Bruno. "Philosophical Education, An Overview of" <i>Encyclopedia of Educational Philosophy and Theory</i> / Michael A. Peters (ur.). Singapore: Springer, 2016. str. 455-463. - Ćurko, Bruno. „Socratic Dialogue in Education“. <i>Encyclopedia of Educational Philosophy and Theory</i>, Michael A. Peters (ur.). Singapore: Springer, 2016. str. 567-575 - Ćurko, Bruno. „What is Philosophy of education today? “u <i>Vrč i šalice. Filozofijska vivisekcija problemâ odgoja i obrazovanjaj</i>, Krznar, Tomislav; Filipović, Nikolina Iris (ur.). Zagreb : Učiteljski fakultet Sveučilišta u Zagrebu, 2015. Str. 15-24. (Croatian) - Ćurko, Bruno; Strahovnik, Vojko. "Ethics Education and Critical Thinking" u <i>Mathematical Education -Proceedings of national conference 2015.</i> / Mikaelian H.S., (ur.). Yerevan,

	Armenia: Yerevan State University Council, 2015. Str. 193-197. (English)
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<ul style="list-style-type: none"> - Čurko, Bruno; Feiner, Franz; Gerjolj, Stanko; Juhant, Janez; Kreß, Kerstin; Mazzoni, Valentina; Mortari, Luigina; Pokorny, Svenja; Schlenk, Evelyn; Strahovnik, Vojko. Ethics and Values Education - Manual for Teachers and Educators, Ljubljana: Project: ETHIKA - Ethics and values education in schools and kindergartens, 2015. - Čurko, Bruno; Strahovnik, Vojko. "Ethics Education and Critical Thinking" u Mathematical Education -Proceedings of national conference 2015. / Mikaelian H.S., (ur.). Yerevan, Armenia: Yerevan State University Council, 2015. Str. 193-197. - Philosophical Education, An Overview of" u Encyclopedia of Educational Philosophy and Theory (Michael A. Peters, ed), Springer, 2016. - „Socratic Dialogue in Education“ u Encyclopedia of Educational Philosophy and Theory (Michael A. Peters, ed), Springer, 2016. - Čurko, Bruno. „Riječ unaprijed – Što je filozofiji odgoj danas?“ u Vrč i šalice. Filozofijska vivisekcija problema odgoja i obrazovanja, Krznar, Tomislav; Filipović, Nikolina Iris (ur.). Zagreb : Učiteljski fakultet Sveučilišta u Zagrebu, 2015. Str. 15-24.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>ETHOS – Ethical Education for a Sustainable and Dialogic Future (Comenius - 527134- LLP 2012-SI-COMENIUS-CMP)</p> <p>- ETHIKA - Ethics and values education in schools and kindergartens, (Erasmus Plus KA2, 2014-2017, 6 EU countries) - 2014-1-SI01-KA201-000633.</p> <p>LITTLE - Learning Together To Live Together: Teachers Leading Ethical Education For An Inclusive Society (LITTLE), (Erasmus Plus KA2, 2016-2019, 4 EU countries) - 2016-1-IE01-KA201-016868.</p> <p>AVAL- Added Value Learning for Preschool Teachers and Pedagogical Coordinators (Erasmus Plus KA2, 2017-2019, 10 EU countries) - 2017-1-ES01-KA201-038113</p> <p>COMET - A Community of Ethics Teachers in Europe (Erasmus Plus KA2, 2017-2020, 5 EU countries) - 2017-1-NL01-KA201-035219.</p> <p>BEAGLE - Bioethical Education and Attitude Guidance for Living Environment (Erasmus Plus KA2, 2018-2020, 4 EU countries) - 2018-1-HR01-KA201-047484.</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Study of philosophy, Latin language and Roman literature at the Faculty of Philosophy in Zadar, University of Split.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Snježana Dimzov PhD.
The course he/she teaches in the proposed study programme	Instructions for writing BA Thesis

GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21 000 Split
Telephone number	(021) 545544
E-mail address	zana@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	357771
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Lecturer, 28.02.2017.
Area and field of election into research or art rank	Social sciences, information and communication sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split, Faculty of Humanities and Social sciences
Date of employment	1.07. 2006.
Name of position (professor, researcher, associate teacher, etc.)	Senior librarian
Field of research	Information sciences
Function	Head librarian
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Zadar, Department of Information Sciences
Place	Zadar
Date	18.03.2016.
INFORMATION ON ADDITIONAL TRAINING	
Year	2015.
Place	Zagreb
Institution	Ministry of Culture
Field of training	Information sciences - Senior librarian
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (2)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<p>Historiographic practicum, History, undergraduate level</p> <p>Introduction to scientific literacy, Pedagogy, undergraduate level</p> <p>Basics of Pedagogy, Teacher education, undergraduate level</p>
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> 1. Batarello Kokić, Ivana; Dimzov, Snježana. Znanost i znanstvenici u stripovima // Hrvatski znanstvenici i izumitelji u publikacijama za djecu i mlade - bauk ili izazov? : zbornik radova / Ribičić, Grozdana (ur.). Split: Gradska knjižnica Marka Marulića Split, 2020. str. 38-47. 2. Dimzov, Snježana; Batarello Kokić, Ivana. Zavičajnost i knjige koje adolescenti vole čitati // 7. okrugli stol o zavičajnosti u knjigama za djecu i mlade / Ribičić, Grozdana (ur.). Split: Gradska knjižnica Marka Marulića, 2017. str. 66-74. 3. Jadrijević, Romana; Dimzov, Snježana. Prikaz izložbe odabranih starih i rijetkih knjiga 19. stoljeća s područja Splita i

	<p>Dalmacije iz fonda Knjižnice Filozofskog fakulteta u Splitu // Glasnik Društva bibliotekara Split, 14/15 (2016), 125-128.</p> <p>4. Dimzov, Snježana; Matošić, Mirta; Ljubić, Ivana. Uloga visokoškolskih knjižnica u očuvanju nematerijalne kulturne baštine - primjer institucijskog repozitorija FFST // Glasnik Društva bibliotekara Split, 2020.</p> <p>5. Juric, Mate; Dimzov, Snježana. Čitanje i učenje u digitalnom okruženju - usporedba studenata društvenih i humanističkih studija // Čitanje u ranoj adolescenciji / Batarelo Kokić, Ivana ; Bubić, Andrea ; Kokić, Tonči ; Mandarić Vukušić, Anita (ur.). Split: Sveučilište u Splitu, Filozofski fakultet, 2020. str. 163-182.</p> <p>6. Dimzov, Snježana; Batarelo Kokić, Ivana; Juric, Mate. Studentski znanstveni radovi dostupni na portalu Hrčak: analiza radova koji su napisani na temelju diplomskih radova pohranjenih u repozitoriju Dabar// Vjesnik bibliotekara Hrvatske 1(2020), 31-64.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<ul style="list-style-type: none"> - Member of international scientific project Boys reading (Erasmus +) (2014.-2016.) - Member of international scientific project Commix (Erasmus +) (2016.-2018.) - Advisory Committee for the Selection of Databases for the Republic of Croatia - Representative for the Humanities (2018-2021)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	<p>Completed studies</p> <ul style="list-style-type: none"> - primary school teacher (VI. degree) - graduate teacher (VII. degree) <p>Graduate study, Faculty of Humanities and Social Sciences, University of Split.</p>
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Ljudevit Hanžek PhD, Assistant Professor
The course he/she teaches in the proposed study programme	Philosophy of Nature I, Philosophy of Nature II, Epistemology I, Philosophical Methodology, History of Croatian Philosophy, Introspection
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 29, 21 000 Split, Republic of Croatia
Telephone number	091 577 4650
E-mail address	ljuhan@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	336663
Research or art rank, and date of last rank appointment	Research associate, 18. 3. 2016.

Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 19.12.2017.
Area and field of election into research or art rank	Humanities, Philosophy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	19.12.2017.
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Philosophy
Function	Head of the Research Centre for Logic, Epistemology and Philosophy of Science "Berislav Žarnić"
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD.
Institution	University of Zadar
Place	23 000 Zadar, Republic of Croatia
Date	7.7.2015.
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> 1. Hanžek, Ljudevit (2018.) "Wide Content Explanations", in: (eds. F. Grgić and D. Pećnjak) <i>Free Will & Action: Historical and Contemporary Perspectives</i>, Springer 2. Hanžek, Ljudevit (2017.) "Brentano on Self-Consciousness", in: (ed.) Berčić, Boran <i>Perspectives on the Self</i>, Rijeka: Sveučilište u Rijeci, pp. 171-187. 3. Ljudevit Hanžek, <u>Zimmermannova polemika s Vernićem i Lachom</u>, <i>Prilozi za istraživanje hrvatske filozofske baštine</i>, 39., 1. (77), Zagreb, 2013. pp. 315-328 4. Ljudevit Hanžek, <u>Epistemička i instrumentalna racionalnost</u>, <i>Filozofska istraživanja</i>, 32., 3-4 (127-128), Zagreb, 2013. pp. 411-425 5. Ljudevit Hanžek, <u>Bubanović i Zimmerman o duši i tijelu</u>, <i>Prilozi za istraživanje hrvatske filozofske baštine</i>, 38., 1. (75), Zagreb, 2012. pp. 105-121. 6. Ljudevit Hanžek and Dario Škarica, <u>Zimmerman o historijskom svjedočanstvu</u>, <i>Prilozi za istraživanje hrvatske filozofske baštine</i>, 37., 1-2 (73-74), Zagreb, 2011. pp. 51-73
Professional and scholarly articles published in the last five years in	/

subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	The degree of Master of Education in Philosophy and English Language and Literature, obtained at Faculty of Humanities and Social Sciences, University of Split (2010) 120 ECTS points
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Marko Jakić, Assistant Professor
The course he/she teaches in the proposed study programme	Modern philosophy I, Modern philosophy II, History of Croatian philosophy
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21 000 Split
Telephone number	021 541-906
E-mail address	marko@fst.hr
Personal web page	/
Year of birth	/
Scientist ID	370740
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	/
Area and field of election into research or art rank	humanities, philosophy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	29. 05. 2019.
Name of position (professor, researcher, associate teacher, etc.)	Senior Assistant
Field of research	ethics, political philosophy
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	dr.sc.
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	1.11.2018.
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> 1. Jakić, Marko <i>Liberty, justice and democracy in philosophy of John Rawls</i>, Zagreb, Naklada Breza 2018 (Book) 2. Jakić, Marko <i>The problem of intuition of morality in John Rawl's philosophy</i>, Zagreb, New presence: Review for intellectual and spiritual questions, XVI (2018), 1; 5-20 doi:10.31192/np.16.1.1 (original scientific paper) 3. Jakić, Marko <i>Understanding of Freedom and Rawls' Attitude</i>, Acta Iadertina, 16 (2019), 1; 71-90 (preliminary communication, scientific paper) 4. Jakić, Marko <i>Review of Paula J. Weithman's book "Rawls, Political Liberalism and Reasonable Faith"</i>, Journal of Faculty of Humanities and Social Sciences in Split, 9 (2017), 10; 105-109 (review, professional paper) 5. Jakić, Marko <i>Review of ancient philosophy</i>, Studia lexicographica : Journal of Lexicography and Encyclopaedistics, 11 (2017), 21; 157-162 (review, professional paper)
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Doctoral Studies at Faculty of Humanities and Social Sciences, University of Zagreb
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Dr. Tonći Kokić, Full Professor
The course he/she teaches in the proposed study programme	Ancient Philosophy I & II, Philosophy of Biology, Philosophical Anthropology,
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021/545548
E-mail address	tkokic@ffst.hr
Personal web page	https://www.researchgate.net/profile/Tonci_Kokic
Year of birth	/

Scientist ID	285315
Research or art rank, and date of last rank appointment	Scientific advisor
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full professor 24/11/2022
Area and field of election into research or art rank	Humanities; Philosophy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences University of Split
Date of employment	13. March 2006.
Name of position (professor, researcher, associate teacher, etc.)	Full professor
Field of research	Philosophy of science (biology)/ History of philosophy
Function	Teacher
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences University of Zagreb
Place	Zagreb
Date	7. May 2009.
INFORMATION ON ADDITIONAL TRAINING	
Year	2007
Place	Split, Croatia
Institution	RWCT
Field of training	Pedagogy (for Higher education)
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English language (level 4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian language (level 2)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Ancient Philosophy I & II, Philosophy of biology, Philosophical Anthropology (Department of Philosophy, undergraduate study)
Authorship of university/faculty textbooks in the field of the course	Pregled antičke filozofije. 2015. Zagreb, Naklada Breza.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Metempsihoza u antičkoj Grčkoj i veze s Indijom. Bogoslovska smotra, 90 (2020), 1. 2. Nemogućnost hibridizacije čovjeka i antropoidnih majmuna. Obnovljeni život : časopis za religioznu kulturu, 74 (2019), 3. 3. Weakness of The Scientific Hypotheses about the Origin Of Life. Filozofia Nauki, 26 (2018), 1; 9-21. 4. Predsokratski pojam vremena: moguće tumačenje. Filozofska istraživanja, 36 (2016), 1; 65-73. 5. Predsokratski pojam vremena: moguće tumačenje. Filozofska istraživanja, 36 (2016), 1.
Professional and scholarly articles published in the last five years in subjects of teaching methodology	/

and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Project Manager – European Commission; EuropeAid Projekt: InterCap (2017.-2019.) br. InterCap br. CSO-LA/2017/388-136
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Undergraduate study (Philosophy, Faculty of Humanities and Social Sciences, University of Zagreb)
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Anita Lunić, Senior Assistant
The course he/she teaches in the proposed study programme	Ethics, Aesthetics, Bioethics, Modern Philosophy
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21 000 Split
Telephone number	021 541 907
E-mail address	alunic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	358693
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	/
Area and field of election into research or art rank	Humanities, Philosophy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1.11.2016.
Name of position (professor, researcher, associate teacher, etc.)	Senior Assistant
Field of research	Philosophy
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Mag. educ. phil. mag. educ. hist.
Institution	Faculty of Humanities and Social Sciences, University of Split
Place	Split, Croatia
Date	21.6.2012.
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French 3 German 3
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> 1. Lunić, Anita. „Između književnosti i filozofije: egzistencijalizam mediteranskog kruga. Albert Camus i Antun Šoljan“, <i>Filozofska istraživanja</i> 137 (2015), str. 67–87. 2. Lunić, Anita. „Prevladavanje estetike u zagrebačkoj filozofiji prakse“, <i>Filozofska istraživanja</i> 146 (2017), str. 305-316. 3. Lunić, Anita. „Revolucija u horizontu filozofije prakse. Prilog razumijevanju revolucije u filozofiji Milana Kangrge i Gaje Petrovića“, <i>Filozofska istraživanja</i> 152 (2018), str. 827-836. 4. Lunić, Anita. „Održivost teze o Marxovoj etici“, <i>Eidos - časopis za filozofiju i društveno - humanistička istraživanja</i>, 2 (2018), str. 115-124. 5. Viđak, Marin; Buljan, Ivan; Tokalić, Ružica; Lunić, Anita; Hren, Darko; Marušić, Ana. „Perception of Organizational Ethical Climate by University Staff and Students in Medicine and Humanities: A Cross Sectional Study“, <i>Science and Engineering Ethics</i> 2020 (2020), str. 1-18.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<ol style="list-style-type: none"> 1. COST Action CA 16211 Reappraising Intellectual Debates on Civic Rights and Democracy in Europe, 15/9/2017 - 14/9/2021 2. HRZZ „Profesionalizam u zdravstvu: odlučivanje u praksi i znanosti – ProDeM“, 1/1/2020 – 31/12/2023 3. ERASMUS + projekt Bioethical Education and Attitude Guidance for Living Environment, 3/9/2018 – 2/9/2020 4. Creating welcoming communities UNHCR, 1/1/2019 – 31/12/2019; 1/1/2020-31/12/2020
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Graduate degree programme in Philosophy and Graduate degree programme in History at the Faculty of Humanities and Social Sciences, University of Split
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/
First and last name and title of teacher	Dr. Dario Škarica, Full Professor
The course he/she teaches in the proposed study programme	Epistemology II
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21 000 Split
Telephone number	021 541 908

E-mail address	dskarica@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	170172
Research or art rank, and date of last rank appointment	Scientific advisor
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor 1/10/2021
Area and field of election into research or art rank	humanities, philosophy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Institute of Philosophy, Zagreb, Faculty of Humanities and Social Sciences, University of Split
Date of employment	1989 (Institute of Philosophy, Zagreb) 2013 (Faculty of Humanities and Social Sciences, University of Split)
Name of position (professor, researcher, associate teacher, etc.)	Senior Research Fellow (Institute of Philosophy, Zagreb) Full Professor (Faculty of Humanities and Social Sciences, University of Split)
Field of research	philosophy
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	1998: PhD in Philosophy
Institution	University of Zagreb
Place	Zagreb
Date	1998
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Latin 3
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	undergraduate courses since 2006: Faculty of Humanities and Social Sciences, University of Split 2005 – 2010: Faculty of Humanities and Social Sciences, Josip Juraj Strossmayer University of Osijek 2004 – 2016: Department of Philosophy, University of Zadar 2000 – 2013: Catholic Faculty of Theology, University of Zagreb doctoral courses since 2012: Croatian Epistemological Heritage (Faculty of Humanities and Social Sciences, University of Split) since 2006: <i>Zimmermann's noetics</i> (Catholic Faculty of Theology, University of Zagreb)

Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> 1. Škarica, Dario, Istina u Akvinca, Merciera i Zimmermanna, <i>Služba Božja</i> 60 (2020) 1: 5-28. 2. Škarica, Dario, Pojava, ideja, um, <i>Služba Božja</i> 60 (2020) 3: 273-292. 3. Škarica, Dario, Percept, predodžba, Aleph, <i>Acta ladertina</i> 15 (2018) 2: 27-48. 4. Hanžek, Ljudevit; Škarica, Dario, <i>Priručni tekstovi iz epistemologije</i>, Split: Filozofski fakultet u Splitu, 2015. 5. Škarica, Dario, Izvori psihologijskoga znanja - prema Brentanu, 1874., <i>Acta ladertina</i> 12 (2015) 1: 57-77.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	2014 – 2018: <i>Free Will, Causality, and Luck</i> (Croatian Science Foundation), associate
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	/
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Marko Trogrić, Ph.D, Full Professor
The course he/she teaches in the proposed study programme	Philosophy of History
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	0038521 545 558
E-mail address	mtroglic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	252851
Research or art rank, and date of last rank appointment	Senior Research Scientist, 27/3/ 2014
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor, December 19, 2019
Area and field of election into research or art rank	Humanities, History
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	01/10/2006
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Croatian and European Modern and Contemporary history
Function	/
INFORMATION ON EDUCATION – Highest degree earned	

Degree	Phd
Institution	Faculty of Humanities and Social Sciences, University of Vienna (Austria)
Place	Vienna
Date	29/03/2001
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (3)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Lecturer in Croatian History in the Department of History, Faculty of Humanities and Social Sciences, University of Zadar
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>History of Croatian National Movement in Dalmatia:</p> <ul style="list-style-type: none"> - Trogrlić, Marko; Vrandečić, <i>Josip, French Rule in Dalmatia, 1806-1814: Globalizing a Local Geopolitics</i> // Napoleon's Empire. European Politics in Global Perspective / Planert, Ute (ur.). London: Palgrave Macmillan, 2015. Str. 264-276. - Matković, Stjepan; Trogrlić, Marko, Frank i hrvatsko pitanje u korespondenciji Moritza von Auffenberg-Komarówa (1907.- 1910.) // Iz korespondencije Josipa Franka s Bečom: 1907.-1910. / Matković, Stjepan; Trogrlić, Marko (ur.). Zagreb - Split: Hrvatski institut za povijest - Odsjek za povijest Filozofskog fakulteta u Splitu, 2014. Str. 19-48 <p>Croatian History of the 19th Century,</p> <ul style="list-style-type: none"> - <i>Integration und Desintegration an der Peripherie der Donaumonarchie: Das Beispiel Dalmatiens im 19. Jahrhundert. Entwurf einer Synthese</i> // Europa Środkowa, Bałkany i Polacy. Studia ofiarowane profesorowi Antoniemu Cetnarowiczowi / Pezda, Janusz; Pijaj, Stanisław (ur.). Kraków: "Historia Jagellonica". Towarzystwo Wydawn.; Uniwersytet Jagielloński, 2017. Str. 39-50. - <i>Die Südslawische Frage als Problem der österreichisch-ungarischen und internationalen Politik</i> // Die Habsburgermonarchie und der Erste Weltkrieg. 2. Teilband: Vom Vielvölkerstaat Österreich-Ungarn zum neuen Europa der Nationalstaaten / Rumpler, Helmut (ur.). Wien: Verlag der Österreichischen Akademie der Wissenschaften, 2016. Str. 965-1015.

	<ul style="list-style-type: none"> - Jakir, Aleksandar; Trogrlić, Marko, <i>Dalmatien // Das Südosteurupa der Regionen.</i> / Schmitt, Oliver Jens; Metzeltin, Mihael (ur.). Wien: Verlag der Österreichischen Akademie der Wissenschaften, 2015. Str. 91-132. - <i>Gabrijel barun Rodić (1812. - 1890.) // Dostojan vojnik Jelačića bana.</i> Autobiografski zapisi dalmatinskog namjesnika Gabrijela Rodića. Zagreb - Split: Leykam international - Odsjek za povijest Filozofskog fakulteta u Splitu, 2017. Str. 9-42. - Clewing, Konrad; Trogrlić, Marko, <i>Dalmacija i bečke središnje institucije u predožujuškoj Austriji.</i> Namjesnik piše svome Caru. // <i>Dalmacija - neizbrušeni dijamant.</i> Habsburška pokrajina Dalmacija u opisu namjesnika Lilienberga. Zagreb; Split: Leykam international - Odsjek za povijest Filozofskog fakulteta u Splitu, 2015. Str. 11-45. - Trogrlić, Marko; Vrandečić, Josip, <i>Dalmacija i Boka kotorska od 1797. do 1918. // Temelji moderne Hrvatske: hrvatske zemlje u "dugom" 19. stoljeću</i> / Švoger, Vlasta; Turkalj, Jasna (ur.). Zagreb: Matica Hrvatska, 2016. Str. 495-528.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<ul style="list-style-type: none"> - Jakir, Aleksandar; Trogrlić, Marko. <i>Dalmatien // Das Südosteurupa der Regionen.</i> / Schmitt, Oliver Jens ; Metzeltin, Mihael (ur.). Wien : Verlag der Österreichischen Akademie der Wissenschaften, 2015., 91-132.; - Matković, Stjepan; Trogrlić, Marko. Frank i hrvatsko pitanje u korespondenciji Moritza von Auffenberg-Komarówa (1907.- 1910.) // <i>Iz korespondencije Josipa Franka s Bečom: 1907.-1910.</i> / Matković, Stjepan ; Trogrlić, Marko (ur.). Zagreb - Split : Hrvatski institut za povijest - Odsjek za povijest Filozofskog fakulteta u Splitu, 2014., 19-48.; - Trogrlić, Marko; Vrandečić, Josip. Studij povijesti na Filozofskom fakultetu u Splitu: od samostalnog splitskog studija povijesti do jednog među studijima povijesti u Europskoj Uniji // <i>SPALATUMQUE DEDIT ORTUM.</i> Zbornik povodom desete godišnjice Odsjeka za povijest Filozofskog fakulteta u Splitu / <i>Collected papers on the occasion of the 10th anniversary of the Department of History, Faculty of Humanities and Social Sciences in Split</i> / Basić, Ivan ; Rimac, Marko (ur.). Split : Filozofski fakultet u Splitu - Odsjek za povijest, 2014., 25-47; - Vrandečić, Josip; Trogrlić, Marko, <i>Dnevnik jednog hodočasnika: Konstantin Vojnović, Bilješke s puta po Italiji 1877. godine // BERTOŠIN ZBORNIK.</i> Zbornik u čast Miroslava Bertoše, knj.2 / Jurković, Ivan (ur.), Pula - Pazin 2013. : Sveučilište Jurja Dobrile u Puli - Državni arhiv u Pazinu, 2013.; 607-627; - Trogrlić, Marko, <i>Dopo Venezia: le trasformazioni politiche e istituzionali in Dalmazia dal 1797 al 1848 // L'Adriatico: incontri e separazioni (XVIII-XIX secolo).</i> Atti del convegno internazionale di Studi, Corfù, 29-30 aprile 2010. / Bruni, Francesco ; Maltezou, Cryssa (ur.), Venezia - Atene : Istituto Veneto di Scienze, Lettere ed Arti - Istituto Ellenico di Studi Bizantini e postbizantini di Venezia, 2011., 137-155.
Professional, science and artistic projects in the field of the course	Research project (MZOS): <i>Dalmatia and the Viennese central institution in the 19th century</i> (2007.-2014.),

carried out in the last five years (5 at most)	Research project (Croatian Science Foundation): Adriatic geopolitics, 16-20. century (2014.-2019.) Research project (Croatian Science Foundation): Mapping the parliamentary elections in Croatia 1848-1918. (2019-)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	/
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	Annual Croatian Academy of Sciences and Arts Award for the highest achievement in the field of humanities (2019), University of Split Award for Scientific, (2020), Faculty of Philosophy in Split Award for scientific work (2020), City of Split Award for Scientific Achievement (2020)

First and last name and title of teacher	Ante Vučković, Full Professor
The course he/she teaches in the proposed study programme	Philosophy as a Form of Life
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21 000 Split
Telephone number	/
E-mail address	antev58@gmail.com
Personal web page	/
Year of birth	/
Scientist ID	197253
Research or art rank, and date of last rank appointment	Scientific advisor – 29. 10. 2020.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full professor – 29. 10. 2020.
Area and field of election into research or art rank	Humanities, Philosophy, History of Philosophy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Catholic faculty of Theology
Date of employment	1996
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Philosophy as Form of Life, Religion, Existentialism
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Dr. Phil.
Institution	Pontificio Ateneo Antonianum
Place	Rom
Date	1992.
INFORMATION ON ADDITIONAL TRAINING	
Year	1993.
Place	Rom
Institution	Pontificio Ateneo Antonianum
Field of training	Heidegger's Philosophy
INFORMATION ON ADDITIONAL TRAINING	
Year	1995.

Place	Rom
Institution	Pontificio Ateneo Antonianum
Field of training	Metaphysics
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 4 English 3 French 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Catholic faculty of Theology: master and doctor programme
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> 1. <i>Dosezi supatnje kod Simone Weil</i>, CUS br 4., 2019., str. 587 – 606. 2. <i>Čovjek i smrt</i>, u <i>Čovjek i smrt. Teološki, filozofski, bioetički i društveni pristup</i>, Institut društvenih znanosti Ivo Pilar, Hrvatsko katoličko sveučilište i Udruga Posmrtna pripomoć Zagreb, 2017., str. 67 – 82. 3. <i>Vjera i iskustvo</i>, u <i>Putokazi sreće, Blaženstva i svjedočanstva vjernika</i>, (uredio Ivan Vajić), KS, Zagreb 2016., str. 81 – 89. 4. <i>Spott und Anerkennung. Verletzende und heilende Aspekte der Sprache am Beispiel von Lukas 23, u Anders gemeinsam – gemeinsam anders?</i> u <i>Ambivalenzen lebendig kommunizieren</i> (uredili Maria Juen, Gunter Pruller-Jagenteufel, Johanna Rahner, Zekerija Sejdini) <i>Kommunikative Theologie</i> 18, Grunewald Ostfildern 2015., str. 183 – 196., zajedno s Jadrankom Garmaz i Hannom Schultz. 5. <i>Vi ste prijatelji moji</i>, Međugorje 2019.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	/
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

3.4. Optimal number of students

Enrolment quota for the undergraduate study programme is 35 students.

3.5. Estimate of costs per student

The cost per student has been calculated based on the same criteria (total study expenses in relation to the number of students per year) for all double-major and single-major study programmes at the Faculty of Humanities and Social Sciences. According to all the above criteria the annual cost per student of the graduate study programme English Studies is 12,500.00 Croatian kunas.

3.6. Plan of procedures of study programme quality assurance

In keeping with the European standards and guidelines for internal quality assurance in higher education institutions (according to “Standards and Guidelines of Quality Assurance in the European Higher Education Area”) on the basis of which the University of Split defines procedures for quality assurance, the proposer of the study programme is obliged to draw up a plan of procedures of study programme quality assurance.

Documentation on which the quality assurance system of the constituent part of the University is based:

- Regulations on the quality assurance system of the constituent part (enclose if existing)
- Handbook on the quality assurance system of the constituent part (enclose if it existing)

Description of procedures for evaluation of the quality of study programme implementation:

- For each procedure the method needs to be described (most often questionnaires for students or teachers, and self-evaluation questionnaire), name the body conducting evaluation (constituent part, university office), method of processing results and making information available, and timeframe for carrying out evaluation
- If procedure is described in an attached document, name the document and the article.

Evaluation of the work of teachers and associates	Student survey at the end of the semester. The students are informed about the obtained results.
Monitoring of grading and harmonization of grading with anticipated learning outcomes	
Evaluation of availability of resources (spatial, human, IT) in the process of learning and instruction	Student survey at the end of the academic year. The students are informed about the obtained results.
Availability and evaluation of student support (mentorship, tutorship, advising)	Student survey at the end of the academic year. The students are informed about the obtained results.

Monitoring of student pass/fail rate by course and study programme as a whole	ISVU system
Student satisfaction with the programme as a whole	
Procedures for obtaining feedback from external parties (alums, employers, labour market and other relevant organizations)	
Evaluation of student practical education (where this applies)	
Other evaluation procedures carried out by the proposer	
Description of procedures for informing external parties on the study programme (students, employers, alums)	Faculty webpages Participation of teachers and students at the Festival of Science and other similar events Advertising materials and brochures