

**UNIVERSITY OF ZADAR**  
**DEPARTMENT OF PHILOSOPHY**

**THE PROGRAMM FOR GRADUATE STUDY OF  
PHILOSOPHY**

Zadar 2005

# THE PROGRAM FOR THE STUDY OF PHILOSOPHY

## 1. INTRODUCTION

The Study of Philosophy is present in higher education since its beginnings and it is a constant constitutive component and the basis for humanities studies through all history. The study is closely connected to every scientific research where it functions as an indispensable complementary forerunner. In fact, the philosophical and the scientific research started together, only to be later divided into scientific research as an independent methodological effort of the human spirit with specific areas and research assignments, and the always-complementary philosophical research.

In such way the Study of Philosophy at the University of Zadar (or at the former Faculty of Philosophy in Zadar) has always been a constitutive component of this institution. The aim of the Study of Philosophy was always the observation and analysis of the main questions regarding philosophy and the culture of man. This research was always based on clear philosophical principles in concordance with the constant scientific progress. Lectures and classroom activities are always organized in such a way in order to stimulate and develop the capabilities of mind reflection, encourage the spirit of initiative and develop a sense of intellectual and ethical responsibility. The lectures provide the students a thorough and integral philosophical education.

The essential nature of the Study of Philosophy at the newly formed University of Zadar can be also observed with the introduction of other branches of scientific (non-humanities) studies and the specific critical and complementary relation of the Study of Philosophy toward the results and methods of contemporary science.

The program of the Study of Philosophy with its basic principles reflects the European philosophical tradition together with the contemporary philosophical research from the rest of the world. The realization of such a program, and its compatibility with similar studies in countries belonging to the European Union, is guaranteed by the teaching staff of the department of Philosophy whose members have completed their philosophical education on various prestigious European universities. This is also a guarantee for a complete openness of the Study and the mobility of both professors and students towards other universities within and outside our home country.

## 2. GENERAL DESCRIPTION

- 2.1 The study that follows this program is called The Graduate Study of Philosophy.
- 2.2 The Study of Philosophy is organized by the University of Zadar, while the carrying out of the program is performed by the Department of Philosophy.
- 2.3 The Study of Philosophy organized by the Department is divided into two cycles. The first cycle, defined as the undergraduate program has the duration of six semesters (three years) and is organized as a two-subject study course. The second cycle is defined as the graduate program and has the duration of four semesters (two years). The graduate program is subdivided into Teaching Study of Philosophy (organized as a two-subject course of study) and the Scientific Study of Philosophy (organized as a single-subject study course).

The Department of Philosophy does not have the capabilities at the moment, to organize a third cycle of studies defined as postgraduate studies. Nonetheless, the compatibility of the first two study cycles with similar programs on other universities (inside and outside Croatia) will allow the students without any difficulties to pursue the third cycle on any of those universities.

This program, in concordance with the written principles of the ECTS educational system, anticipates the different but complementary elements of the implementation of the program:

1. Compulsory courses (the course code begins with the number "1");
2. Elective courses (the course code begins with the number "2");
3. Seminars (the seminar code begins with the number "3"):
  - a. Seminars;
  - b. Seminar papers

The seminars must be complementary with the courses belonging to the program of the Study of Philosophy. That means that a seminar belonging to the final semesters of the study program cannot be proposed during the first year of the study program.

The elective courses belonging to the graduate program must be organized in at least a 50% ratio by the Department of Philosophy (University of Zadar) or some other adequate Study of Philosophy, while the other 50% can be organized by some other department on the University or some other adequate humanities studies.

The elective courses will vary from year to year in concordance with the available professors. The lecturer defines the course prerequisites for each elective course.

The elective courses and the elective seminars will be carried out only in the case there are at least five candidates. The number of students attending an elective seminar must not exceed twenty.

2.4 The prerequisites for the enrolment in the graduate program are the following: a diploma (certificate) of the completed undergraduate Study of Philosophy.

2.4.1 Prerequisites for the transition to a higher academic year of the graduate study:

1. Teaching Study

- for the enrolment into the 3<sup>rd</sup> semester (2<sup>nd</sup> year): the successful completion of all requirements from the program and successful completion of exams which, according to the ECTS educational system, carry at least 22 ECTS credits by the end of the enrolling deadline.

2. Scientific Study

- for the enrolment into the 3<sup>rd</sup> semester (2<sup>nd</sup> year): the successful completion of all requirements from the program and successful completion of exams which, according to the ECTS educational system, carry at least 45 ECTS credits by the end of the enrolling deadline.

Note: Prerequisites might be changed according to the regulations of the competent Ministry and/or the University of Zadar.

#### 2.4.2 The completion of the graduate study:

1. Teaching Study: The two-subject graduate study ends with successful completion of all exams and other requirements specified by the program, and writing of the

degree thesis which is to be presented to the community. The student will get 6 ECTS credits for the degree thesis. The student is free to choose whether to write the diploma thesis under the Department of Philosophy or some other Department. In case he (or she) chooses to write it under other Department, then he (or she) are obliged to choose four elective courses (12 ECTS credits) in order to obtain the necessary 60 ECTS credits during the two year study.

2. Scientific Study: The single-subject graduate study ends with successful completion of all exams and other requirements specified by the program, and writing of the diploma thesis which is to be presented to the community.

- 2.5 After the completion of the graduate program of Philosophy, the student acquires a double competency guaranteed to him by this program and the double orientation within the graduate program system. Due to the detailed and scientifically based approach to logic in all its complexity and its various contemporary developing directions, together with the systematic and comprehensive approach to the study of Philosophy and the study of contemporary ethical problems, the student acquires an elevated competence for the performing of Philosophical courses often found within the high school education system: Philosophy, History of Philosophy, Logic, Ethics.

The number and the variety of the non-elective courses, elective courses and seminars discussing anthropology, ethics, logic and philosophy provide the student with the scientific competency in Philosophy and a much larger social-humanities area of interest. The program also provides the student with the knowledge and scientific research skills necessary to continue the postgraduate Study of Philosophy, or any other humanities (or interdisciplinary) study program.

The second program cycle includes a large number of elective courses and seminars in order to provide the student belonging to a different academic orientation the possibility to achieve the same (or very similar) competency to the one he was originally trying to achieve. The purpose of a specific academic orientation is not to impose certain limits to the students but to provide the students with the possibility to achieve a level of expertise within a well-defined field of study.

With the completion of the graduate program (Teaching orientation) the student is qualified to work as a teacher (of the earlier mentioned subjects) within a high school educational system. The scientific orientation within this level of the program qualifies the student for work within various media, scientific research teams, science institutes, higher education institutes, different analytical teams, cultural institutions, on scientific research projects, socially relevant projects, etc.

This program, in both of his orientations, can be successfully completed by all students who have completed the undergraduate study program of the duration of six or eight semesters. The program is also open to those students who have completed some other similar undergraduate humanities program under the condition that they complete certain prerequisite courses (previously defined by the Department of Philosophy).

2.6 The students completing the graduate program are awarded a MA title in Philosophy.

### 3. DESCRIPTION OF THE STUDY PROGRAM OF PHILOSOPHY

#### 3.1. THE LIST OF THE COURSE AND THE SEMINARS BY THE YEAR

##### GRADUATE PROGRAM - TEACHING ORIENTATION

(Two-subject study)

SEME STER	COURSE CODE	COURSE	ECTS CREDIT	HOURS (weekly)
1 <sup>TM</sup> YEAR				
1	17SU30	CONTEMPORARY PHILOSOPHY I	3	2L
1	17FZ30	PHILOSOPHY OF SCIENCE I	3	2L
1	17ML30	MODERN LOGIC	3	2L
1		ELECTIVE COURSE <sup>4</sup>	3	2L
2	18SU30	CONTEMPORARY PHILOSOPHY II	3	2L
2	18FZ30	PHILOSOPHY OF SCIENCE II	3	2L
2	18FO30	THE PHILOSOPHY OF EDUCATION	3	2L
2		ELECTIVE COURSE <sup>4</sup>	3	2L

Note:

4 - The student not writing diploma thesis in philosophy is obliged to select four elective courses (12 ECTS) during the two years of the graduate study. The student writing the degree thesis in philosophy is not obliged to select an elective course.

SEME STER	COURSE CODE	COURSE	ECTS CREDIT	HOURS (weekly)
2nd YEAR				
3	17HF30	THE HISTORY OF CROATIAN PHILOSOPHY	3	2L
3	19MN30	THE METHODOLOGY OF TEACHING PHILOSOPHY I	3	2L
3	19HO30	THE HOSPITATIONS	3	2L
3		ELECTIVE COURSE <sup>4</sup>	3	2L

4	18MD30	MODAL LOGIC	3	2
4	110MN30	THE METHODOLOGY OF TEACHING PHILOSOPHY II	3	2L
4		ELECTIVE COURSE <sup>4</sup>	3	2L
4		THE WRITING OF THE DIPLOMA THESIS	12	

Note:

4 - The student not writing diploma thesis in philosophy is obliged to select four elective courses ( 12 ECTS) during the two years of the graduate study. The student writing the degree thesis in philosophy is not obliged to select an elective course.

L - lecture

S - seminar

**GRADUATE PROGRAM - SCIENTIFIC ORIENTATION**  
(One-subject study)

SEME STER	COURSE CODE	COURSE	ECTS CREDIT	HOURS (weekly)
1 <sup>TM</sup> YEAR				
1	17SU30	CONTEMPORARY PHILOSOPHY I	3	2L
1	17FZ30	PHILOSOPHY OF SCIENCE I	3	2L
1	17ML30	MODERN LOGIC	3	2L
1		SEMINAR PAPER	9	
1		ELECTIVE COURSE <sup>4</sup>	3	2L
1		ELECTIVE SEMINAR <sup>4</sup>	1,5	1S
		total	30	20
2	18SU30	CONTEMPORARY PHILOSOPHY II	3	2L
2	18FZ30	PHILOSOPHY OF SCIENCE II	3	2L
		SEMINAR PAPER	9	
2		ELECTIVE COURSE <sup>4</sup>	3	2L
2		ELECTIVE SEMINAR <sup>4</sup>	1,5	1S
		total	30	20

<sup>4</sup>Note

4- in the 1<sup>st</sup> year it is necessary to select the following: 6 elective seminars (9 ECTS) and 6 elective courses ( 18 ECTS).

SEME STER	COURSE CODE	COURSE	ECTS CREDIT	HOURS (weekly)
2 <sup>nd</sup> YEAR				
3	17HF30	THE HISTORY OF CROATIAN PHILOSOPHY I	3	2L
3	19PE30	APPLIED ETHICS	3	2L
3	19FB30	PHILOSOPHY OF BEING	3	2L
3	19FL30	THE PHILOSOPHY OF LOGIC	3	2L
3	19VP30	THE PHILOSOPHY OF TIME AND SPACE	3	2L
3		ELECTIVE COURSE <sup>4</sup>	3	2L
3		ELECTIVE SEMINAR <sup>4</sup>	1,5	1S
		total	30	20
4	18HF30	THE HISTORY OF CROATIAN PHILOSOPHY II	3	2L
4	18MD30	MODAL LOGIC	3	2L
4		ELECTIVE COURSE <sup>4</sup>	3	2L

4		ELECTIVE SEMINAR <sup>4</sup>	1,5	1S
4		THE WRITING OF THE DIPLOMA THESIS	30	
4			30	20

Note:

4 - in the 2<sup>nd</sup> year it is necessary to select the following: 2 elective seminars (3 ECTS) and 2 elective courses ( 6 ECTS).

L-lecture

S-semier

The Teaching Study is obliged, next to the previously listed compulsory courses, to select courses which ensure teaching competencies. The realization of those courses will be ensured by the University. Those courses may eventually be elective courses for The Science Study. Besides that there will be elective courses which will be realized by the Department of Philosophy, and will be only for The Teaching Study, ones will be only for The Science Study and ones for both studies.

Elective courses for Scientific Study only:

The methodology of teaching philosophy I, 3 ECTS, 2L

The methodology of teaching philosophy II, 3 ECTS, 2L

Elective courses for Teaching Study only:

Applied ethics, 3 ECTS, 2L

Philosophy of being, 3 ECTS, 2L

Philosophy of logic, 3 ECTS, 2L

Philosophy of time and space, 3 ECTS, 2L

Elective courses for both studies: see the following description of elective courses

Elective seminars for both studies: see the following description of elective courses

Seminar paper have to be from philosophical area and if possible compatible with this program of study.

Themes of the seminar papers are the matter of arrangement between the candidate and mentor.

## 3.2. DESCRIPTION OF COMPULSORY COURSES

### APPLIED ETHICS

*Course code:* 19PE30

*Semester:* IX

*Hours weekly:* 2

*ECTS credit:* 3

*Lecturer:* Iris Tićac, Phd.

*Exam prerequisites:* Successfully completed course exam *Ethics II*, attendance, active participation, the writing of a research paper

*Examination methods:* Oral or written exam

*Learning outcomes and competences:*

- The introduction to and the understanding of paradigms, the foundation and the particularities of different areas of applied Ethics;
- The evaluation of ethical principles and an adequate ethical standardization of different areas of human activities (economy, science, politics, medicine, ecology, media communication);
- To provide the student with the ability for a systematic, argumentative discussion and critical evaluation of practical ethical questions, ethical problems and dilemmas related to special areas of human activity, and the evaluation of an adequate use of the general ethical principles in actual real situations and separate areas of human activity.

*Course description:*

The beginning, the development and the nature of applied ethics. The paradigms and methods of applied ethics. The relation of theoretical and applied ethics. Ethical theory, the principles of general ethics, and the problem of standardization of different human activities. An overview of different areas of applied ethics: science (the question of the purpose of the ethics of science, ethical dilemmas as the result of scientific progress); political activity (ethics in politics, institutional ethics, the three dimensions of political ethics: the ethics of the goal, the ethics of the means, the ethics of action; the relation towards the ethics of virtue); economical ethics (the theoretical basis, the basic concepts such as the "businessman's ethics"); ethics and technology (the ethical evaluation of the ambivalent consequences of scientific progress); medical ethics (the paradigm of medical ethics, the theoretical basis, the principles of theoretical basis, ethical controversies and dilemmas); eco-ethics (different approaches to the founding of eco-ethics); ethics and the public media; ethics and justice (human rights and human dignity; the ethical and juridical regulation of certain areas of human activities); the ethics of risk - ethic evaluation of the risk and the dangers of the progress of science. *Ethos* and

responsibility.

*Literature:*

*A) Compulsory:*

FLOEGEL, M., *Znanost i etika*, u: "Filozofska istraživanja" 61 (1996), str. 423-438.

KOPREK, I., *Etički obzor novinarstva i ostalih sredstava priopćavanja*, u: ISTI, *Korak za smisao*, Filozofsko-teološki institut Družbe Isusove, Zagreb 1992., str. 110-129.

KOPREK, I. (uredio), *Ljudska prava. Čovjekovo dostojanstvo*, Filozofsko-teološki institut Družbe Isusove, Zagreb 1999.

MACAN, I., *Čovjek i njegovo dostojanstvo*, u: I. MACAN, *Socijalna etika i druge studije*, Filozofsko-teološki institut Družbe Isusove, Zagreb 2002. str.97-107.

PAŽANIN, A., *Ekološka etika i metafizika uma*, u: "Filozofska istraživanja", Hrvatsko filozofsko društvo, Zagreb, 60 God 16(1996) Sv.1 (3-11).

*B) Selected readings:*

BAYERTZ, K. (Hrsg.), *Praktische Philosophie. Grundorientierung angewandter Ethik*, Reinbek 1991.

BIMBACHER, D., *Oekologie und Ethik*, Stuttgart 1991.

*Ethical Theory and Business*, edited by Tom.L. Beauchamp & Norman E. Bowie, Prentice Hall, Englewood Cliffs/New Jersey 1988.

FUNIOK, R. - SCHMAELZLE, U. - WEWRTH CH. (Hrsg.), *Medienethik - die Frage der Verantwortung*, Bonn 1999.

FURGER, F.R., *Moral oder Kapital? Grundlagen der Wirtschaftsethik*, Zuerich 1992.

HIMANEN, P., *Hakerska etika*, Zagreb 2002.

HOEFFE, O., *Ethik und Politik*, Frankfurt 1979.

KOPREK, I., *Ekoetika*, u: "Filozofska istraživanja", 60 (1996) str. 13-18.

OLEN, J. - Barry, V., *Applying Ethics A Text with Readings*, Wadsworth Publishing Company, Belmont, CA 1989.

PERUTZ, M., *Is Science Necessary*, Oxford University Press, 1992.

PIEPER, A-THURNER U. (Hrsg.), *Angewandte Ethik. Eine Einfuehrung*, Muenchen 1998.

RUEMELIN, N.J. (Hrsg.), *Angewandte Ethik. Die Bereichsethiken und ihre theoretische Fundierung*, Alfred Kroener Verlag, Stuttgart 1996.

SCHUEZ, M., *Konkrete Ethik in der Wirtschaft-Perspektiven unternehmerischer*

*Verantwortung*, u: Seide, w.-Reienberg P. (Hrsg.) *Moral konkret. Impulse fuer eine christiliche Weltverantwortung*, Wuerzburg 1993.

WIEGERLING, K., *Medienethik*, Stuttgart 1998.

## CONTEMPORARY PHILOSOPHY I

*Course code:* 17SU30

*Semester:* I

*Hours weekly:* 2

*ECTS credit:* 3

*Lecturer:* Iris Tićac, PhD.

*Assistant:* Marko Vučetić, M. A.

*Exam prerequisites:* Successfully completed course exam *Modern Philosophy II*

*Examination methods:* Oral or written exam

*Learning outcomes and competences:*

- The introduction to the main philosophical themes and the different philosophical approaches present in the contemporary philosophical thought;
- Additional information about the history of Philosophy achieved by the analysis of philosophical solutions that appeared after Hegel;
- To provide the student with the ability for critical evaluation of the offered solutions by numerous different philosophical approaches developed during this historical segment.

*Course description:*

The introduction to contemporary Philosophy through the critique of Hegel's system. Hegel's Left and Right, basic guidelines and leading representatives. The development of the neo-Kant schools. The utopian socialism and its proposal of the social philosophical thought.

The great founders of thought in contemporary Philosophy. The Existentialism of Soren Kierkegaard as the reaction to the rule of Hegel's system. Arthur Schopenhauer and the beginnings of philosophical will. Friedrich Nietzsche as a critique of the existing situation and the first signs of the Philosophy of Life. The development of the positive sciences and the founding of the Philosophy of Positivism: A. Comte, J. S. Mill and H. Spencer. English, French and German Positivistic schools - a brief overview. Empirocriticism. The French Spiritualism: leading representatives and basic ideas. The Philosophy of Life - different approaches. Henri Bergson - the greatest representative of the Philosophy of Life and a critic of the Positivism - a systematic review of his philosophy. The other French philosophers of science: H. Poincaré, P. Duhem. Boutroux, Lacherier and Meyerson. The American Philosophy and pragmatism, Ch. Peirce, W. James and J. Dewey.

*Literature:*

A) *Compulsory:*

- MUŽIĆ J. (priređ.), *Suvremena filozofija* (skripta), Zadar 2001.  
ŽUNEC O. (ured.), *Suvremena filozofija*, I, Školska knjiga, Zagreb 1996.  
KIERKEGAARD S., *Strah i drhtanje*, Verbum, Zagreb 1999.  
GUARDINI, R., *Konac novoga vijeka*, Verbum, Split 2002.  
AYER A., *Filozofija XX stoljeća*, Svijetlost, Sarajevo 1989, str. 87-131.

B) *Selected readings:*

- \*\*\*, *Savremena filozofija*, Rad, Beograd 1975.  
AYER A., *Filozofija XX stoljeća*, Svijetlost, Sarajevo 1989.  
BOŠNJAK B. (ured.), *Povijest filozofije*, sv. III, Zagreb 1993.  
COPLESTON F., *A History of Philosophy*, sv. VII-IX, Burns and Oates, London 1963-75.  
ŠARČEVIĆ A., *Filozofija modernog doba*, Sarajevo 1986.  
WISSER R., *Filozofski putokazi*, Globus, Zagreb 1992.  
BERTIE. - VOLPIF., *Storia della filosofia ottocento e novecento*, Editori Laterza, Roma-Bari 1998.  
COLLINS J., *A History of Modern European Philosophy*, Bruce Publishing, Milwaukee 1954.  
CORET E. - EHLEN P. - SCHMODT J., *Philosophie des 19. Jahrhunderts*, Stuttgart 1984.  
CORET E. - EHLEN P. - SCHMODT J., *Philosophie des 20. Jahrhunderts*, Stuttgart 1984.  
GIL SON E. (i dr.), *Recent Philosophy. Hegel to Present*, New York 1966.  
HIRSCHBERGER, J., *Geschichte der Philosophie*, sv. II, Freiburg 1979.  
LACROIX J., *Panorama de la philosophie française contemporaine*, Paris 1968.  
LIVI A., *La filosofia e la sua storia, III: La filosofia contemporanea*, Società editrice Dante Alighieri, Città di Castello 1997.  
SCIACCA M. F., *La filosofia, oggi*, 2 voll., Marzorati, Milano 1970.  
SPECK J., *Grundprobleme der grossen Philosophie*, sv. 1-6, Göttingen 1979 i dalje.  
TOTOK W., *Handbush der Geschichte der Philosophie*, sv. 5, Frankfurt 1985.  
VANNIROVIGHI S., *Storia della filosofia contemporanea. Dall'ottocento ai giorni nostri*, La scuola, Brescia 1985.  
VERNEAUX R., *Histoire de la philosophie contemporaine*, Beauchesne et ses fils, Paris 1960.  
CRUZ PRADOS, A., *Historia de la filosofia contemporanea*, EUNSA, Pamplona, 1991.

## CONTEMPORARY PHILOSOPHY II

*Course code:* 18SU30

*Semester:* II

*Hours weekly:* 2

*ECTS credit:* 3

*Lecturer:* Iris Tićac, PhD.

*Assistant:* Marko Vučetić, M. A.

*Exam prerequisites:* Successful completion of the course exam *Contemporary Philosophy I*

*Examination methods:* Oral or written exam

*Learning outcomes and competences:*

- The introduction to the main philosophical themes and the most advanced approaches to the contemporary philosophical thought;
- Additional information about the history of Philosophy and the importance of Philosophy in everyday life together with its indispensable role in the process of answering to contemporary questions of man and society;
- To provide the student with the ability for a systematic evaluation of the contemporary philosophical movements and a critical evaluation based on the former philosophical education with the possibility of providing a personal answer to some of the contemporary philosophical answers.

*Course description:*

New paths in the contemporary philosophical research - phenomenology. The introduction and analysis of the fundamental principles. The systematic analysis of the leading representatives: F. Brentano and his school; Edmund Husserl and Max Scheler. The attempts to create an ontology: Nikolai Hartmann.

Contemporary philosophical anthropology, A. Gehlen and H. Plessner. The attempt to criticize metaphysics: L. Wittgenstein and the neo-positivism of the Wien circle. Analytical philosophy: the basic approaches and the leading representatives of this philosophical direction. The basic ideas and types of existentialism of the 20<sup>th</sup> century. The systematic presentation of the leading representatives: M. Heidegger, K. Jaspers and J.-P. Sartre. Brief presentation of other representatives. The basic ideas and representatives of the philosophy of dialogue.

New paths in contemporary Philosophy. Philosophical hermeneutics: H.-G. Gadamer and P. Ricoeur as leading representatives. Structuralism: the main ideas and the relation towards other man-oriented sciences. Critical rationalism led by K.R. Popper and P.K. Feyerabend. The representatives and the fundamental ideas of personalism and the neo-scholastics.

*Literature:*

*A) Compulsory:*

- GALOVIĆ M. (ured.), *Suvremena filozofija*, II, Školska knjiga, Zagreb 1996, ("Hrestomatija filozofije", 8: Husserl, Scheler, Wittgenstein, Heidegger)  
JASPERS, K., *Duhovna situacija vremena*, Matica hrvatska, Zagreb 1998.  
HUSSERL, E., *Kriza europskog ljudstva i filozofija*, u IDEM, *Filozofija kao stroga znanost*, Naklada Ljevak, Zagreb 2003, str. 137-171.  
HEIDEGGER. M., *Kraj filozofije i zadaća mišljenja*, Naprijed, Zagreb 1996., STR. 83-196, 261-281, 397-416.

*B) Selected readings:*

- \*\*\*, *Savremena filozofija*, Rad, Beograd 1975.  
AYER A., *Filozofija XX stoljeća*, Svijetlost, Sarajevo 1989 (str. 133-201- wintgest, Popoer Beč krug)  
BERTIE. - VOLPIF., *Storia della filosofia ottocento e novecento*, Editori Laterza, Roma-Bari 1998.  
BOŠNJAK B. (ured.), *Povijest filozofije*, sv. III, Zagreb 1993.  
COLLINS J., *A History of Modern European Philosophy*, Bruce Publishing, Milwaukee 1954.  
COPLESTON F., *A History of Philosophy*, sv. VII-IX, Burns and Oates, London 1963-75.  
CORET E. - EHLEN P. - SCHMODT J., *Philosophie des 19. Jahrhunderts*, Stuttgart 1984.  
CORET E. - EHLEN P. - SCHMODT J., *Philosophie des 20. Jahrhunderts*, Stuttgart 1984.  
CRUZ PRADOS, A., *Historia de la filosofía contemporánea*, EUNSA, Pamplona, 1991.  
GIL SON E. (i dr.), *Recent Philosophy. Hegel to Present*, New York 1966.  
HIRSCHBERGER, J., *Geschichte der Philosophie*, sv. II, Freiburg 1979.  
LACROIX J., *Panorama de la philosophie française contemporaine*, Paris 1968.  
LIVI A., *La filosofia e la sua storia, III: La filosofia contemporanea*, Società editrice Dante Alighieri, Città di Castello 1997.  
PÖGGLER, O., *Der Denkweg Martin Heideggers*, Verlag Günter Neske Pfullinger, 1990<sup>3</sup>.  
SCIACCA M. F., *La filosofia, oggi*, 2 voll., Marzorati, Milano 1970.  
SPECK J., *Grundprobleme der grossen Philosophie*, sv. 1-6, Göttingen 1979 i dalje.  
ŠARČEVIĆ A., *Filozofija modernog doba*, Sarajevo 1986.  
TOTOK W., *Handbush der Geschichte der Philosophie*, sv. 5, Frankfurt 1985.  
VANNIROVIGHI S., *Storia della filosofia contemporanea. Dall'ottocento ai giorni nostri*, La scuola, Brescia 1985.  
VERNEAUX R., *Histoire de la philosophie contemporaine*, Beauchesne et ses fils, Paris 1960.  
WISSER R., *Filozofski putokazi*, Globus, Zagreb 1992.

## HOSPITATIONS

*Seminar code:* 19HO30

*Semester:* III

*Hours weekly:* 2L

*ECTS credit:* 1,5

*Lecturer:* Iris Tićac PhD.

*Course prerequisites:* completed undergraduate study of philosophy

Assistant:

*Learning outcomes and competences:*

The class will partly be performed in workshops, and partly through mentorship in school classes. Acquired knowledge and competences will be examined through lecture in the school class, written preparation for the class, written critique work on ones own class and on class held by a colleague, written critique analyzes of the approved textbooks in philosophy, logic and ethics.

-to enable students to acquire teachers competences which will enable them individual performance of the class subjects from the philosophical group in high school programs;

-to encourage students to give a critique judgment of their own work as well as the work of their colleagues;

-to see the importance of the introduction of the higher didactical systems into the class of the philosophical group of the subjects.

*Course description:*

The introduction of the students to the pedagogical documentation and the importance of the correct usage. Gradual introduction into writing the annual plans, as well as monthly, weekly and daily planning. The usage of didactical systems and methodical innovations. Different ways of motivating students and important elements for the evaluation of the student progress. Attendance in the school class and the performance of the test and exam lecture.

*Literature:*

*A) Compulsory:*

MARINKOVIĆ, J., *Filozofija kao nastava*, HFD, Zagreb 1990.

KYRIACOU, C., *Temeljna nastavna umijeća*, Educa, Zagreb 2001.

Odobreni udžbenici iz filozofije, logike i etike.

*B) Selected readings:*

BRUNER, J., *Kultura obrazovanja*, Educa, Zagreb 2000.

JENSEN, E., *Super-nastava: nastavne strategije za kvalitetnu školu i uspješno učenje*, Educa, Zagreb 2003.

KALIN, B., *Logika i oblikovanje kritičkog mišljenja*, Školska knjiga, Zagreb 1982.

MARINKOVIĆ, J., *Metodika nastave filozofije*, Školska knjiga, Zagreb 1983.

Časopis „Metodički ogledi“, HFD, Zagreb.

## MODERN LOGIC

*Course code:* 110ML30

*Semester:* X

*Hours weekly:* 2

*ECTS credit:* 3

*Lecturer:* Mirko Jakić, PhD.

*Assistant:* Josip Ćirić, M.A.

*Exam prerequisites:* Successfully completed course exam *Philosophy of Logic*

*Examination methods:* Oral or written exam

*Learning outcomes and competences:*

- The use of the model of symbolical logic in Philosophy;
- The analysis of the validity of various arguments in different philosophical theories;
- The use of models of symbolical logic in Linguistics;
- Logic as meta-mathematics;
- The role of Logic in the development of computers;

*Course description:*

The use of the model of symbolical logic in Philosophy; The analysis of the validity of various arguments in different philosophical theories. Examples: Kant, Hegel, Husserl. The use of syntax and semantics of the logical models in Linguistics. The role of Logic in Mathematics. The axiomatic logical model. Theorems and meta-theorems. Logic and Turing's machines. The role of logic in the abstract description of Turing's machine. The relation of Logic and Philosophy. Ontological and theoretically-cognitive assumptions of Logic as a separate scientific discipline.

The philosophy of Logic. The possibilities of a symbolical evaluation of the validity of the philosophical viewpoints. The symbolical analysis of the philosophical viewpoints. Examples: the logical principle of identity and the theory of truth.

*Literature:*

*A) Compulsory:*

JAKIĆ, M., *Has logic any ontology*. "Synthesis Philosophica" HFD, Zagreb, 2002.

JAKIĆ, M., *Potvrđuju li računalapostavku o ontologijskom utemeljenju logike?*  
(u "Zbornik Filozofija i tehnika" HFD Zagreb 2003)

ŠIKIĆ, Z., *Novija filozofija matematike*. Nolit, Beograd, 1987.

*B) Selected readings:*

QUINE, W. V., *Philosophy of Logic*, Harvard Univ. Press 1986.

CHOMSKY, N., *Syntactic Structures* Hague 1957.

TARSKI, A., *Logic, Semantics, Metamathematics*, Hackett Pub. Comp. 1983.

GABBAY, D. - F. GUENTHER, *Handbook of Philosophical Logic* (vol. 1-4), Kluwer 1989.

HAACK, S. *Philosophy of Logic*, Cambridge Univ. Press, New York 1979.

LEBLANC, H., *Existence, Truth, and Provability*, SUNY Press 1982.

WILSON, R. A. - KEIL, F. C. (ur.), *The MIT Encyclopedia of Cognitive Sciences*. MIT Press, Cambridge, MA, 1999.

## MODAL LOGIC

*Course code:* 19MD30

*Semester:* II

*Hours weekly:* 2

*ECTS credit:* 3

*Examination methods:* Oral or written exam

*Lecturer:* Slavko Brkić, PhD.

*Learning outcomes and competences:*

- The introduction to basic concepts of modal logic;
- The introduction to the tableau methods for modal logic through the semantics of possible worlds;
- The applying of modal logic in the analysis of philosophical texts;
- The applying of modal logic in linguistic researches, especially natural languages;
- The use of symbolical means of modal logic for philosophical researches within the boundaries of philosophy of science;
- The development of other symbolical methods in the research of the modality of language and the legal and ethical systems;
- The evaluation of the relation between epistemology and logic within the boundaries of modal logic and epistemic modality.

*Course description:*

The modal propositional calculus: The normal systems of modal logic. The minimal and classical models of modal logic. Systems T, S4, B, S5; Models, truthfulness and validity. Validity within the systems T, S4, B, S5; Standard models of modal logic. The procedure of deciding and completeness. Alternative axiomatic bases for the systems T, S4, B, S5; The modal calculus of the predicate. The problems with the Barcan formula. The referential theories: Mill's theory, Frege-Russel's theory of description, causal theory of reference, indexers, demonstratives and the concept of mass. Aristotle's essentialism in relation to Kripke's semantic of the possible worlds. Kripke-Hintikka-Barcan(-Marcus) and their concepts of the semantics of modal logic. The relation of the referential theory and the theory of truth and logical paradoxes.

*Literature:*

*A) Compulsory:*

GRGIĆ, F., *Aristotel o slučaju i nužnosti*, Kruzak, Zagreb 1997.

BRKIĆ., *Epistemička logika i dinamika vjerovanja*, Naklada Jurčić, Zagreb 1997.

FREGE, G., *Osnove aritmetike*, Kruzak, Zagreb, 1995.

*B) Selected readings:*

- HUGHES, G. E., CRESSWELL, M. J., *An Introduction to Modal Logic*, Routledge 1968.  
(1989.)
- HUGHES, G. E., CRESSWELL, M. J., *A Companion to Modal Logic*, Methuen & Co. Ltd.  
1984
- CHELLAS, F. B., *Modal Logic*, Cambridge University Press, 1980.
- RUSSELL, B., *On Denoting*, *Mind*, 1905.
- QUINE, W. V., *From a Logical Point of View*, Harvard University Press 1953.
- TARSKI, A., *The Semantic Conception of Truth and the Foundations of Semantics*, *Philosophy and Phenomenological Research* 4, 1944.
- GUPTA, A., BELNAP, N., *The Revision Theory of Truth*, MIT Press, 1993
- BULL, R., SEGERBERG, K., *Basic Modal Logic*, u: GABBAY, D. M., GUENTHNER, F.,  
*Handbook of Philosophical Logic*, vol. II, 1986
- LINSKY, L., *Reference and Modality*, Oxford University Press, 1971.

## THE PHILOSOPHY OF TIME AND SPACE

*Course code:* 110VP30

*Semester:* III

*Hours weekly:* 2

*ECTS credit:* 3

*Lecturer:* Mirko Jakić, PhD.

*Assistant:* Vani Roščić M.A.

*Course prerequisites:*

*Examination methods:* Oral or written exam

*Learning outcomes and competences:*

- The introduction of the student to the main problems, directions and philosophers related to the concept of time and space;
- To acquire systematic knowledge about philosophical perception of time and space; -To provide the student with the ability for a philosophical discussion of time and space.

*Course description:*

The course consists of three segments. The first segment deals with the perception of time and space through the following themes: Concept of time: psychological, physical and absolute time; Aristotle's definition of time; the measuring of time. The concept of Space: mathematical, tactile, imaginative, absolute and physical.

The second segment deals with the analysis of the reality of time and space through the following themes: Absolute time and space; Time and space as subjective forms; The setting apart of time and space forms from experience and the explanation of such understandings related to the reality of time and space.

The third segment is dedicated to the relativity of time and space through the following themes: The relations of time and space; Galileo's relativity; The diffusion of light and electromagnetic phenomena; Einstein's special relativity theory; Einstein's general relativity theory; The philosophical evaluation of Einstein's relativity through its epistemological and ontological aspects.

*Literature:*

*A) Compulsory:*

CASSIRER, E., *Uz Einsteinovu teoriju relativnosti*, Demetra, Zagreb 1998.

POINCARÉ, H., *Znanost i hipoteza*, Globus, Zagreb 1989, str. 37-181.  
HELMHOLTZ, H., *O porijeklu i značenju geometrijskih aksioma*, u: N. SESARDIĆ (ured.), *Filozofija nauke*, Nolit, Beograd 1985. str. 23-59.

*B) Selected readings:*

SELVAGGI, F., *Filosofia del mondo. Cosmologia filosofica*, P. U. Gregoriana, Roma 1985.  
SANGUINETI, J., *Filosofia de la naturaleza*, EUNSA, Pamplona 1989.  
CAPEK, M., *The Philosophical Impact of Contemporary Physics*, Van Nostrand Reinhold Co., New York 1961.  
OLDROYD, D., *Storia della filosofia della scienza*, Il Saggiatore, Milano 1998.  
LOSEE, J., *Filosofia della scienza. Un'introduzione*, Il Saggiatore, Milano 2001.  
AUBERT, J. M., *Cosmologia. Filosofia della natura*, Paideia, Brescia 1968.  
WHITROW, G. J., *The Natural Philosophy of Time*, Clarendon Press, Oxford 1980.  
LÓPEZ DÓRIGA, E., *L'universo di Newton e di Einstein. Introduzione alla filosofia della natura*, Paoline, Alba 1991.  
DIJKSTERHUIS, E.J., *Il meccanicismo e l'immagine del mondo*, Milano 1971.  
DUHEM, P., *Le système du monde. Histoire des doctrines cosmologiques de Platon à Copernic*, 10 voll., Paris 1959-1988.

## PHILOSOPHY OF SCIENCE I

*Course code:* 17FZ30

*Semester:* I

*Hours weekly:* 2

*ECTS credit:* 3

*Lecturer:* Mirko Jakić, PhD.

*Assistant:* Josip Ćirić, M.A.

*Course prerequisites:*

*Examination methods:* Oral or written exam

*Learning outcomes and competences:*

- The introduction of the student to philosophical problems regarding the evaluation of the process of contest and exchange of theories;
- The introduction of the student to the various viewpoints of different sciences; -To provide the student with the ability for a critical evaluation of science and the philosophical implications of her findings.

*Course description:*

An overview of the basic problems of the philosophy of science: realism against anti-realism, continuity against scientism, the relation of philosophy and science, the problem of cognition, the logic of a scientific discovery, the problem of the truth. The nature of the scientific explanation: the problem of causality, the problem of exam theories, types of explanations. The structure of scientific theories - sociological, psychological, and the logical approach. T. S. Kuhna. Reduction, emergency and justification. Justification and causality: deductive-nomological, inductive-static model, the model of static importance, causal-mechanical model, unification model, conditional model. Models, metaphors and analogies. The experiment and the observation. Induction and probability. Confirmation, refuting and the corroboration of theories. Bayes' probabilistic model. Natural sciences vs. Humanities. The philosophy of psychology. Determinism and indeterminism: the problems of the psychological explanation, implications of physics, the question of free will. Psychophysical problems: dualism, panpsychism, homunculus and mechanical functionalism, physicalism, unnatural monism.

*Literature:*

*A) Compulsory:*

LELAS, S., *Promišljanje znanosti*. Filozofska istraživanja 31, HFD, Zagreb, 1990.  
SESARDIĆ, N., *Fizikalizam*. Izazovi, Beograd, 1984.

*B) Selected readings:*

JAKIĆ, M., *Filozofija o znanosti*. Filozofska istraživanja HFD, Zagreb 1989.  
MACHAMER, P. - SILBERSTEIN, M. (ur.) *The Blackwell Guide to the Philosophy of Science*. Blackwell Publishers Ltd, Malden, MA, 2002.  
BARKER, S. F., *Filozofija matematike*. Nolit, Beograd, 1973.  
MIŠČEVIĆ, N., *Uvod u filozofiju psihologije*. Zagreb: Grafički zavod Hrvatske, 1990.  
FEYERABEND, P. K., *Protiv metode: skica jedne anarhističke teorije spoznaje*. Logos, Sarajevo, 1987.  
POPPER, K. R. *Logika naučnog otkrića*, Nolit, Beograd, 1973.  
KUHN, T., *Struktura Znanstvenih Revolucija* Naklada Jesenski i Turk, Hrvatsko sociološko društvo, Zagreb, 1999.  
GOWER, B., *Scientific method: An Historical and Philosophical Introduction*. Blackwell Publishers, London, 1997.

## PHILOSOPHY OF SCIENCE II

*Course code:* 18FZ30

*Semester:* II

*Hours weekly:* 2

*ECTS credit:* 3

*Lecturer:* Mirko Jakić, PhD.

*Assistant:* Josip Ćirić, M.A.

*Course prerequisites:* Successfully completed course exam *Philosophy of Science I*

*Examination methods:* Oral or written exam

*Learning outcomes and competences:*

- The introduction of the student to philosophical problems regarding the evaluation of the process of contest and exchange of theories;
- The introduction of the student to the various viewpoints of different sciences; -To provide the student with the ability for a critical evaluation of science and the philosophical implications of her findings.

*Course description:*

The philosophy of the physics of space and time: Absolute time-space vs. relative time-space; congruity, space-time horizon. The mutual dependence of Mathematics and Physics: mathematical and physical ontology, physical constructions as numeral constructions, geometry. Paradigmatic revolutions in science. The explanation of the quantum theory. The philosophy of Mathematics; the ontology of the number, the ontology of geometry, the understanding of mathematical concepts. Apriority of mathematical knowledge as opposed to the cognitive - developing approach. The understanding of the number. Evolution: creationism as opposed to evolution, problem concepts - adaptability, niche, function. Cognitive science: neurophilosophy, cognitive psychology, philosophy of the mind, the philosophy of psychology. Epistemic ways of founding psychological phenomena. Social sciences: the problem of discontinuity of the content, methodology and justification, positivism, mathematical modelling, the applying of artificial intelligence to micro-systems. Economy.

*Literature:*

A) *Compulsory:*

BARKER, S. F., *Filozofija matematike*. Nolit, Beograd, 1973.

MIŠČEVIĆ, N., *Uvod u filozofiju psihologije*. Zagreb: Grafički zavod Hrvatske, 1990.

*B) Selected readings:*

ŠIKIĆ, Z., *Kako je stvarana novovjekovna matematika*. Školska knjiga, Zagreb, 1989.

MACHAMER, P. - SILBERSTEIN, M. (ur.), *The Blackwell Guide to the Philosophy of Science*. Blackwell Publishers Ltd, Malden, MA, 2002.

POPPER, K. R., *Logika naučnog otkrića*, Nolit, Beograd, 1973.

JAKIĆ, M., *Filozofija o znanosti*. Filozofska istraživanja, HFD, Zagreb 1989.

LELAS, S., *Promišljanje znanosti*. Filozofska istraživanja, HFD, Zagreb, 1990.

GUTTENPLAN, S., *A Companion to the Philosophy of Mind*. Malden, MA: Blackwell Publishers Ltd, 1994.

WILSON, R.A. -i KEIL, F. C. (ur.), *The MIT Encyclopedia of Cognitive Sciences*. MIT Press, Cambridge, MA, 1999.

BECHTEL, W. - GRAHAM, G. (ur.), *A Companion to Cognitive Science*. Malden, MA: Blackwell Publishers Ltd, 1998. (odabrana poglavlja)

## THE HISTORY OF CROATIAN PHILOSOPHY

*Course code:* 17HF30

*Semester:* III

*Hours weekly:* 2

*ECTS credit:* 3

*Lecturer:* Dario Škarica, PhD.

*Assistant:* Marko Vučetić M.A.

*Examination methods:* Oral or written exam

*Learning outcomes and competences:*

- The introduction of the student to the main philosophical themes, the philosophical schools and Croatian philosophers
- An overview of all the most important western European philosophical schools that influenced the Croatian philosophers, and their contribution to the European scientific thought;
- To provide the student with the ability to analyze and review the Croatian philosophical heritage and its critical evaluation.

*Course description:*

The course is divided into five thematic segments:

The first segment is dedicated to the history of Croatian Philosophy during the Middle Ages and is concentrated on the following issues: the philosophy of Hermann Dalmatin with special emphasis on *De essentiis* and his role in the process of introduction of the Islamic spiritual heritage to the West.

The second segment is dedicated to the history of the Croatian Renaissance Philosophy: in this segment the emphasis will be on the importance of Croatian humanistically renaissance culture and the philosophical thoughts of the following authors: Petar Pavao Vergeri, Ivan Stojković, Benedikt Kotruljević, Nikola Modruško, Ivan Čezmički, Ivan Polikarp Severitan, Marko Marulić, Fran Trankvil Andreis, Frederik Grisogorn, Nikola Vitov Gučetić, Jurje Dubrovčanin, Matija Frkić, Marko Antun de Dominis, Faust Vrančić, Marin Getaldić, Stjepan Gradić, Frane Petrić (special attention will be dedicated to the analysis this author together with the analysis of his work *Nova de universis philosophia*).

The third segment is dedicated to the history of the naturally scientific Croatian heritage from the 18<sup>th</sup> century, with particular emphasis on the philosophy of Ruđer Bošković and his contribution to world science.

The fourth segment is dedicated to the work of some of the most important professors of the Faculty of Philosophy in Zagreb: Franjo Marković, Đuro Arnold, Albert Bazal Pavao Vuk-Pavlović, and Vladimir Filipović.

The fifth segment is dedicated to the analysis of the main features of neo-classical philosophy in Croatia. Special attention will be given to Stjepan Zimmermann with a detailed analysis of the works *Common No-ethics* and *Philosophy and Religion*.

*Literature:*

*A) Compulsory:*

- ZENKO, F. (ured.), *Starija hrvatska filozofija*, Školska knjiga, Zagreb 1995.  
ZENKO, F. (ured.), *Novija hrvatska filozofija*, Školska knjiga, Zagreb 1995.  
POSAVAC, Z. (ured.), *Hrvatska filozofija u prošlosti i sadašnjosti*, HFD, Zagreb 1992.  
HERMAN DALMATIN, *Rasprava o bitima*, Pula 1990.  
ZIMMERMAN, S., *Opća noetika*, Zagreb 1918., str. 1-77.

*B) Selected readings:*

- ARNOLD, Đ., *Etika i poviest*, Zagreb 1909, str. 162-176.  
BAZALA, A., *O ideji nacionalne filozofije*, Zagreb 1879.  
BAZALA, V., *Pregled hrvatske znanstvene baštine*, Zagreb 1978.  
DADIĆ, Ž., *Frane Petriš*, Zagreb 2000.  
DADIĆ, Ž., *Herman Dalmatin*, Školska knjiga, Zagreb 1996.  
FILIPOVIĆ, V., *Filozofska hrestomatija, Filozofija renesanse*; Zagreb 1956.  
KOVAČEVIĆ, B., *Psihoanaliza i ljevica*, Zagreb 1989.  
KRIŽANIĆ, Z., *Život i djelo Antuna Bauera*, Zagreb 1986.  
MARKOVIĆ, F., *Razvoj i sustav obćenite estetike*, Zagreb 1903.  
PETRIĆ, F., *Nova sveopća filozofija*, Liber, Zagreb 1979.  
POZAIĆ, V. (ured.), *Filozofija znanosti Ruđera Boškovića*, FTI, Zagreb 1987.  
ŠIŠAK, M. (ured.), *Hrvatska filozofija*, Hrvatski studiji, Zagreb 2001.  
VUK-PAVLOVIĆ, P., *O smislu filozofije*, Školska knjiga; Zagreb 1969.  
VUK-PAVLOVIĆ, P., *O značenju povijesnih smjerenja*, Školska knjiga, Zagreb 1974.  
VUK-PAVLOVIĆ, P., *Spoznaja i spoznajna teorija*, Zagreb 1926.  
ZENKO, F., *Samokritika komunističkog revolucionarizma*, Hrvatsko filozofsko društvo, Zagreb 1990.  
ZENKO, F., *Aristotelizam od Petrića do Boškovića*, Zagreb 1983.  
ZIMMERMAN, S., *Historijski razvitak filozofije u Hrvatskoj*, Hrvatska bogoslovna akademija, sv. 1, Zagreb 1929.  
ZIMMERMAN, S., *Historijski razvitak filozofije u Hrvatskoj*, sv. I, Hrvatska bogoslovna akademija, Zagreb 1929.

## THE HISTORY OF CROATIAN PHILOSOPHY I

*Course code:* 17HF30

*Semester:* I

*Hours weekly:* 2

*ECTS credit:* 3

*Lecturer:* Dario Škarica, PhD.

*Assistant:* Marko Vučetić M.A.

*Examination methods:* Oral or written exam

*Learning outcomes and competences:*

- The introduction of the student to the main philosophical themes, the philosophical schools and Croatian philosophers up until the XIX century;
- An overview of all the most important western European philosophical schools that influenced the Croatian philosophers, and their contribution to the European scientific thought;
- To provide the student with the ability to analyze and review the Croatian philosophical heritage and its critical evaluation.

*Course description:*

The course is divided into three thematic segments:

The first segment is dedicated to the history of Croatian Philosophy during the Middle Ages and is concentrated on the following issues: the philosophy of Hermann Dalmatin with special emphasis on *De essentiis* and his role in the process of introduction of the Islamic spiritual heritage to the West, and the role of the Church orders in the development of the philosophical thought and teachings in the regions of Croatia;

The second segment is dedicated to the history of the Croatian Renaissance Philosophy: in this segment the emphasis will be on the importance of Croatian humanistically renaissance culture and the philosophical thoughts of the following authors: Petar Pavao Vergeri, Ivan Stojković, Benedikt Kotruljević, Nikola Modruško, Ivan Čezmički, Ivan Polikarp Severitan, Marko Marulić, Fran Trankvil Andreis, Frederik Grisogorn, Nikola Vitov Gučetić, Jurje Dubrovčanin, Matija Frkić, Marko Antun de Dominis, Faust Vrančić, Marin Getaldić, Stjepan Gradić, Frane Petrić (special attention will be dedicated to the analysis this author together with the analysis of his work *Nova de universis philosophia*).

The third segment is dedicated to the history of the naturally scientific Croatian heritage from the 18<sup>th</sup> century, with particular emphasis on the philosophy of Ruđer Bošković and his contribution to world science.

*Literature:*

*A) Compulsory:*

ZENKO, F. (ured.), *Starija hrvatska filozofija*, Školska knjiga, Zagreb 1995.

ŠIŠAK, M. (ured.), *Hrvatska filozofija*, Hrvatski studiji, Zagreb 2001.

POSAVAC, Z. (ured.), *Hrvatska filozofija u prošlosti i sadašnjosti* (zbornik), HFD, Zagreb 1992, str. 49-98; 185-214.

HERMAN DALMATIN, *Rasprava o bitima*, Pula 1990.

*B) Selected readings:*

PETRIĆ, F., *Nova sveopća filozofija*, Liber, Zagreb 1979.

ZIMMERMAN, S., *Historijski razvitak filozofije u Hrvatskoj*, Hrvatska bogoslovna akademija,

sv. 1, Zagreb 1929.

FILIPOVIĆ, V., *Filozofska hrestomatija, Filozofija renesanse*; Zagreb 1956.

DADIĆ, Ž., *Herman Dalmatin*, Školska knjiga, Zagreb 1996.

DADIĆ, Ž., *Frane Petriš*, Zagreb 2000.

POZAIĆ, V. (ured.), *Filozofija znanosti Ruđer a Boškovića*, FTI, Zagreb 1987.

ZENKO, F., *Aristotelizam od Petrića do Boškovića*, Zagreb 1983.

BAZALA, V., *Pregled hrvatske znanstvene baštine*, Zagreb 1978.

## THE HISTORY OF CROATIAN PHILOSOPHY II

*Course code:* 18HF30

*Semester:* II

*Hours weekly:* 2

*ECTS credit:* 3

*Lecturer:* Dario Škarica, PhD.

*Assistant:* Marko Vučetić M.A.

*Course prerequisites:* The successful completion of the course exam *The History of Croatian Philosophy I*

*Examination methods:* Oral or written exam

*Learning outcomes and competences:*

- The introduction of the student to the main philosophical themes, philosophical schools and Croatian philosophers since the beginning of the XIX century to the present days;
- The influence of the Western European philosophical tendencies on Croatian philosophers;
- To provide the student with the ability to systematically evaluate the Croatian philosophical heritage, its critical evaluations, and the attempts of integration in its contemporary development.

*Course description:*

The course is divided into two segments. The first segment is dedicated to the work of some of the most important professors of the Faculty of Philosophy in Zagreb from their own historical/philosophical context: Franjo Marković and the analysis of his work *The System and Development of General Aesthetics*, Đuro Arnold and the analysis of his speech entitled *Philosophy, Natural Sciences and Sociology (a word in favour of Metaphysics)* and his article *About Soulless Psychology*, Albert Bazal and the analysis of his works *Cognition and Cognitional Theory* and *About the Meaning of Historical Tendencies*, and finally Vladimir Filipović and the analysis of his work *The Problem of Value*.

The second segment is dedicated to the analysis of the main features of neo-classical philosophy in Croatia through the work of the following authors: Josip Stadler, Antun Bauer, Franjo Šanc, Stjepan Zimmermann (with a detailed analysis of the works *Common No-ethics* and *Philosophy and Religion*).

*Literature:*

A) *Compulsory:*

ZENKO, F. (ured.), *Novija hrvatska filozofija*, Školska knjiga, Zagreb 1995.

POSAVAC, Z. (ured.), *Hrvatska filozofija u prošlosti i sadašnjosti*, HFD, Zagreb 1992., str. 97-184, 215-266.

ZIMMERMAN, S., *Opća noetika*, Zagreb 1918., str. 1-77.

VUK-PAVLOVIĆ, P., *O značenju povijesnih smjeranja*, Školska knjiga, Zagreb 1974.

B) *Selected readings:*

ZIMMERMAN, S., *Historijski razvitak filozofije u Hrvatskoj*, sv. I, Hrvatska bogoslovna akademija, Zagreb 1929.

ZENKO, F., *Samokritika komunističkog revolucionarizma*, Hrvatsko filozofsko društvo, Zagreb 1990.

KOVAČEVIĆ, B., *Psihoanaliza i ljevica*, Zagreb 1989.

KRIŽANIĆ, Z., *Život i djelo Antuna Bauera*, Zagreb 1986.

MARKOVIĆ, F., *Razvoj i sustav obćenite estetike*, Zagreb 1903.

ARNOLD, Đ., *Etika i poviest*, Zagreb 1909, str. 162-176.

BAZAL, A., *O ideji nacionalne filozofije*, Zagreb 1879.

VUK-PAVLOVIĆ, P., *Spoznaja i spoznajna teorija*, Zagreb 1926.

VUK-PAVLOVIĆ, P., *O smislu filozofije*, Školska knjiga; Zagreb 1969.

## THE METHODOLOGY OF TEACHING PHILOSOPHY I

*Course code:* 19MN30

*Semester:* I

*Hours weekly:* 2

*ECTS credit:* 3

*Lecturer:* Dušan Travar, PhD.

*Prerequisites for the exam:* Attendance, the presentation of the research papers (signed index)

*Examination methods:* The attendance to high school classes in concordance with the decision of the Ministry of Science, Education and Sport (at least 10 hours plus the exam lecture); the student has to take an oral exam based on the compulsory reading list.

*Learning outcomes and competences:*

-The structuring of the program of the methodology of teaching Philosophy is the continuation of the basic and advance directed education - important parts of the high school Pedagogical-Teaching program are integrated in the Methodology of Teaching Philosophy program with the purpose of unifying professional Philosophy programs; -The methodology of teaching courses has the purpose to provide the student with various methods of in and outside-class teaching methods.

-The methodology of teaching course provides a better interdisciplinary understanding of the Philosophy course, emphasizing even more the role of methodological procedures.

*Course description:*

Different forms of teaching. The well-founded ness of the Methodology of Philosophy. The historical and problem-oriented approach to the teaching of Philosophy. The problem of teaching of Philosophy in high schools and its multiple applicable possibility in concordance with different segments of the high school program and the variety of philosophical disciplines offered by the University of Zadar. The problem of the teaching materials for Philosophy (books and manuals). The importance of planning in teaching Philosophy. To determine the educational aims. Educational methods present within the teaching of Philosophy program in regard to the mutual, elective or compulsory nature of the course, and in concordance with the philosophical disciplines offered by the University of Zadar. Teaching methods and tools. The didactic principles in teaching Philosophy. The organization of teaching hours and the various types of organization. The repetition and exercises. The examination and grading. The interdisciplinary with other subjects - the use personal interest in other subject for the enrichment of the original course program (subjects like Philosophy, Sociology and Psychology). The study of the Philosophical epochs as an important part of teaching

Philosophy as a common (joint) course. The student's research papers. The relation between teacher and student.

*Literature:*

*A) Compulsory:*

MARINKOVIĆ. J., *Metodika nastave filozofije*, Zagreb 1983.

MARINKOVIĆ. J., *Ogledi iz filozofije odgoja*, ZAGREB 1987.

*B) Selected readings:*

KALIN. B., *Povijest filozofije s odabranim tekstovima filozofa*, Zagreb 1980<sup>8</sup>. "Metodički ogledi" (casopis), Hrvatsko filozofsko društvo, Zagreb, Vol. 1 (1990) i dalje.

MARTENS, E., *Einührung in die Didaktik der Philosophie*, Darmstadt 1983. i tamo navedeni Literaturverzeichnis, str. 127-134.

## **THE METHODOLOGY OF TEACHING PHILOSOPHY II**

*Course code:* 19MN30

*Semester:* II

*Hours weekly:* 2

*ECTS credit:* 3

*Lecturer:* Dušan Travar, PhD.

*Prerequisites for the exam:* Attendance, the presentation of the research papers (signed index)

*Examination methods:* The attendance to high school classes in concordance with the decision of the Ministry of Science, Education and Sport (at least 10 hours plus the exam lecture); the student has to take an oral exam based on the compulsory reading list.

*Learning outcomes and competences:*

-The structuring of the program of the methodology of teaching Philosophy is the continuation of the basic and advance directed education - important parts of the high school Pedagogical-Teaching program are integrated in the Methodology of Teaching Philosophy program with the purpose of unifying professional Philosophy programs; -To provide the student with the ability for a practical use of theoretical ideas and to develop independence, a critical approach and ingenuity in the choice of teaching methods to be used; -It stresses the necessity for constant improvement of the teaching process and abilities in both theory and practical work.

*Course description:*

Educational science: the concept of Education. The different phenomena belonging to Education. Different educational goals. The philosophy of Education. Different understandings of Philosophy. Different viewpoints on educational philosophy. The differences among students. The differences among teachers. Educational circumstances. Different forms of education. The subject of Educational science. Educational science as an experienced social science. Between Philosophy and Pedagogy. The concepts of "educational and teaching methodology". Teaching methods in dependence of the goals and the subject. The concepts of "teaching subjects and learning". The concept of "Didactics". Methodology as a specific concept. Methodology from a broader perspective. The teaching of Philosophy as a philosophical and methodological problem.

*Literature:*

*A) Compulsory:*

MARINKOVIĆ. J., *Utemeljenost odgoja u filozofiji*, Zagreb 1981.

KALIN. B., *Logika i oblikovanje kritičkog mišljenja . Uloga nastave logike u oblikovanju kritičkog mišljenja*, Zagreb 1982.

*B) Selected readings:*

KALIN. B., *Povijest filozofije s odabranim tekstovima filozofa*, Zagreb 1980<sup>8</sup>. "Metodički ogledi" (casopis), Hrvatsko filozofsko društvo, Zagreb, Vol. 1 (1990) i dalje.

MARTENS. E., *Einührung in die Didaktik der Philosophie*, Darmstadt 1983. i tamo navedeni Literaturverzeichnis, str. 127-134.

## THE PHILOSOPHY OF LOGIC

*Course code:* 19FL30

*Semester:* III

*Hours weekly:* 2

*ECTS credit:* 3

*Lecturer:* Mirko Jakić, PhD.

*Assistant:* Josip Ćirić, M.A.

*Course prerequisites:* The completion of two courses where symbolical logic has been discussed

*Examination methods:* Oral or written exam

*Learning outcomes and competences:*

- To define Logic as a separate scientific discipline;
- To define Logic as opposed to Linguistics, Philosophy and Mathematics;
- To define the role of Logic in the development of computers.

*Course description:*

Logic as a separate scientific discipline. Defining of the role of Logic in the methodology of distinct scientific disciplines. Example: quantum mechanics and the bivalent logic. Example: deductive logic and Gödel's theorems.

The history of Logic. The development of Logic from Aristotel to Göedel. The historical overview of discoveries made in Logic and their direct connection to the development of mathematics and philosophical theories.

The role of Logic in the philosophy of Language. The possible use of syntax and semantic logical models in Linguistics. The influence of Logic on the philosophy of the language.

The role of Logic in Mathematics. Axiomatic logical models. Theorems and meta-theorems. The role of Logic in the philosophy of Mathematics.

Logic and Turing's machines. The role of Logic in the abstract description of Turing's machine.

The relation of Logic and Philosophy. The Ontological and theoretically-cognitive assumptions of Logic as a special scientific discipline.

The philosophy of Logic. The possibilities of a symbolic evaluation of the validity of the philosophical viewpoint. The symbolical analysis of the philosophical viewpoints. The ontological assumptions of Logic and the relation towards the theoretically-cognitive viewpoints. Examples: the logical principle of identity, theory and truth.

*Literature:*

*A) Compulsory:*

JAKIĆ, M. *Has logic any ontology*. Synthesis Philosophica, HFD, Zagreb, 2002.

JAKIĆ, M. *Potvrđuju li računala postavku o ontologijskom utemeljenju logike?*

(u "Zbornik Filozofija i tehnika" HFD Zagreb 2003) ŠIKIĆ, Z.

*Novija filozofija matematike*, Nolit, Beograd, 1987.

*B) Selected readings:*

QUINE, W. V. *Philosophy of Logic*, Harvard Univ. Press 1986.

CHOMSKY, N. *Syntactic Structures* Hague 1957.

TARSKI, A. *Logic, Semantics, Metamathematics*, Hackett Pub. Comp. 1983.

GABBAY, D. - GUENTHER, F., *Handbook of Philosophical Logic* (vol. 1-4), Kluwer 1989.

HAACK, S., *Philosophy of Logic*, Cambridge Univ. Press, New York 1979.

LEBLANC, H., *Existence, Truth, and Provability*, SUNY Press 1982.

## PHILOSOPHY OF EDUCATION

*Course code:* 27FO30

*Semester:* I

*Weekly activity:* 2

*ECTS:* 3

*Course prerequisites:*

*Lecturer:* Iris Tićac, Ph

*Assistant:*

*Examination methods:* written or oral exam

*Learning outcomes and competences:*

-To introduce the students to the basic problems of the Philosophy of Education and to provide them with the ability for a critical analysis of the contemporary Philosophy of Education;

-To provide the student with the ability for a competent understanding of educational problems and schooling within the context of contemporary European cultural and democratic achievements in the field of educational sciences.

*Course description:*

The introduction of the course with the explanation of the basic concepts of the Philosophy of Education. The subject of the research performed by the Philosophy of Education and the role of the Philosophy of Education within the process of higher education. The relation of the course towards other educational sciences. The philosophical approach to educational problems. The comparative study of different philosophies of education: personalism (Maritain, De Hovre, Devaud, Foester), naturalism (Rousseau, Ferrière, Decroly, Montesorri), and the educational theories of authors such as Dewey, Suchodolski and Kerschensteiner. The role of freedom and authority in the educational process of a person. The introduction to the development of the ability of critical thought within contemporary social circumstances. Particular questions of contemporary society: the question of different forms of violence, human rights, the respect for human life, the respect for all beings and the environment. The importance of the Philosophy of Education for democracy and the European culture.

*Literature:*

A) *Compulsory:*

MIALARET, Gaston, *Uvod u edukacijske znanosti*, Školske novine, Zagreb 1989,  
POLIĆ, Milan, *Čovjek-Odgoj-Svijet. Mala filozofijskoodgojna razložba*, Kruzak, Zagreb 1997.

B) *Selected readings:*

MARITAIN, Jacques, *La persona e il bene comune*, Morcelliana, Brescia 1984.  
MARITAIN, Jacques, *L'educazione al bivio*, Borla, Roma 1988.  
LEGRAND, Louis, *Moralna izobrazba danas*, Educa, Zagreb 1995.  
VUKASOVIĆ, Ante, *Etika-moral-osobnost*, Zagreb 1993.  
MORIN, Edgar, *Odgoj za budućnost. Sedam temeljnih spoznaja nužnih u odgoju*, Zagreb 2002.  
GLASSER, William, *Kvalitetna škola*, Educa, Zagreb 199

## THE PHILOSOPHY OF BEING

*Course code:* 19FB30

*Semester:* III

*Hours weekly:* 2

*ECTS credit:* 3

*Lecturer:* Borislav Dadić, PhD.

*Course prerequisites:*

*Examination methods:* Oral or written exam

*Learning outcomes and competences:*

- To introduce the student to the very important concept of essence and the understanding of the basis of all metaphysics;
- To provide the student with the ability to discuss about the first principle of complete reality;
- To provide the student with the ability to perform a deep metaphysical analysis, and to be able to apply the results to both the theoretical and the practical aspects of life;

*Course description:*

The introductory part will present the students the problem of essence through a historical overview. One of the first concepts will be Parmenid's being and the problem of the one. Furthermore the problem of the essence and substance as a being apart is taken into consideration. The relation of essence and existence - brief historical overview. The analysis of the being and the existence, and the relation of essence and existence. The historical discovery of the essence understood as the act existing and as a historical turning point in metaphysics.

The elements of essence and their actuality in relation to all the future acts of the human being. The discussion about the priority of essence and its antagonistic attitude towards existence. About the beginnings of ontology and the relinquishing of the metaphysical research. The increasing neutralization of the essence and existence in favour of the being. The problem of the immanent and transcendental metaphysics. The misconceptions of the immanent. The re-discovery of the act of being and the possibility of the cognition of essence. The relation of existence and philosophy within the frame of being. The re-discovered metaphysics and its necessity in solving current life issues.

*Literature:*

*A) Compulsory:*

DADIĆ BORISLAV, *'Actus essendi' Tome Akvinskoga - jedno tumačenje*, u: A. GAVRIĆ (ured.), *Ljubav prema istini*, Dominikanska naklada Istina, Zagreb 2000, str. 115-125.

CORETH E., *Toma Akvinski i problem metafizike*, u: A. Gavrić (ured.), *Ljubav prema istini*, Dominikanska naklada Istina, Zagreb 2000, str. 85-126.

VEREŠ, T., *Zbilja i istina u Akvinca*, u: M. STEINER (ured.), *Ljepota istine*, Filozofsko-teološki institut Družbe Isusove, Zagreb 1996, str. 67-76.

TOMA AKVINSKI, CG II, CC. 16-21 (hrv. pr.: sv. I, Kršćanska sadašnjost, Zagreb 1993, str. 417-439).

TOMA AKVINSKI, *O 'sedmicama'*, u: IDEM, *Opuscula philosophica*, sv. II, Demetra Zagreb 1996, str. 334-409.

*B) Selected readings:*

BRENTANO, F., *Von der mannigfachen Bedeutung des Seienden nach Aristoteles*, Darmstadt 1967.

BROCK, S. L. (ured.), *Tommaso d'Aquino e l'oggetto della metafisica*, Armando, Roma 2004.

CARDONA, C., *Metafísica de la opción intelectual*, Rialp, Madrid 1973.

CARDONA, C., *Metafísica del bien y del mal*, Eunsa, Pamplona 1987.

DE FINANCE, J., *Être et agir*, Roma 1965<sup>3</sup>.

FABRO, C., *La nozione metafisica di partecipazione secondo San Tommaso d'Aquino*, SEI, Torino 1963<sup>3</sup>.

FABRO, C., *Partecipazione e causalità*, SEI, Torino 1963<sup>3</sup>.

GILSON, E., *Being and Some Philosophers*, Pontifical Institute of mediaeval Studies, Toronto 1952<sup>2</sup>.

GILSON, E., *Elements of Christian Philosophy*, Doubleday, Garden City 1960.

GILSON, E., *L'esprit de la philosophie médiévale*, Vrin, Paris 1932<sup>2</sup>.

GILSON, E., *L'être et l'essence*, Vrin, Paris 1962<sup>2</sup>.

KALINOVSKI, G., *L'impossible métaphysique*, Editions Beauchesne, Paris 1981.

MARITAIN, J., *Sept leçons sur l'être et les premiers principes de la raison spéculative*, Téqui, Paris 1934.

MONDIN, B., *La metafísica di S. Tommaso d'Aquino e i suoi interpreti*, Edizioni Studio Domenicano, Bologna 2002.

OWENS, J., *The doctrine of being in the Aristotelian Metaphysics*, Pontifical Institute of Mediaeval Studies, Toronto 1978<sup>3</sup>.

POSSENTI, V., *Approssimazioni all'essere*, Il Poligrafo, Padova 1995.

RASSAM, J., *La métaphysique de Saint Thomas*, PUF, Paris 1960.

TOMA AKVINSKI, *Summa theologiae; Summa contra Gentiles; De Ente et Essentia; De Potentia; Commentarius In Boetium de Trinitate; In Metaphysicam Aristotelis Commentaria*

### 3.3. DESCRIPTION OF ELECTIVE COURSES

#### ANALOGY OF THE BEING

(Elective course)

*Course code:* 26AB30

*Semester:* III

*Hours weekly:* 2

*ECTS credits:* 3

*Course prerequisites:*

*Lecturer:* Borislav Dadić, PhD.

*Assistant:* Marko Vučetić, M. A.

*Learning outcomes and competences:*

- The acquirement of systematic knowledge about analogous cognition;
- The introduction to the analogous structure of the being;
- Providing the student with the competence to be able to philosophically analyse (within the analogy of the being context) the relation between the Creator and the created.

*Course description:*

The course is divided in two segments. The first segment is dedicated to the analysis of analogous cognition and its onto-logical justification through the following themes: Introduction of the analogous through non-independent and non-unambiguous concepts and their contribution to human cognition. The similarities and differences within one conceptual substance. A double instrumentarium of the human mind consistent with the two types of concepts - the unambiguous and the analogous. The analogous specifics of the notion of the being. The necessity and reliability of the analogous cognition. The second phase is dedicated to the metaphysical aspects of the analogy of the being through the following themes: The analysis of Aristotel's text *Metaphysics* 1701 b 19-22 within a context. The comparison of Aristotel's ontological being with the metaphysics of the being by St. Thomas Aquinas, together with his understanding of the role and relation between the first and the second element of the analogy. The presence of a primordial being in all other beings.

*Literature:*

*A) Compulsory:*

BELIĆ, M., *Biti ili ne biti u svjetlu analogije bića*, u: J. ROŽMARIĆ (ured.), *Filozofija u susret teologiji*, FTI, Zagreb 1989, str. 37-98.

STADLER, J., *Opća metafizika ili ontologija*, Breza, Zagreb 2004, str. 1-41.

BAUER, A., *Opća metafizika ili ontologija*, Zagreb 1918, str., 11-44, 72-96.

*B) Selected readings*

TYN, T., *Metafizika della sostanza. Partecipazione e „analogia entis“*, ESD Bologna 1991.

RAMIREZ, S., *De analogia*, 4. voll., Vives, Madrid 1970-72.

MONTAGNES, B., *La doctrine de l'analogie de l'etre d'apres St. Thomas d'Aquin*, Nauwelaerts, Paris 1963.

MCINERNY, R. M., *Studies in Analogy*, Martinus Nijhoff, The Hague 1968; *The Logic of Analogy*, Martinus Nijhoff, The Hague 1971.

FABRO, C., *Partecipazione e causalità*, S.E.I., Torino 1961.

PRZYWARA, E., *Analogia Entis. Metaphysik*, u IDEM, *Schriften*, III, Johannes V., Einsiedeln 1962.

HELIN, J., *La analogia del ser y el conocimiento de Dios en Suarez*, Madrid 1946.

SERTILLANGES, A. D., *L'idée de création et ses retentissements en philosophie*, Aubier, Paris 1945.

GONZALEZ, A. L., *Ser y participación*, EUNSA, Pamplona 1979.

## CURRENT BIOETHICAL QUESTIONS

(Elective course)

*Course code:* 29AB30

*Semester:* III

*Hours weekly:* 2

*ECTS credit:* 3

*Lecturer:* Iris Tićac, PhD.

*Course prerequisites:*

*Examination methods:* Oral or written exam

*Learning outcomes and competences:*

- The introduction of the student to the beginnings, the nature and the development of bioethics;
- Familiarizing the student with bioethical key issues, with special emphasis on ethical and philosophical questions and problems (human being as a person, the *bios-ethos* relation, the *ethos* and responsibility).
- To provide the student with the competence for an ethical evaluation, an ethical discourse and the ability to think about a solution to an ethical dilemma (accepting or criticizing the moral arguments). This is achieved by the use of specific aspects of the contemporary bioethical discussions.

*Course description:*

Key features, the character and development of bioethics. The role of bioethics within science. The relation between bioethics and philosophy. The relation between bioethics and philosophical ethics. The mutual informedness between bioethics and philosophical ethics. Bioethical methodological particularities. Numerous perspectives as a key methodological feature of bioethics. Bioethical theories, principles and rules. Bioethics and ethical theory. The nature of moral elaborations and values in bioethics. The problem of principle in bioethics. The person as a basic principle in bioethics. The question of the "new bioethical paradigm". Bioethics as the "ethics of life". Human dignity and the unconditional respect of life. Chosen basic features belonging to the contemporary bioethical discussion: Life and death within ethical judgment. The basic questions regarding existence and the meaning of life. Bioethics and the ethics of responsibility. Bioethics and human rights.

*Literature:*

*A) Compulsory:*

ČOVIĆ, A., *Etika i bioetika*, Pergamena, Zagreb 2004.

BARIŠIĆ, P., *Bioetika i ljudska prava*, u: A. Čović (ured.), *Izazovi bioetike. Zbornik radova*, Hrvatsko filozofsko društvo, Pergamena, Zagreb 2000. str. 43-53.

GEORGE, M., *Bioetika i sukobljeni etički kriteriji*, u: *Filozofska istraživanja*, Zagreb, 85-86. God.22 (2002) Sv. 2-3(531-539)

KUENZLEN, G., *Odabrani aspekti suvremenih bioetičkih rasprava*, u: "Filozofska istraživanja", 86 (2002) str. 541-548.

MATULIĆ, T., *Bioetika*, Glas koncila, Zagreb 2001., (pogl. 1-5., str. 25-185, i pogl.11-12, str. 365-451).

*B) Selected readings:*

AGAZZI, E., *Bioetica e persona*, Milano 1993.

BEAUCHAMP, T.L.-CHILDRESS, J.F., *Principles of Biomedical Ethics*, Oxford University Press, New York 1994.

ČOVIĆ, A. (uredio), *Izazovi bioetike, Zbornik radova*, Pergamena HFD, Zagreb 2000.

EENGLHARDT, T.H.Jr., *Foundation of Bioethics*, Oxford University Press, New York-Oxford, 1996.

KUHSE, H.(Hrsg.), *A Companion to bioethics*, Oxford 1998.

MORI, M. (ured.), *Questioni di Bioetica*, Editori Riuniti, Roma 1988.

RAMSEY, P., *Fabricated Man. The Ethics of Genetic Control*, Yale University Press, New Haven- London, 1970.

SEIFERT, J., *What is Life? The originality, irreducibility and value of Life*, Central European Value Studies CEVS H.G. Callaway, Editor, Amsterdam- Atlanta, GA 1997.

BEAUCHAMP, T. L., *Nacela u bioetici*, u: *Drustvena istraživanja*, Zagreb, 23-24.(1996)

VIAFORA, C., *Fondamenti di bioetica*, Casa Editrice Ambrosiana, Milano 1989.

## **EPISTEMIC LOGIC**

(Elective course)

*Course code:* 29EL30

*Semester:* III

*Hours weekly:* 2

*ECTS credit:* 3

*Course prerequisites:* Successfully completed course exam *Logic II*

*Examination methods:* Oral or written exam

*Lecturer:* Slavko Brkić, PhD.

*Assistant:*

*Learning outcomes and competences:*

- To introduce the student to intentional logic and modal operators. The attention of the student is directed to the relation of cognition and logic;
- To discuss the question of the general definition of the theory of truth and reference within the context of the logical analysis of the concept of knowledge.
- To define the key questions to the relation of the spirit and the body ("evil demon" and "the brain in formalin") through the logical analysis of epistemic terms;
- To discuss the problem of the excessive preoccupation with theory (within the Philosophy of science) and the problem of the all-knowing logic.

*Course description:*

Modal logic adapted in concordance to the cognitive subject. Axioms and theorems belonging to the K&B Hintikka type of Epistemic Logic. Perception, belief, knowledge, memory: iterance and combination. Hintikka's gathering model. The rule of the existential generalization and the universal instance. The law of the substitution of identity (Leibniz's Law) and the knowledge about who is somebody, the division of an individual across the possible worlds (Frege's Law of composition). The problem of interpreting the quantifiers. All-knowing logic. Non-epistemic perception and the problem of the natural meaning (H. P. Grice). Deontic logics within the system of epistemic logic.

*Literature:*

*A) Compulsory:*

BRKIĆ, S., *Epistemička logika i dinamika vjerovanja*, Naklada Jurčić, Zagreb 1997., str. 9-168.

HINTIKKA-QUINE, *Dogma, dogme ili možda ne?*, "Treći program Hrvatskog radija", 1999.

KRIPKE, S., *Imenovanje i nužnost*, Kruzak, Zagreb, 1999.

*B) Selected readings:*

HINTIKKA, K.J.J.: 1955., "Form and Content in Quantification Theory".

*Acta Philosophica Fennica* 8, pp. 11-55.

HINTIKKA, K. J.J.:1961., *Knowledge and Belief*, Cornell University Press, Ithaca.

HINTIKKA, K.J.J. :1969., *Models for Modalities*. Dordrecht Holland: D. Reidel P.C.

HINTIKKA, K.J.J.:and SUPPES, P., 1970., (ed) *Information and Inference*. Dordrecht Holland: D. Reidel P. C.

HINTIKKA, K.J.J.: 1974., *Knowledge and Known*, D. Reidel, Dordrecht.

HINTIKKA, K.J.J.: 1975., *The Intentions of Intentionality...*, Dordrecht Holland, D. Reidel P.C.

HINTIKKA, K.J.J.: 1976., 'Possible-Worlds Semantics as a Framework for Comparative and Critical Philosophy' in Ryle, G. (ed.) *Contemporary Aspects of Philosophy* Stockfield: R. & K. P. pp. 57-69.

HINTIKKA, K.J.J.: 1985., (in collaboration with Jack Kulas). *The Game of Language*. Dordrecht-Holland: D. Reidel.

HINTIKKA, K.J.J.: 1988., 'On The Development of The Model-Theoretic Viewpoint in Logical Theory' *Synthese* 77, pp. 1-36;

HINTIKKA, K.J.J.:1990., 'Cartesian Cogito, Epistemic Logic and Cognitive Sciences: Some Surprising Interrelations'. *Synthese* 83..

HAAPARANTA L., et al., *Language, Knowledge, and Intentionality*, *Acta Philosophica Fennica*, 49, pp. 307-331.

## INTRODUCTION INTO INDIAN PHILOSOPHY

(Elective course)

Course code: 27IF30

*Semester:* I

*Hours weekly:* 2

*ECTS credit:* 3

*Lecturer:* Boris Mikulić PhD.

*Assistant:*

*Exam prerequisites:*

*Examination methods:* written and oral. — The written exam contains in an essay (ca. 15000-18000 characters with spaces i.e. 8-10 computer written pages with 1,5 line spacing). For the oral exam students are expected to refer on three different themes from, respectively, early vedānta, early nāstika schools, and orthodox classical systems. Themes of the essay and of the oral exam must not coincide.

*Learning outcomes and competences:*

Students are expected to attain a philosophically profound and analytical, though introductory, knowledge both of contents and modes of thinking in the Indian philosophical tradition as well as to be able to autonomously recognize, evaluate, and critically apply its resources onto the Western intellectual tradition.

*Course description:*

1) Introductory part: historical and methodological presuppositions in understanding the relationship between the European and Indian philosophical tradition with special attention to the very concept of philosophy in both traditions. Issues to be considered: eurocentrism, orientalism, comparativism, culturalism versus an inherently philosophical approach to Indian philosophies.

2) Main part: Reading, analysis and interpretation of philosophical texts, focusing on characteristic issues of the Indian philosophy such as the Absolute, the human subject, knowledge, liberation etc. in archaic schools (early vedānta, early buddhism, jainism, lokāyata). – Presentation of selected philosophical themes in popular literary and religious contexts (Bhagavadgīta, tantrism). – Referring on selected systematic issues such as ethics, aesthetics, philosophy of language, epistemology, and logic in classical philosophical systems. – Modern Indian thinkers.

*Literature:*

*A) Compulsory:*

For the oral exam as well as for the written essay students are expected to refer primarily to the academic literature as listed below. Others sources, especially in foreign languages, are welcome but have to be presented in advance.

*B) Selected readings:*

#### Collections of Indian philosophical texts in translation

- Počeci indijske misli. Izbor (vede, upanišade, Bhagavad-gîtâ, socijalno-politička misao), izbor, predgovor, napomene i glosar Rada Iveković, Beograd: Bigz, 1981.
- Izbor izvornih tekstova ranog buddhizma, u: Rada Iveković, Rana buddhistička misao, Sarajevo: Veselin Masleša, Bibl. Logos, 1977.
- Čedomil Veljačić, Pjesme prosjaka i prosjakinje. Izbor rane buddhističke poezije, Sarajevo: Veselin Masleša, bibl. Logos, 1977.
- Bhagavad-gîtâ. Pesma o božanstvu, Beograd: Grafos, 1978., prev. Pavle Jevtić; također: Bhagavad-gita: u Mahabharata, Zagreb: August Cesarec, 1989., knj. VI (Bhišmaparvan), 23-41 (prijevod s engleskog; sravnjivanje prijevoda s izvornikom, konkordancija s engl. prijevodom, predgovor, bilješke i kazalo Mislav Ježić),
- Dhamma-padam. Put ispravnosti. Antologija buddhističke etike, prev. Čedomil Veljačić, Zagreb: Naprijed, 1990.
- Patanjđali. Izreke o jogi, predgovor, komentar i prijevod Zoran Zec, Beograd: Bigz, 1977.
- Indijska i iranska etika, ur. R. Iveković i Č. Veljačić, Sarajevo: Svjetlost, 1980 (vede, upanišadi, socijalno-politička misao, đainizam, buddhizam, šest skolastičkih sistema brahmanske filozofije, misao 19. i 20. st.; glosar termina).

#### B. Monographies

- Mislav Ježić, Rgvedski himni. Izvori indijske kulture i indoeuropsko nasljeđe, Zagreb: Globus, 1987. (s izv. tekstovima i bogatim kritičkim aparatom).
- Mislav Ježić, Rgvedske upanišadi: Aitareya, Kaušitaki, Baškalamanttra-Upanišad, Zagreb: Matica hrvatska, 1999. (sanskrtski izvornik, hrvatski prijevod, uvodi, objašnjenja, interpretacije).
- Dušan Pajin, Filozofija upanišada, Beograd: Nolit, 1980. (studija)
- Borislav Mikulić, Karmayoga. Studije o genezi ideje 'praktičkog' u ranoj indijskoj filozofiji, Sarajevo: Veselin Masleša, bibl. Logos, 1988.
- Pavle Jevtić, Karma i reinkarnacija u hinduskoj religiji i filozofiji, Novi Sad: Književna zajednica Novog Sada, 1988.
- Bhikkhu Njanadivako, Budizam, Beograd: Prosveta, bibl. Zodijak, 1977. (s tekstovima)
- Čedomil Veljačić, Ethos spoznaje u evropskoj i u indijskoj filozofiji, Beograd: Bigz, 1982.
- Dušan Pajin, Tantrizam i joga, Beograd: Prosveta, 1986. (s tekstovima)
- Mirča Elijade (Mircea Eliade), Joga. Besmrtnost i sloboda, Beograd: Bigz, 1984.
- 10. R. C. Pandeya, Indijska filozofija jezika, Beograd: mala edicija Ideja, 1975. (studija)
- Th. Stcherbatsky, Konceptija buddhističke nirvane, Zagreb: Demetra, 2004. (preveo i priredio G. Kardaš)
- Th. Stcherbatsky, Središnja konceptija buddhizma i značenje riječi dharma, Zagreb: Demetra, 2005. (preveo i priredio G. Kardaš)
- Th. Stcherbatsky, Buddhistička logika, sv. I-II, Zagreb: Demetra, (izlazi) 2005.

#### C. Collections of essays and studies on Indian philosophies by prominent authors

- Rada Iveković, Druga Indija, Zagreb: Školska knjiga, 1982. (osnovni pojmovi ind. filozofije, arhajske i klasične filozofije, socijalno- i povijesno-filozofska tematika)
- Rada Iveković, Indija - Fragmenti osamdesetih. Filozofija i srodne discipline, Zagreb: Biblioteka Filozofska istraživanja, 1989.

- Dušan Pajin, Vrednost neopipljivog. Susret Istoka i Zapada, G. Milanovac: Dečje novine, 1990.
- Čedomil Veljačić, *Philosophia perennis*, sv. I-II, Zagreb: Demetra, 2004. (priredio G. Kardaš)

#### D. Histories of Indian philosophy (1 title mandatory)

- Rada Iveković, *Pregled indijske filozofije*, Zagreb: Zavod za filozofiju Filozofskog fakulteta u Zagrebu, bibl. Filozofska misao, 1981.
- Čedomil Veljačić, *Filozofija istočnih naroda I-II, knjiga I: Indijska filozofija i odabrani tekstovi*, Zagreb: Nakladni zavod Matice hrvatske, 1958. (kasniji pretisci).
- Čedomil Veljačić, *Razmeđa azijskih filozofija I-II*, Zagreb: Sveučilišna naklada Liber, 1978.
- Sarvepali Radhakrishnan (S. Radhakrishnan), *Indijska filozofija I-II*, Beograd: Nolit, 1964. (s uvodnom studijom Čedomila Veljačića o neohinduističkoj filozofiji).
- Giuseppe Tucci, *Istorija indijske filozofije*, Beograd: Nolit, 1981.
- M. Hiriyanna, *Osnove indijske filozofije*, Zagreb: Naprijed, 1980. (s uvodnom studijom Č. Veljačića).

#### E. Cultural and historical surveys and studies, special journal issues dedicated to Indian cultural, literary, and philosophical themes:

- Radoslav Katičić, *Stara indijska književnost. Sanskrtska, palijska i prakrtska*, Zagreb: Nakladni zavod Matice hrvatske, 1973.
- Jeanne Auboyer, *Indija do VIII stoljeća*, Zagreb: Naprijed, 1979.
- Riječ i misao Indije (zbornik indoloških radova), u: *Književna smotra*, god. XVI (1984), br. 53.
- *Praxis* 3-4, Zagreb, 1973. (upanišade, buddhizam)
- *Indijska filozofija jezika (Dijalog 1-2)*, Sarajevo, 1979.
- *Dometi (Rijeka)*, br. 11 (1976), br. 4, 5 (1979)

## LOGIC AND LINGUISTICS (Elective course)

*Course code:* 27LJ30

*Semester:* I

*Hours weekly:* 2

*ECTS credit:* 3

*Examination methods:* Oral or written exam

*Lecturer:* Mirko Jakić, PhD.

*Assistant:* Josip Ćirić, M.A.

*Learning outcomes and competences:*

- The introduction of the students to the basic models of symbolic logic;
- The introduction to the possible symbolic aspects of the sentences within a natural language;
- The introduction to the possibilities of analysis of arguments expressed in sentences belonging to natural languages;
- The introduction to the syntactic and semantic models of first order logic.

*Course description:*

The symbolic model of the logic of judgment. The syntax and semantics belonging to the logic of judgments models. The tablet of authenticity, reductio ad absurdum, the tree of the authenticity of the formulas which are the results of providing a symbolical value to sentences belonging to the natural languages. The theory of meaning and the logic of judgment model. The symbolical model of the logic of the predicate. The logical syntax and semantics of the model of the predicate logic. Tablets of authenticity and the tree of authenticity of the formula as the result of providing a symbolic value to sentences belonging to the natural languages. Special attention dedicated to the syntax and semantics of the Croatian language. The theory of meaning and the model of the logic of the predicate. Example: metaphor in literature. The study of the models of logical judgment and the logic of the predicate. Theorems and meta-theorems. The logical basics of computer languages and Turing's machines. Artificial symbolic languages and the study and evaluation of the models of logical judgment and the logic of the predicate. Example: the mathematical language and the abstract mathematical entities. The logical presumptions of the philosophy of language.

*Literature:*

*A) Compulsory:*

JAKIĆ, M., *Logika*, Školska knjiga, Zagreb 2000.

JAKIĆ, M., *Filozofija Hilaryja Putnama*, HFD. Zagreb 1992., (poglavlja II i III).

LOHMAN, J., *Filozofija i jezikoslovlje*. Naklada Ljevak, Zagreb, 2001.

*B) Selected readings:*

CRISPIN, W. - HALE, B. (ur.), *Companion to Philosophy of Language*. Blackwell Publishers, 1999.

WITTGENSTEIN, L. *Filozofijska istraživanja*, Nakladni zavod Globus, Zagreb 1998.

PLATON, *Kratil*. Studentski centar Sveučilišta, Zagreb 1976.

JUTRONIĆ-TIHOMIROVIĆ, D., *Lingvistika i filozofija*, Hrvatsko filozofsko društvo, Zagreb, 1991.

ŠKILJAN, D., *Pogled u lingvistiku*, Školska knjiga, Zagreb, 1980.

WILSON, R.A. - KEIL, F. C. (ur.). *The MIT Encyclopedia of Cognitive Sciences*. MIT Press, Cambridge, MA, 1999.

BECHTEL, W. - GRAHAM, G. (ur.), *A Companion to Cognitive Science*, Blackwell, Malden 1998.

GUTTENPLAN, S., *A Companion to the Philosophy of Mind*, Blackwell, Malden 1994.

BERGMAN, M. - MOOR, J. - NELSON, J., *The Logic Book*, Mc.Graw-Hill New York 1990.

D'AGOSTINO, M. - GABBAY, Dov M. - HÄHNLE, R. - J. POSEGGA, *Handbook of Tableau Methods*, Kluwer 1999.

TARSKI, A. *Logic, Semantics, Metamathematics*, Hackett 1983.

KLEENE, S., *Mathematical Logic*, Wiley, John & Sons, Incorporated 1967.

GABBAY, D. - GUENTHER, F., *Handbook of Philosophical Logic* (4), Kluwer 1989.

CHOMSKY, N., *Syntactic Structures*, Hague 1957.

## **THE PERSON AND FREEDOM**

(Elective course)

*Course code:* 26OS30

*Semester:* II

*Hours weekly:* 2

*ECTS credit:* 3

*Course prerequisites:*

*Lecturer:* Borislav Dadić, PhD

*Assistant:*

*Examination methods:* Oral or written exam

*Learning outcomes and competences:*

- The introduction of the student to a more complex analysis of the problems of man as a human being;
- To provide the student with the ability to discuss (with arguments) about personal actions and responsibilities;
- To achieve a critical review of the amount and the boundaries of personal freedom, together with all the consequences related to it.

*Course description:*

Human being: phenomenological and metaphysical perspective. A historical overview of the development of the philosophy of the human being. Its metaphysical treats. Different perspectives on the concept of the human being. Important differences between individual and a person. The task of a person to fulfil itself: authenticity, spontaneity and personal maturity. The uniqueness of a person. The experience of freedom as a starting point for the analysis of a person.

Freedom as a fact and freedom as a philosophical problem. Different types of freedom. The historical development of the philosophy of freedom: the ethical concept of freedom and the development of metaphysical freedom. Freedom as a metaphysical basis for a person and a source for creativity and further development. The philosophy of freedom and the mystery of evil. The deception of determinism and the self-cancellation of freedom. A person and the various types of determinism. A person and society: the problem of the relation between the common good and the individual good. A person and values within a personal context of evaluating ethics. A person and others. Love as a privileged location for the affirmation of a person and its freedom.

The dynamics of a person and culture. The history of a person and its creative activities in the world. The spirituality of a person and its relation to the material

aspects of the world. The person and the meaning of the world. The person, time and eternity.

*Literature:*

*A) Compulsory:*

BERDJAJEV, N., *O čovekovom ropstvu i slobodi. Ogled o personalističkoj filozofiji*, Književna zajednica Novoga Sada, Novi Sad 1991.

MARITAIN, J., *Tri reformatora*, Laus, Split 1995., str. 20-34

DADIĆ, B., *Odnos pojedinačnog i općeg dobra u perspektivi metafizike osobe*, u: "Filozofska istraživanja" 1 (2004), str. 41-58.

*B) Selected readings:*

AUGUSTIN, *O slobodi volje*, Demetra, Zagreb 1998.

BERDJAJEV, N., *Ja i svijet objekata*, Kršćanska sadašnjost, Zagreb 1984, str. 121-152.

CARDONA, C., *Metafisica del bien y del mal*, Eunsa, Pamplona 1987.

DADIĆ, B., *Metafisica della libertà nella filosofia di Nikolaj Berdjajev*, Peter Lang, Frankfurt am Main, Berlin, Bern, Bruxelles, New York, Oxford, Wien 2002.

DE FINANCE, J., *Existence et Liberté*, Emanuel Vitte Editur, Lyon 1955.

DE FINANCE, J., *Personne et Valeur*, PUG, Roma 1992.

DEVČIĆ, I., *Personalizam na ruski način. Shvaćanje osobe u ruskoj filozofiji*, u: IDEM, *Osmi dan stvaranja*, Kršćanska sadašnjost, Zagreb 1999., str. 333-363.

FABRO, C., *Riflessioni sulla libertà*, Maggioli Editore, Rimini 1983.

FORMENT, E., *Ser y persona*, Ediciones de la Universidad de Barcelona, Barcelona 1983<sup>2</sup>.

GUARDINI, R., *Welt und Person. Versuche zur christliche Lehre von Menschen*, Matthias Grünewald Verlag, Mainz 1995.

KOS, S., *Metafizička narav osobe u pravnom poretku*, u M. STEINER (ured.), *Ljepota istine*, Filozofsko-teološki institut Družbe Isusove, Zagreb 1996, str. 19-33.

LOSKEY, N. O., *Vrijednost i biće*, Kršćanska sadašnjost, Zagreb 2002, str. 57-86.

PAREYSON, L., *Filosofia della libertà*, Il melangolo, Genova 1991<sup>2</sup>.

RUSSO, F., *La persona umana*, Armando, Roma 2000.

CLAVELL, L., *Metafisica e libertà*, Armando, Roma 1996.

SEIFERT, J., *Essere e persona*, Vita e Pensiero, Milano 1989.

SOLOVJOV, V., *Smisao ljubavi*, Sfairas, Beograd 1995.

WOJTYŁA, K., *Metafisica della persona. Tutte le opere filosofiche e saggi integrativi*, Bompiani, Milano 2003.

## **THE PHENOMENOLOGICAL ESTABLISHMENT OF VALUES** (Elective course)

*Course code:* 26FV30

*Semester:* I

*Hours weekly:* 2

*ECTS credit:* 3

*Lecturer:* Iris Tićac, PhD.

*Course prerequisites:* Completed course exam Ethics II

*Examination methods:* Oral or written exam

*Learning outcomes and competences:*

-The introduction and understanding of the contribution of phenomenology of values to the rehabilitation of the objective good and the attempt of establishing new ethics; -The reviewing of the advantages and the limitations of the phenomenology of values; -The motivation and the achieving of student sensibility towards a systematic and argued reviewing of the importance of the rehabilitation of the objective values as normative values for human actions.

*Course description:*

The reasons for the establishing and the novelty of axiology or the phenomenological study of values. To show the specifics and innovation of the phenomenological approach to values by observing the concept of the valuable Ethics in Scheler, Hartmann and Hildebrand. The basic questions of the Ethic of values: What does it mean that a thing (act, person) has values? Are values something that belongs to a thing or are they something imposed by the subject? The existence of facts of values as personal facts? Values as material qualities. How can we perceive them? What kind of values are directly offered to us by the phenomenological experience? The question of establishing values. The specific characteristics of moral values. The hierarchical classification of values. The relation between values and beings. The question of the relation between the moral essence and the comprehension of values. The problem of establishing values within axiological ethics.

*Literature:*

*A) Compulsory:*

HARTMANN, N., *Etika*, Naklada Ljevak, Zagreb 2003.

HILDEBRAND, D. VON., *Ethik, Gesammelte Werke Bd. II*, Stuttgart 1973. (Ethics, Franciscan Herald Press, Chigaco 1972.)

SCHELER, M., *Der Formalismus in der Ethik und die materiale Wertethik*, Bern-Muenchen, 1980. (SCHELER, M., *Il formalismo nell etica materiale del valori*, Ed. San Paolo, Torino 1996.);  
TIĆAC, I., *Uvod u etičku misao Dietricha von Hildebranda*, Teologija u Rijeci, Rijeka 2001.

*B) Selected readings:*

DE FINANCE, J., *Personne et valeur*, Editrice Pontificia Universita Gregoriana 1992.  
CROSBY, J.F., *The Idea of Value and The Reform of the Tradicional Metaphysics of Bonum*, u: *Aletheia* I, 2(1977)  
DA RE, A., *Valore e conflitto di valori nell etica fenomenologica*, u: *Fenomenologia e Societa*, 1(1991).  
KUHN, H. (Hrsg.), *Die Muenchener Phaenomenologie*, Den Haag 1975.  
SCHREY, H., *Einfuehrung in die Ethik*, Darmstadt 1972.  
Janssen, P., *Cucenje/spoznavanje - vrijednost/bitak*, u: *Filozofska istrazivanja*, Zagreb, 60 God. 16(1996) Sv. 1 (115-128)  
MACAN, Ch.E., *K jednoj genetickoj etici*, u: *Filozofska istrazivanja*, Zagreb 60 God 16(1996) Sv.1 (101-113)  
SCHWARZ, B., *Wahrheit, Wert und Sein. Festgabe fuer Dietrich von Hildebrand zum 80. Geburtstag*, Regensburg 1970.  
VALORI, P., *L esperienza morale*, Morcelliana Editrice, Brescia 1985.  
WENISCH, F., *Die Objektivitaet der Werte*, Salzburg 1968.  
WITTMANN, M., *Die moderne Wertethik historisch untersucht und kritisch geprueft*, Muenster 1940.

## PHILOSOPHY OF THE MIND I

(Elective course)

*Course code:* 27FU30

*Semester:* I

*Hours weekly:* 2

*ECTS credit:* 3

*Course prerequisites:*

*Examination methods:* Oral or written exam

Lecturer: Mirko Jakić, PhD.

Assistant: Josip Ćirić, M.A.

*Learning outcomes and competences:*

- The introduction to the basic philosophical implications of cognitive science;
- The philosophical questioning of the nature of mental phenomena and their relation with human behaviour and the brain;
- To prepare the student for a critical and competent review of the basic problems of the philosophy of the mind.

*Course description:*

Methodological part. Historical overview; the relation of the philosophy of the mind and psychology. The philosophy of the mind and cognitive science: connecting points with psychology, neuroscience, neurophilosophy, methodological questions, and the nature of the psychological explanation. Folk psychology: a common sense approach to the explanation of psychological phenomena; scientism as opposed to the continuity approach between science and a common sense explanation. Simulative approach. The mind-body problem. The relation between subjective psychological appearances on side, and behavior and wetware on the other. Dualism: the duality of substance; Descartes. Physicalism: the theory of identity, determinism. Behaviourism. Interactionalism. Functionalism. Epiphenomenalism.

*Literature:*

*A) Compulsory:*

MIŠČEVIĆ, N., *Uvod u filozofiju psihologije*, Grafički zavod Hrvatske, Zagreb 1990.  
MIŠČEVIĆ, N - PRIJIĆ, S. (ured.): *Filozofija psihologije: zbornik tekstova*. Rijeka: Hrvatski kulturni dom, 1993. ĆIRIĆ, J., *Filozofija uma - skripta*, Zadar 2005.

*B) Selected readings:*

- MIŠČEVIĆ, N., SMOKROVIĆ, N. (ured.) *Kompjutori, mozak i ljudski um: zbornik tekstova*. Izdavački centar Rijeka, Rijeka 1989.
- BECHTEL, W. - GRAHAM, G. (ured.), *A Companion to Cognitive Science*, Blackwell, Malden 1998.
- SESARDIĆ, N., *Fizikalizam*, SSOS, 1984.
- CHALMERS, D. J. (ured.): *Mind: Classical and Contemporary Readings*, Oxford University Press, Oxford 2002.
- O'DONOHUE, W. - KITCHNER, R. F. (ured.): *The Philosophy of Psychology*, Sage, London 1996.
- BERIĆ, B., *Kognitivizam i svijest*, Hrvatski kulturni dom, Rijeka 1994.
- GREGORY, R. L. (ured.): *The Oxford Companion to the Mind*, Oxford University Press, Oxford 1998.
- GUTTENPLAN, S., *A Companion to the Philosophy of Mind*, Blackwell, Malden 1994.
- HOFSTADTER, D. R.: *Gödel, Escher, Bach: an Eternal Golden Braid*, Basic Books, New York 1979.
- POPPER, K. R. - ECCLES, J. C.: *The Self and Its Brain: An Argument for Interactionism*. London: Routledge, 1977.
- WILSON, R.A. - KEIL, F. C. (ured.). *The MIT Encyclopedia of Cognitive Sciences*. MIT Press, Cambridge, 1999.

**PHILOSOPHY OF THE MIND II**  
(Elective course)

*Course code:* 28FU30

*Semester:* II

*Hours weekly:* 2

*ECTS credit:* 3

*Course prerequisites:*

*Examination methods:* Oral or written exam

Lecturer: Mirko Jakić, PhD.

Assistant: Josip Ćirić, M.A.

*Learning outcomes and competences:*

- The introduction of the students to the philosophical problems of artificial intelligence and the phenomena of the mind;
- The philosophical questioning of the nature of the mental phenomena and their relation with human behaviour and the brain;
- To prepare the student for a critical and competent review of the basic problems of the philosophy of the mind.

*Course description:*

Cognitive architecture. Modularity of the mind. Computational theory: the brain as a computer; behaviour as an algorithm. Turing's machine. Connectionism: neural nets. Hybrid systems. Situational robotics. Mental contents. Concepts. Thoughts and contents. Representationalism. Qualia: the problem of the subjective experience. Consciousness: attempted specification, implications. Language and the mind. Psycho-semantics. Intentionality: the relation between intention and the actual act. Neurophilosophy: implications of neuroscience in philosophy. Philosophical actions. Other minds. Epistemology: the theory of cognition and cognitive psychology. Individualism. Emotions. Artificial intelligence.

*Literature:*

*A) Compulsory:*

MIŠČEVIĆ, N. - Smokrović, N. (ur.), *Kompjutori, mozak i ljudski um: zbornik tekstova*. Izdavački centar Rijeka, Rijeka, 1989.

BERIĆ, B., *Kognitivizam i svijest*. Rijeka: Hrvatski kulturni dom, 1994.

ĆIRIĆ, J. *Filozofija uma - skripta*, Zadar, 2005.

*B) Selected readings:*

AGAZZI, E., *Bioetica e persona*, Milano 1993.

BEAUCHAMP, T.L.-CHILDRESS, J.F., *Principles of Biomedical Ethics*, Oxford University Press, New York 1994.

ČOVIĆ, A. (uredio), *Izazovi bioetike, Zbornik radova*, Pergamena HFD, Zagreb 2000.

EENGLHARDT, T.H.Jr., *Foundation of Bioethics*, Oxford University Press, New York-Oxford, 1996.

KUHSE, H. (Hrsg.), *A Companion to bioethics*, Oxford 1998.

MORI, M. (ured.), *Questioni di Bioetica*, Editori Riuniti, Roma 1988.

RAMSEY, P., *Fabricated Man. The Ethics of Genetic Control*, Yale University Press, New Haven- London, 1970.

SEIFERT, J., *What is Life? The originality, irreducibility and value of Life*, CentralEuropean Value Studies CEVS H.G. Callaway, Editor, Amsterdam- Atlanta, GA 1997.

BEAUCHAMP, T. L., *Nacela u bioetici, u: Drustvena istrazivanja*, Zagreb, 23-24.(1996)

VIAFORA, C., *Fondamenti di bioetica*, Casa Editrice Ambrosiana, Milano 1989

## **THEORY OF BELIEF CHANGES**

(Elective course)

*Course code:* 28PV30

*Semester:* IV

*Hours weekly:* 2

*ECTS credit:* 3

*Course prerequisites:* Successful completion of the course exam *Logic II*

*Examination methods:* Oral or written exam

*Lecturer:* Slavko Brkić, PhD.

*Assistant:*

*Learning outcomes and competences:*

- The introduction of the student to the contemporary movements of Logic within an interdisciplinary context: logic-computers-epistemology;
- Provide the student with the knowledge about basic rationality concepts from a logical point of view, and to master the models of the belief dynamics;
- Review the consequences of the relation between the basic and naturalized epistemology;
- Emphasize the obligations towards the approach to the concept of the truth (coherency theory), with further obligations toward the philosophical approaches.

*Course description:*

The elements of the epistemological theories: condition, attitudes, inputs, and belief changes. Models of epistemic conditions: belief gatherings, Ellis' systems of belief, models based on the semantics of the possible worlds, Spohn's models of the generalized possible worlds, Doyle's truth supporting models, Bayesian's models, generalized probabilistic models, Johnson-Laird's mental models. Expansions, revision and contractions: minimal changes, from contraction to revision and back, Spohn's generalization of the revisions and contractions. Epistemic entrenchment and the construction of contraction functions. The dynamics of the probabilistic models.

The applying of the theories of belief: the dynamics of belief as basis for logic, conditions, explanations, causal beliefs, artificial intelligence (AI).

*Literature:*

*A) Compulsory:*

BRKIĆ, S., *Epistemička logika i dinamika vjerovanja*, II dio, Naklada Jurčić, Zagreb 1997. str. 168-198.

BRKIĆ, S, 1995., "Pojmovni prostori nasuprot mogućim svjetovima", *Filozofska Istraživanja* 56- 57 (1995), str. 103 - 114.

*B) Selected readings:*

ALCHOURRON, C., GÄRDENFORS, P., and MAKINSON, D., 1986., "On the logic of theory change: Partial meet contraction and revision functions", *Journal of Symbolic Logic*, 50, pp.

510-530.;

FUHRMANN, A., MORREAU, M., (eds), *The Logic of Theory Change*, Springer-Verlag, Berlin 1989.

GÄRDENFORS, P., 1979., "Conditionals and Changes of Belief" in Niiniluoto, I., Tuomela, R., *The Logic and Epistemology of Scientific Change*, pp 381-403.;

GÄRDENFORS, P., 1988., *Knowledge in Flux*, Cambridge, MA: MIT Press;

GÄRDENFORS P., 1992.b, "How Logic Emerges from the Dynamics of Information", *Lund University Cognitive Studies*, 15.

GÄRDENFORS, P., 1992. (d) (ed), *Belief Revision*, Cambridge University Press;

GÄRDENFORS, P., 1993., "The Role Expectations in Resoning", *Lund University Cognitive Studies*, 21;

LEVI, I., *Gambling with Truth*, MIT Press; Cambridge 1967.

LEVI, I., *The Enteprise of Knowledge*, MIT Press Cambridge 1980.

## **THE PHILOSOPHY OF TECHNOLOGY** (Elective course)

*Course code:* 28FT30

*Semester:* II

*Hours weekly:* 2

*ECTS credit:* 3

*Course prerequisites:*

*Lecturer:* Borislav Dadić, PhD.

*Examination methods:* Oral or written exam

*Learning outcomes and competences:*

- The introduction of a student to an interdisciplinary, philosophical-technological approach to the phenomenon of technology and its importance for the life of man in its totality;
- The broadening of the student's knowledge about the development of technology through history from a philosophical point of view;
- The preparing of the student for an academic discussion about the role and importance of technology in all the main areas of human life today: spiritual culture, economy, society, and politics.

*Course description:*

Introductory comments about the necessity of the philosophy of technology as a separate scientific discipline; phenomenology of technology. The elaboration of the basic terms and the reviewing of the relation between technology and natural science. Valuing technology. Anthropologically- humanistic, bio-naturalistic and the evolutionist explanation of the essence of technology. The synthetic review of the development of technology through history from a philosophical point of view. The importance of F. Bacon's maxim: "*scientia et potentia in unum coincident*" (knowledge and power coincide) in the process of understanding the development of the philosophy of technology. The freeing of the man from his dependence on natural power sources - the invention of the steam engine. The introduction of machines as products of other machines.

The central segment of the course is dedicated to the reviewing of the contemporary philosophical thought about the phenomenon of technology. Different contemporary approaches to technology and the related problems. Offering rational values to its advantages and flaws. To provide arguments in order to support the anthropologically-humanistic approach as the most adequate one for both man and society because it observes the problem of technology from many different points of view: on a material level, epistemologically-philosophical level and the spiritual-ethical level. The wealth and variety of the relationship between technology and the socio-

cultural facts, where technology appears as a symbiosis of machine, man and society. The difficulties related to technical inventions and the complexity of the relation between technology and the changes in the environment, social relations and the influence of technology on the entire culture. Misconceptions about the essence and role of technology, the crisis of the contemporary understanding of technology. The theory about the prosperity chain. Ethical and philosophical doubts about the contemporary development of technology. Guidelines for the continuing scientific research of technology within the limits imposed by the philosophical concepts of a human being and the society he lives in.

#### *Literature:*

##### *A) Compulsory:*

- Čovjek i tehnika. Kulturno-filozofski eseji (zbornik), Matica hrvatska, Zagreb 1944.
- DADIĆ, B., Čovjekov duh pred izazovom tehnike, u: ČATIĆ, I. (ured.), *Filozofija i tehnika*, Hrvatsko filozofsko društvo, Zagreb 2003, str. 121-132.
- BARIŠIĆ, P., Tehniziranje etičkog i etiziranje tehničkog, u: ČATIĆ, I. (ured.), *Filozofija i tehnika*, Hrvatsko filozofsko društvo, Zagreb 2003, str. 167-182.
- HEIDEGGER, Martin, *Pitanje o tehnici*, u: IDEM, *Kraj filozofije i zadaća mišljenja*, Naprijed, Zagreb 1996, str. 219 - 247.
- ŠARČEVIĆ Abdulah (ured.), *Filozofija u vremenu*, Veselin Masleša, Sarajevo 1991, str. 43- 101, 79-101.

##### *B) Selected readings:*

- AA. VV., *La filosofia tra tecnica e mito. Atti del 29° Congresso nazionale*, (cur. Società filosofica italiana), Porziuncola, Assisi 1987.
- AGAZZI, E., *Il bene, il male e la scienza*, Rusconi, Milano 1992.
- BALLESTEROS, J., *Postmodernidad: decadencia o resistencia*, Tecnos, Madrid 1989.
- BILSKER, R., *On the Philosophy of Technology*, Wadsworth 2002.
- DESSAUER, F., *Philosophie der Technik*, Cohen, Bonn 1927.
- DOIG, G., *El desafío de la tecnología*, Vida y Espiritualidad, Lima 2000.
- DUSEK, V. - SCHARFF, R. (ed.), *Philosophy of Technology: The Technological Condition: An Anthology* (Blackwell Philosophy Anthologies), Lit Verlag 2002.
- ELLUL, J., *La Technique*, Economics, Paris 1990.
- ELLUL, J., *Le Bluff Technologique*, Hachette, Paris 1987.
- FEENBERG, A., *Questioning technology*, Routledge, London - New York 1999.
- FERRÉ, F., *Philosophy of Technology*, The University of Georgia Press, Athens and London 1995.
- GISMONDI, G., *Psihe e techne. L'uomo nell'età della tecnica*, Feltrineli, Milano 2002.
- HUSSERL, E., *Kriza europskih znanosti i transcendentalna fenomenologija*, Globus, Zagreb 1990.
- IHDE, D., *Technics and Praxis: a Philosophy of Technology*, Reidel, Boston 1979.
- JONAS, H., *The Imperative of Responsibility: in Search of an Ethics for the Technological Age*, University of Chicago Press, Chicago 1984.
- MITCHAM, C., *Thinking through Technology*, The Univ. of Chicago Press, Chicago 1994.
- NAISBITT, J., *Megatrends. The Ten Directions Transforming Our Lives*, Morrow, New York 1990.

- SANGUINETI, J. J., *Crisi di senso nella tecno-scienza contemporanea*, in *Crisi di senso e pensiero metafisico*, a cura di G. CHALMENTA, Armando, Roma 1993, pp. 31-99.
- SANGUINETI, J. J., *Tecnologia e mondo naturale*, in AA. VV., *La tecnica, la vita*, Mondadori, Milano 1998, pp. 91-115.
- STAUDENMEIER, J.M., *Technology's Storytelles*, MIT Press, Cambridge 1985.
- VINCENTI, W.G. *What Engineers Know and How They Know It*, Johns Hopkins University Press, Baltimore 1990.
- TANZELLA-NITTI, G. - STRUMIA, A., *Dizionario interdisciplinare di scienza e fede*, 2voll., Urbaniana University Press - Città Nuova, Roma 2002.

## TRANSCENDENTAL PHENOMENOLOGY

(Elective course)

*Course code:* 27TF30

*Semester:* II

*Hours weekly:* 2

*ECTS credits:* 3

*Course prerequisites:*

*Examination methods:* Oral or written exam

*Lecturer:* Dušan Travar, PhD.

*Assistant:*

*Learning outcomes and competences:*

- To qualify the student for phenomenological reduction, description and the constitution of meaning;
- Critical reviews of the fregeian origin (R. Carnap, L. Wittgenstein).

*Course description:*

Phenomenology by E. Husserl and the problem anti-psychology. Husserl's research of Logic (*Log. Unters., Form. und transz. Log.*). The methodological concept of severity (*Strengheit*) as opposed to the concept of precision. Is transcendental phenomenology successful only as the methodology of "spiritual science"? The perception of the constitution and the organizing of the *alter-ego* and the *world of life*. Different critical approaches to certain stages of the "constitution of meaning" (transcendental reduction vs. transcendental constitution). Some important names of the Phenomenological movement (E. Fink, L. Landgrebe, R. Ingarden). Transcendental Phenomenology in Croatia.

*Literature:*

*A) Compulsory:*

HUSSERL, E., *Kartezijanske meditacije*, I., Zagreb, 1975.

HUSSERL, E., *FILozOFIJA KAO STROGA ZNANOST*, ZAGREB, 2004.

HUSSERL, E., *Križa evropskih znanosti i transcendentalna metodologija*.

*Uvod u fenomenološku filozofiju*, Globus, Zagreb 1990.

*B) Selected readings:*

PAŽANIN, A., *Znanstvenost i povijesnost u filozofiji Edmunda Husserla*, Naprijed, Zagreb 1968.

STRÖKER, E., - JANSSEN, P., *Phänomenologische Philosophie*, Freiburg/München, 1989.

### 3.4. DESCRIPTION OF ELECTIVE SEMINARS

#### BERDJAJEV'S EXISTENTIALISM

(Elective seminar)

*Seminar code:* 37BE15

*Semester:* I

*Hours weekly:* 1

*ECTS credit:* 1, 5

*Lecturer:* Borislav Dadić, PhD

*Seminar structure and evaluation:*

- The critical analysis of texts; term papers based on selected writings, discussion;
- Evaluation: term papers, discussion based on the term paper, conclusive conversation;

*Learning outcomes and competences:*

- To provide the student with the ability for a critical analysis of a text, its presentation and an argument based discussion;
- To introduce the student to Berdjajev's existentially-personalist conception of man and the possibilities of his fulfillment;

*Seminar description:*

With the analysis of Berdjajev's work *Me and the World of Objects* and the writing of the term papers (together with their presentation and the following discussion) the seminar will provide the student with a more complex analysis of the way the author perceives human existence and the path to her fulfillment through the dynamic relation with God. The seminar will deal with the following themes: Philosophy between religion and science. Anthropology in Philosophy. Freedom as self-improvement. The creative character of the cognition of the existential subject. The existential loneliness of egotism and the concept of love as the solution. The community as a place for personal fulfillment. Time and eternity. Person and death.

*Literature:*

A) *Compulsory:*

BERDJAJEV, N., *Ja i svijet objekata - pet razmišljanja o postojanju*, Kršćanska sadašnjost, Zagreb 1984.

B) *Selected readings:*

BERDJAJEV, N., *Naziranje Dostojevskog na svijet*, Zagreb 1936.

- BERDJAJEV, N., *Novo srednjovjekovje*, Laus, Split 1991.
- BERDJAJEV, N., *Sudbina čovjeka u savremenom svijetu*, Zagreb 1935.
- BERDJAJEV, N., *Smisao povijesti*, Verbum, Split 2005.
- BERDJAJEV, N., *Duh i realnost*, Kršćanska sadašnjost, Zagreb 1985.
- BERDJAJEV, N., *Ruska ideja*, Prosveta, Beograd 1987.
- BERDJAJEV, N., *Savremena kriza kulture*, Dom, Ms 1990.
- BERDJAJEV, N., *O vrijednosti kršćanstva i nevrijednosti kršćana*, Župski ured, Đakovački Selci 1989.
- BERDJAJEV, N., *Izvori i smisao ruskog komunizma*, Književne novine, Beograd 1989.
- BERDJAJEV, N., *Filozofija nejednakosti*, Oktoih, Titograd 1990.
- KRIBL, J., *Eshatologija Nikolaja Berdjajeva*, Nadbiskupski duhovni stol, Zagreb 1982.
- KRIBL, J., *Misli uz Berdjajevljevu "Vrijednost kršćanstva i nevrijednost kršćana"*, Nadbiskupski duhovni stol, Zagreb 1981

## THE ETHICAL EVALUATION OF LIFE AND DEATH

(Elective seminar)

*Seminar code:* 39ZS15

*Semester:* III

*Hours weekly:* 1

*ECTS credit:* 1,5

*Seminar prerequisites:*

*Seminar structure and evaluation:*

*Lecture:* Iris Tićac, PhD.

*Learning outcomes and competences:*

-To provide the student with the knowledge to be able to evaluate ethical questions in general, ethical questions in relation to the values and dignity of the human life and the special form of ethical reflection;

-To motivate the student for a more reflective reviewing of questions related to life and death and their evaluation within ethically moral principles and values.

*Seminar description:*

To discuss the various questions related to human life (the value and dignity of human life, the beginning of the human life) and death (the meaning of death, the criteria of death) with the use of selected texts. The examples of euthanasia or the abortion viewed from the deontological, consequential and Catholic ethics and the evaluation of different approaches to these problems.

*Literature:*

*A) Compulsory:*

GRBAC, J., *Etičko promišljanje o statusu ljudskog embrija*, u: *Isti, Kršćanska etika u ozračju svakodnevnice*, Pazin, 2004., str. 55-59.

PESSINI, L., *Distanzija. Do kada produžavati život*, Adamić, Medicinski fakultet u Rijeci, Hrvatsko bioetičko društvo, Teologija u Rijeci, Rijeka 2004., II. dio, pogl. III i IV (str. 163-211.); III dio, pogl. IV (str. 275-298.)

POZAIĆ, V., *Život prije rođenja. Etičko-moralni vidici*, Filozofsko-teološki institut Družbe Isusove, Zagreb 1990.

POZAIĆ, V., *Život dostojan života: eutanazija u prosudbi medicinske etike*, Filozofsko-teološki institut Družbe Isusove, Zagreb 1985., str. 9-46. i str. 74-93.

*B) Selected readings:*

FUČEK, I., *Dar života - nova instrukcija o bioetici*, u: *Obnovljeni život* 5(1987), str. 403-421.

MATULIĆ, T., *Biomedicinska i bioetička rasprava o ljudskoj smrti*, u: "Obnovljeni život" 2 (2000).

MORI, M. (a cura di), *La bioetica. Questioni morali e politiche per il futuro dell uomo*, Milano 1991.

IVAN PAVAO II., *Evangelium vitae. Enciklika o vrijednosti i nepovredivosti ljudskog života*, Krscanska sadasnjost, Zagreb 1995.

RAMSEY, P., *Ethics at the Edges of Life*, New Haven 1978.

RINOFNER, A., *Između obveze na život i prava na smrt*, u: "Filozofska istraživanja", 60 God 16(1996) Sv.1, str. 191-205.

WOLF, J.C., *Sterben, Tod und Toetung*, u: K. BAYERTZ, *Praktische Philosophie. Grundorientierungen angewandter Ethik*, Reinbek 1991.

**THE PHILOSOPHY OF THE MIND I**  
(Elective seminar)

*Seminar code:* 27FU30

*Semester:* I

*Hours weekly:* 1

*ECTS credit:* 1,5

*Seminar prerequisites:* The enrolment in the study course *Philosophy of the Mind I*

*Seminar structure and evaluation:* The analysis of selected philosophical texts and related discussions;

*Lecturer:* Mirko Jakić, PhD

*Assistant:* Josip Ćirić, M.A.

*Learning outcomes and competences:*

- The introduction to the basic philosophical implications of cognitive science;
- The philosophical questioning of the nature of mental phenomena and their connection with human behavior and the brain;
- To provide the student with the ability for a critical and competent review of the basic problems of the philosophy of the mind;

*Learning outcomes and competences:*

The seminar is closely connected with the matching study course. The theories and concepts mentioned during the course are here being analyzed with the help of selected texts. The written material is mostly translated into Croatian language.

*Literature:*

*A) Compulsory:*

MIŠČEVIĆ, N. - PRIJIĆ S. (ured.), *Filozofija psihologije. Zbornik tekstova*, Hrvatski kulturni dom, Rijeka 1993.

*B) Selected readings:*

CHALMERS, D. J. (ured.): *Mind. Classical and Contemporary Readings*, Oxford University Press, Oxford 2002.

BECHTEL W. - GRAHAM G. (ured.): *A Companion to Cognitive Science*, Blackwell, Malden 1998.

SESARDIĆ, N., *Fizikalizam*, SSOS, 1984.

O'DONOHUE, W., - KITCHNER, R., (ured.): *The Philosophy of Psychology*, Sage, London 1996.

BERIĆ, B., *Kognitivizam i svijest*, Hrvatski kulturni dom, Rijeka 1994.

GREGORY, R. L. (ured.): *The Oxford Companion to the Mind*, Oxford University Press, Oxford 1998.

GUTTENPLAN, S., *A Companion to the Philosophy of Mind*, Blackwell, Malden 1994.

HOFSTADTER, D., R.: *Gödel, Escher, Bach: an Eternal Golden Braid*, Basic Books, New York 1979.

POPPER, K. R. - ECCLES, J., C., *The Self and Its Brain: An Argument for Interactionism*, Routledge, London 1977.

WILSON, R. A. - KEIL, F. C. (ured.). *The MIT Encyclopedia of Cognitive Sciences*, MIT Press, Cambridge 1999.

**THE PHILOSOPHY OF THE MIND II**  
(Elective seminar)

*Seminar code:* 28FU30

*Semester:* II

*Hours weekly:* 1

*ECTS credit:* 1,5

*Seminar prerequisites:* The enrolment in the study course *Philosophy of the Mind II*

*Seminar structure and evaluation:* The analysis of selected philosophical texts and related discussions;

*Lecturer:* Mirko Jakić, PhD

*Assistant:* Josip Ćirić, M.A.

*Learning outcomes and competences:*

- The introduction of the student to the philosophical problems of artificial intelligence and phenomenon of the mind;
- The philosophical questioning of the nature of mental phenomena and their connection with human behavior and the brain;
- To provide the student with the ability for a critical and competent review of the basic problems of the philosophy of the mind;

*Seminar description:*

The seminar is closely connected with the matching study course. The theories and concepts mentioned during the course are here being analyzed with the help of selected texts. The written material is mostly translated into Croatian language.

*Literature:*

*A) Compulsory:*

MIŠČEVIĆ, N. - SMOKROVIĆ, N. (ured.) *Kompjutori, mozak i ljudski um: zbornik tekstova*. Izdavački centar Rijeka, Rijeka, 1989.

SESARDIĆ, N., *Fizikalizam*. SSOS, 1984.

*B) Selected readings:*

CHALMERS, D. J. (ured.), *Mind: Classical and Contemporary Readings*, Oxford University Press, Oxford 2002.

BECHTEL, W. - GRAHAM, G. (ured.), *A Companion to Cognitive Science*, Blackwell, Malden 1998.

O'DONOHUE, W. - KITCHNER, R. F. (ured.): *The Philosophy of Psychology*, Sage, London 1996.

BERIĆ, B., *Kognitivizam i svijest*, Hrvatski kulturni dom, Rijeka 1994.

GREGORY, R. L. (ured.): *The Oxford Companion to the Mind*, Oxford University Press, Oxford 1998.

GUTTENPLAN, S., *A Companion to the Philosophy of Mind*, Blackwell, Malden 1994.

HOFSTADTER, D. R., *Gödel, Escher, Bach: an Eternal Golden Braid*, Basic Books, New York 1979.

POPPER, K. R. - ECCLES, J. C., *The Self and Its Brain: An Argument for Interactionism*, London: Routledge, 1977.

WILSON, R.A. - KEIL, F. C. (ured.), *The MIT Encyclopedia of Cognitive Sciences*, MIT Press, Cambridge 1999.

## **THE THEORY OF GAMES** (Elective seminar)

*Seminar code:* 38TI15

*Semester:* IV

*Hours weekly:* 1

*ECTS credit:* 1,5

*Seminar structure and evaluation:* Lecture, discussions and examples

*Lecturer:* Slavko Brkić, PhD.

*Learning outcomes and competences:*

-The purpose of the seminar is to introduce the student to the basis of game theories. The emphasis is on those theories that are considered invaluable for their use within social sciences and the theory of action.

*Seminar description:*

The seminar will be developed around the discussions of the following themes: the theoretical basis for decision-making, the Fundamental concepts of the decision-making theory, Axioms, the Expected usability, Games of strategy, the Modelling of strategic interaction, Nash's equilibrium, Mixed strategies, Existential theories and other characteristics. Dynamic games, The extensive form of the game, Subgames, Examples, repeated games. The condition of insufficient information. Bayes' equilibrium, Shared knowledge, The modelling of games with insufficient information. Examples. Games within communication, Agreements and correlated strategies, Correlated equilibrium. Bayes' problem of collective choice and guessing problems. The sender-receiver games. Cooperation and guessing in a two-person game. The non-co operational basis of the co operational theory of games. Transferable usability, Interpersonal comparison of usability measures. Dynamic games in conditions of complete information, Signalisation, reputation, Cooperation in uncertainty.

*Literature:*

A) *Compulsory:*

PAUŠE, Ž., *Uvod u teoriju informacije*, Školska knjiga Zagreb, 1980.

MARTIĆ, Lj., *Nelinearno programiranje*, Informator, Zagreb, 1973.

MARTIĆ, Lj., *Matematičke metode za ekonomske analize*, II. svezak, Narodne novine, Zagreb, 1979.

MARTIĆ, Lj., *Primjena matematičkih metoda u ekonomskoj analizi*, Zbirka zadataka, XIII. Poglavlje, 241-275, Informator, Zagreb, 1976

C) *Selected readings:*

- DAWKINS, R., *Sebični gen*, Izvori, 1997.
- MYERSON, R. B., *Game Theory*, Harvard University press, 1991. NASH, J., *Non-cooperative games*, Annals of Mathematics 54 (1951), 286-295.
- FUDENBERG, D. - TIROLE, J., *Game Theory*, MIT Press, 1991
- NEUMANN, J. VON - O. MORGENSTERN, *Theory of games and economic behavior*, Princeton University Press, 1947.
- S. STAHL, *A gentle introduction to game theory*, American Mathematical Society, 1999.
- WILLIAMS, J.D., *The compleat strategyst*, Dover Publications, 1986 MYERSON, R. B., *Game Theory*, Harvard University Press, 1991
- STEVEN, J. B., *Theory of Moves*, Routledge, 2003. STEVEN, J. B., *Negotiation Games*, Routledge, 1990.
- STEVEN, J. B., *The Win-Win Solution, Guaranteeing Fair Shares to Everybody*, W.W. Norton & Company; New Ed edition, 2000.
- STEVEN, J. B., *Biblical Games, Game Theory and the Hebrew Bible*, The MIT Press; Revised edition, 2002.
- STEVEN, J. B., *Fair Division , From Cake-Cutting to Dispute Resolution*, Cambridge University Press, 1996.
- H. PEYTON YOUNG, *Individual Strategy and Social Structure , An Evolutionary Theory of Institutions*, Princeton University Press, 2001.
- J.D. WILLIAMS, *The Compleat Strategyst, Being a Primer on the Theory of Games of Strategy*, Dover Publications, 1986.
- POUNDSTONE, W., *Prisoner's Dilemma*, Dover Publications, 1986.

## TRANSCENDENTAL PHENOMENOLOGY

(Elective seminar)

*Seminar code:* 37TF15

*Semester:* II

*Hours weekly:* 1

*ECTS credit:* 1,5

*Seminar prerequisites:* Attendance on the study course *Transcendental Phenomenology*;

*Seminar structure and evaluation:* The writing of term papers, discussions;

*Lecturer:* Dušan Travar, PhD.

*Learning outcomes and competences:*

- To provide the student with the ability for a critical dialogue, correct quoting procedures;
- Instructions about writing a seminar paper;

*Seminar description:*

The interpretation of different segments from Husserl, Fink, Langreb, Ingerden and other available sources.

*Literature:*

*A) Compulsory:*

HUSSERL, E., *Kartezijanske meditacije*, I., Zagreb 1975.

HUSSERL, E., *Filozofija kao stroga znanost*, Zagreb 2004.

HUSSERL, E., *Kriza evropskih znanosti i transcendentna metodologija. Uvod u fenomenološku filozofiju*. Globus, Zagreb 1990.

*B) Selected readings:*

PAŽANIN, A., *Znanstvenost i povijesnost u filozofiji Edmunda Husserla*, Naprijed, Zagreb 1968.

STRÖKER, E., - JANSSEN, P., *Phänomenologische Philosophie*, Freiburg/München 1989.

Časopis *Phaenomenologica*.

## THE SPIRITUAL AND REALITY

(Elective seminar)

*Seminar code:* 37DR15

*Semester:* I

*Hours weekly:* 1

*ECTS credit:* 1,5

*Seminar structure and evaluation:*

- The philosophical interpretation (presentations and discussions) about the spiritual and the real world;
- The ability for starting an argument based discussion (in relation to the actual textual source). The writing of seminar papers in the form of syntactic conclusions.

*Lecturer:* Borislav Dadić, PhD.

*Learning outcomes and competences:*

- To provide the student with the ability for a detailed analysis and interpretation of an original philosophical text;
- To practice through the presentation of the term papers and the arguments supporting that research paper;
- To encourage the student to further develop the discussions and the arguments by additional reading of Berdjajev's work, or some other philosophical sources relevant for the spiritual vs. real world discussion.

*Seminar description:*

A systematic introduction to Berdjajev's philosophy about spiritually achieved through reading, the interpretation and the discussion of the material in question. The discussion about various themes relating to the reality of the spiritual and its relation to the material world. Critical reviews on the presented thesis.

*Literature:*

*A)Compulsory:*

BERDJAJEV, N., *Duh i realnost*, Kršćanska sadašnjost, Zagreb 1985.

*B)Selected readings:*

BERDJAJEV, N., *Naziranje Dostojevskog na svijet*, Zagreb 1936.

BERDJAJEV, N., *Novo srednjovjekovje*, Laus, Split 1991.

BERDJAJEV, N., *Sudbina čovjeka u savremenom svijetu*, Zagreb 1935.

BERDJAJEV, N., *Smisao povijesti*, Verbum, Split 2005.

DEVČIĆ, I., *Osmi dan stvaranja*, Kršćanska sadašnjost, Zagreb 1999.

DADIĆ, B., *Metafisica della libertà nella filosofia di Nikolaj Berdjajev*, Peter Lang, Frankfurt am Main, Berlin, Bern, Bruxelles, New York, Oxford, Wien 200

