

COURSE TITLE		ETHICS				
Code	KBF104 ISVU: 240703	Year of study	II			
Course teacher/s	Full proffesor, Josip Mužić Ph.D.	Credit (ECTS)	4			
Assistants	Assistant Franjo Frankopan Velić, M.S.	Type of instruction (number of hours per semester)	L	S	E	F
			45			
Course status	Core course	Percentage of e-learning implementation				
COURSE DESCRIPTION						
Course goals	Philosophical reflection on the morality of human action based on Aristotelian-Thomistic heritage. Getting to know different approaches to ethics and their evaluation with regard to metaphysical and anthropological premises.					
Course enrollment requirements and core competencies	Knowledge of philosophical anthropology and history of philosophy.					
Expected learning outcomes at the course level (4-10 learning outcomes)	1. Interpret the definition, material and formal object and method of ethics. 2. Identify the metaphysical and anthropological foundations of ethics. 3. Present approaches to ethics throughout the history of philosophy. 4. Evaluate different approaches to ethics with regard to their metaphysical and anthropological premises. 5. Recognize the hierarchy of values and argument the existence of moral order. 6. Analyze the fundamental aspects of the moral good as the purposes of the will and as the rules of the will. 7. Distinguish between objective and subjective norms of moral action and interpret what they consist of.					
Detailed course content (weekly class schedule)	Ethics as a philosophical science: definition, material and formal object, method (2). Relation of ethics to other sciences (2). Different approaches to ethics throughout the history of philosophy: - positivism (2), - naturalism (3), - cosmobiological ethics (2), - Kant's formal ethics (3), - ethics of freedom, J.P. Sartre (2), - ethical relativism (2). Mid-term exam (1). Human action: person as a subject of action, a willing act, an object of will (4). Moral value: personal existence and values, hierarchies of values according to M. Scheler and J. de Finance, value as the transcendental of being (3). The problem of structure of the moral order (1). Moral good as the purpose of the will: a happy (blessed) life (4). Moral good as a rule of will: virtues, norms, proper mind as an objective norm of moral action (6). Natural law (4). Conscience as a subjective norm of moral action (3). Ethics and the New Evangelization (1).					

Format of course instruction:	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> entirely <input type="checkbox"/> combined e-learning <input type="checkbox"/> field instruction			<input checked="" type="checkbox"/> individual tasks <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other) <input checked="" type="checkbox"/> selection of literature and reading, class presentation		
Student obligations	Class attendance, reading literature, draft of a brief paper and its presentation in the class, taking the final exam					
Screening student work ( <i>specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course</i> )	Class attendance	1,5	Research		Practical training	
	Experimental work		Written representation	0,5	(Other)	
	Essay		Seminar essay		(Other)	
	Mid-term exams	1	Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Elements for final grade:  Mid-term exam - 20%  Paper - 10%  Final exam - 70%  <u>Evaluation criteria:</u>  (5) <u>The student demonstrates a complete and detailed knowledge and understanding of the material: knows the relevant content and knows how to interpret it; uses the correct term; recognizes and explains key concepts; integrates literature into argumentation. Furthermore, he/she presents the material in a clear, logical and structured way.</u>  (4) The student demonstrates a broad and extensive knowledge and understanding of the material: knows the relevant content and knows how to interpret them; uses the correct term; recognizes and explains most of the key concepts; if necessary, he/she supplements the argument with literature. Furthermore, he/she presents the material in a clear, logical and structured way, although sometimes imprecise.  (3) The student demonstrates knowledge and understanding of the essential elements of the material: states the relevant contents, but does not always know how to interpret them completely; uses the term, but sometimes imprecisely; recognizes most of the key concepts, but fails to explain them fully; sometimes he/she has difficulty supplementing the argument with the literature. Furthermore, he/she presents the material in a predominantly clear and schematic way, sometimes repeating thoughts or not connecting particular elements.  (2) The student shows limited knowledge and understanding of the essential elements of the material: states the most relevant contents, but does not always know how to interpret them correctly; knows most of the concepts, though sometimes in an imprecise way; recognizes some of the key concepts but sometimes fails to explain them; has difficulty supplementing argumentation with literature. Furthermore, he presents the material in a schematic way, with ambiguities due to the repetition of thoughts and non-connection of particular elements.  (1) This grade is not a passing grade. The student does not answer questions at all					

	or shows knowledge of only some elements of the material, with errors in understanding; does not recognize most key concepts or misinterprets them; fails to supplement the argument with literature or does not mention it at all. Furthermore, he/she presents material incomplete and fragmentary, in a vague and incoherent way.		
Obligatory literature (available in the library or via other media)	Title	Number of copies in the library	Availability via other media
	Aristotel, Nikomahova etika, SNL, Zagreb, 1988.	5	
	Hrvoje Relja, Tomistička filozofija, Leykam international, Zagreb, 2021., 273-301.	3	
	J. Mužić, Etika - umijeće življenja, Metodički ogledi 10 (2003.) 1, 49-60.		online (hrcak.srce.hr)
	I. Kešina, "U svjetlu etike", u: I. Kešina, Znanost, vjera, etika. Promišljanja odnosa prirodnih znanosti, filozofije i teologije, Split, 2005.	4	
Supplementary literature	K. Wojtyła, <i>Temelji etike</i> , Split, 1998. International theological commission, <i>In Search of a Universal Ethics. A New Look at the Natural Law</i> , 2009. Ralph McInerny, <i>Ethica Thomistica. The moral philosophy of Saint Thomas</i> , The Catholic University of America Press, Washington, 2019. A. Rodríguez Luño, <i>Etica</i> , Le Monnier, Firenca, 1992. R. Spaemann, <i>Moralische Grundbegriffe</i> , München 1986.		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Monitoring attendance and performance of other student obligations (teacher) Supervision of teaching (vice dean for teaching) Analysis of study success in all study subjects (vice dean for teaching) Student survey on the quality of teachers and teaching for each subject (UNIST, Center for Quality Improvement) The exam conducted by the subject teacher checks all learning outcomes of the subject. The content of the exam is periodically checked, on the basis of which the appropriateness of the method of checking the learning outcomes is determined (vice dean for teaching)		
Other (according to the opinion of education provider)			