

COURSE TITLE		HISTORY OF MODERN AND CONTEMPORARY PHILOSOPHY					
Code	KBF: 121 ISVU: 82139	Year of study	I				
Course teacher/s	Associate professor Ivan Kešina, Ph.D. Associate professor Ante Vučković, Ph.D.	Credit (ECTS)	6				
Assistants		Type of instruction (number of hours per semester)	L	S	E	F	
			75				
Course status	Core course	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course goals	Understand development of Western philosophy and acquire basic knowledge on the most prominent and influential representatives of philosophical paradigms.						
Course enrollment requirements and core competencies							
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to: 1. Discern philosophical paradigms. 2. Interpret essential ideas of certain paradigms and philosophers. 3. Present a particular philosopher and the period of his work. 3. Compare different conceptual systems and use the acquired ideas.						
Detailed course content (weekly class schedule)	Introductory lecture – from the Middle Ages to the Modern Age (2). Characteristics of modern philosophy (2). Rationalism – R. Descartes, N. Malebranche, B. Pascal, B. Spinoza, G. W. Leibniz (6). Academic rationalism – Ch. Wolf (2). Empirism – F. Bacon, Th. Hobbes, J. Locke, G. Berkeley, D. Hume (6). Enlightenment – general features: Liberalism, Deism; English, French and German Enlightenment (4). Classical German Idealism – I. Kant, J. G. Fichte, F. W. J. Schelling, G. W. F. Hegel (8). Left and Right Hegelianism: David Friedrich Strauss, Max Stirner, Ludwig Feuerbach (3); Karl Marx (1); Arthur Schopenhauer (2); Sören Kiekegaard (4); Positivism (1); Friedrich Nietzsche (3); Pragmatism (2); Phenomenology: Edmund Husserl, Max Scheler, Rudolf Otto, Edith Stein (4); Martin Heidegger (4); Simone Weil (2); Emanuel Levinas (4); Existentialism: Carl Jaspers, Jean-Paul Sartre, Gabriel Marcel (5); Hannah Arendt (2); Hermeneutics: Hans Georg Gadamer (2); Ludwig Wittgenstein (3); Structuralism: Claude Levi-Strauss (1); Michel Foucault, Jacques Lacan, critical rationalism, postmodern period (4).						
Format of course instruction:	☒ lectures ☐ seminars and workshops		☐ individual tasks ☐ multimedia				

Student obligations	Lecture attendance, written work, overview of the thought of one author and work overview of one author.					
Screening student work (specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)	Class attendance	2, 5	Research		Practical training	
	Experimental work		Written representation		Individual work	1,0
	Essay	0,5	Seminar essay		(Other)	
	Mid-term exams	1,0	Oral exam	1,0	(Other)	
	Written exam		Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Mid-term exam, written paper, oral exam.					
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media
	W. Windelband, <i>Povijest filozofije</i> , Naprijed, Zagreb, 1990., str. 39-201.				7	
	O. Žunec (ur.) <i>Suvremena filozofija I.</i> , Školska knjiga, Zagreb, 1996., str. 7-34, 35-83, 139-193, 263-293, 343-379.				1	
	M. Galović (ur.) <i>Suvremena filozofija II.</i> , Školska knjiga, Zagreb, 1996., str. 7-49, 49-95, 198-219, 325-355, 425-473.				1	
	D. Pejović, <i>Suvremena filozofija Zapada</i> , Matica hrvatska, Zagreb, 1999., str. 1-188.				2	
	F. Franić, <i>Povijest filozofije</i> , CuS, Split, 2001., str. 357-533.				11	
Supplementary literature	P. Kunzman – F. P. Burkard – F. Wiedemann, <i>Atlas filozofije</i> , Golden marketing, Zagreb, 2001., str. 102-255. E. Coreth, <i>Einführung in die Philosophie der Neuzeit – Rationalismus – Empirismus – Aufklärung</i> , Freiburg, 1972., 153. str. E. Coreth – H. Schöndorf, <i>Philosophie des 17. und 18. Jahrhunderts</i> , Stuttgart-Berlin-Köln-Mainz, 1982., 176. str. E. Coreth – P. Ehlen – J. Schmidt, <i>Philosophie des 19. Jahrhunderts</i> , Stuttgart-Berlin-Köln-Mainz 1984., 192. str. G. Gramm, <i>Philosophie im Zeitalter der Extreme</i> , Primus Verlag, Darmstadt, 2009. Dermont Moran (ur.), <i>The Routledge Companion to Twentieth Century Philosophy</i> , London, New York, 2010., str. 1024.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Teacher-student consultations, questionnaire, end-of-semester evaluation.					
Other (according to the opinion of education provider)						