

COURSE TITLE		HISTORY OF PHILOSOPHY – MODERN PERIOD					
Code	KBF121C ISVU: 254821	Year of study		I.			
Course teacher/s	Full professor Josip Mužić, Ph.D.	Credit(ECTS)		5			
Assistants	Assistant Jure Ivić, 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	The goals of the course are to understand the development of Western philosophical thought and to acquire basic knowledge about prominent and influential thought streams and representatives.						
Course enrollment requirements and core competences	No requirements						
Expected learning outcomes at the course level (4-10 learning outcomes)	1. To notice the main characteristics of the philosophy of the modern age in the context of European thought. 2. Distinguish the main philosophical approaches of the modern age and analyze their basic assumptions. 3. Get to know the life and thought of prominent philosophers of the modern age and understand their intentions. 4. Present and evaluate the thoughts of some philosophers. 5. Compare philosophical approaches within the context of the history of philosophy. 6. Recognize the roots of contemporary postmodern thought in the philosophy of the modern age.						
Detailed course content (weekly class schedule)	Introduction - from the Middle Ages to the New Age (3). Characteristics of modern philosophy (3). Rationalism - R. Descartes, N. Malebranche, B. Pascal, B. Spinoza, G. W. Leibniz (10). School Rationalism - Ch. Wolf, (2). Empiricism - 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).						
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"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work			
Student obligations	Attending lectures, written work: summary of thoughts of one author and summary of works of one author						
Screening student work (specify portion in ECTS credits per each activity so that total number of	Class attendance	1, 5	Research		Practical training		
	Experimental work		Paper		Individual work	1,0	

ECTS credits correspond to the ECTS credit value of the course)	Essay	1	Seminar work		(other)	
	Mid-term exam	1	Oral exam		(other)	
	Written exam	1,5	Projects		(other)	
Grading and evaluation of student work in class and at the final exam	<p>Elements of the final grade: essay: 20% mid-term exam: 20% final exam: 60%</p> <p>Evaluation criteria:</p> <p>(5) 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, it presents the material in a clear, logical and structured way.</p> <p>(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, it supplements the argument with literature. Furthermore, it presents the material in a clear, logical and structured way, although sometimes imprecise.</p> <p>((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.</p> <p>(2) The student shows limited knowledge and understanding of the essential elements of the material: he/she 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/she presents the material in a schematic way, with ambiguities due to the repetition of thoughts and not connecting particular elements.</p> <p>(1) This assessment 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.</p>					
Obligatory literature (available in the library or via other media)	Title			Number of copies in the library	Available via other media	
	W. Windelband, <i>Povijest filozofije</i> , Naprijed, Zagreb, 1988., pp. 39-201.			7		
	F. Franić, <i>Povijest filozofije</i> , CuS, Split, 2001., pp. 357-440.			11		
	R. Scruton, <i>A Short History of Modern Philosophy</i> , Routledge, London – New York, 22002., pp. 1-184.				e-book	

Supplementary literature	<p>P. Kunzman - F. P. Burkard - F. Wiedemann, <i>Atlas filozofije</i>, Golden marketing, Zagreb, 2001., pp. 102-157.</p> <p>J. Hirschberger, <i>Geschichte der Philosophie</i>, vol. 2, Wissenschaftliche Buchgesellschaft, Darmstadt, 2004., pp. 3-438.</p> <p>B. Kalin, <i>Povijest filozofije</i>, Školska knjiga, Zagreb, 1995., pp. 136-198.</p>
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	<p>Monitoring attendance and performance of other student obligations (teacher)</p> <p>Supervision of teaching (vice dean for teaching)</p> <p>Analysis of study success in all study courses (vice dean for teaching)</p> <p>Student survey on the quality of teachers and teaching for each course (UNIST, Center for Quality Improvement)</p> <p>The exam conducted by the course teacher checks all learning outcomes of the course. 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)</p>
Other (according to the opinion of education provider)	