

COURSE TITLE		HISTORY OF PHILOSOPHY – CONTEMPORARY AGE					
Code	KBF121D ISVU:254822	Year of study	I.				
Course teacher/s	Full professor Josip Mužić, Ph.D.	Credit (ECTS)	5				
Assistants	Assistant Jerko Kolovrat M.S.	Type of instruction (number of hours per semester)	L	S	E	F	
			45				
Course status	Core course	Percentage of e-learning implementation	30 %				
COURSE DESCRIPTION							
Course goals	To enable the student to understand the development of Western philosophical thought after Hegel to the present day To enable him to acquire basic knowledge about prominent thinkers and influential streams of thought. Introduce students to the cultural and social background of relevant authors and streams of thought. To make it easier for students of theology to get along the history of philosophy and its influence on the development of theology in the modern world.						
Course enrollment requirements and core competences	No requirements						
Expected learning outcomes at the course level (4-10 learning outcomes)	After successfully completing the course the student will be able to: - distinguish philosophical currents - interpret the basic ideas of individual philosophical directions and philosophers - to present the thought of an individual philosopher and his time - compare different thought systems - use cognized ideas						
Detailed course content (weekly class schedule)	Hegelian right and left: David Friedrich Strauss, Max Stirner, Ludwig Feuerbach (3); Karl Marx (1); Arthur Schopenhauer (2); Sören Kiekegaard (4); positivism (1); Friedrich Nietzsche (2); pragmatism (2); phenomenology: Edmund Husserl, Max Scheler, Rudolf Otto, Edith Stein (4) Martin Heidegger (4); Ludwig Wittgenstein (3); Simone Weil (2); Emanuel Levinas (4); Existentialism: Carl Jaspers, Jean-Paul Sartre, Gabriel Marcel (5); Hannah Arendt (2); Hermeneutics: Hans Georg Gadamer (2); Michel Foucault, Jacques Derrida, postmodern (4).						
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 type="checkbox"/> individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (other)				

Student obligations						
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	1,5	Research	0,5	Practical training	
	Experimental work		Paper		(other)	
	Essay	0,5	Seminar work		(other)	
	Mid-term exam		Oral exam	0,5	(other)	
	Written exam		Project		(other)	
Grading and evaluation of student work in class and at the final exam	<p>Class attendance and active participation in discussions - 20% of grade  Writing a review of a selected work from the history of philosophy and presentation 20% of grade  Final exam - 60% of grade  The exam in the first exam period is oral, and the others are written.</p> <p>Evaluation criteria:</p> <p>(5) The student regularly attends classes, shows initiative, participates in discussions, recognizes issues, shows sovereignty in the written presentation of the selected work and shows a complete and detailed knowledge and understanding of the material he/she knows how to present. He/she uses the terms in a clear way and finds his/her way in the relevant literature.</p> <p>(4) The student regularly attends classes, participates in discussions, has shown good understanding in the written presentation of the selected work, shows extensive knowledge and understanding of the material, which he mostly knows how to interpret well. He uses the terms in a good way and finds his way in the relevant literature, although with some inaccuracies and ambiguities.</p> <p>(3) Student attends classes irregularly, rarely participates in discussions, showed in a written reference of the selected work that he essentially understood the issue, shows knowledge and understanding of essential elements of the material: uses concepts, but not always accurately and fails to fully interpret material, and sometimes has difficulty managing the material and literature.</p> <p>(2) The student attends classes irregularly, in written work he struggles with understanding and expression, he has difficulties with knowing and understanding the essential elements of the material as well as with difficulties in presentation. He is uncertain in terms and does not do well in the relevant literature.</p> <p>(1) This grade is not a passing grade. The student is absent from lectures, almost never participates in discussions, has not written a satisfactory written reference of the selected work, does not answer questions or answers in an unrelated way. He doesn't get along in literature. He gives the general impression that the content of the subject is a great challenge for him.</p>					
	Title				Number of copies in the	Availability via other media

		library	
Obligatory literature (available in the library or via other media)	O. Žunec (ur.) Suvremena filozofija I., Školska knjiga, Zagreb, 1996., pp. 7-34, 35-83, 139-193, 263-293, 343-379.		
	M. Galović (ed.) Suvremena filozofija II., Školska knjiga, Zagreb, 1996., pp. 7-49, 49-95, 198-219, 325-355, 425-473.		
	D. Pejović, Suvremena filozofija Zapada, Matica hrvatska, Zagreb, 1999., pp. 1-188.		
Supplementary literature	<p>P. Kunzman - F. P. Burkard - F. Wiedemann, Atlas filozofije, Golden marketing, Zagreb, 2001., pp. 158-255.</p> <p>G. Gramm, <i>Philosophie im Zeitalter der Extreme</i>, Primus Verlag, Darmstadt, 2009.</p> <p>Dermont Moran (ed.), <i>The Routledge Companion to Twentieth Century Philosophy</i>, London, New York, 2010., pp. 1024.</p> <p>Viktor Žmegač, <i>Prošlost i budućnost 20. stoljeća. Kulturološke teme epohe</i>, Matica hrvatska, Zagreb 2010., pp. 429.</p> <p>Branko Bošnjak, <i>Povijest filozofije 3</i>, Školska knjiga, Zagreb 2019., pp. 768.</p> <p>Central Works of Philosophy, The Nineteenth Century, Edited by John Shand, Routledge, London and New York, 2014.</p> <p>Central Works of Philosophy, The Twentieth Century: Moore to Popper, Edited by John Shand, Routledge, London and New York, 2014.</p> <p>Central Works of Philosophy, The Twentieth Century: Quine and After, Edited by John Shand, Routledge, London and New York, 2006.</p>		
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Individual consultations, survey, evaluation at the end of the semester		
Other (according to the opinion of education provider)			