

| COURSE TITLE  |  | PHILOSOPHICAL ANTHROPOLOGY                            |    |   |   |   |
|---|--|---|----|---|---|---|
| Code  | KBF201A<br>ISVU: 258522  | Year of study   | I  |   |   |   |
| Course teacher/s  | Full professor Josip Mužić Ph.D.   | Credit (ECTS)   | 3  |   |   |   |
| Assistants  |  | Type of instruction<br>(number of hours per semester) | L  | S | E | F |
|   |  |   | 30 |   |   |   |
| Course status   | Core course  | Percentage of e-learning implementation               |    |   |   |   |
| COURSE DESCRIPTION  |  |   |    |   |   |   |
| Course goals  | Getting to know the philosophical doctrine of man on the basis of Aristotelian-Thomistic heritage. Understanding and reflecting on contemporary anthropological topics.  |   |    |   |   |   |
| Course enrollment requirements and core competencies                    | No requirements  |   |    |   |   |   |
| Expected learning outcomes at the course level (4-10 learning outcomes) | <p>After successfully completing the course the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Interpret the concept, material and formal object and method of philosophical anthropology.</li> <li>2. To present philosophical approaches to the study of man throughout history.</li> <li>3. Identify the characteristics of man as a living being and evaluate his specific difference.</li> <li>4. Explain what the human world consists of.</li> <li>5. Observe and interpret the ways of human self-realization.</li> <li>6. Analyze and evaluate contemporary anthropological topics such as human speech, culture, work and leisure, and human sexuality.</li> <li>7. Present and interpret the Thomistic doctrine of the human soul.</li> </ol> |   |    |   |   |   |
| Detailed course content (weekly class schedule)                         | <p>Philosophical anthropology: definition, objects and method (2).<br/> A historical review of philosophical approaches to the research of man (3).<br/> Man as a living being (2).<br/> The world of man (2).<br/> Man's self-realization through cognition, free will and moral action (4).<br/> Mid-term exam (1).<br/> Man's speech (2).<br/> Culture (2).<br/> Work and leisure (3).<br/> Human sexuality (3).<br/> Human soul as the only substantial form of the body (2).<br/> Integrity of the human person (1).<br/> Creation of the human soul (1).<br/> Incorruptibility of the human soul (1).<br/> Human personality after biological death</p>  |   |    |   |   |   |

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| Format of course instruction:  | <input checked="" type="checkbox"/> lectures<br><input type="checkbox"/> seminars and workshops<br><input type="checkbox"/> exercises<br><input type="checkbox"/> <i>on line</i> entirely<br><input type="checkbox"/> combined e-learning<br><input type="checkbox"/> field instruction  |     | <input type="checkbox"/> individual tasks<br><input type="checkbox"/> multimedia<br><input type="checkbox"/> laboratory<br><input type="checkbox"/> mentorship work<br><input type="checkbox"/> (other) |  |                                     |  |
| Student obligations  | Class attendance, reading literature, taking final exam  |     |   |  |                                     |  |
| 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   | 1,0 | Research  |  | Practical training                  |  |
|  | Experimental work  |     | Written representation  |  | (Other)                             |  |
|  | Essay  |     | Seminar essay   |  | (Other)                             |  |
|  | Mid-term exams   | 0,5 | Oral exam   |  | (Other)                             |  |
|  | Written exam   | 1,5 | Project   |  | (Other)                             |  |
| Grading and evaluation of student work in class and at the final exam  | <p>Elements of the final grade:<br/> Mid-term exam: 30%<br/> final exam: 70%</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, he/she 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, he/she supplements the argument with literature. Furthermore, he/she 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 non-connection of particular elements.</p> <p>(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.</p> |     |   |  |                                     |  |
|  | <b>Title</b>   |     |   | <b>Number of copies in the library</b> | <b>Availability via other media</b> |  |

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| Obligatory literature<br>(available in the library or via other media)                   | Aristotel, O duši, Naprijed, Zagreb, 1996.  | 3 |  |
|  | Hrvoje Relja, Tomistička filozofija, Leykam international, Zagreb, 2021., 159-165; 197-210.   | 3 |  |
|  | Josef Pieper, Pohvala dokolici, Verbum, Split, 2011.  |   |  |
|  | Franjo Mijatović, „Ideja čovjeka u filozofiji Josefa Piepera“, in Diacovensia, 25 (2017.) 3, 373-393.   |   |  |
| Supplementary literature   | <p>José Ángel Lombo - Francesco Russo, Antropologia filosofica. Una introduzione, EDUSC, Rome, 2007.</p> <p>Sofia Vanni Rovighi, Uomo e natura. Appunti per una antropologia filosofica, Vita e pensiero, Milan, 2019, 171-237.</p> <p>Stephen L. Brock, The Philosophy of Saint Thomas Aquinas. A Sketch, Cascade, Eugene/Oregon, 2015., 51-82.</p> <p>Josef Pieper, Welt und Umwelt, Berthold Wald (izd.), Josef Pieper. Werke, vol. 5, Felix Meiner, Hamburg, 2007., 180-206.</p> <p>Gerd Haeffner, Filozofska antropologija, Breza, Zagreb, 2003.</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 subjects (vice dean for teaching)</p> <p>Student survey on the quality of teachers and teaching for each subject (UNIST, Center for Quality Improvement)</p> <p>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)</p> |   |  |
| Other (according to the opinion of education provider)                                   |   |   |  |