

COURSE TITLE		PRACTICAL PHILOSOPHY				
Code	KBT: 122 ISVU: 82559	Year of study	I			
Course teacher/s	Associate professor Ivan Kešina, Ph.D	Credit (ECTS)	5			
Assistants		Type of instruction (number of hours per semester)	L	S	E	F
			60			
Course status	Core course	Percentage of e-learning implementation				
COURSE DESCRIPTION						
Course goals	Familiarise students with practical philosophy in general focusing on anthropological-ethical contemplation of a human and his behaviour in terms of ethics.					
Course enrollment requirements and core competencies	Fundamental knowledge of philosophical thought on human in general and on human nature.					
Expected learning outcomes at the course level (4-10 learning outcomes)	Having successfully completed the course a student should be able to:					
	<ol style="list-style-type: none"> 1. Evaluate the human being in the context of life in general and particularly as rational animal, a universal feature which differs human beings from other living things. 2. Interpret the concept, subject and method of practical philosophy. 3. Evaluate the rightness of human behaviour in relation to moral values, i.e. its moral rightness. 4. Discuss different standpoints on normative, core aspect of moral values (ethical positivism, moral naturalism – hedonism, utilitarianism, altruism, vitalistic ethics, ethics of freedom, etc.) 5. Explain fundamental principles of Kantian ethics. 6. Give arguments on why and how <i>ratio recta</i> (right reason) is a closer norm of moral behaviour and in which way <i>esse subsistens</i> (substantial essence), i.e. God is an ontological foundation of moral order. 7. Explain the meaning of conscience as a subjective norm of moral behaviour. 					
Detailed course content (weekly class schedule)	<p>The concept, objects and method of practical philosophy (2). General views on life (2). Philosophical anthropology (3). Overview of evolutionary thought on human (6). Contemporary anthropology streams (4). Human behaviour – motivation as specific feature of human behaviour (2). Moral act as free act: <i>actus hominis</i> and <i>actus humanus</i>; <i>actus voluntarius</i> – classification of human acts (2). The concept of value in general – Value hierarchy according to J. de Finance (2 hours). Moral value – main features and normative aspect of moral value (2). Moral value as a norm – introduction (1). Moral positivism, critical judgement (2). Mid-term exam (1). Moral naturalism (hedonism, utilitarianism, altruism, rational, eschatological and negative eudaimonism) (4). Cosmic and cosmobiological ethics, critical judgement (2). Ethics of freedom, critical judgement (2). The problem of ethical relativism (2). Kantian formal ethics, critical judgement (3). Closer norm of moral behaviour is right reason – the scholastic point of view (Suarez, Thomas Aquinas) (3).</p>					

	Ontological ground for moral order (2). The concept of law (narrow sense) (2). Universality nad invariability of moral norms (2). The concept of right and its basic features: fundamental determinants of right; justice and types of justice (2). Innate right and its ethical aspect (2). Conscience – subjective norm of moral behaviour (3). The interrelation of morality and happiness (2).					
Format of course instruction:	<input checked="" type="checkbox"/> lectures		<input type="checkbox"/> (other)			
Student obligations	Regular class attendance and active participation.					
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		Practical training	
	Experimental work		Written representation		(Other)	
	Essay		Seminar essay		(Other)	
	Mid-term exams	1,5	Oral exam	2,0	(Other)	
	Written exam		Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Mid-term exam – 30% Final exam – 70% (oral and/or written)					
Obligatory literature (available in the library or via other media)	Title				Number of copies in the library	Availability via other media
	H. Burger, <i>Filozofska antropologija</i> , Zagreb, 1993.					
	I. Kant, <i>Kritika praktičnog uma</i> , Zagreb, 1990.				3	
	J. R. Romić, "Personalistička etika", u: <i>Koraci prema slobodi</i> , Zagreb, 1994.				5	
Supplementary literature	M. Belić, <i>Metafizička antropologija</i> , Zagreb 1993. G. Haeffner, <i>Philosophische Anthropologie</i> , Stuttgart, 1982. W. Kamlah, <i>Philosophische Anthropologie</i> , Mannheim, 1973. K. Wojtyła, <i>Temelji etike</i> , Split, 1998. I. Kešina, "U svjetlu etike", u: I. Kešina, <i>Znanost, vjera, etika. Promišljanja odnosa prirodnih znanosti, filozofije i teologije</i> , Split, 2005. R. Spaemann, <i>Ethik – Lesebuch von Platon bis heute</i> , München, Zürich, 1987.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Consultations, questionnaire, student attendance register, active participation in discussions, end-of-semester course and teacher evaluation.					
Other (according to the opinion of education provider)						