



Course code			
Course title	Bioethics and Gender Studies		
General Information			
Program	Graduate Study Programme Physics and Philosophy		Year 2
Course status	Core	Elective	
Credits and Teaching			
	Winter semester	Summer semester	
ETCS credits / student workload	3		
Hours/semester (L+E+S)	15+0+15		
Course objectives			
<ul style="list-style-type: none">• To introduce in the fundamental issues of the bioethics and gender studies• To develop the capacity to analyze and interpret philosophical papers• To develop critical thinking through analysis of philosophical problems in ex cathedra lectures, seminars, debates and work in discussion groups• To develop independent and creative application of acquired knowledge, and to develop the capacity of further research about the problems through individual tutorial work with interested students			
Correspondence and correlation with the program			
This course correlates with other courses which are concerned both with the core courses Ethics and Philosophy of politics, and elective such as Moral anthropology, Practical ethics, and Philosophy of sexuality.			
Expected outcomes of the course and/or module (development of general and specific competencies, knowledge and skills)			
<ul style="list-style-type: none">• to develop the skills of analytical and critical thinking about the issues in bioethics and gender studies• to obtain an appropriate level of knowledge about issues in bioethics and gender studies• the acquiring of methodologies of scientific and philosophical reasoning• to develop the skills of work on original scientific and philosophical literature• to develop the capacity of confronting opposite approach and to defiance of their own• to develop the awareness of the importance of argumentative discussion			
Course content			
1. Introduction in bioethics			
<ul style="list-style-type: none">- Historical introduction: what is bioethics; the relation between medical ethics and bioethics, the origin of the terminology- Questions about bioethics: general questions about the life and death, special issues (abortion, issues in reproduction, genetics issues, organ donations, AIDS, etc.), the practice of bioethics (ethics committees, ethics consultants, the teaching of bioethics, etc.)- Ethical approaches: utilitarian vs. deontology controversy; liberal vs. communitarian controversy; a principle - based approach; an absolute rule approach; an utilitarian			



approach, a virtue ethics approach, a care approach, a case approach

2. Abortion

- ***The status of fetus***: personhood; genetic and moral humanity; potentiality of fetus; intrinsic value of human life; the scientific discoveries and recommendations concerning the beginning of individual human life; liberal vs. conservative or communitarian approach
- ***The mother – fetus conflicts***: the foundation of the rights to abort (the rights of autonomy, privacy etc.); moral obligations to the unborn; moral and legal foundations of abortion; Constitutional laws about abortion; golden rule and abortion; the question of responsibility for pregnancy and the right to abort

3. Contraception and population issues

- ***Religious vs. liberal stance***: Christianity and the New Offer; argument from
 - o Natural law; intention and sex;
- ***Abortion and contraception***
- ***Contraception and AIDS***
- ***Population control and its criticism***: religious stance; feminist critics; Cornucopian critics
- ***Methods of population control***: the demographic transition; optimal population size; a conjectural partial solution to the population problem

4. Assisted reproduction

- ***Current technologies***: Artificial insemination by donor (AID) and egg donation; in vitro fertilization (IVF) and the related technologies of Gamete intrafallopian transfer (GIFT) and zygote intrafallopian transfer; various forms of surrogacy
- ***General Assessments of Assisted Reproduction***: arguments for and against assisted reproduction
- ***AID and egg donation***: AID legal regulations and ethical issues; women's interest and egg donation
- ***IVF***: IVF legal regulation and ethical issues; the genetic argument; the discontinuity-continuity argument, the individuality argument; the 14-day limit to IV embryo research
- ***Surrogacy***: legal regulations and ethical issues; surrogate motherhood: contract pregnancy; gestational surrogacy, feminist stance concerning surrogacy

6. Embryo experimentation

- ***The scientific issues***: the scientific aspects of embryo research; a scientific examination of some speculations about continuing human pre-embryo research
- ***The ethical issues***: Arguments about the status of different developmental stages; fertilization and moral status; segmentation and moral status; genetic and numerical continuity; arguments from potentiality; individual – human – person
- ***Embryo research and women***: who is the subject of research; assisted reproduction and women's autonomy

7. Prenatal screening, sex selection and cloning

- ***Post-conceptual nature of prenatal screening***: screening and diagnosis; ethics of termination; health-care procedures and patient's autonomy; actual and manipulated choice; cost-effectiveness of prenatal screening; prenatal screening and maternal anxiety
- Ethical dilemmas concerning sex selection and cloning: cloning techniques; eugenics

8. Gender and Bioethics

- ***Feminism and Gender***: kinds of feminism; health related issues and the oppression of



social groups; health related issues and the oppression of woman

- **Gender and Health Care:** inequality and discrimination within health-care professions; women patients; unethical experimentation on women; medicine as an agent of social control of women;
- **Moral Persons and Moral Deliberation:** feminist ethics; feminism vs. liberalism; situated epistemological and moral perspectives
- **Bioethics and feminist thinking:** bioethical Self-reflection; ethical evaluation of bioethical practices and assumptions; bioethics and bioethics and marginalized groups

9. Ethics of care, Nurses Ethics

- **Ethics of care:** caring as an ethical perspective; care voice against justice voice; a caring model of health-care practice; justice; care and self-understanding; caring patient care
- **Nursing Ethics:** history of nursing, nurses' Code, feminist stance; special issues facing nurses; nurses as patient's advocates

10. Gender studies

- **What are gender studies:** the crucial concepts; sex and gender; gender identity; essentialism and dualism, etc.
- **Gender and ethics:** one ethics or male-female ethics; male and female virtues; male and female nature; difference of moral reasoning; the concept of «different voice»
- **Gender and Epistemology:** social constructivism; feminist epistemology; logic, scientific methodology and (i)rationality; trust and anti-trust
- **Gender and Philosophy of politics and law:** feminism vs. other ideologies; the principle of equality, freedom and dignity; discrimination; reverse discrimination; women in politics
- **The history of essentialism:** Plato, J.J. Rousseau; G.W. Hegel; J. Bentham, F., Nietzsche; S. Freud, L. Kohlberg vs. J.S. Mill, M. Wallstonecraft; S. de Beauvoir; H.Arendt; C. Gilligan,
- **The public and the private:** universal and particular perspectives; objective and subjective perspective; state and civil society; liberal and participatory democracy
- **Varieties of feminism:** from moderate to radical feminism (French feminism; M. Daly. S. Griffin, M.O'Brien, J.B. Miller, J. Butler, etc.)

11. Gender discrimination

- **Discrimination and reverse discrimination:** overt and hidden gender discrimination; the verities of affirmative action policies; strong and weak affirmative action; why gender discrimination is wrong
- **Arguments for and against preferential treatment of women:** compensatory approach and utility approach and critics, discrimination against men; constitutional dilemmas concerning affirmative action; qualifications and affirmative action; malign and benign discrimination

12. Sexual roles, sexual morality

- **Sex roles and the principle of equality:** gender and sex; masculinity and femininity; the principle of equality; legitimacy of sexual roles
- **Arguments for and against sex roles:** natural differences and unequal treatment – inevitability of patriarchy; interest of society and sex roles; equality and sex roles; freedom and sex roles
- **Androgyny and the abolition of sex roles**
- **Ethics and sex:** moral theories about sex; sexual perversions; pornography; prostitutions;



homosexuality				
Modes of instruction (mark in bold)				
Lectures	Seminars and workshops	Exercises	Independent work	Multimedia and the Internet
Distance learning	Consultations	Laboratory work	Tutorials	Field work
Comments: Teaching strategies depend on the number of students who choose the course and on the previous knowledge about the issue. Methodically complex approach, which unifies individual and group work, is preferred. Successful work reacquires computer skills (Internet) and English language competence.				
Student requirements				
<ul style="list-style-type: none">• Regular and active participation on lecture's class and discussion groups (including consultations)• An essay (5-15 pages)• Consultations during the work on the seminar papers• Written and oral exam at the end of course (written exam could be substituted by several seminar papers, essays or short written tests during the semester)• To the most interested students, additional individual work with the supervisor is offered.				
Evaluation and Assessment				
Mark in bold <u>only</u> the relevant categories and fill in the appropriate number of points for each of the chosen categories so that the sum of the allocated points corresponds to the course credit value. Add new categories, if necessary.				
Class attendance 1	Class participation 0.25	Seminar paper 0.36	Experiment	
Written exam 1	Oral exam 0.14	Essay	Research work	
Project work	Continuous assessment 0.25	Presentation	Practical work	
Comments: <ul style="list-style-type: none">• Evaluation based on the continuous assessment of the students' work• Consultations and successful participation in the discussion groups are the aspects of active participation• In a case of tutorial work, student's work on the published articles or participation on the (international) conferences is of the highest respect				
Required literature				
<ul style="list-style-type: none">• Primorac, I., (ed.) <i>Suvremena filozofija seksualnosti</i>, Zagreb, Kruzak, 2003.• Primoratz, I., (1999), <i>Ethics and Sex</i>, London, Rautledge.• Mappes, T.A., & Zembaty, J.S., (ed.) <i>Social Ethics: Morality and Social Policy</i>. New York, McGraw-Hill Publishing Company, 1987.				



Recommended literature

- Primoratz, I., (ed.), *Human Sexuality*, The International Research Library of Philosophy, vol. 19, Aldershot, Ashgate Publishing, 1997.
- Soble, A., (1966) *Sexual Investigations*, New York, New York University Press, 1966.
- Nye, R.A., (ed.) *Sexuality*, Oxford, Oxford University Press, 1999.
- Baker, R.B., Winninger, K.J., i Elliston, F.A. (ed.) *Philosophy and Sex*, Amherst, NY: Prometheus Books, 1998.
- Soble, A., (ed.), *The Philosophy of Sex: Contemporary Readings*, Lanham, MD: Rowman & Littlefield, 1997
- Grisez, G., (1993), *Living a Christian Life*, Quincy, IL: Franciscan Press.
- Biggar, N. & Black, R., (ed.), *The Revival of Natural Law: Philosophical, Theological and Ethical Responses to the Finnis-Grisez School*, Aldershot, Ashgate, 2000.
- Scruton, R., (1986), *Sexual desire: A Philosophical Investigation*, London: Weidenfeld & Nicolson, 1986.
- Shaffer, J.A., (1978), «Sexual Desire», *Journal of Philosophy*, god. 75.
- Margolos, J., (1975), «Perversion», *Negativities: The Limits of Life*, Columbus, OH: Charles E. Merrill
- Gregory, P., (1984), «Against Couples», *Journal of Applied Philosophy*, god.1.
- Halwani, R., (1998), «Virtue Ethics and Adultery», *Journal of Social Philosophy*, god. 29.
- Nussbaum, M.C., (1998) «'Whether from Reason or Prejudice': Taking Money for Bodily Services», *Journal of Legal Studies*, god. 27.
- Pateman, C., (1982/83), «Defending Prostitution: Charges against Ericsson», *Ethics*, 93.
- Covino, J., (ed.), *Same Sex: Debating the Ethics, Science and Culture of Homosexuality*, Lanham, MD: Rowman & Littlefield, 1997
- Mohr, R.D., (1988), *Gays/Justice: A Study in Ethics, Society and Law*, New York: Columbia University Press.
- Burgess-Jackson, K., (1996) *Rape: A Philosophical Investigation*, Aldershot: Dartmouth.
- Burgess-Jackson, K., (ed.), *A Most Detestable Crime: New Philosophical Essays on Rape* (New York: Oxford University Press, 1999.
- MacKinnon, C.A., (1993), «Crimes of War, Crimes of Peace», in S. Shute & S. Hurley (ed.), *On Human Rights: The Oxford Amnesty Lectures 1993*, New York: Basic Books.
- O'Neill, O., (1985), «Between Consenting Adults», *Philosophy and Public Affairs*, 14.
- Pateman, C., (1980), «Women and Consent» *Political Theory*, 8.
- Primoratz, I., (2001), «Sexual Morality: Is Consent Enough?», *Ethical Theory and Moral Practice*, 4.
- Friedman, M., *What Are Friends For? Feminist Perspective on Personal Relationships and Moral Theory*, Cornell University Press, Ithaca, 1993.
- MacKinnon, C., *Feminism Unmodified*, Harvard University Press, Cambridge, Mass., 1987

Quality assurance of course and/or module

- Lecturer self-evaluation



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- The results in attaining the course objectives
- Official and anonymous evaluation that is accomplished by Philosophy Department and Faculty of Philosophy



Course code			
Course title	Christian Philosophy		
General Information			
Program	Graduate Study Programme Physics and Philosophy		Year2
Course status	Core	Elective	
Credits and Teaching			
	Winter semester	Summer semester	
ETCS credits / student workload	3		
Hours/semester (L+E+S)	20+0+10		
Course objectives			
<p>Objectives of the course are to introduce students with Christian philosophy as a basis of Western intellectual life, to find out the role of the Christian philosophy in development of Western philosophy, to realize uniqueness of Christian philosophy and justification for speaking about it, to discuss critically foundation of Christian philosophy, especially from the point of view of connecting rational reasoning and faith.</p> <p>After carrying out of studying requirements in the course it is expected from students to:</p> <ul style="list-style-type: none">- to know the role of Christian philosophy in development of Western philosophy;- to know uniqueness of Christian philosophy and justification for speaking about it;- to know the main topics in Christian philosophy;- to be able to discuss critically foundation of Christian philosophy, especially relation between faith and reason.			
Correspondence and correlation with the program			
Christian Philosophy course correspond in the first place with Philosophy of Religion course, as well as with other core or elective courses which parts or topics may be examined in their interdependence.			
Expected outcomes of the course and/or module (development of general and specific competencies, knowledge and skills)			
It is expected that students will acquire the basic notions of Christian philosophy as well as their role and significance for general philosophy.			
Course content			
<p>I.</p> <p>Examination of justification for speaking about Christian philosophy (with accent on Catholic one). Statements which justify that approach will be compared with those which deny that, from atheist or agnostic perspective as well as from within Christian perspective. Historical survey of development of Christian philosophy will begin with presentation of meeting of Christian philosophy with ancient philosophy (Plato's and Aristotle's). Middle Ages Scholastic philosophy presents one of the basic parts of the program. Modern philosophy will be interpreted in the sense of Christian philosophy influence on many modern philosophers (for example John Locke).</p> <p>II.</p>			



Questions considering determination of God will be work out and discussions about ontological apparatus and Christian philosophy concepts. Epistemological discussions will deal with the possibility of cognition within the context of Christian philosophy, and the importance of reason within Christian philosophy will be specially stressed, as it is emphasized in the pope's encyclical Fides et Ratio. Special attention will be paid to determination of human central position in Christian philosophy.

III.

Special part is dedicated to Thomas Aquinas, the most important representative of Christian philosophy, especially in relation of philosophy with theology. Thomas' epistemology and ethics. Different arguments from the existence of God will be examined and separated (the ontological argument, cosmological argument). Also it will be examined applicability of Christian ethics on actual moral questions (bioethics).

Modes of instruction (mark in bold)

Lectures	Seminars and workshops	Exercises	Independent work	Multimedia and the Internet
Distance learning	Consultations	Laboratory work	Tutorials	Field work

Comments:

Selection of the modes of instruction will depend on the number of students who will attend the course, but nevertheless accent will be on independent, tutorial and team work, in which students' interests for detailed analysis will be taken into consideration.

Student requirements

To carry out studying duties it is required from students:

- to actively participate in the lectures, to analyze in details working texts, especially those of Aquinas. As a result of analysis student have to give seminar paper (about 10 pages).

Team work in dealing with tasks will be emphasized depending on the number of students on the course.

Besides these tasks, it is necessary for student to pass an oral exam, during which it is estimated in what degree given tasks are accomplished.

Evaluation and Assessment

Mark in **bold only** the relevant categories and fill in the appropriate number of points for each of the chosen categories so that the sum of the allocated points corresponds to the course credit value. Add new categories, if necessary.

Class attendance 1	Class participation 0.1	Seminar paper 1	Experiment
Written exam	Oral exam 0.9	Essay	Research work
Project work	Continuous assessment	Presentation	Practical work

Comments:

At the beginning of the course it will be agreed with student run and contents of duties. About student's progress and his/her work will be kept a protocol. From student it is expected an active approach toward program which implies his/her continued relation with teacher which



will be accomplished by e-mail and tutorial work. Final mark is a result of student's total efficiency in realization of his/her tasks.

Required literature

Devčić, I. (2003). Bog i filozofija. Zagreb

Gilson, E. (1995). Uvod u kršćansku filozofiju. Zagreb

Davies, B. (1998) Uvod u filozofiju religije. Zagreb

Recommended literature

Augustin, A. (1982). O državi Božjoj. Zagreb

Augustin, A. (1998). O slobodi volje. Zagreb

Akvinski, T. (1990). Izbor iz djela. Zagreb

Devčić, I. (1998). Pred Bogom blizim i dalekim. Zagreb

Zimmermann, S. (1936-37). Filozofija i religija. Zagreb (1., 2. Dio)

Quality assurance of course and/or module

The quality course evaluation is planned to be made by the lecturer herself (at the end of the course students will be asked to estimate the content, the methods leading out, teacher's work and the relationship to students), through the analyses of the realization of the expected outcomes of the course and by evaluations done at the Department or/and Faculty level.



Course code			
Course title	Croatian Philosophy		
General Information			
Program	Graduate Study Programme Physics and Philosophy		Year2
Course status		Core	Elective
Credits and Teaching			
		Winter semester	Summer semester
ETCS credits / student workload	3		
Hours/semester (L+E+S)	20+0+10		
Course objectives			
Objective of the course is to introduce students with the most famous Croatian philosophers and to analyze them, especially Frane Petrić, Ruđer Bošković and Stjepan Zimmermann. After carrying out of studying requirements in the course it is expected from students to: - to know history of Croatian philosophy; - to know philosophy of Petrić, Bošković and S. Zimmermann; - to be able to analyze their most prominent works; - to be able to compare Croatian with world philosophers of that period; - to be able to evaluate Croatian philosophers' contribution to the whole of world philosophical inheritance.			
Correspondence and correlation with the program			
Croatian Philosophy course correspond with History of Philosophy courses as well as with other core or elective courses which parts or topics may be examined in their interdependence.			
Expected outcomes of the course and/or module (development of general and specific competencies, knowledge and skills)			
It is expected that students will acquire the basic notions of Croatian philosophy as well as their role and significance for general philosophy.			
Course content			
I. Studying of older Croatian philosophy; spiritual development of Croats during Medieval Ages until 15 th century. The meaning of contacts with Islamic philosophical inheritance, especially indirect role of Herman Dalmatin. Analysis of Croatian humanistic and renaissance philosophy. Problems of determination and classification of renaissance Platonism and renaissance Aristotelianism (Petrić). 'Utopian complex' in renaissance Platonists (Petrić). Problem of relation between philosophy and theology in older Croatian philosophy. Ruđer Bošković and reception of his natural-scientific ideas, with special accent on his work <i>Theoria philosophiae naturalis</i> . II. Modern Croatian philosophy.			



Possibility of the establishment of Croatian national philosophy.

Detailed analysis of Stjepan Zimmermann's works.

III.

Analysis of Croatian philosophers' contribution to the whole of world philosophical inheritance.

Modes of instruction (mark in bold)

Lectures	Seminars and workshops	Exercises	Independent work	Multimedia and the Internet
Distance learning	Consultations	Laboratory work	Tutorials	Field work

Comments:

Selection of the modes of instruction will depend on the number of students who will attend the course, but nevertheless accent will be on independent, tutorial and team work, in which students' interests for detailed analysis will be taken into consideration. For successful work on accomplishing objectives it is necessary to have approach to Internet and Multimedia, as well as solid knowledge of English.

Student requirements

To carry out studying duties it is required from students:

- to analyze in details selected subject matter. As a result of analysis student have to hand in a seminar paper (about 10 pages).

Besides these tasks, it is necessary for student to pass an oral exam, during which it is estimated in what degree given tasks are accomplished.

Evaluation and Assessment

Mark in **bold only** the relevant categories and fill in the appropriate number of points for each of the chosen categories so that the sum of the allocated points corresponds to the course credit value. Add new categories, if necessary.

Class attendance 1	Class participation 0.1	Seminar paper 1	Experiment
Written exam	Oral exam 0.9	Essay	Research work
Project work	Continuous assessment	Presentation	Practical work

Comments:

At the beginning of the course it will be agreed with student run and contents of duties. About student's progress and his/her work will be kept a protocol. From student it is expected an active approach toward program which implies his/her continued relation with teacher which will be accomplished by e-mail and tutorial work. Final mark is a result of student's total efficiency in realization of his/her tasks.

Required literature

Zenko, F. (1997). (ur.). Starija hrvatska filozofija. Zagreb

Zenko, F. (1995). (ur.). Novija hrvatska filozofija. Zagreb



Zimmermann, S (1936-37). Filozofija i religija. Zagreb (1. I 2. Dio)

Recommended literature

Bošković, R. (1974). Teorija prirodne filozofije. Zagreb.

Petrić, F. (1998). Sretan grad, Zagreb.

Petrić, F. (1979). Nova sveopća filozofija. Zagreb

Zimmermann, S. (1934). Temelji filozofije. Zagreb

Zimmermann, S. (1942). Nauka o spoznaji. Zagreb

Zimmermann, S. (1938). Religija i život. Zagreb

Zimmermann, S. (1943). Kriza kulture. Zagreb

Quality assurance of course and/or module

The quality course evaluation is planned to be made by the lecturer herself (at the end of the course students will be asked to estimate the content, the methods leading out, teacher's work and the relationship to students), through the analyses of the realization of the expected outcomes of the course and by evaluations done at the Department or/and Faculty level.



Course code				
Course title	Dynamic Logic			
General Information				
Program	Graduate Study Programme Physics and Philosophy			Year2
Course status		Core		Elective
Credits and Teaching				
	Winter semester		Summer semester	
ETCS credits / student workload			3	
Hours/semester (L+E+S)			15+0+15	
Course objectives				
To become acquainted with dynamic approach in logic and to provide grounds for application of dynamic approach in the philosophical investigations.				
Correspondence and correlation with the program				
The course presupposes successful mastering of logical module in the previous education. It is closely connected to philosophy of language and to philosophy of mind.				
Expected outcomes of the course and/or module (development of general and specific competencies, knowledge and skills)				
A successful student will be able to define the difference between static and dynamic approach in formal semantics. S/he will be able to apply the dynamic approach in explication of meaning relations between natural language sentences.				
Course content				
[Propositional dynamic logic] Semantics, syntax, completeness, limitations. [Dynamic semantics]] Two-level static-dynamic architecture (modes and projections). «Update semantics». Dynamic predicate logic. Applications: erotetic logic, practical logic. Varieties of consequence relations. [Philosophical implications] Meaning and cognition as activities. Three models for cognitive dynamics (proofs, games and programs).				
Modes of instruction (mark in bold)				
Lectures	Seminars and workshops	Exercises	Independent work	Multimedia and the Internet
Distance learning	Consultations	Laboratory work	Tutorials	Field work
Comments: In the course logic educational software is being extensively used.				
Student requirements				
Class attendance and participation, project report.				



Evaluation and Assessment

Mark in **bold only** the relevant categories and fill in the appropriate number of points for each of the chosen categories so that the sum of the allocated points corresponds to the course credit value. Add new categories, if necessary.

Class attendance	Class participation	Seminar paper	Experiment
Written exam	Oral exam 0.5	Essay	Research work 1.5
Project work 2	Continuous assessment 0.5	Presentation	Practical work

Comments:

Required literature

van Benthem, Johan (1996.) *Exploring Logical Dynamics*. CSLI Publications, Center for study of Language and Information, Stanford, California [chapters: 1-3, 10-13]

Muskens, Reinhard, van Benthem, Johan and Visser, Albert (1997.) Dynamics In: van Benthem, Johan and ter Meulen, Alice (eds.). *Handbook of Logic and Language*. pp. 587-648. Elsevier, Amsterdam / The MIT Press, Cambridge, Massachusetts

Recommended literature

van Eijck, Jan i Stokhof, Martin. The Gamut of Dynamic Logics (in preparation) U: Gabbay, Dov i Woods, John (eds.), *The Handbook of History of Logic. Volume 6. Logic and the Modalities in the Twentieth Century*, Elsevier, Amsterdam

Segerberg, Krister (1993.) *A Concise Introduction to Propositional Dynamic Logic*. Uppsala universitet

Quality assurance of course and/or module

Students' and colleagues' evaluation.



Course code			
Course title	Emotions		
General Information			
Program	Graduate Study Programme Physics and Philosophy		Year 2
Course status	Core	Elective	
Credits and Teaching			
	Winter semester	Summer semester	
ETCS credits / student workload	3		
Hours/semester (L+E+S)	15+0+15		
Course objectives			
<ul style="list-style-type: none">• To introduce in the fundamental issues in the domain of emotions• To develop the capacity to analyze and interpret philosophical papers• To develop critical thinking through analysis of problems in ex cathedra lectures, seminars, debates and work in discussion groups• To develop independent and creative application of acquired knowledge, and to develop the capacity of further research about the problems through individual tutorial work with interested students			
Correspondence and correlation with the program			
The content of course highly correlates courses that are concerned with the problems of cognition and mental phenomena such as Epistemology, Philosophy of mind, Perception, Cognitive science and computer metaphor, A priori cognition, Cognition and logic and Philosophy of language.			
Expected outcomes of the course and/or module (development of general and specific competencies, knowledge and skills)			
<ul style="list-style-type: none">• to develop the skills of analytical and critical thinking about the issues in domain of emotions• to obtain an appropriate level of knowledge about philosophy of emotions• the acquiring of methodologies of scientific and philosophical reasoning• to develop the skills of work on original scientific and philosophical literature• to develop the capacity of confronting opposite approach and to defiance of their own• to develop the awareness of the importance of argumentative discussion			
Course content			
1. Emotions and reason <ul style="list-style-type: none">- Models and function of reason and emotions; division of soul- Traditionally dichotomy in the explanation of emotion (Plato, Aristotle, Epicurus, Lucretius, Ancient skepticism, Stoics, R. Descartes, D. Hume, A. Smith, T. Reid, French moralists etc.), modern theories about emotion (theory of feeling, behaviorism, cognitive theory, theory of evolution, contextual position, etc.)- Emotion and biology; physiology and functioning (chemistry of love, W.			



James theory, systematic approach)

- Emotions, evolution, teleology: from instincts to intentionality
- Emotions and psychology: classification of emotions

2. Rationality of emotion

- Emotion and reason: emotions as irrational capacity, myth about the gap between emotions and reason
- Irreducibility of emotions (emotions and desires; irreducibility of emotions to reason); animal and human emotion
- Objects of emotions (skepticism, objective viewpoint, typology of objects, propositional objects and the role of thoughts)
- Emotions – truth, objectivity and rationality
- Rationality of emotions: R. de Sousa (subjective and objective desires, paradigmatic scenarios, principles of rationality and emotions, etc.)
- Emotions and consciousness

3. The role of emotion in the explanation of behavior

- Social emotions in historical context (shame and social conventions, envy, pride, honor, etc.)
- Emotions and cultural variations; emotions as universal language; the origin of socio-cultural variations
- Emotions and manifestations; emotions, motivations, action
- Emotions and the meaning of life (romanticism, and rational romanticism; passion and the meaning of life; passion and absurd; myth about the passion; moods and happiness
- Personal ideologies
- Emotions and survival (anger and pride, fear, sorrow, self-pity, etc.)

4. Emotions, ethics and esthetics

- Ethics and emotions (emotions and ethical norms; cognitive structure of compassion, empathy, altruism, emotivism, universalization etc; “morally important emotions”; punishment and award)
- Emotions and values
- Emotions and esthetics (music, literature, etc.)
- Love: Stoics about love, Love as contemplative creativity (Platon, B. Spinoza, M. Proust); Christian viewpoint (A. Augustin, Dante); Romantic position (E. Bronte, G. Mahler); Transfiguration of everyday life (J. Joyce)

Modes of instruction (mark in bold)

Lectures	Seminars and workshops	Exercises	Independent work	Multimedia and the Internet
Distance learning	Consultations	Laboratory work	Tutorials	Field work

Comments:

- Teaching strategies depend on the number of students who choose the course and on the previous knowledge about the issue.
- Methodically complex approach, which unifies individual and group work, is



<p>preferred.</p> <ul style="list-style-type: none">• Successful work reacquires computer skills (Internet) and English language competence.			
Student requirements			
<ul style="list-style-type: none">• Regular and active participation on lecture's class and discussion groups (including consultations)• An essay (5-15 pages)• Consultations during the work on the seminar papers• Written and oral exam at the end of course (written exam could be substituted by several seminar papers, essays or short written tests during the semester)• To the most interested students, additional individual work with the supervisor is offered.			
Evaluation and Assessment			
Mark in bold <u>only</u> the relevant categories and fill in the appropriate number of points for each of the chosen categories so that the sum of the allocated points corresponds to the course credit value. Add new categories, if necessary.			
Class attendance 1	Class participation 0.25	Seminar paper 0.36	Experiment
Written exam 1	Oral exam 0.14	Essay	Research work
Project work	Continuous assessment 0.25	Presentation	Practical work
Comments:			
<ul style="list-style-type: none">• Evaluation is based on the continuous assessment of the students' work.• Consultations and successful participation in the discussion groups are the aspects of active participation.• In a case of tutorial work, student's work on the published articles or participation on the (international) conferences is of the highest respect.			
Required literature			
<ul style="list-style-type: none">• DeSousa, R., (1997), <i>The Rationality of Emotion</i>, Cambridge, Mass.: MIT Press• Elster, J., (1999), <i>Alchemies of the Mind</i>, Cambridge, Cambridge University Press• Nussbaum, M.C., (2001), <i>Upheavals of Thought</i>, Cambridge, Cambridge University Press			
Recommended literature			
<ul style="list-style-type: none">• Griffiths, P., (1997) <i>What Emotions Really Are: The Problem of Psychological Categories</i>, Chicago, University of Chicago Press• Rorty, A.O., (ed.), <i>Explaining Emotions</i>, Berkeley, University of California Press, (1980)• Greenspan, P.S., (1988), <i>Emotions and Reasons</i>, London, Routledge• Solomon, R.C., (1993), <i>The Passions</i>, Indianapolis/Cambridge, Hackett Publishing Company• Aristotle, <i>Nicomachean Ethics</i>, Cambridge, Mass: Harvard University Press, 1925• Aristotle, <i>Rhetoric</i>, u J. Barnes, (ed.), <i>The Complete Works of Aristotle</i>, Princeton,			



Princeton University Press, 1984.

- Platon, *Gozba, Fedar, Država*
- Descartes, R., *The Passions of the Soul*, u *The Philosophical Works of Descartes*, New York, Dover, 1931.
- Smtih, A., *The Theory of Moral Sentiments*, Indianapolis, Liberty Fund, 1984.
- Reid, T., *Inquiry and Essays*, R. E. Beanblossom and K. Lehrer (eds.), Hacket Publishing Company, Indianapolis, 1983.
- Hume, D., (1739/1888), *A Treatise of Human Nature*, Oxford, L.A. Selby-Bigge, (ed.), Clarendon Press.
- Fortenbaugh, W.W., (1974), *Aristotle on Emotion*, New York, Barnes & Nobe Books
- Oatley, K., and Jenkins, J.M., (1996), *Understanding Emotions*, Oxford, Blackwell
- Ben-Ze'ev, A., (2000), *The Subtlety of Emotions*, Cambridge, Mass: MIT Press
- Goldie, P., (2000), *The Emotions: A Philosophical Explanation*, Oxford, Oxford University Press
- Damasio, A., (1994), *Descartes' Error: Emotion, Reason and the Human Brain*, New York, Putnam
- Sorabji, R., (2000), *Emotion and Peace of Mind: From Stoic Agitation to Christian Temptation*, Oxford, Oxford University Press
- Stocker, M., & Hegeman, E., (1996), *Valuing Emotions*, Cambridge, Cambridge University Press
- Armon-Jones, C., (1991), *Varieties of Affect*, Toronto, Toronto University Press
- Lycan, W.G., (ed.), *Mind and Cognition*, London, Blackwell, 1999.
- Mandler, G., (1975), *Mind and Emotion*, New York,. John Wiley & Sons, Inc.
- Nussbaum, M.C., (1990), *Love's Knowledge: Essays in Philosophy and Literature*, New York: Oxford University Press
- Nussbaum, M.C., (1994), *The Therapy of Desire*, Princeton, NJ, Princeton University Press
- Frank, R., (1988), *Passions within Reasons: The Strategic Role of the Emotions*, New York, Norton.
- Goleman, D., (1995), *Emotional Intelligence*, New York, Banthem Books

Quality assurance of course and/or module

- Lecturer self-evaluation
- The results in attaining the course objectives
- Official and anonymous evaluation that is accomplished by Philosophy Department and Faculty of Philosophy



Course code					
Course title	Kant on Pure Reason				
General Information					
Program	Graduate Study Programme Physics and Philosophy			Year	2
Course status		Core		Elective	
Credits and Teaching					
			Winter semester	Summer semester	
ETCS credits / student workload				3	
Hours/semester (L+E+S)				15+0+15	
Course objectives					
Introduction to Kant's theoretical philosophy should enable students to understand elements of his critical program. This is also a first step in getting acquainted with German idealism. Finally, Kant's philosophy is probably the best introduction into the debate on a priori knowledge.					
Correspondance and correlation with the program					
Epistemology Ontology					
Expected outcomes of the course and/or module (development of general and specific competencies, knowledge and skills)					
The course develops the competence for understanding of a vast area of philosophy. It also enhances the general competence of critical thinking.					
Course content					
Intuition and concept A priori forms of intuition and the ideal of the a priori. Explanation of apriority as a pattern imposed to outside object. Deduction of categories Principles of pure reason, in particular analogies of experience Paralogisms and Kants philosophy of mind. Contemporary readings of Kant					
Modes of instruction (mark in bold)					
Lectures	Seminars and workshops	Excercises	Independent work	Multimedia and the Internet	
Distance learning	Consultations	Labratory work	Tutorials	Field work	
Comments:					
Student requirements					
Seminar paper					



Evaluation and Assessment

Mark in **bold only** the relevant categories and fill in the appropriate number of points for each of the chosen categories so that the sum of the allocated points corresponds to the course credit value. Add new categories, if necessary.

Class attendance 1	Class participation 1	Seminar paper 1	Experiment
Written exam	Oral exam	Essay	Research work
Project work	Continuous assessment	Presentation	Practical work

Comments:

Required literature

Kant: Prolegomena za svaku buduću metafiziku, Matica Hrvatska, 1984
Odabrana poglavlja iz Kritike čistog uma, Matica Hrvatske, 1990.

Reccomended literature

Guyer, P.: *Cambridge Companion to Kant*, CUP, 1992.

Quality assurance of course and/or module

The quality course evaluation is planned to be made by the lecturer himself (at the end of the course students will be asked to estimate the content, the methods leading out, teacher's work and the relationship to students), through the analyses of the realization of the expected outcomes of the course and by evaluations done at the Department or/and Faculty level.



Course code					
Course title	Mathematical Logic				
General Information					
Program	Graduate Study Programme Physics and Philosophy			Year	2
Course status		Core		Elective	
Credits and Teaching					
			Winter semester	Summer semester	
ETCS credits / student workload			3		
Hours/semester (L+E+S)			15+0+15		
Course objectives					
The objective of the course is to introduce the students to the basic concepts of mathematical logic and their philosophical significance.					
Correspondence and correlation with the program					
The course corresponds with the following courses: Logic 1, Logic 2, Symbolic Logic 1, and Symbolic Logic 2.					
Expected outcomes of the course and/or module (development of general and specific competencies, knowledge and skills)					
It is expected that students will learn and understand the basic notions and results in mathematical logic, as well as reflect on their philosophical significance.					
Course content					
Propositional Logic: The Language. Semantics. Normal Forms. Compactness Theorem. Tests of Validity. Consistency. Natural Deduction.					
First Order Theories: The Language. Interpretations and Models. Normal Forms. The Main Test. Completeness Theorem. Examples of first Order Theories (Peano's Arithmetic, Zermelo-Fraenkel's Set Theory). Limitations.					
Modes of instruction (mark in bold)					
Lectures	Seminars and workshops	Exercises	Independent work	Multimedia and the Internet	
Distance learning	Consultations	Laboratory work	Tutorials	Field work	
Comments:					
Student requirements					
Class attendance is compulsory. The exam is both written and oral.					



Evaluation and Assessment

Mark in **bold only** the relevant categories and fill in the appropriate number of points for each of the chosen categories so that the sum of the allocated points corresponds to the course credit value. Add new categories, if necessary.

Class attendance 0.8	Class participation	Seminar paper 0.2	Experiment
Written exam 1	Oral exam 1	Essay	Research work
Project work	Continuous assessment	Presentation	Practical work

Comments:

Required literature

Vuković, Mladen, 2000, *Matematička logika I*, Sveučilište u Zagrebu, PMF-Matematički odjel, Zagreb.

Recommended literature

- Bell, J.L., and Machover, M., 1977, *A Course in Mathematical Logic*, North-Holland Publishing Company, New York.
- Boolos, G., 1998, *Logic, Logic and Logic*, Harvard University Press, Cambridge.
- Cori, R., and Lascar, D., 2000, *Mathematical Logic: A Course with Exercises, Part I and II*, Oxford University Press, Oxford.
- Fraenkel, A.A., 1966, *Set Theory and Logic*, Addison-Wesley Publishing Company, Massachusetts.
- Mendelson, E., 1964, *Introduction to Mathematical Logic*, D. Van Nostrand Reinhold Company, New York.
- Prijatelj, N., 1994, *Osnove matematične logike I, II in III del*, Društvo matematikov, fizikov in astronomov Slovenije, Ljubljana.
- Robbin, J.W., 1969, *Mathematical Logic*, W.A. Benjamin Inc., New York

Quality assurance of course and/or module

The quality course evaluation is planned to be made by the lecturer herself (at the end of the course students will be asked to estimate the content, the methods leading out, teacher's work and the relationship to students), through the analyses of the realization of the expected outcomes of the course and by evaluations done at the Department or/and Faculty level.



Course code			
Course title	Medieval Philosophy		
General Information			
Program	Graduate Study Programme Physics and Philosophy		Year2
Course status	Core	Elective	
Credits and Teaching			
	Winter semester	Summer semester	
ETCS credits / student workload		3	
Hours/semester (L+E+S)		20+10+0	
Course objectives			
<p>Objective of the course is to introduce students with abstract topics of ancient and medieval ages in the form of meeting of philosophy with Christianity, to give them insight in Hebrew-religious philosophical culture, to introduce them with Christian interpretation of truth and ethics and with the most prominent medieval philosophers: Augustinus and Thomas Aquinas. After carrying out of studying requirements in the course it is expected from students to:</p> <ul style="list-style-type: none">- to know abstract topics of ancient and medieval ages and to be able to compare them;- to know Christian interpretation of truth;- to know Christian ethics of that period;- to be able to analyze texts of the most prominent theologians: Augustinus and Thomas Aquinas;- to be able to evaluate different arguments from the existence of God (ontological and cosmological arguments).			
Correspondence and correlation with the program			
Medieval Philosophy course correspond in the first place with Christian Philosophy course, as well as with other core or elective courses which parts or topics may be examined in their interdependence.			
Expected outcomes of the course and/or module (development of general and specific competencies, knowledge and skills)			
It is expected that students will acquire the basic notions of Christian philosophy as well as their role and significance for general philosophy.			
Course content			
<p>I. Historical survey of development of Christian philosophy, meeting of Christianity with ancient philosophy (especially with Platonism and Aristotelianism), questions considering determination of God, Christian ‘epistemology’ and ethics.</p> <p>II. Special part of the course is dedicated to Aurelius Augustinus (period of patristic) and Thomas Aquinas (period of scholastic), texts of the two philosophers will be intensively analyzed.</p> <p>III. Different arguments from the existence of God (ontological and cosmological arguments) will</p>			



be examined. Closure part presents Christian view of ethics, before all by establishing relation between truth and moral and applicability of Christian ethics on actual moral questions (for example on bioethics).

Modes of instruction (mark in bold)

Lectures	Seminars and workshops	Exercises	Independent work	Multimedia and the Internet
Distance learning	Consultations	Laboratory work	Tutorials	Field work

Comments:

Selection of the modes of instruction will depend on the number of students who will attend the course, but nevertheless accent will be on independent, tutorial and team work, in which students' interests for detailed analysis will be taken into consideration.

Student requirements

To carry out studying duties it is required from students:

- to analyze in details selected subject matter guided by the selected points of comparison. As a result of analysis student have to hand in a seminar paper (about 10 pages).

Team work in dealing with tasks will be emphasized depending on the number of students on the course.

Besides these tasks, it is necessary for student to pass an oral exam, during which it is estimated in what degree given tasks are accomplished.

Evaluation and Assessment

Mark in **bold** only the relevant categories and fill in the appropriate number of points for each of the chosen categories so that the sum of the allocated points corresponds to the course credit value. Add new categories, if necessary.

Class attendance 1	Class participation 0.1	Seminar paper 1	Experiment
Written exam	Oral exam 0.9	Essay	Research work
Project work	Continuous assessment	Presentation	Practical work

Comments:

Required literature

Akvinski, T. (1990). Izbor iz djela. Zagreb

Kušar, S. (1996). (ur.). Srednjovjekovna filozofija. Zagreb

Recommended literature

Augustin, A. (1982). O državi Božjoj. Zagreb

Augustin, A. (1998). O slobodi volje. Zagreb

Quality assurance of course and/or module

The quality course evaluation is planned to be made by the lecturer herself (at the end of the course students will be asked to estimate the content, the methods leading out, teacher's work



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and the relationship to students), through the analyses of the realization of the expected outcomes of the course and by evaluations done at the Department or/and Faculty level.



Course code			
Course title	Moral Reasoning and Moral Reality		
General Information			
Program	Graduate Study Programme Physics and Philosophy		Year 2
Course status	Core	Elective	
Credits and Teaching			
	Winter semester	Summer semester	
ETCS credits / student workload		3	
Hours/semester (L+E+S)		0+0+30	
Course objectives			
The course objective is for students, at an advanced level, to get acquainted with, understand and analyze the basic concepts and problems that are presented in the course <i>Moral reasoning and moral reality</i> .			
Correspondence and correlation with the program			
The course <i>Moral reasoning and moral reality</i> corresponds to the similar contents of other philosophy courses held at other universities. It correlates, first of all, with other elective courses in the field of ethics, as well as the course <i>Ethics</i> . It partly correlates with the courses within the graduate philosophy program, which deal with issues from philosophy of language, ontology, epistemology, and philosophy of mind. It also correlates with certain issues related to <i>Psychology</i> program (study of emotions, cognition, and motivation). Prerequisite is a completed undergraduate course <i>Ethics</i> . If the student completed some other undergraduate program, or attends other graduate program, a teacher will assign the introductory literature for him to read, which will then be discussed in consultations.			
Expected outcomes of the course and/or module (development of general and specific competencies, knowledge and skills)			
After the completion of the requirements assigned in the course, it is expected: - that the students on an advanced level have critical knowledge about the dominant contemporary positions about theoretical questions which are related to morality; -that the students have advanced knowledge about the leading contemporary positions within the discussions about the analysis of moral discourse (the discussion between cognitivism and various forms of non-cognitivism), moral knowledge (the application of coherentist, foundationalist, and contextualist proposal in the field of moral epistemology) and the (non)existence of objective moral facts (intuitionism, naturalism, scepticism, constructivism, relativism); - that the students have the advanced knowledge of moral epistemology and are able to apply its methods in actual moral discussions; -that the students are able to connect and create consistent systems of thought in relation to their developed attitudes concerning aspects of normative ethics, and in overlapping contents of correlative programs.			
Course content			



- **The distinction between cognitivist and non-cognitivist positions**

Semantic analysis of moral discourse on the basis of classic cognitivist and non-cognitivist positions, presented in the light of contemporary authors.

- **Intuitionism**

Contemporary interpretations of intuitionism which revive this position. The special attention will be given to R. Audi and J. Dancy.

- **Emotivism**

The knowledge of classical emotivism from the first decades of the 20th century is presupposed (Ayer, Stevenson), and discussion will deal with contemporary proposals (A. Gibbard), in the light of the distinction between emotivism as a semantical theory and emotivism as the theory of knowledge (J. D'Arms and D. Jacobson).

- **Prescriptivism**

The proposal of R. M. Hare, as a paradigmatic author of the universalist and non-cognitivist position in ethics, is to be critically considered, with respect to contemporary and actual critiques of denying universalism as an approach to the model of moral reasoning, and the critique of the possibility of offering the radical non-cognitivist position.

- **Analogy with secondary properties**

The proposal which establishes the analogy between moral properties and secondary properties, within the framework of naturalistic and normative proposals, is considered. The main authors to be examined are D. Lewis, B. Brower, M. Johnston, J. McDowell, and D. Wiggins.

- **Naturalism**

The naturalistic critiques of moral realism (Harman, Mackie, Timmons) and naturalistic defense of moral realism (in reductionist and non-reductionist form) is presented. The issues from contemporary neoaristotelian naturalism is analyzed. The discussion about analogy between epistemological and moral naturalism is offered as well.

- **Kantian proposals**

Contemporary proposals that stress the importance of rational deliberation in the field of morality, as well as internalist approach to motivation, are examined. The accent is on the contemporary development of Kantian model, in the direction of a strong deductivist program, that is, constructivist program.

- **Foundationalism, coherentism, contextualism**

Classical epistemological methods with their application in the field of morality, first of all, Audi's foundationalism, as well as Daniels' and DePaul's coherentism, are examined. After the presentation of the difficulties of applying these methods, the contextual proposal, which appears as an alternative and supplement to these methods, is to be presented.

Modes of instruction (mark in bold)



Lectures	Seminars and workshops	Exercises	Independent work	Multimedia and the Internet
Distance learning	Consultations	Laboratory work	Tutorials	Field work

Comments:

Student requirements

The students are required to attend class and complete their assignments. They are required to hand in a seminar paper, under the guidance of their teacher. The students are expected to read the assigned literature throughout the course, so they can actively participate in class. The final exam is mandatory.

Evaluation and Assessment

Mark in **bold only** the relevant categories and fill in the appropriate number of points for each of the chosen categories so that the sum of the allocated points corresponds to the course credit value. Add new categories, if necessary.

Class attendance 1	Class participation 0.8	Seminar paper 0.4	Experiment
Written exam	Oral exam 0.5	Essay	Research work
Project work	Continuous assessment 0.3	Presentation	Practical work

Comments:

Required literature

Sinnott-Armstrong, W., Timmons, M. (ed.), *Moral Knowledge? New Readings in Moral Epistemology*, Oxford, Oxford University Press 1996.

Sayre-McCord, G. (ed.), *Essays on Moral Realism*, Cornell University Press, Ithaca 1988.

Recommended literature

Dancy, J., *Ethics without Principles*, Oxford University Press, Oxford 2004.

DePaul, M., Zagzebski, L. (ed.), *Intellectual Virtue. Perspectives from Ethics and Epistemology*, Clarendon Press, Oxford 2003.

Korsgaard, C.M., *Creating the Kingdom of Ends*, Cambridge University Press, Cambridge 1996.

McDowell, J., *Mind, Value and Reality*, Harvard University Press, Cambridge Mass. 1998.

Schafer-Landau, R., *Moral Realism. A Defence*, Oxford University Press, Oxford 2003.

Stratton-Lake, P. (ed.), (2002), *Ethical Intuitionism*, Oxford: Clarendon Press.

A. Gibbard, *Wise Choices, Apt Feelings*, Cambridge Mass., Harvard University Press, 1990.

Timmons, M., *Morality without Foundations*, Oxford, Oxford University Press, 1999.



D. Wiggins, *Needs, Values and Truth*, Oxford, Blackwell, 1987.

Williams, B., *Ethics and the Limits of Philosophy*, Harvard University Press, Cambridge Mass. 1985

Quality assurance of course and/or module

Quality assurance of the course will be focused on student experience and intellectual development. Related to this, the questionnaire is to be made, the purpose of which is: for the students to evaluate the teaching skills, interaction with the students; learn the teaching material; institutional environment. Both the early evaluation (3 to 5 weeks after beginning of the course) and the evaluation at the end of the course is possible. Discussions aimed at pointing out the reasons which led to the creation of certain attitudes toward the course are to be held (group, as well as individual). Head of the course will rely on observations of other teachers, colleagues and experts. The relevant factor for quality assurance and successfulness of the course is going to be the results achieved by the students: grading and evaluating the students' work, which can provide information on possible shortcomings of the course content, or difficulties in understanding some parts of the teaching material; portfolio of each student (monitoring the progress).



Course code			
Course title	Perception		
General Information			
Program	Graduate Study Programme Physics and Philosophy		Year2
Course status	Core	Elective	
Credits and Teaching			
	Winter semester	Summer semester	
ETCS credits / student workload	3		
Hours/semester (L+E+S)	15+0+15		
Course objectives			
<ul style="list-style-type: none">• To introduce in the fundamental issues of the philosophy of perception• To develop the capacity to analyze and interpret philosophical papers• To develop critical thinking through analysis of philosophical problems in ex cathedra lectures, seminars, debates and work in discussion groups• To develop independent and creative application of acquired knowledge, and to develop the capacity of further research about the problems through individual tutorial work with interested students			
Correspondence and correlation with the program			
This course correlates with other courses which are concerned with the problems of cognition and mental phenomena such as Philosophy of mind, Epistemology, Emotions, Cognitive science and computer metaphor, A priori cognition, Truth and existence.			
Expected outcomes of the course and/or module (development of general and specific competencies, knowledge and skills)			
<ul style="list-style-type: none">• to develop the skills of analytical and critical thinking about the issues in the philosophy of perception• to obtain an appropriate level of knowledge in the domains of philosophy of perception• the acquiring of methodologies of scientific and philosophical reasoning• to develop the skills of work on original scientific and philosophical literature• to develop the capacity of confronting opposite approach and to defiance of their own• to develop the awareness of the importance of argumentative discussion			
Course content			
1. <u>Intoduction</u> <ul style="list-style-type: none">- Modes of perception (seeing, objective perception and propositional perception)- Seeing and believing- Perception as a source of knowledge and cognitive capacity- Conceptual and non-conceptual perceptive content- Naturalist and phenomenological approach to perception			



- Direct realism and perception: indirect realism – theory of sense-data; adverbial theory of perception, anti-realism and perception
- Orthodox and heterodox approach to visual perception

2. Ecological approach to visual perception

- Early stimulus theory of J.J. Gibson and transformation in ecological theory
- The concept of «afordances» and perception of instrumental and functional qualities of environment
- Representational and anti – representational theories about visual perception
- Ecological theory of perception and direct realism

3. Constructivist theory of perception

- Cognitive theory of perception (R.L.Gregory, I. Rock)
- Modular theory of perception (J. Fodor, D. Marr)
- Illusions and theories of perception
- Perception and cognition (encapsulation thesis, J. Fodor, Z. Pylyshyn)
- Constructivist theory of perception and anti-realism

4. Dual aspect theory of visual perception

- Dorsal and ventral system or «where» system and «what» system (L. Vaina, J. Norman, P. Jacob and M. Jannerod)
- Empirical foundation in favor of dual aspect theory
- Dual aspect theory and traditional approaches to visual perception (ecological and constructivist theories)
- Epistemological consequences of dual-aspect theory

5. Theories of perception and realism – anti-realism dilemma

- Theses of realism; realism and relativism (R. Fumerton)
- Anti-realist's challenge; idealism
- Instrumentalism and relativism
- Skeptical challenges

6. Perception and action

- Critique of traditional approach (S. Hurley)
- Active approach (H.R. Maturana, F.J. Varela)
- Animate vision (D.H. Ballard)
- Sensiomotor account of vision (J.K. O'Reagan, A. Noe)

Modes of instruction (mark in bold)

Lectures	Seminars and workshops	Exercises	Independent work	Multimedia and the Internet
Distance learning	Consultations	Laboratory work	Tutorials	Field work

Comments:

Teaching strategies depend on the number of students who choose the course and on the previous knowledge about the issue. Methodically complex approach, which unifies individual and group work, is preferred. Successful work reacquires computer skills (Internet) and English language competence.

Student requirements



- Regular and active participation on lecture's class and discussion groups (including consultations)
- An essay (5-15 pages)
- Consultations during the work on the seminar papers
- Written and oral exam at the end of course (written exam could be substituted by several seminar papers, essays or short written tests during the semester)
- To the most interested students, additional individual work with the supervisor is offered.

Evaluation and Assessment

Mark in **bold only** the relevant categories and fill in the appropriate number of points for each of the chosen categories so that the sum of the allocated points corresponds to the course credit value. Add new categories, if necessary.

Class attendance 1	Class participation 0.25	Seminar paper 0.36	Experiment
Written exam 1	Oral exam 0.14	Essay	Research work
Project work	Continuous assessment 0.25	Presentation	Practical work

Comments:

- Evaluation based on the continuous assessment of the students' work
- Consultations and successful participation in the discussion groups are the aspects of active participation
- In a case of tutorial work, student's work on the published articles or participation on the (international) conferences is of the highest respect

Required literature

- Prijić, S., *Oko i svijet*, Rijeka, HKD, 1995.
- Noe, A., and Thompson, E. (ed.), (2002), *Vision and Mind: Selected Writings in the Philosophy of Perception*, Cambridge: MA, MIT Press. Hillsdale
- Norman, J., (2002), "Two visual systems and two theories of perception: An Attempt to reconcile the constructivist and ecological approaches", *Behavioural and Brain Sciences*, 25:1, 73-96
- Pylyshyn, Z., (1999), "Is vision continuous with cognition? The Case for cognitive impenetrability of visual perception", *Behavioural and Brain Sciences*, 22, 341-423

Recommended literature

- Crane, T., ed. (1992), *The Contents of Experience: Essays on Perception*, Cambridge, Cambridge University Press.
- Hurley, S.L. (2001), "Perception and Action: Alternative Views, *Synthese*, 129, p. 3-40
- Alston, W., (1999), "Perceptual knowledge", in J. Greco & E. Sosa (eds.), *Epistemology*, Oxford, Blackwell.
- Gibson, J.J., (1979), *The Ecological Approach to Visual Perception*, Boston, Houghton Mifflin
- Gregory, R.L. (1977), *The Intelligent Eye*, London, Weidenfeld and Nicolson.
- Rock I. (1984), *Perception*, New York, Scientific American Books.



- Fodor, J., (1984), "Observation Reconsidered", *Philosophy of Science*, 51
- J. Greco & E. Sosa (ed.), *Epistemology*, Oxford, Blackwell.
- Devitt, M., (1984), *Realism and Truth*, Oxford, Blackwell.
- Epstein, W., (1982), "Percept-percept couplings" *Perception*, 11(1), 75-83
- Gibson, J.J., (1982), *Reasons for Realism*, New Jersey, Lawrence Erlbaum Associates,
- Ballard, D.H., (1991), "Animate Vision", *Artificial Intelligence* 48, 57-86
- Crane, T., (2001), *Elements of Mind*, Oxford, Oxford University Press.
- Mace, W.M., (2002), "The Primacy of ecological realism", *Brain and Behavioural Sciences*, 25:1
- Marr, D., (1982), *Vision*, San Francisco, Freeman.
- Jacob, P., I Jeannerod, M., (2003), *Ways of seeing*, Oxford, Oxford University Press.
- Lanier Anderson, R., (1998), "Truth and Objectivity in Perspectivism", *Synthese*, No. 115
- Maturana, H.R. & Varela, F.J. (1987), *The Tree of Knowledge: The Biological Roots of Human Understanding*. Boston: Shambala/New Sciences Library
- Milner, D.A. & M.A. Goodale: *The Visual Brain in Action*, Oxford, Oxford University Press.
- Noe, A., (2001), "Experience and the Active Mind", *Synthesis*, 129; pp. 41-66.
- Michaels, C.F. & Carello, C., (1981), *Direct Perception*, New Jersey, Prentice - Hall, Englewood Cliffs.
- O'Regan, J.K. & Noe, A. (2001), "A Sensiomotor account of vision and visual consciousness", *Behavioural and Brain Sciences*, 24 (5)
- Rock, I., (1983), *The Logic of Perception*, MIT Press, A Bradford Books.
- Williams, M., (2001), *Problems of knowledge*, Oxford, Oxford University Press
- Clark, A., (1994), "Contemporary Problems in the Philosophy of Perception", *American Journal of Psychology*, 107 (4).
- Putnam, H. (1981), *Reason, Truth and History*, Cambridge, Cambridge University Press.
- Putnam H., (1987), *The Many Faces of Realism*, Open Court, LaSalle, Il.
- Putnam, H., (1990), *Realism with the Human Face*, Cambridge, MA, Harvard University Press.
- Churchland, P.M., "Perceptual Plasticity and Theoretical Neutrality, A Reply to Fodor", *Philosophy of Science*, 55, 1988.
- Descartes, R., *Meditacije o prvoj filozofiji*, u Husserl, E., *Kartezijanske meditacije*, Izvori i tokovi, Zagreb, 1975.
- Fodor, J., and Phylyshin, Z.W., «How Direct is Visual Perception?: Some Reflections on Gibson's Ecological Approach", *Cognition*, 1981.
- Fodor, J., *Modularity of Mind*, MIT Press, 1983,
- Fodor, J., "Observation Reconsidered", *Philosophy of Science*, 51, 1984
- Fodor, J., "A Reply to Churchland's "Perceptual Plasticity and Theoretical Neutrality"", in *Theory of Content*, MIT Press, 1991.
- Fumerton, R.A., *Metaphysical and Epistemological Problems of Perception*, University of Nebraska Press, London, 1985,
- Gibson, J.J., *Visual World*, The Riverside Press, Cambridge, Massachusetts 1950.
- Gibson, J.J., "The Theory of Affordances", in Shaw, R.E., i Bransford, J. (ed.), *Perceiving, Acting and Knowing*, Lawrence Erlbaum Associates, Hillsdale, New Jersey, 1977.



- Gregory, R.L., *Eye and Brain*, Weidenfeld and Nicolson, London, 1977.
- Humphreys, G.W., i RIDDICH, M.J., *To See But Not To See, A Case Study of Visual Agnosia*, Lawrence Erlbaum Associates, London 1989.
- Kant, I., *Kritika čistog uma*, Matica Hrvatske Zagreb, 1984.
- Mišćević, N., "Information, Theory and Observation", *Acta Analytica*, Vol. 8, 1992.
- Reichenbach, H., *Experience and Prediction*, The University of Chicago Press, Chicago, Midway Reprint, 1976.
- Robinson, J.O. *The Psychology of Visual Illusion*, Hutchinson University Library, London, 1972.
- Rock, I., *An Introduction to Perception*, Macmillan New York, 1975
- Rock, I., *The Logic of Perception*, A Bradford Book, MIT Press, Cambridge, 1983
- Shaw, R., i Bransford, J., *Perceiving, Acting and Knowing*, Lawrence Erlbaum Associates, Hillsdale, New Jersey, 1977.
- Stich, S., *Fragmentation of Reason*, MIT Press, 1990.
- Turvey, M.T., Shaw, R.E. Reed, E.S., Mace, W.M., "Ecological Laws of Perceiving and Acting: In Reply to Fodor and Pylyshyn", *Cognition*, 1981
- Ullman, S., "Against Direct Perception", *The Behavioral and Brain Sciences*, No. 3, 1980.
- Vaina, L., " 'What' and 'Where' in the Human Visual System: Two Hierarchies of Visual Modules", *Synthese*, 83, 1991.

Quality assurance of course and/or module

- Lecturer self-evaluation
- The results in attaining the course objectives
- Official and anonymous evaluation that is accomplished by Philosophy Department and Faculty of Philosophy



Course code			
Course title	Philosophical Anthropology		
General Information			
Program	Graduate Study Programme Physics and Philosophy		Year 2
Course status	Core	Elective	
Credits and Teaching			
	Winter semester	Summer semester	
ETCS credits / student workload		3	
Hours/semester (L+E+S)		15 + 0 + 15	
Course objectives			
The basic aim of this course is to introduce undergraduate students to a specific philosophical research tradition on the issue of human nature. In particular, the course will try to show how the traditional philosophical anthropology can gain an interesting new meaning when re-examined on the basis of recent empirical findings in the biological, and some social sciences.			
Correspondence and correlation with the program			
The course program establishes correspondence, and correlation with the following philosophy courses: Introduction to Philosophy, Philosophy of Science: Darwinism, Molecular Biology, and Medicine, Moral Philosophy, Moral Anthropology, Philosophy of Christianity.			
Expected outcomes of the course and/or module (development of general and specific competencies, knowledge and skills)			
1) improving the ability to understand, and to employ different approaches to the issue of human nature; 2) raising up the quality of student's research leading to her seminar paper.			
Course content			
The role of philosophical anthropology with respect to other philosophical research fields, such as moral philosophy, philosophy of psychology, philosophy of politics, epistemology, and philosophy of biology. The specific character of philosophical analysis of the human nature issue. A new perspective arising for the traditional philosophical anthropology in the light of certain findings in genetics, evolutionary theory, psychology, and cultural anthropology.			
The notion of the human nature, and different proposals that have been given in philosophical anthropology to frame the issue in question: the human nature as a <i>mikrokosmos</i> , <i>zoon logon echon</i> , <i>zoon politikon</i> , <i>animal rationale</i> , <i>homo oeconomicus</i> , <i>homo sociologicus</i> . Attempts to define the human nature referring to the following general distinctions: selfishness – unselfishness, rational - irrational. Anti-essentialism of the Darwinian theory of evolution, and the crisis of the traditional philosophical anthropology. Difficulties of biological reductionism, and an alternative approach to the naturalization of the human nature issue.			
Modes of instruction (mark in bold)			



Lectures	Seminars and workshops	Exercises	Independent work	Multimedia and the Internet
Distance learning	Consultations	Laboratory work	Tutorials	Field work

Comments. The classes are thought by an instructor at the level of assistant professor, or higher, in the humanities, the research field of philosophy.

Student requirements

It is expected from the student to attend regularly the classes, to work out a seminar paper, which will be delivered orally and, after that, submitted to the instructor. At the end, the student has a final, oral exam.

Evaluation and Assessment

Mark in **bold only** the relevant categories and fill in the appropriate number of points for each of the chosen categories so that the sum of the allocated points corresponds to the course credit value. Add new categories, if necessary.

Class attendance 0.75	Class participation 0.25	Seminar paper 1	Experiment
Written exam	Oral exam 0.50	Essay	Research work
Project work	Continuous assessment 0.50	Presentation	Practical work

Comments. Apart from the score obtained at the final oral exam, the overall exam score depends on the results obtained during continuous written assessments. Nevertheless, to a largest extent, the overall score depends on the quality of the seminar paper.

Required literature

Dupre', John (2001), *Human Nature and the Limits of Science*, Oxford University Press, Oxford;
 Gehlen, Arnold (1990), *Čovjek: njegova priroda i njegov položaj u svijetu*, translated in Croatian, Veselin Masleša-Svjetlost, Sarajevo;
 Scheler, Max (1987), *Položaj čovjeka u kozmosu*, translated in Croatian, Veselin Masleša-Svjetlost, Sarajevo;
 Taylor, Charles (1989), *Sources of the Self: The Making of the Modern Identity*, Cambridge University Press, Cambridge;

Recommended literature

Burger, Hotimir (1993), *Filozofska antropologija*, Naprijed, Zagreb;
 Golomb, Jacob (1995), *In Search of Authenticity: From Kierkegaard to Camus*, Routledge and Kegan Paul, London;
 Heidegger, Martin (1984), *Bitak i vrijeme*, translated in Croatian, Naprijed, Zagreb;
 Hook, Sidney (1974), *Pragmatism and the Tragic Sense of Life*, Basic Books, New York;
 Schacht, Richard (1984), *Classical Modern Philosophers: Descartes to Kant*, Routledge and Kegan Paul, London;



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ID. (ed.) (forthcoming), *On Human Nature: Reading in Philosophical Anthropology*, Prentice Hall, New York;

Skledar, Nikola (1988), *Čovjek i transcendencija. Antropologijski i socijalno-filozofijski ogledi*, Biblioteka Filozofska istraživanja, Zagreb.

[NB: during the classes, it will be distributed additional references for the student's research leading to the corresponding seminar paper; the references proposed will be especially concerned with a most recent scholarship in the field in question.]

Quality assurance of course and/or module

In the first part of the course, and at the end, the student's opinion on the quality of information obtained will be assessed by anonymous surveys.



Course code					
Course title	Philosophical Problems of Science				
General Information					
Program	Graduate Study Programme Physics and Philosophy			Year	2
Course status		Core		Elective	
Credits and Teaching					
			Winter semester	Summer semester	
ETCS credits / student workload				3	
Hours/semester (L+E+S)				15+0+15	
Course objectives					
The aim of the course is to acquaint student with several important philosophical problems of science and enable him/her for independent work in the field, the demarcation between science and pseudoscience; testing scientific theories; model of scientific explanation; social influence on the science.					
Correspondence and correlation with the program					
This course is natural extension of the course Philosophy of Science and primarily is correlated with programs of the theoretical courses, for instance, Epistemology, Logical Positivism and Metaphysics.					
Expected outcomes of the course and/or module (development of general and specific competencies, knowledge and skills)					
Students should achieve good understanding of several basic problems and positions in the Philosophy of Science and especially philosophical problems related to the Advancement of Science.					
Course content					
<u>Falsificationism and the Problem of Demarcation</u> : exact difference between science and pseudo-science; Popper's criterion of falsification; Duhem-Quine's argument; Lakatos' sophisticated falsificationism. (Karl Popper: "Science: Conjectures and Refutations"; Hilary Putnam: "The 'Corroboration' of Theories")					
<u>Structure of Scientific Explanation</u> : Hempel's nomological-deductive model and its critics; causal and teleological explanation; explanation in social sciences. (Carl Hempel & Paul Oppenheim: "Studies in the Logic of Explanation"; Wesley Salmon: "Why Ask, "Why"? An Inquiry Concerning Scientific Explanation")					
<u>Objectivity of Observation</u> : role and nature of observation in science and knowledge in general; is observation independent of accepted theory, expectation and knowledge? (Norwood Russell Hanson: "Observation"; Thomas Kuhn: "Priroda i nužnost znanstvenih revolucija")					
<u>Bayesian approach to science</u> : the relationship between hypothesis and evidence; the degree of confirmation; interpretation of some important episodes from the history of science. (Colin Howson & Peter Urbach: "Scientific Reasoning The Bayesian Approach"; A.F. Chalmers: "The Bayesian Approach")					
<u>Space and Geometry</u> : discussion on the nature of space and time; absolute and relative					



understanding; non-Euclidean geometries, conventionalism.

(Henri Poincaré: "O prirodi aksioma"; Hans Reichenbach: "Priroda geometrije")

Sociology of Knowledge: strong program in the sociology of science, social conditions of science, causes and reasons, rational and irrational. (David Bloor: "Strogi program sociologije spoznaje"; Larry Laudan: "Pseudo-znanost u znanosti?")

Modes of instruction (mark in bold)

Lectures	Seminars and workshops	Exercises	Independent work	Multimedia and the Internet
Distance learning	Consultations	Laboratory work	Tutorials	Field work

Comments:

Student requirements

Student should attain classes and seminars, write a paper and present it, pass the oral exam.

Evaluation and Assessment

Mark in **bold** only the relevant categories and fill in the appropriate number of points for each of the chosen categories so that the sum of the allocated points corresponds to the course credit value. Add new categories, if necessary.

Class attendance 1	Class participation 0.1	Seminar paper 0.9	Experiment
Written exam	Oral exam 0.9	Essay	Research work
Project work	Continuous assessment	Presentation 0.1	Practical work

Comments:

Required literature

- Karl Popper: *Conjectures and Refutations - The Growth of Scientific Knowledge*, Routledge, 1989. (selection)
- Janet Kourany: *Scientific Knowledge – Basic Issues in the Philosophy of Science*, Wadsworth, 1987. (selection)
- Newton-Smith, W.H. *The Rationality of Science*, London, Routledge, (1981 (1990)) (selection)
- Laudan, Larry : *Progres and its Problems*, Berkeley, University of California Press, 1978. (selection)

Recommended literature

(These articles are available in the Copy office of the Faculty.)

- Karl Popper: "Science: Conjectures and Refutations", lecture from 1953, reprinted in *Conjectures and Refutations - The Growth of Scientific Knowledge*, Routledge, 1989. (1963)
- Hilary Putnam: "The 'Corroboration' of Theories", in P.S. Schlipp (ed) *The Philosophy of Karl Popper*, Open Court, 1974; and in Honderich i Burnyeat (ed) *Philosophy as It Is*, Penguin Books, 1979.
- Carl Hempel & Paul Oppenheim: "Studies in the Logic of Explanation", *Philosophy of Science*, Vol.15, 1948, reprinted in Janet Kourany (ed) *Scientific Knowledge – Basic Issues in the Philosophy of Science*, Wadsworth, 1987.



- Wesley Salmon: "Why Ask, "Why?"? An Inquiry Concerning Scientific Explanation", *Proceedings and Addresses of the American Philosophical Association*, Vol.51, 1978, in Janet Kourany (ed) *Scientific Knowledge – Basic Issues in the Philosophy of Science*, Wadsworth, 1987.
- Norwood Russell Hanson: "Observation", Chapter I of *Patterns of Discovery*, Cambridge University Press, 1958.
- Thomas Kuhn: "Priroda i nužnost znanstvenih revolucija", Chapter IX of *Struktura znanstvenih revolucija*, Jesenski i Turk, Zagreb, 2002. (*The Structure of Scientific Revolutions*, University of Chicago Press, 1962.)
- Colin Howson & Peter Urbach: "Scientific Reasoning The Bayesian Approach", Chapter 4 of *Scientific Reasoning - The Bayesian Approach*, Open Court, 1989.
- A.F. Chalmers: "The Bayesian Approach", Chapter 12. of *What is this thing called Science?*, Open University Press, 1999. (1978.)
- David Bloor: "Strogi program sociologije spoznaje", from Darko Polšek *Sociologija znanstvene spoznaje – "Strogi program" i "Edinburška škola"*, HKD, Rijeka, 1995.
- Larry Laudan: "Pseudo-znanost u znanosti?" from Darko Polšek (ed) *Sociologija znanstvene spoznaje – "Strogi program" i "Edinburška škola"*, HKD, Rijeka, 1995.

Quality assurance of course and/or module

At the end of the course students shall anonymously write their comments on the course.



Course code			
Course title	Philosophy of History		
General Information			
Program	Graduate Study Programme Physics and Philosophy		Year 2
Course status	Core	Elective	
Credits and Teaching			
	Winter semester	Summer semester	
ETCS credits / student workload		3	
Hours/semester (L+E+S)		15+0+15	
Course objectives			
Leading students towards autonomous research and inter-disciplinary approach in the framework of the problems of understanding history.			
Correspondence and correlation with the program			
theoretical and practical philosophy			
Expected outcomes of the course and/or module (development of general and specific competencies, knowledge and skills)			
The concept of history (the difference between history and historiography and other terminological distinctions). The genealogy of philosophical reflections on history. Theory of cycles and of progress. Minerva’s owl. Antithesis and antinomy in history. The past- our time- modernity. Transcendence, immanence, secularization. The relation between the philosophy of history, philosophy as a whole and social/ humanistic sciences.			
Course content			
The notion of History (difference between Historie and Geschichte, Res gestae and Historia rerum gestarum, terminological controversies). The beginning of philosophical thought and the philosophy of history. Cyclical and progressive theory of history. Difference between philosophy of history and historical thought. Past and future. The end of history. The question: is Historia really Magistra vitae? Theology and Utopia. Transcendence, immanence and secularization. Philosophy of history and historical sciences. The relationship between philosophy of history and the philosophy as whole and the social sciences.			
Modes of instruction (mark in bold)			



Lectures	Seminars and workshops	Exercises	Independent work	Multimedia and the Internet
Distance learning	Consultations	Laboratory work	Tutorials	Field work
Comments:				
Student requirements				
Attendance is compulsory. Seminar papers have to be presented. The final exam is oral.				
Evaluation and Assessment				
Mark in bold <u>only</u> the relevant categories and fill in the appropriate number of points for each of the chosen categories so that the sum of the allocated points corresponds to the course credit value. Add new categories, if necessary.				
Class attendance 0.5	Class participation 0.5	Seminar paper 1	Experiment	
Written exam	Oral exam 1	Essay	Research work	
Project work	Continuous assessment	Presentation	Practical work	
Comments:				
Required literature				
<p>Aurelije Augustin, Država Božja, Kršćanska sadašnjost, Zagreb 1982.</p> <p>Vico, Načela nove znanosti, Naprijed, Zagreb 1983.</p> <p>Kant, Um i sloboda, Ideje, Beograd, 1973.</p> <p>Hegel, Filozofija povijesti, Naprijed, Zagreb 1966.</p> <p>Condorcet, Nacrt povijesnog prikaza napretka ljudskog duha, Politička kultura, zagreb 2001.</p> <p>Comte, Kurs pozitivne filozofije, Kultura, Beograd 1962.</p> <p>Marx/Engels, Rani radovi, Naprijed, Zagreb 1985.</p> <p>Popper, Otvoreno društvo i njegovi neprijatelji, KruZak, Zagreb 2003.</p> <p>Popper, Bijeda historicizma, KruZak, Zagreb 1996.</p> <p>Makanec, Uvod u filozofiju povijesti, Hrvatska sveučilišna naklada, Zagreb 1993.</p> <p>Bloch, Duh utopije, BIGZ, Beograd 1982.</p> <p>Sutlić, Uvod u povijesno mišljenje, Demetra, Zagreb 1994.</p> <p>Kangrga, Praksa-vrijeme-svijet, Naprijed, Zagreb 1989.</p> <p>Vranicki, Filozofija historije I-II, Golden Marketing-Tehnička knjiga, Zagreb 2002.</p> <p>(the student choses three books from the list above, at teacher's approval)</p>				
Recommended literature				
Other books from the above list.				



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Quality assurance of course and/or module
Students' evaluations, publication of the best students' seminar papers.



Course code			
Course title	Philosophy of Language		
General Information			
Program	Graduate Study Programme Physics and Philosophy		Year2
Course status	Core	Elective	
Credits and Teaching			
	Winter semester	Summer semester	
ETCS credits / student workload	3		
Hours/semester (L+E+S)	15+0+15		
Course objectives			
Introduce students to the fundamentals of contemporary philosophy of language.			
Correspondance and correlation with the program			
The program corresponds with following courses: philosophy of mind, a priori knowledge.			
Expected outcomes of the course and/or module (development of general and specific competencies, knowledge and skills)			
Developing methodological competences, necessary for <ul style="list-style-type: none">a) understanding contemporary philosophical debateb) general critical reasoning abilitiesc) capacities linked to analysis and understanding of discourse in general			
Course content			
<p>Topics:</p> <p>The primary function of language is to enable speakers to convey the content of their thoughts to hearers.</p> <p>Knowledge of language: Chomsky and the nativism debate</p> <p>Relation between thought and language</p> <p>the nature of the thoughts that underlie language use and the nature of their contents</p> <p>"What makes it the case that a particular thought has a particular content?"</p> <p>Mental content. Is it in the head? Twin Earth thought experiment suggests that what a subject believes is not wholly determined by the internal state of the believer. Nevertheless, the cognitive similarities between Oscar and his twin are striking. Is there some wholly internal aspect of content that they share?</p> <p>Proper names and theories of names (J. S. Mill, connotation and denotation Gottlob Frege, Saul Kripke) In thinking that Hesperus is Hesperus, I think about the same objects as in thinking that Hesperus is Phosphorus. But the first thought is trivial and the second is not. The contingent a priori.. How can one have a priori knowledge of a contingent?</p> <p>Compositionality, deflationism and conceptual role semantics.</p>			



Modes of instruction (mark in bold)				
Lectures	Seminars and workshops	Excercises	Independent work	Multimedia and the Internet
Distance learning	Consultations	Labratory work	Tutorials	Field work
Comments:				
Student requirements				
<ul style="list-style-type: none"> ➤ Active participation at lectures ➤ An essay (around 10.000 characters). ➤ Regular consultations during the work on essays. ➤ Oral exam at the end of course 				
Evaluation and Assessment				
Mark in bold only the relevant categories and fill in the appropriate number of points for each of the chosen categories so that the sum of the allocated points corresponds to the course credit value. Add new categories, if necessary.				
Class attendance 1	Class participation 0.5	Seminar paper 0.5	Experiment	
Written exam	Oral exam 1	Essay	Research work	
Project work	Continuous assessment	Presentation	Practical work	
Comments:				
Required literature				
Devitt i Sterelny: Jezik i stvarnost, Kruzak, 2002. Mišćević-Potrč: Kontekst i značenje, ICR, 1987. Mišćević: Filozofija jezika, Jesenski i Turk, 2003.				
Reccomended literature				
Quine: Riječ i predmet, Kruzak, 1999. Davidson: Ogledi o istini i interpretaciji, Demetra, 2000. Kripke: Imenovanje i nužnost, Kruzak, 1997. Wittgenstein: Filozofijska istraživanja, Nakladni zavod Globus, 1999.				
Quality assurance of course and/or module				
The quality course evaluation is planned to be made by the lecturer himself (at the end of the course students will be asked to estimate the content, the methods leading out, teacher's work and the relationship to students), through the analyses of the realization of the expected outcomes of the course and by evaluations done at the Department or/and Faculty level				



Course code			
Course title	Philosophy of Logic		
General Information			
Program	Graduate Study Programme Physics and Philosophy		Year 2
Course status		Core	Elective
Credits and Teaching			
		Winter semester	Summer semester
ETCS credits / student workload			3
Hours/semester (L+E+S)			15+0+15
Course objectives			
<p>In this course students will be acquainted with the topic established as a field of meeting the philosophy with logic, or more accurately, with the problems logic challenges to philosophy. The basic knowledge of the classical first order logic and the knowledge of the elements of the philosophy of language and the theory of meaning is required. The main objective of the course is to make students familiar with problems occurring in the classical, extended and non-standard logic, as well as present them the recent discussions in the philosophy of logic.</p>			
Correspondence and correlation with the program			
The course Philosophy of Logic corresponds with the courses: Symbolic Logic 1, Symbolic Logic 2, Philosophy of Mathematics, and Philosophy of Language.			
Expected outcomes of the course and/or module (development of general and specific competencies, knowledge and skills)			
<p>It is expected that students develop:</p> <ul style="list-style-type: none">- insights in the issues of the ‘Philosophy of Logic’ as well as in the issues and discussions that occur in recent theories.- ability to use recent literature.- competence and skills required for argumentative discussion.- competence for critical thinking.- ability to argue with opposite views.			
Course content			
<ul style="list-style-type: none">- <i>Language of logic</i>- Determining the concept of logical systems and the relation between formal systems and logics. Which formal systems might be regarded as logic?- Judging the argument. Validity as the criterion for judging the argument.- Concept of logical connective. The completeness of functions, characteristic matrix and decidability for many-valued systems. Meaning and interpretation of connectives.- Quantification and ontology. The problem of ontological obligation.- Proper names and singular terms. Names as descriptions. Frege vs. Russell.- Sentences, utterances, propositions.- <i>The problems of semantics</i>			



- Classical truth theories (Correspondence, coherence and pragmatic theory)
- Davidson's formulation of Tarski's theory.
- 'Redundance' theories.
- Recent discussions: Horwich vs. Field.
- Modal logic semantics and its problems.
- Many-valued logics.
- *Classical logic and justification of 'non-classical logics'.*

Modes of instruction (mark in bold)

Lectures	Seminars and workshops	Exercises	Independent work	Multimedia and the Internet
Distance learning	Consultations	Laboratory work	Tutorials	Field work

Comments:

Student requirements

Writing and presenting a seminar paper as well as the final (written) exam.

Evaluation and Assessment

Mark in **bold** only the relevant categories and fill in the appropriate number of points for each of the chosen categories so that the sum of the allocated points corresponds to the course credit value. Add new categories, if necessary.

Class attendance 1	Class participation 0.5	Seminar paper 0.5	Experiment
Written exam 1	Oral exam	Essay	Research work
Project work	Continuous assessment	Presentation	Practical work

Comments:

Required literature

Davidson, D. 2000. Istraživanja o istini i interpretaciji, Demetra, Zagreb.
Haack, S. 2005. Filozofija logika, Biblioteka Skopus, Zagreb.
Horwich, P. 1998. Truth, Oxford, Clarendon Press.
Field, H. 2001. Truth and the Absence of Fact, Oxford, Clarendon Press.
Frege, G. 1995, Osnove aritmetike, Kruzak, Zagreb.

Recommended literature

Belnap, N.D., 1961. *Tonk, Plonk, and Plink*, U: Strawson (1967).
Carnap, R., 1937. The Logical Syntax of Language, Kegan Paul.
Dummett, M. 1959. Truth and Other Enigmas, London, Duckworth.



Evans, G. *The Varieties of Reference*, Oxford University Press.
Hacking, I., 1979. *What is Logic?*, *Journal of Philosophy* 76.
Hintikka, J., 1969, *Models for modalities*, Reidel.
Katz, J. 1972. *Semantic Theory*, New York, Harper & Row.
Lewis, D., 1973. *Counterfactuals*, Blackwell.
Prior, A., 1960. *The runabout inference ticket*, *Analysis* 21.
Putnam, H., 1971, *Philosophy of Logic*, Harper Torchbooks.
Stalnaker, R. 1984. *Inquiry*, Cambridge, Mass. MIT Press.
Strawson, P., 1967. *Philosophical Logic*, Oxford University Press.
Wright, C. 1992. *Truth and Objectivity*, Cambridge, Mass. MIT Press.
Nagel, E., i Newman, J.R., 2001. *Gödelov dokaz*, Kruzak, Zagreb.
Plantinga, A. 1974. *The Nature of Necessity*, Oxford University Press.

Quality assurance of course and/or module

The quality course evaluation is planned to be made by the lecturer herself (at the end of the course students will be asked to estimate the content, the methods leading out, teacher's work and the relationship to students), through the analyses of the realization of the expected outcomes of the course and by evaluations done at the Department or/and Faculty level.



Course code				
Course title	Philosophy of Mathematics			
General Information				
Program	Graduate Study Programme Physics and Philosophy			Year 2
Course status		Core		Elective
Credits and Teaching				
			Winter semester	Summer semester
ETCS credits / student workload			3	
Hours/semester (L+E+S)			15+0+15	
Course objectives				
The objective of the course Philosophy of Mathematics is to introduce the students to its basic concepts.				
Correspondence and correlation with the program				
The course Philosophy of Mathematics corresponds with the following undergraduate courses: Logic2, Symbolic logic 1, Symbolic logic 2 as well as Philosophy of Science, Epistemology and Ontology.				
Expected outcomes of the course and/or module (development of general and specific competencies, knowledge and skills)				
It is expected that students will learn and understand the basic problems that philosophy of mathematics concentrates on, as well as how they are linked not just to the standard mathematical practice but also to the main epistemological and ontological problems in philosophy.				
Course content				
Semantical, epistemological and ontological questions in the philosophy of mathematics:				
<div>- Realism vs. Anti-realism.</div> <div>- Realism: Platonism, Modal Realism and “Faint-of-heart” Realism.</div> <div>- Anti-realism: Intuitionism, Nominalism, Formalism.</div>				
The importance of the philosophical theories in philosophy of mathematics and their influence on the mathematical practice:				
<div>- Some Historical Examples: The “Elements”, Gödel’s theorems, the Concept of Infinity ecc.</div> <div>- Intuinionistic Mathematics and Logic.</div>				
Modes of instruction (mark in bold)				
Lectures	Seminars and workshops	Exercises	Independent work	Multimedia and the Internet
Distance learning	Consultations	Laboratory work	Tutorials	Field work
Comments:				



Student requirements

Writing and presenting a seminar paper as well as the final (oral) exam are compulsory for students.

Evaluation and Assessment

Mark in **bold** only the relevant categories and fill in the appropriate number of points for each of the chosen categories so that the sum of the allocated points corresponds to the course credit value. Add new categories, if necessary.

Class attendance 0.5	Class participation	Seminar paper 0.9	Experiment
Written exam	Oral exam 1.2	Essay	Research work 0.4
Project work	Continuous assessment	Presentation	Practical work

Comments:

Required literature

- Benacerraf, Putnam, 1983, *Philosophy of Mathematics – Selected Readings* (Second ed.), Cambridge University Press.
- Shapiro, S., 2002, *Thinking about Mathematics – The Philosophy of Mathematics*, Oxford University Press, Oxford.

Recommended literature

- Brown, J. R., 1999, *An Introduction to the World of Proof and Pictures*, Routledge, London.
- Burgess, J.P., and Rose, G., *A Subject with No Objects – Strategies for Nominalistic Interpretation of Mathematics*, Clarendon Press, Oxford.
- Frege, G., 1884/1995, *Osnove aritmetike*, Kruzak, Zagreb.
- George, A., i Velleman, D. J., 2002, *Philosophies of Mathematics*, Blackwell, Oxford.
- Hellman, G., 1989, *Mathematics without Numbers: towards a Modal-structural Interpretation*, Oxford University Press.
- Hintikka, J., (ed.), 1969, *The Philosophy of Mathematics*, Oxford University Press, Oxford.
- Jacquette, D. (ed.), 2002, *Philosophy of Mathematics – An Anthology*, Blackwell, Oxford.
- Kitcher, P., 1984, *The Nature of Mathematical Knowledge*, Oxford University Press.
- Maddy, P., 1990, *Realism in Mathematics*, Clarendon Press, Oxford.
- Resnik, M. D., 1997, *Mathematics as a Science of Patterns*, Clarendon Press, Oxford.
- Field, H., 1980, *Science without Numbers – A Defense of Nominalism*, Princeton University Press.

Quality assurance of course and/or module

The quality course evaluation is planned to be made by the lecturer herself (at the end of the course students will be asked to estimate the content, the methods leading out, teacher's work and the relationship to students), through the analyses of the realization of the expected outcomes of the course and by evaluations done at the Department or/and Faculty level.



Course code			
Course title	Philosophy of Science: Darwinism, Molecular Biology, and Medicine		
General Information			
Program	Graduate Study Programme Physics and Philosophy		Year 2
Course status	Core	Elective	
Credits and Teaching			
	Winter semester	Summer semester	
ETCS credits / student workload	3		
Hours/semester (L+E+S)	15 + 0 + 15		
Course objectives			
The basic aim of this course is to determine the relationship binding philosophy with the contemporary biological, and biomedical sciences. A further aim is to consider a specific role that philosophy of science performs in the field at issue. The course is structured in three main, interrelated units: 1) general topics of the philosophy of science within the scientific practice of contemporary biology and medicine; 2) the impact of Darwinian evolutionary theory on the philosophy of science; 3) the influence of extraordinary achievements in biology and medicine on the understanding some ethical, and religious views.			
Correspondence and correlation with the program			
The course program establishes correspondence, and correlation with the following philosophy courses: Philosophy of Science, Perception, Emotions, Philosophy of the Natural and Social Sciences. The program also finds correspondence to the Medical Faculty courses.			
Expected outcomes of the course and/or module (development of general and specific competencies, knowledge and skills)			
1) improving the employment of a philosophical approach to natural sciences, and to their impact on other research fields; 2) raising up the level of acquaintance about scientific practice, as well as of a correct understanding of its importance for traditional philosophical topics; 3) raising up the quality of student's research in relation to her corresponding seminar paper.			
Course content			
The Problem of Laws of Nature in the Biological and Biomedical Sciences. A classification, and analysis of the main types of statements in the scientific fields in question (e.g., so-called 'historical assumptions', and tautologies in the Darwinian theory of biological evolution); Structures of Biological and Medical Explanations. Overview of the main philosophical accounts of valid explanatory arguments, with a particular emphasis on the functional, adaptationist, and teleological explanations; Elements of the Darwinian Theory of Evolution. Analysis of theoretical elements that have had major impact on the contemporary philosophy of science. These elements are, e.g., different problematic features of the Darwinian <i>fitness</i> notion, the nature of contrast between a sort of pre-Darwinian essentialism and the so-called conceptual revolution of «population thinking»;			



Achievements of Contemporary Medicine. Realism and constructivism on the disease notion in the medical practice; an assessment of different factors that have shaped the growth of knowledge in medicine;

Biology and Moral Beliefs. A determination of a more realistic extent to which findings in evolutionary theory, molecular biology, and medicine are pertinent to the issue of belief forming in the moral domain;

Biology and Religion. An examination of the creationism-darwinism debate; finally, the course will focus on the effective relationships between the biomedical sciences and certain set of religious beliefs.

Modes of instruction (mark in bold)

Lectures	Seminars and workshops	Exercises	Independent work	Multimedia and the Internet
Distance learning	Consultations	Laboratory work	Tutorials	Field work

Comments. The classes are thought by an instructor at the level of assistant professor, or higher, in the humanities, the research field of philosophy.

Student requirements

It is expected from the student to attend regularly the classes, to work out a seminar paper, which will be delivered orally and, after that, submitted to the instructor. At the end, the student has a final, oral exam.

Evaluation and Assessment

Mark in **bold only** the relevant categories and fill in the appropriate number of points for each of the chosen categories so that the sum of the allocated points corresponds to the course credit value. Add new categories, if necessary.

Class attendance 0.75	Class participation 0.25	Seminar paper 1	Experiment
Written exam	Oral exam 0.50	Essay	Research work
Project work	Continuous assessment 0.50	Presentation	Practical work

Comments. Apart from the score obtained at the final oral exam, the overall exam score depends on the results obtained during continuous written assessments. Nevertheless, to a largest extent, the overall score depends on the quality of the seminar paper.

Required literature

Axelrod, Robert (1984), *The Evolution of Cooperation*, Basic Books, New York;
 Darwin, Charles ([1859] 1964), *On the Origin of Species by Means of Natural Selection, or the Preservation of Favoured Races in the Struggle for Life*, Harvard University Press, Cambridge, Mass.;
 Hodge, Jonathan, Radick Gregory (eds) (2003), *The Cambridge Companion to Darwin*, Cambridge University Press, Cambridge;



Hull, David L., Ruse, Michael (eds) (1998), *The Philosophy of Biology*, Oxford Readings in Philosophy, Oxford University Press, New York;
Kitcher, Philip (1997), *The Lives to Come: The Genetic Revolution and Human Possibilities*, Simon and Schuster, New York;
Ruse, Michael (2000), *Can a Darwinian be a Christian? The Relationship between Science and Religion*, Cambridge University Press, Cambridge;
Schaffner, Kenneth F. (1993), *Discovery and Explanation in Biology and Medicine*, Chicago University Press, Chicago;
Sober, Elliott (ed.) (1994), *Conceptual Issues in Evolutionary Biology*, MIT Press, Cambridge, Mass.;

Recommended literature

Ayala, Francisco J. (1998), *Human Nature: One Evolutionist's View*, in W.S. Brown, N. Murphy, H.N. Malony (eds), *Whatever Happened to the Soul? Scientific and Theological Portraits of Human Nature*, Fortress Press, Minneapolis, str. 31-48;
Crick, Francis H.C. (1968), *The Origin of the Genetic Code*, "Journal of Molecular Biology" 38, pp. 367-79;
Darwin, Charles ([1860] 1962), *The Voyage of the Beagle*, Doubleday, Garden City, N.Y.;
Dennett, Daniel C. (1995), *Darwin's Dangerous Idea: Evolution and the Meanings of Life*, Simon and Schuster, New York;
Gould, Stephen J. (2002), *The Structure of Evolutionary Theory*, Harvard University Press, Cambridge, Mass.;
Hull, David L. (1987), *Science as a Process: An Evolutionary Account of the Social and Conceptual Development of Science*, University of Chicago Press, Chicago;
Keller, Evelyn Fox, Lloyd, Elisabeth A. (eds) (1992), *Keywords in Evolutionary Biology*, Harvard University Press, Cambridge, Mass.;
Kitcher, Philip (2003), *In Mendel's Mirror: Philosophy Reflections on Biology*, Oxford University Press, New York;
Lewontin, Richard C. (1993), *The Doctrine of DNA: Biology as Ideology*, Penguin, Harmondsworth;
Mayr, Ernst (1982), *The Growth of Biological Thought: Diversity, Evolution, and Inheritance*, Harvard University Press, Cambridge, Mass.;
Skyrms, Brian (1996), *The Evolution of the Social Contract*, Cambridge University Press, Cambridge;
Sober, Elliott (2000), *Philosophy of Biology*, Oxford University Press, New York;
Sober, Elliott, Wilson, David Sloan (1998), *Unto Others. The Evolution and Psychology of Unselfish Behavior*, Harvard University Press, Cambridge, Mass.;
Sterelny, Kim, Griffiths, Paul E. (1999), *Sex and Death: An Introduction to Philosophy of Biology*, University of Chicago Press, Chicago;
Thagard, Paul (1999), *How Scientists Explain Disease*, Princeton University Press, Princeton.

[NB: during the classes, it will be distributed additional references for the student's research leading to the corresponding seminar paper; the references proposed will be especially concerned with a most recent scholarship in the field in question.]

Quality assurance of course and/or module

In the first part of the course, and at the end, the student's opinion on the quality of information obtained will be assessed by anonymous surveys.



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Course code			
Course title	Philosophy of Sexuality		
General Information			
Program	Graduate Study Programme Physics and Philosophy		Year 2
Course status	Core	Elective	
Credits and Teaching			
	Winter semester	Summer semester	
ETCS credits / student workload	3		
Hours/semester (L+E+S)	15+0+15		
Course objectives			
<ul style="list-style-type: none">• To introduce in the fundamental issues of the philosophy of sexuality• To develop the capacity to analyze and interpret philosophical papers• To develop critical thinking through analysis of philosophical problems in ex cathedra lectures, seminars, debates and work in discussion groups• To develop independent and creative application of acquired knowledge, and to develop the capacity of further research about the problems through individual tutorial work with interested students			
Correspondence and correlation with the program			
This course correlates with other courses which are concerned both with the core courses Ethics and Philosophy of politics, and elective such as Moral anthropology, Practical ethics, Bioethics and gender studies.			
Expected outcomes of the course and/or module (development of general and specific competencies, knowledge and skills)			
<ul style="list-style-type: none">• to develop the skills of analytical and critical thinking about the issues in the philosophy of sexuality• to obtain an appropriate level of knowledge about human sexuality• the acquiring of methodologies of scientific and philosophical reasoning• to develop the skills of work on original scientific and philosophical literature• to develop the capacity of confronting opposite approach and to defiance of their own• to develop the awareness of the importance of argumentative discussion			
Course content			
<ol style="list-style-type: none">1. <u>Human sexuality</u><ul style="list-style-type: none">- Nature and the meaning of human sexuality- Conception about sexuality: sex and procreation, sex and love, sex as a language, plain sex- Christian and liberal conception of sexual morality- Sexual perversion2. <u>History of philosophy of sexuality</u><ul style="list-style-type: none">- Ancient conception about sexuality (homosexuality, prostitution, pedophilia, etc.)			



- Argument from the natural law
- Early Christianity, Medieval positions about sexuality, Renaissance and religious reforms (contraception, sexual discipline, “women’s” lust, celibate, sex and family, etc.
- Modern philosophy (sexuality and identity, romantic marriage and women’s fertility, sexual contract etc.)
- Sexual revolution (procreation control and liberation of women, sex and human emancipation, sexual radicalism, feminism etc.)

3. Science and sexuality

- Evolution and sexuality: sexual selection, sexual differences, the origin of sexual reproduction etc.)
- Discovery of hormones (male and female hormones, hormones and sexual differences etc.)
- Biology of development and psychology (invention of adolescence, gen for homosexuality, sexuality of brain etc.)
- Hermaphrodites/inter-sexuality
- Trans-sexuality

4. Sexual ethics

- Morality and human sexuality
- Sexual moral and the relation with other person
- Issues in sexual morality: homosexuality, prostitution, rape, pornography, sexual harassment etc.
- Intention and sex

Modes of instruction (mark in bold)

Lectures	Seminars and workshops	Exercises	Independent work	Multimedia and the Internet
Distance learning	Consultations	Laboratory work	Tutorials	Field work

Comments:

Teaching strategies depend on the number of students who choose the course and on the previous knowledge about the issue. Methodically complex approach, which unifies individual and group work, is preferred. Successful work reacquires computer skills (Internet) and English language competence.

Student requirements

- Regular and active participation on lecture's class and discussion groups (including consultations)
- An essay (5-15 pages)
- Consultations during the work on the seminar papers
- Written and oral exam at the end of course (written exam could be substituted by several seminar papers, essays or short written tests during the semester)
- To the most interested students, additional individual work with the supervisor is offered.



Evaluation and Assessment

Mark in **bold only** the relevant categories and fill in the appropriate number of points for each of the chosen categories so that the sum of the allocated points corresponds to the course credit value. Add new categories, if necessary.

Class attendance 1	Class participation 0.25	Seminar paper 0.36	Experiment
Written exam 1	Oral exam 0.14	Essay	Research work
Project work	Continuous assessment 0.25	Presentation	Practical work

Comments:

- Evaluation based on the continuous assessment of the students' work
- Consultations and successful participation in the discussion groups are the aspects of active participation
- In a case of tutorial work, student's work on the published articles or participation on the (international) conferences is of the highest respect

Required literature

- Primorac, I., (ed.) *Suvremena filozofija seksualnosti*, Zagreb, Kruzak, 2003.
- Primoratz, I., (1999), *Ethics and Sex*, London, Routledge.
- Mappes, T.A., i Zembaty, J.S., (ed.) *Social Ethics: Morality and Social Policy*. New York, McGraw-Hill Publishing Company, 1987.

Recommended literature

- Primoratz, I., (ed.), *Human Sexuality*, The International Research Library of Philosophy, vol. 19, Aldershot, Ashgate Publishing, 1997.
- Soble, A., (1966) *Sexual Investigations*, New York, New York University Press, 1966.
- Nye, R.A., (ed.) *Sexuality*, Oxford, Oxford University Press, 1999.
- Baker, R.B., Winninger, K.J., i Elliston, F.A. (ed.) *Philosophy and Sex*, Amherst, NY: Prometheus Books, 1998.
- Soble, A., (ed.), *The Philosophy of Sex: Contemporary Readings*, Lanham, MD: Rowman & Littlefield, 1997
- Grisez, G., (1993), *Living a Christian Life*, Quincy, IL: Franciscan Press.
- Biggar, N. and Black, R., (ed.), *The Revival of Natural Law: Philosophical, Theological and Ethical Responses to the Finnis-Grisez School*, Aldershot, Ashgate, 2000.
- Scruton, R., (1986), *Sexual desire: A Philosophical Investigation*, London: Weidenfeld & Nicolson, 1986.
- Shaffer, J.A., (1978), «Sexual Desire», *Journal of Philosophy*, god. 75.
- Margolos, J., (1975), «Perversion», *Negativities: The Limits of Life*, Columbus, OH: Charles E. Merrill
- Gregory, P., (1984), «Against Couples», *Journal of Applied Philosophy*, god. 1.
- Halwani, R., (1998), «Virtue Ethics and Adultery», *Journal of Social Philosophy*, god. 29.
- Nussbaum, M.C., (1998) «'Whether from Reason or Prejudice': Taking Money for



Bodily Services», *Journal of Legal Studies*, god. 27.

- Pateman, C., (1982/83), «Defending Prostitution: Charges against Ericsson», *Ethics*, 93.
- Covino, J., (ed.), *Same Sex: Debating the Ethics, Science and Culture of Homosexuality*, Lanham, MD: Rowman&Littlefield, 1997
- Mohr, R.D., (1988), *Gays/Justice: A Study in Ethics, Society and Law*, New York: Columbia University Press.
- Burgess-Jackson, K., (1996) *Rape: A Philosophical Investigation*, Aldershot: Dartmouth.
- Burgess-Jackson, K., (ed.), *A Most Detestable Crime: New Philosophical Essays on Rape* (New York: Oxford University Press, 1999.
- MacKinnon, C.A., (1993), «Crimes of War, Crimes of Peace», u S. Shute i S. Hurley (ed.), *On Human Rights: The Oxford Amnesty Lectures 1993*, New York: Basic Books.
- O'Neill, O., (1985), «Between Consenting Adults», *Philosophy and Public Affairs*, 14.
- Pateman, C., (1980), «Women and Consent» *Political Theory*, 8.
- Primoratz, I., (2001), «Sexual Morality: Is Consent Enough?», *Ethical Theory and Moral Practice*, 4.
- Freidman, M., *What Are Friends For? Feminist Perspective on Personal Relationships and Moral Theory*, Cornell University Press, Ithaca, 1993.
- MacKinnon, C., *Feminism Unmodified*, Harvard University Press, Cambridge, Mass., 1987

Quality assurance of course and/or module

- Lecturer self-evaluation
- The results in attaining the course objectives
- Official and anonymous evaluation that is accomplished by Philosophy Department and Faculty of Philosophy

Basic description		
Course coordinator	Boran Berčić	
Course title	A PRIORI – CLASSICAL TEXTS	
Study programme	Graduate Study Programme Physics and Philosophy	
Course status	Elective	
Year	2. year	
ECTS credits and teaching	ECTS student 's workload coefficient	3
	Number of hours (L+E+S)	0+0+30

1. COURSE DESCRIPTION

1.1. Course objectives

Student should learn about basic positions about the nature of *a priori* knowledge: Kant's synthetic *a priori*, Mill's empiricism, Frege's platonism, Logical Positivist's linguistic theory of *a priori*.

1.2. Course enrolment requirements

1.3. Expected course learning outcomes

To enable student to recognize different positions in the debate about *a priori* knowledge and to become aware of the difficulties of these positions.

1.4. Course content

- 1) Kant's synthetic a priori: Kant's views on the synthetic a priori nature of mathematics, geometry and fundamental principles of physics.
- 2) Mill's radical empirism: Mill's view that truths of logic and mathematics are inductive generalizations from experience.
- 3) Frege's platonism: Frege's view that truths of logic and mathematics reflect eternal reality.
- 4) Positivistic linguistic theory of a priori: Ayer's and Hahn's view that logic and mathematics are essentially tautological and make no contribution to the factual knowledge.
- 5) Critique of analytic / synthetic dichotomy: Quine's and White's arguments against the division. Grice and Strawson's defence of the division.

1.5. Teaching methods	<input type="checkbox"/> lectures	<input type="checkbox"/> individual assignment
	<input checked="" type="checkbox"/> seminars and workshops	<input type="checkbox"/> multimedia and network
	<input type="checkbox"/> exercises	<input type="checkbox"/> laboratories
	<input type="checkbox"/> long distance education	<input type="checkbox"/> mentorship
	<input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> other

1.6. Comments

1.7. Student's obligations

Student should attain classes and seminars, write a paper and present it, pass the oral or written exam.

1.8. Evaluation of student's work

Course attendance	1	Activity/Participation		Seminar paper	1	Experimental work	
Written exam	1	Oral exam		Essay		Research	
Project		Sustained knowledge check		Report		Practice	
Portfolio							

1.9. Assessment and evaluation of student's work during classes and on final exam



***Evaluation**

Variant 1 (final exam) The assessment and evaluation of student's work will be done during classes and on a final exam. A student may acquire 70 points during classes and 30 points on the final exam.

The details of the assessment and the evaluation of the student's work will be given in detailed plan of the course.

1.10. Assigned reading (at the time of the submission of study programme proposal)

Immanuel Kant: *Critique of the Pure Reason* (selection)

John Stuart Mill: *A System of Logic* (selection)

Gottlob Frege: *Foundations of arithmetics* (selection)

Hans Hahn: "Logic, Mathematics and Knowledge of Nature"

Alfred Jules Ayer: "A Priori", from *Language, Truth and Logic*

Willard van Orman Quine: "Two Dogmas of Empiricism"

Morton White: "The Analytic and The Synthetic: An Untenable Dualism"

Grice and Strawson: "In Defence of a Dogma"

1.11. Optional / additional reading (at the time of proposing study programme)

Paul Moser (ed): *A Priori Knowledge*, Oxford University Press, 1987.

Paul Boghossian i Christopher Peacocke (ed): *New Essays on the a Priori*, Oxford University Press, 2002.

1.12. Number of assigned reading copies with regard to the number of students currently attending the course

Title	Number of copies	Number of students

1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences

At the end of the course students shall anonymously write their comments on the course.



Basic description		
Course coordinator	Neven Petrović	
Course title	ANALYTICAL MARXISM	
Study programme	Graduate Study Programme Physics and Philosophy	
Course status	Elective	
Year	2. year	
ECTS credits and teaching	ECTS student 's workload coefficient	4
	Number of hours (L+E+S)	15+0+15

2. COURSE DESCRIPTION

1.1. Course objectives

The main aim of this course is to provide an introduction into the Marxist philosophy, which is needed because this essential social theory was systematically disregarded in our educational system during the last two decades although students have shown great interest for it. But the intention is not to repeat some of the classical interpretations of Marx's and Engels' work but instead to give this overview through the best contemporary variant of Marxism that takes into account the recent developments in social sciences and tests the inherited Marxist doctrine by these novel criteria. In other words, the plan is to give a picture of Marxism that is maximally in accord with the best science of our time and then to check in which degree even this version is exposed to various difficulties. In that way students will get the basic knowledge about one of the main philosophical theories and simultaneously see whether it can be still defended and how. It is expected that the course would also contribute to sharpening of critical and analytical skills of students.

1.2. Course enrolment requirements

There are no special enrolment requirements for this course, except some minimal mastery of English language.

1.3. Expected course learning outcomes

After attending the course and satisfying its requirements:

- students become informed about the main theses and problems of Marxism or Historical materialism;
- students are, in that way, enabled to continue with their own research about some (or even all) of these subjects. For this reason, the selected additional literature is offered that comprises several more important works in this field, which further develop issues discussed in the compulsory papers. This preparation for an independent upgrade of students' knowledge is the second main objective of the course;
- students are also helped to develop skills of applying the acquired theoretical knowledge to the actual social problems;
- students can, thus, gradually become competent participants in the ongoing public debate about the actual moral and political issues.

1.4. Course content

- 1) The introductory part of the course explains what Analytical Marxism is and why it is important. Then all main, great themes of the Marxist philosophy are mentioned and it is shown how they are exposed in Marx's and Engels' programmatic and relatively easily readable papers like *The Communist Manifesto* and *Wage, Price, and Profit* (6h).
- 2) After that we turn to the exposition and contemporary analysis of the various specific questions that Marxism has introduced while developing its theory of history. For example, issues of this kind are: what are productive forces, what is the content of economic structure, what are productive relations, what is the basis and what superstructure of society and what is their exact relation, what is fetishism, what is the logic of historical development, how does capitalism work, what is exploitation, and the like. While working on this, we will primarily focus on the famous and celebrated interpretation of these Marxian teachings by G.A. Cohen, who with the help of modern analytical tools examines Marx's claims and tries to find out which part of them can survive a critical



scrutiny (18h).

- 3) The next phase of the course deals with the Marxist themes that have a moral, i.e. evaluative, dimension like the following ones: what is alienation, are proletarians in capitalism unfree and how, in which sense is communism superior to capitalism according to the leftists, etc. We again rely mainly on the work of G.A. Cohen and some of his colleagues from the analytical school (2h).
- 4) Finally, the last part of the course is devoted exclusively to the critical examination of the covered Marxian ideas and visions so that it could be seen whether these teachings satisfy the logical and empirical standards that have to be fulfilled by all serious theories. Here we rely on the work of various anti-Marxist authors (Conway, Hayek, Popper, and Sesardić) that are mentioned in the list of recommended readings. The students will not be required to read these works so that they are not overloaded, but in this way they will be at least given the essential information about the main lines of critique (4h).

1.5. Teaching methods

X lectures
X seminars and workshops
☐ exercises
☐ long distance education
☐ fieldwork

X individual assignment
☐ multimedia and network
☐ laboratories
X mentorship
X other

1.6. Comments

In accordance with the program of the Philosophy Department, all optional courses could be offered in any semester and in any year of study. Students themselves decide how these courses are going to be distributed. The course *Analytical Marxism* can be an optional one at the undergraduate or graduate level. For this reason, the place of the course in semester and in school-year is shown in the disjunctive way.

The work during the course is primarily of seminar type. The compulsory readings are accessible to the all participants in the form of photocopied reader (that is prepared in advance). Every week students have a duty to read, at average, twenty to thirty pages of text. And during the each seminar-session, one of them has a presentation in which he reminds others about the main points and arguments of that week's readings. If possible, he also gives comments and criticism. After the presentation, there is a discussion about the crucial problems. The main task of the teacher is to provoke and direct the discussion, and to intervene into it if this is needed. Every student is also welcome to visit the teacher in his office and to discuss with him all the matters that are of interest to him.

1.7. Student's obligations

All the students are required not merely to be present physically at the seminars, but also to submit response-papers, i.e. summaries of the texts that are included into the compulsory literature. It is also welcome if they include their comments and criticisms of these readings. Attendance of the classes is counted only if they fulfil this obligation, the meaning of which is to check whether students work continuously. Alternatively, if writing of the response-papers turns out to be too burdensome for students, they can write instead "discussion contributions" – i.e. short lists containing a couple of interesting questions that might be discussed in connection with the papers which are the subject of seminars. Every student must have an oral presentation or write a seminar paper. After the end of the course, all participants must pass a written exam that checks whether they indeed read the assigned literature. Having done this, they may come to the final, oral exam.

1.8. Evaluation of student's work

Course attendance		Activity/Participation	1	Seminar paper	1	Experimental work	
Written exam	0,5	Oral exam	1	Essay		Research	
Project		Sustained knowledge check	0,5	Report		Practice	
Portfolio							

1.9. Assessment and evaluation of student's work during classes and on final exam

Continuous or even periodical participation in the seminar discussions is rewarded, as well as successful presentations of the texts that are subject of the course's inquiry. Seminar papers of lesser quality are also graded. But the main part of the overall grade depends on the final knowledge-check, i.e. on the multiple choice written exam and (if students pass it) on the oral exam. If the lecturer is not too burdened with obligations, the written exam might be replaced by an essay (it is up to the students what will they chose).



1.10. Assigned reading (at the time of the submission of study programme proposal)

- 1) G.A. Cohen, *Odbrana Marxove teorije istorije*, Zamak kulture, Vrnjačka banja, 1987, pp. 23-158, 177-222 (182) or G.A. Cohen, *Karl Marx's Theory of History: A Defence*, Princeton University Press, Princeton, NJ, 2000, pp. 28-248, 278-340, 364-388, 396-414 (328)
- 2) G.A. Cohen «The Structure of Proletarian Unfreedom», in Cohen, G.A. *History, Labour, and Freedom*, Clarendon Press, Oxford, 1988, pp. 255-285 (31)
- 3) Marx, K./Engels, F. *Manifest komunističke partije*, in Dragičević, A./Mikecin, V./Nikić, M. (eds.) *Glavni radovi Marxa i Engelsa*, Stvarnost, Zagreb, 1979, pp. 367-383 (17)
- 4) Marx, K. «Nadnica, cijena i profit» in Dragičević, A./Mikecin, V./Nikić, M. (eds.) *Glavni radovi Marxa i Engelsa*, Stvarnost, Zagreb, 1979, 821-839 (19)
- 5) Marx, K. „Fetiški karakter robe i njegova tajna“, in Dragičević, A./Mikecin, V./Nikić, M. (eds.) *Glavni radovi Marxa i Engelsa*, Stvarnost, Zagreb, 1979, pp. 885-894 (10)
- 6) Sesardić, N. „Prilog kritici marksističke utopije“, in Sesardić, N. *Iz analitičke perspektive*, SDH, Zagreb, 1991, pp. 169-209 (41)

In total: 300 pp.

1.11. Optional / additional reading (at the time of proposing study programme)

- Buchanan, A. *Marx and Justice: The Radical Critique of Liberalism*, Methuen, London, 1982.
- Berger, P.L. *Kapitalistička revolucija*, Naprijed, Zagreb, 1995.
- Cohen, G.A. „Radnici i Riječ: ili zašto je Marx imao prava smatrati da ima pravo?“, *Praxis*, Vol. V, br. 4, 1968, pp. 406-421 (16)
- Cohen, G.A. *History, Labour, and Freedom*, Clarendon Press, Oxford, 1988.
- Cohen, G.A. *If You're an Egalitarian, How Come You're So Rich?*, Harvard University Press, Cambridge, MA, 2000, pp. 42-115 (74)
- Cohen, G.A. «Deeper into Bullshit», in Buss, S./Overton, L. (eds.) *Contours of Agency: Essays on Themes from Harry Frankfurt*, MIT Press, 2002, pp. 321-339 (19)
- Cohen, M./Nagel, T./Scanlon, T. (eds.) *Marx, Justice, and History*, Princeton University Press, Princeton, NJ, 1980.
- Conway, D. *A Farewell to Marx*, Penguin, Harmondsworth, 1987.
- Dragičević, A./Mikecin, V./Nikić, M. (eds.) *Glavni radovi Marxa i Engelsa*, Stvarnost, Zagreb, 1979.
- Elster, J. *Making Sense of Marx*, Cambridge University Press, 1985.
- Geras, N. „The Controversy about Marx and Justice“, in Callinicos, A. (ed.) *Marxist Theory*, Oxford University Press, 1989.
- Gligorov, V. (ed.) *Kritika kolektivizma*, Filip Višnjić, Beograd, 1988, pp. 15-53, 121-248 (167)
- Gray, J. „Marxian Freedom, Individual Liberty, and the End of Alienation“, *Social Philosophy and Policy*, Vol. 3, No. 2, 1986, pp. 160-187 (28)
- Gray, J. „Against Cohen on Proletarian Unfreedom“, *Social Philosophy and Policy*, Vol. 6, No. 1, 1988, pp. 77-112 (36)
- Habermas, J. «Prilog rekonstrukciji historijskog materijalizma», in Habermas, J. *Prilog rekonstrukciji historijskog materijalizma*, Veselin Masleša, Sarajevo, 1985, pp. 130-178 (49)
- Hayek, F.A. *Put u ropstvo*, Kružak, Zagreb, 2001.
- Honderich, T. „Against Theological Historical Materialism“, *Inquiry*, Vol. 25, 1982, pp. 451-469 (19)
- Kolakowski, L. *Glavni tokovi marksizma I*, BIGZ, Beograd, 1980.
- Korsch, K. *Karl Marx*, Nolit, Beograd, 1982.
- Lukes, S. *Marxism and Morality*, Oxford University Press, Oxford, 1985.
- Lukes, S. „Can a Marxist Believe in Human Rights?“, in Lukes, S. *Moral Conflict and Politics*, Clarendon Press, Oxford, 1991, pp. 173-88 (16)
- Mises, L. Von, *Theory and History*, Yale University Press, 1957.
- Mises, L. Von, *Marxism Unmasked: From Delusion to Destruction*, Foundation for Economic Education, New York, 2006.
- Nozick, R. *Anarhija, država i utopija*, Jesenski i Turk, Zagreb, 2003, pp. 305-358 (54)
- Popper, K.R. *Otvoreno društvo i njegovi neprijatelji II*, Kružak, Zagreb, 2003, pp. 80-198 (119)
- Petrović, G. *Filozofija i marksizam*, Naprijed, Zagreb, 1976, pp. 11-151 (140)
- Rawls, J. *Lectures on the History of Political Philosophy*, Belknap Press, Cambridge, MA, 2007, pp. 319-372 (54)
- Roemer, J. *A General Theory of Exploitation and Class*, Harvard University Press, Cambridge, MA, 1982.
- Roemer, J. (ed.) *Analytical Marxism*, Cambridge University Press, 1986.
- Singer, P. *Marx*, Oxford University Press, Oxford, 1980.



Tucker, R.C. «Marx and Distributive Justice», in Tucker, R.C. *The Marxian Revolutionary Idea*, W.W. Norton, New York, 1969, pp. 33-53 (21)

Waldron, J. «When Justice Replaces Affection: The Need for Rights», in Waldron, J. *Liberal Rights*, Cambridge University Press, Cambridge, 1993, pp. 370-391 (22)

Weber, M. *Protestantska etika i duh kapitalizma*, Veselin Masleša/Svjetlost, Sarajevo, 1989.

Wood, A.W. «Marx Against Morality», in Singer, P. (ed.) *A Companion to Ethics*, Blackwell, Oxford, 1991, pp. 511-24 (14)

Wood, A.W. *Karl Marx (Arguments of the Philosophers)*, Routledge, London, 2004.

1.12. Number of assigned reading copies with regard to the number of students currently attending the course

Title	Number of copies	Number of students

1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences

The main way of checking the success of this course is on the basis of knowledge that students show at the exam and/or quality of their essays. But whether the course was satisfactory is also assessed by the anonymous questionnaire in which students freely tell how satisfied they are, what they liked and disliked, what would they change, etc. This helps the teacher to modify the program later on, so that he can replace topics and papers that turned out to be too difficult and/or uninspiring with something more proper.



Basic description		
Course coordinator	Boran Berčić	
Course title	ATHEISM –THEISM	
Study programme	Graduate Study Programme Physics and Philosophy	
Course status	Elective	
Year	2. year	
ECTS credits and teaching	ECTS student 's workload coefficient	3
	Number of hours (L+E+S)	0+0+30

3. COURSE DESCRIPTION

1.1. Course objectives

Student is supposed to understand and accept main positions in the atheism/theism debate, most important arguments for and against existence of god, become able to critically examine these arguments and understand implications of certain attitudes and solutions.

1.2. Course enrolment requirements

1.3. Expected course learning outcomes

Development of the skills of argumentation, analysis of arguments and positions in the debate, recognizing different sorts of justification, recognizing relevant evidence.

1.4. Course content

- 1) The Presumption of Atheism: burden of proof, logical fallacy *ad ignorantium*.
- 2) Evidentialism and Fideism: conditions of the justified belief.
- 3) A/C Model: model in the epistemology of religion developed by Aquinas and Calvin.
- 4) Pascal's Wager: accepting belief on the prudential grounds.
- 5) Possibility of Religious Foundations of Ethics: the idea of the lawgiver, Eutypbro's dilemma, inconsistency of theism.
- 6) A priori proofs for the existence of God: ontological and modal argument.
- 7) A posteriori proofs for the existence of God: cosmological and teleological argument, explanatory value of theism, "Fine Tuning" argument.
- 8) Argument from the evil: free will defense and other theistic explanations.
- 9) Immanent and transcendent understanding of Theism: the relevance of empirical evidence, the relevance of *a priori* argumentation, religious experience and miracles.

1.5. Teaching methods

- | | |
|--|---|
| <input type="checkbox"/> lectures | <input checked="" type="checkbox"/> individual assignment |
| <input type="checkbox"/> seminars and workshops | <input type="checkbox"/> multimedia and network |
| <input type="checkbox"/> exercises | <input type="checkbox"/> laboratories |
| <input type="checkbox"/> long distance education | <input type="checkbox"/> mentorship |
| <input type="checkbox"/> fieldwork | <input type="checkbox"/> other |

1.6. Comments

1.7. Student's obligations

Student should attend classes and seminars, write a paper and present it, pass the oral or written exam.

1.8. Evaluation of student's work

Course attendance	1	Activity/Participation	1	Seminar paper	1	Experimental work	
Written exam		Oral exam		Essay		Research	



Project		Sustained knowledge check		Report		Practice	
Portfolio							
1.9. Assessment and evaluation of student's work during classes and on final exam							
*Evaluation Variant 2 (no exam) The assessment and evaluation of student's work will be done during classes. A student may acquire a total of 100 points during classes. The details of the assessment and the evaluation of the student's work will be given in detailed plan of the course.							
1.10. Assigned reading (at the time of the submission of study programme proposal)							
Brian Davies: <i>Uvod u filozofiju religije (Introduction to the Philosophy of Religion)</i> , Sveučilište u Zagrebu – Hrvatski studiji, 1998. Robert Le Poidevin: <i>Arguing for Atheism</i> , Routledge, 1996.							
1.11. Optional / additional reading (at the time of proposing study programme)							
J.J.C. Smart & J.J. Haldane: <i>Atheism & Theism</i> , Blackwell, 2001. Richard Swinburne: <i>The Christian God</i> , Clarendon Press Oxford, 1994. J.L. Mackie: <i>The Miracle of Theism</i> , Clarendon Press Oxford, 1982. Richard Swinburne: <i>The Existence of God</i> , Clarendon Press Oxford, 1991. Alvin Plantinga: <i>Warranted Christian Belief</i> , Oxford University Press, 2000.							
1.12. Number of assigned reading copies with regard to the number of students currently attending the course							
Title				Number of copies		Number of students	
1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences							
At the end of the course students shall anonymously write their comments on the course.							



Basic description		
Course coordinator	Boran Berčić	
Course title	BASIC PROBLEMS IN METAPHYSICS	
Study programme	Graduate Study Programme Physics and Philosophy	
Course status	Elective	
Year	2. year	
ECTS credits and teaching	ECTS student 's workload coefficient	3
	Number of hours (L+E+S)	0+0+30

1. COURSE DESCRIPTION		
1.1. Course objectives		
To give the student a systematic insight to the some basic problems in Metaphysics. To acquaint the student with the basic problems in the dispute, the most established solutions and theories and the problems these theories meet.		
1.2. Course enrolment requirements		
1.3. Expected course learning outcomes		
The student should develop the capacity of recognizing the basics of the most common problems in metaphysics, and by being acquainted to the literature the student should be able to independently recognize the problem and its implications.		
1.4. Course content		
<p>1. <u>The nature of metaphysics</u> – What is metaphysics?; metaphysical categories; ontology and ontological categories.</p> <p>2. <u>Identity and change</u> – Identity through time and the change of composition; qualitative change and the doctrine of temporal parts; change and spatio-temporal coincidence</p> <p>3. <u>Necessity, essence and possible worlds</u> – Necessity and identity; essentialism, the language of possible worlds; modal logic and possible worlds; realism and antirealism concerning possible worlds.</p> <p>4. <u>Causation and conditionals</u> – counterfactuals; conditions and causes; Hume and causation; counterfactuals and event causation.</p> <p>5. <u>Agent, actions, events</u> – event causation and agent causation; actions and events; realism/antirealism of events; events, things and space-time; otology of events and things ontology and contemporary physics.</p> <p>6. <u>Space and time</u> – absolutism and relationism (relativism); the dimensionality and the structure of space; empty and filled space; incongruent parts and the nature of space; pradoxes of motion and the possibility of change; time and realism/antirealism; A and B time series; McTaggarts antirealistic argument; causation and the arrow of time.</p> <p>7. <u>Universals and particulars</u> – realism and nominalism; trope theory; the abstract and the concrete; matemathical truths and mathematical objects; the ontological status of sets.</p> <p>8. <u>Concrete particulars</u> – bundle and substrate theories; substance and its status; the identity of indiscernables.</p> <p>9. <u>Propositions</u> – traditional theories of propositions, nominalism; facts, state of things and events.</p> <p>10. <u>The antirealistic challenge</u> – realism or antirealism?; Dummet's antirealism; Putnam's antirealism.</p>		
1.5. Teaching methods	<div><input type="checkbox"/> lectures</div> <div><input checked="" type="checkbox"/> seminars and workshops</div> <div><input type="checkbox"/> exercises</div> <div><input type="checkbox"/> long distance education</div> <div><input type="checkbox"/> fieldwork</div>	<div><input type="checkbox"/> individual assignment</div> <div><input type="checkbox"/> multimedia and network</div> <div><input type="checkbox"/> laboratories</div> <div><input type="checkbox"/> mentorship</div> <div><input type="checkbox"/> other</div>
1.6. Comments		
1.7. Student's obligations		



Student should attain classes and seminars, write a paper and present it, pass the oral or written exam.

1.8. Evaluation of student's work

Course attendance	0,2	Activity/Participation		Seminar paper	0,8	Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Sustained knowledge check	2	Report		Practice	
Portfolio							

1.9. Assessment and evaluation of student's work during classes and on final exam

*Evaluation

Variant 1 (final exam) The assessment and evaluation of student's work will be done during classes and on a final exam. A student may acquire 70 points during classes and 30 points on the final exam.

The details of the assessment and the evaluation of the student's work will be given in detailed plan of the course.

1.10. Assigned reading (at the time of the submission of study programme proposal)

E. J. Lowe: *A Survey of Metaphysics*, Oxford University Press, 2002.

Michael J. Loux: *Metaphysics – A Contemporary Introduction*, Routledge, 2006.

1.11. Optional / additional reading (at the time of proposing study programme)

Michael J. Loux: *Metaphysics: Contemporary Readings*, Routledge, 2001.

Michael J. Loux, Dean W. Zimmerman: *The Oxford Handbook of Metaphysics*, Oxford University Press, 2003.

1.12. Number of assigned reading copies with regard to the number of students currently attending the course

Title	Number of copies	Number of students

1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences

At the end of the course students shall anonymously write their comments on the course.



Basic description		
Course coordinator	Luca Malatesti	
Course title	CONSCIOUSNESS AND CONTENT	
Study programme	Graduate Study Programme Physics and Philosophy	
Course status	Elective	
Year	2. year	
ECTS credits and teaching	ECTS student 's workload coefficient	3
	Number of hours (L+E+S)	15 + 0 + 15

1. COURSE DESCRIPTION

1.1. Course objectives

The module aims to introduce and explore in some depth some relevant streams of the contemporary philosophical debate on the nature of consciousness, its relation to the intentional and representational features of the mind, and its place in the natural world.

During the course, you will be encouraged to think critically and philosophically about the issues, evaluate and produce arguments, and you will be expected to do the same in assessment.

1.2. Course enrolment requirements

The course activities, from teaching to assessed work, will be in English. Moreover, no alternative course material in Croatian will be available. It is strongly advised that only students who can self certificate their comprehension of spoken and written English at an intermediate or advanced level can enrol. However, the course does not presuppose capacities or experience in philosophical writing in English

1.3. Expected course learning outcomes

The course aims at promoting your knowledge of the following notions relative to the topics covered in the lectures (please see course content below): philosophers, doctrines, concepts, arguments. Specifically, the course aims at promoting the following capacities:

1. *Philosophers*: capacity to associate them to the specific doctrines, arguments, concepts in philosophy of mind that were considered in the course. Some (rough) idea of when they proposed these positions or arguments.
2. *Doctrines*: ability to state in a concise, clear, and rigorous way the specific problem they aim to solve and their main theses.
3. *Concepts*: ability to define or characterize them in a concise, clear and rigorous ways and give appropriate examples.
4. *Arguments* (for a solution of a philosophical problem, objections and replies):
 1. Ability to present their structure, clarify their premises and their conclusion.
 2. Ability to assess their validity (whether they logically lead to their conclusion) and soundness (if they are valid, whether their premises are true).
 - This assessment does not necessarily require the students' capacity to offer original lines of thought. An intelligent and reasoned use of what they take to be the strongest objections in the assigned core readings is sufficient. In particular, selecting the appropriate objections to the different arguments and doctrines will require thinking about the relations between topics discussed in different seminars.



1.4. Course content

- Different forms of physicalism in philosophy of mind
- Consciousness: preliminary clarifications
- The knowledge argument
- Different accounts of knowing *what it is like to have* an experience
- Demonstrative and indexical thoughts
- Experience and demonstrative thought – Robert Stalnaker's proposal
- Saul Kripke's modal arguments against physicalism
- David Chalmers's modal argument against physicalism
- Replies to the modal arguments
- The representational accounts of experience: Michael Tye's PANIC theory
- The naturalisation of content
- Objections the representational accounts of experience
- Conceptual and non-conceptual content
- The non-conceptual content of experience
- Objections to the non-conceptual content of experiences

1.5. Teaching methods

- | | |
|--|---|
| <input checked="" type="checkbox"/> lectures | <input checked="" type="checkbox"/> individual assignment |
| <input checked="" type="checkbox"/> seminars and workshops | <input type="checkbox"/> multimedia and network |
| <input type="checkbox"/> exercises | <input type="checkbox"/> laboratories |
| <input type="checkbox"/> long distance education | <input type="checkbox"/> mentorship |
| <input type="checkbox"/> fieldwork | <input type="checkbox"/> other |

1.6. Comments

Lecture notes and some materials will be available on Mudri: <http://mudri.uniri.hr/>

1.7. Student's obligations

To satisfy the course duties, and thus get the signature to receive the final mark, it is required that students:

- attend regularly lectures and seminars,
- prepare for the seminars to read the assigned materials (even if she is not delivering a presentation),
- deliver the seminar presentation,
- take the two written tests.
- Submit at least an initial draft of their essay

1.8. Evaluation of student's work

Course attendance	x	Activity/Participation		Seminar paper	x	Experimental work	
Written exam	x	Oral exam		Essay	x	Research	
Project		Sustained knowledge check		Report		Practice	
Portfolio							

1.9. Assessment and evaluation of student's work during classes and on final exam

AKTIVNOST KOJA SE OCJENJUJE	UDIO AKTIVNOSTI U ECTS BODOVIMA	ISHODI UČENJA	MAXIMALNI BROJ OCJENSKIH BODOVA
Pohađanje nastave - Attendance	1,5		
Oral presentation in the seminar (in English or Croatian)	0,5		
Written test 1	0,25	1,2,3,4.1	20
Written test 2	0,25	1,2,3,4.1	30
Essay (in English or Croatian): 3000 words.	1,5	1,2,3,4.1, 4.2.	50
UKUPNO	4		100

1.10. Assigned reading (at the time of the submission of study programme proposal)



(Material needed to prepare for the tests and main reading for writing the essay)

Balog, K. 1999. "Conceivability, Possibility, and the Mind Body Problem." *The Philosophical Review* 108, 4: 497-528.

Bermúdez, J. L. 1998. *The Paradox of Self-Consciousness*. Cambridge (Mass.): MIT Press (Excerpts from chapter 3 and 4).

Chalmers, D. 1996. *The Conscious Mind. In Search of a Fundamental Theory*. New York and London: Oxford University Press (Excerpts from chapters 3 and 4).

McDowell, J. 1994. *Mind and World*. Cambridge MA: Harvard University Press (Lecture III).

Papineau, D. 2002. *Thinking about Consciousness*. Oxford: Clarendon Press (Chapter 1 and Appendix).

Stalnaker, R. C. 2008. *Our Knowledge of the Internal World*. Oxford: Clarendon Press Oxford (Chapter 2 and 4).

Tye, M. 2000. *Consciousness, Color, and Content*. Cambridge (Mass.) and London: MIT Press (Chapter 3 and 4).

1.11. Optional / additional reading (at the time of proposing study programme)

Alter, T. 2007. "On the Conditional Analysis of Phenomenal Concepts." *Philosophical Studies* 134: 235-253.

Balog, K. 1999. "Conceivability, Possibility, and the Mind Body Problem." *The Philosophical Review* 108, 4: 497-528.

Block, N. 2003. "Mental Paint." In H. M. and R. B., eds. *Essays on the Philosophy of Tyler Burge*. Cambridge (Mass.): MIT Press.

Clark, A. 2000. *A Theory of Sentience*. Oxford: Oxford University Press (Chapter 1).

Dretske, F. 1995. *Naturalizing the Mind*. Cambridge (Mass.): MIT Press (Chapter 1).

Horgan, T. and Tienson, J. 2002 "The Intentionality of Phenomenology and the Phenomenology of Intentionality." In Chalmers, D. ed. 2002. *Philosophy of Mind: Classical and Contemporary Readings*. New York, NY: Oxford University Press, 520-533.

Kripke, S. 1971. "Identity and Necessity." In N. Munitz, ed. *Identity and Individuation*. New York: New York University Press.

Lewis, D. 1990. "What Experience Teaches." In W. Lycan, ed. *Mind and Cognition*. Oxford: Blackwell, 499-519. Reprinted in N. Block, and O. Flanagan and G. Güzeldere, eds. *The Nature of Consciousness*. Cambridge (Mass.): MIT Press, 1997, 580-595. P. Ludlow, Y. Nagasawa, D. Stoljar, eds. *There's Something About Mary: Essays on Phenomenal Consciousness and Frank Jackson's Knowledge Argument*. Cambridge (Mass.): MIT Press, 2004, 77-103.

Perry, J. 2001. *Knowledge, Possibility and Consciousness: The 1999 Jean Nicod Lectures*. Cambridge (Mass.): MIT Press (Excerpts from Chapters 5, 6, and 7).

Peacocke, C. 2001. "Does perception have a nonconceptual content?" *Journal of Philosophy* 98: 239-264.

Siewert, C. 1998. *The Significance of Consciousness*. Princeton (NJ): Princeton University Press (Chapter 7).

Stoljar, D. 2001. "The Conceivability Argument and two Conceptions of the Physical." *Philosophical Perspectives: Metaphysics* 15: 393-413.

1.12. Number of assigned reading copies with regard to the number of students currently attending the course

Title	Number of copies	Number of students

1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences

The quality of the course is monitored and assessed by means of students' anonymous questionnaire.

This questionnaire will concern the organisation and delivery of lectures, the contents of the course, the relationship of the



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teacher with the students (availability, readiness to explain again covered materials, overall atmosphere in the class etc.), the quality of student assessment, the quality and quantity of the assigned literature, and the achievement of the planned outcomes that are stated in this programme.



Basic description		
Course coordinator	Boran Berčić	
Course title	DEATH	
Study programme	Graduate Study Programme Physics and Philosophy	
Course status	Elective	
Year	2. year	
ECTS credits and teaching	ECTS student 's workload coefficient	3
	Number of hours (L+E+S)	0+0+30

1. COURSE DESCRIPTION

1.1. Course objectives

Give students systematic insight into the discussion of metaphysical questions of death. Meet students with basic problems in the discussion, with the best known solutions and theories, and with the problems which confronts those solutions and theories. Meet students with the relevant contemporary literature about philosophy of death. Qualify students for independent further work in the philosophical questions generally and specifically in the philosophical questions about death.

1.2. Course enrolment requirements

1.3. Expected course learning outcomes

Students will acquire relevant knowledge of basic metaphysical questions of death and basic knowledge of practical ethics. Also, students will develop an independent use of literature, skill of writing own seminars and presenting these seminars with both traditionally and new technologically means of presentation.

1.4. Course content

1. Introduction – definitions of death; introduction into the metaphysical problems of death; literature; distribution of seminars.
2. Rationality and the fear of death – conditions of rational fear of death; Jefrie G. Murphy.
3. Why is death bad – deprivation theory and the evil of death; Thomas Nagel.
4. Tedium of immortality – evil of death and tedium of immortality in the same time; Bernard Williams.
5. Death as value neutral phenomenon – defence of Epicurus; Stephen E. Rosenbaum.
6. The difference between standard evil and the evil of death – experience condition and existence condition; H. Silverstain, P. Yourgrau.
7. Existence condition – necessity of existence and evil of death; Joel Finberg.
8. The Problem of personal identity and time – direction of causation human well-being, asymetry of time; Derek Parfit
9. Death and the value of life – persons and non-persons, value of life and personal identity; Jeff McMahan.
10. Death as annihilation – necessity of annihilation's evil; S. Luper-Foy.
11. Epicurus and annihilation – sceptical view about evil of death; Stephen E. Rosenbaum.
12. Objectivity of evil and possible worlds – irrelevant differences between actuality and possibility of experience; Fred Feldman.
13. Well-being and time – notion of time; well-being of the person in/through the time; J.D. Velleman.



1.5. Teaching methods	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> long distance education <input type="checkbox"/> fieldwork	<input checked="" type="checkbox"/> individual assignment <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input checked="" type="checkbox"/> mentorship <input checked="" type="checkbox"/> other - consultation														
1.6. Comments	Since the teaching is in the form of seminars and workshops, teaching can perform a person who is in the profession of an assistant.															
1.7. Student's obligations																
<p>Students are obliged to attend 70% of lectures, which is a condition for accomplishment of other obligations. During the presentation of seminar work students are obliged to use one of the means of presentation (Power Point, or some other mean). Sustained knowledge check contains two written check, the first in the middle of the course and the second one in the end of the course.</p> <p>Seminar presentation needs to be presented at exactly specified term, every unjustified avoidance of obligations will result with diminution of grade points.</p>																
1.8. Evaluation of student's work																
Course attendance	Activity/Participation	1	Seminar paper	1	Experimental work											
Written exam	Oral exam		Essay		Research											
Project	Sustained knowledge check	1	Report		Practice											
Portfolio																
1.9. Assessment and evaluation of student's work during classes and on final exam																
<table border="0"> <tr> <td>Undergraduate : A = 80-100% - 5</td> <td>Graduate: A = 90-100% - 5</td> </tr> <tr> <td>B = 70-79,9% - 4</td> <td>B = 80-89,9% - 4</td> </tr> <tr> <td>C = 60-69,9% - 3</td> <td>C = 70-79,9% - 3</td> </tr> <tr> <td>D = 50-59,9% - 2</td> <td>D = 60-69,9% - 2</td> </tr> <tr> <td>E = 40-49,9% - 2</td> <td>E = 50-59,9% - 2</td> </tr> </table>							Undergraduate : A = 80-100% - 5	Graduate: A = 90-100% - 5	B = 70-79,9% - 4	B = 80-89,9% - 4	C = 60-69,9% - 3	C = 70-79,9% - 3	D = 50-59,9% - 2	D = 60-69,9% - 2	E = 40-49,9% - 2	E = 50-59,9% - 2
Undergraduate : A = 80-100% - 5	Graduate: A = 90-100% - 5															
B = 70-79,9% - 4	B = 80-89,9% - 4															
C = 60-69,9% - 3	C = 70-79,9% - 3															
D = 50-59,9% - 2	D = 60-69,9% - 2															
E = 40-49,9% - 2	E = 50-59,9% - 2															
1.10. Assigned reading (at the time of the submission of study programme proposal)																
Fischer, John Martin ed., <i>The Metaphysics of Death</i> , Stanford University Press, California, 1993. Luper, Steven, <i>The Philosophy of Death</i> , Cambridge University Press, Cambridge, 2009.																
1.11. Optional / additional reading (at the time of proposing study programme)																
Rosenberg, Jay, <i>Thinking Clearly About Death</i> , Englewood Cliffs, N.Y., 1983. Feldman, Fred, <i>Confrontation with the Reaper</i> , New York, 1991. Nagel, Thomas, <i>Mortal Questions</i> , New York, 1979. Gervais, Karen Grandstrand, <i>Redefining Death</i> , New Heaven, 1986. Lamb, David, <i>Death, Brain Death and Ethics</i> , Albany, N.Y., 1985. Williams, Bernard, <i>Problems of the Self</i> , Cambridge, Engl., 1973. Malpas, Jeff and Solomon, Roberts, <i>Death and Philosophy</i> , Routledge, London and New York, 1998. Sterelny, Kim and Griffiths, Paul, <i>Sex and Death</i> , The University of Chicago Press, Chicago and London, 1999.																
1.12. Number of assigned reading copies with regard to the number of students currently attending the course																
Title			Number of copies		Number of students											
1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences																



Basic description		
Course coordinator	Boran Berčić	
Course title	EVOLUTION AND VALUES	
Study programme	Graduate Study Programme Physics and Philosophy	
Course status	Elective	
Year	2. year	
ECTS credits and teaching	ECTS student 's workload coefficient	3
	Number of hours (L+E+S)	0+0+30

1. COURSE DESCRIPTION							
1.1. Course objectives							
To acquaint student with the basic achievements of the evolutionary approach in the explanation of the human behavior, especially of the social norms and moral feelings, to clarify the difference between biological and so-called strategic approach, to acquaint student with the basic elements of the game theory and decision theory, enable him to understand how norms of behavior "emerge spontaneously".							
1.2. Course enrolment requirements							
1.3. Expected course learning outcomes							
To achieve understanding of evolutionary and strategic explanations of human behavior.							
1.4. Course content							
1) Prisoner's Dilemma: dominant strategy, iterated prisoner's dilemma. 2) Evolutionary Stable Strategy: computer tournaments, "Tit For Tat", biological and social examples. 3) Explanation of Altruism: reciprocal altruism and the foundations of ethics. 4) Social Contract: Hobbes, contemporary contractualism, its emergence from the state of nature, "evolutionary veil of ignorance". 5) Explanation of Justice: 50-50 share as evolutionary stable strategy, cheating detection and punishing, evolutionary categorical imperative. 6) Evolution of Meaning: development of the signal systems.							
1.5. Teaching methods		<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> long distance education <input type="checkbox"/> fieldwork			<input type="checkbox"/> individual assignment <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input type="checkbox"/> mentorship <input checked="" type="checkbox"/> other: consultation		
1.6. Comments							
1.7. Student's obligations							
Student should attain classes and seminars, write a paper and present it, pass the oral or written exam.							
1.8. Evaluation of student's work							
Course attendance	1	Activity/Participation		Seminar paper	1	Experimental work	
Written exam	1	Oral exam		Essay		Research	
Project		Sustained knowledge check		Report		Practice	
Portfolio							



1.9. Assessment and evaluation of student's work during classes and on final exam

***Evaluation**

Variant 1 (final exam) The assessment and evaluation of student's work will be done during classes and on a final exam. A student may acquire 70 points during classes and 30 points on the final exam. The details of the assessment and the evaluation of the student's work will be given in detailed plan of the course.

1.10. Assigned reading (at the time of the submission of study programme proposal)

Robert Axelrod: *The Evolution of Cooperation*, Basic Books, 1981.

Brian Skyrms: *Evolution of the Social Contract*, Cambridge University Press, 1996.

1.11. Optional / additional reading (at the time of proposing study programme)

Edward Wilson: *Sociobiology*, Harvard University Press, 2000. (1975).

Richard Dawkins: *Sebični gen (Selfish Gene)*, Kultura Beograd, 1979 (1976).

Ken Binmore: *Game Theory and the Social Contract, Vol.1: Playing Fair, Vol.2: Just Playing* MIT Press, 1994.

1.12. Number of assigned reading copies with regard to the number of students currently attending the course

Title	Number of copies	Number of students

1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences

At the end of the course students shall anonymously write their comments on the course.



Basic description		
Course coordinator	Boran Berčić	
Course title	FREE WILL	
Study programme	Graduate Study Programme Physics and Philosophy	
Course status	Elective	
Year	2. year	
ECTS credits and teaching	ECTS student 's workload coefficient	3
	Number of hours (L+E+S)	0+0+30

1. COURSE DESCRIPTION		
1.1. Course objectives		
1.2. Course enrolment requirements		
1.3. Expected course learning outcomes		
To give the student a systematic insight to the basics of the dispute regarding free will, determinism and moral responsibility. To acquaint the student with the basic problems in the dispute, the most established solutions and theories and the problems these theories meet.		
1.4. Course content		
1. Introduction: The basis of the problem and the basic position in the debate. 2. Compatibism: the concept of freedom of the will based on the absence of constraints; the compatibility of free will and determinism. 3. Incompatibilism: the concept of freedom as the ability to do otherwise; the incompatibility of free will and determinism; the modal argument in favour of incompatibilism. 4. Libertariansim and indeterminism: Resaons, indeterminacy and luck. 5. Agent causation: Dualism in the philosophy of mind, the concept of the self, the agent as a cause. 6. Actions, reasons and causes: the critique of simple indeterminism and agent causal theories. 7. Determinism: Hard incompatibilism and deterministic theories. 8. Alternative possibilities and moral responsibility: the critique of the possibility to do otherwise. 9. Higher order theories: the concept of a person, the hierarchy of motives. 10. Reason-responsivness; moral subjects, moral blame, reactive attitudes, structure of reasons 11. Responsibility: the concept of ulitimate responsibilty. 12. Free will and contemporary science: the role of quantum mechanics, neurological models, indeterminacy. 13. Free will and divine foreknowledge: Predestination and divine foreknowledge, free will and the problem of evil, molinism.		
1.5. Teaching methods	<div><input type="checkbox"/> lectures</div> <div><input checked="" type="checkbox"/> seminars and workshops</div> <div><input type="checkbox"/> exercises</div> <div><input type="checkbox"/> long distance education</div> <div><input type="checkbox"/> fieldwork</div>	<div><input type="checkbox"/> individual assignment</div> <div><input type="checkbox"/> multimedia and network</div> <div><input type="checkbox"/> laboratories</div> <div><input type="checkbox"/> mentorship</div> <div><input type="checkbox"/> other</div>
1.6. Comments		
1.7. Student's obligations		



Student should attain classes and seminars, write a paper and present it, pass the oral or written exam.

1.8. Evaluation of student's work

Course attendance	1	Activity/Participation		Seminar paper	1	Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Sustained knowledge check	1	Report		Practice	
Portfolio							

1.9. Assessment and evaluation of student's work during classes and on final exam

*Evaluation

The details of the assessment and the evaluation of the student's work will be given in detailed plan of the course.

1.10. Assigned reading (at the time of the submission of study programme proposal)

Robert Kane: *A Contemporary Introduction to Free Will*, Oxford University Press, 2005.

1.11. Optional / additional reading (at the time of proposing study programme)

John Martin Fisher & Mark Ravizza (ed): *Perspectives on Moral Responsibility*, Cornell University Press, 1993.

Garry Watson (ed): *Free Will*, Oxford University Press, 1982.

Robert Kane (ed): *Oxford Handbook to Free Will*, Oxford University Press, 2002.

Timothy O'Connor (ed): *Agents, Causes and Events - Essays on Indeterminism and Free Will*, Oxford University Press, 1995.

1.12. Number of assigned reading copies with regard to the number of students currently attending the course

Title	Number of copies	Number of students

1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences

At the end of the course students shall anonymously write their comments on the course.



Basic description		
Course coordinator	Aleksandra Golubović	
Course title	INTRODUCTION TO THE PHILOSOPHY OF RELIGION	
Study programme	Graduate Study Programme Physics and Philosophy	
Course status	Elective	
Year	2. year	
ECTS credits and teaching	ECTS student 's workload coefficient	3
	Number of hours (L+E+S)	20+0+10

4. COURSE DESCRIPTION

1.14. Course objectives

The aim of the course is that students gain knowledge about the fundamental questions of philosophy of religion. After the execution of the obligations in the case study is expected that students:

- know the main topics dealt with in philosophy of religion
- can provide arguments to defend their views for or against God.

1.15. Course enrolment requirements

1.16. Expected course learning outcomes

It is expected that students are capable of;

- describe and concisely convey the basic content of the course.
- explain and argue the main problems of philosophy of religion.
- explain and compare the evidence with each other for God.
- evaluate the underlying thesis for or against God's existence.

1.17. Course content

The idea of God - Analysis of the concept of God or the idea of God (verification, falsification, the possibility of speaking about God).

Arguments and counter-arguments for God's existence (the ontological proof, the cosmological evidence, the argument from design and other difficult to speak in favour or against God's existence).

Religious and mystical experience - the experience will be treated from a religious perspective and evaluate its relevance.

Faith and reason - to problematize the relation between faith and reason (the rationality of religious adherence to God).

The problem of evil - will elaborate the basic kinds of evil, physical and moral - and the defences of God with regard to the existence of evil (various attempts of defence or theodicy, for example, defence of freedom of will, etc.).

Predestination, God's omniscience and free will

1.18. Teaching methods

- | | |
|--|---|
| <input checked="" type="checkbox"/> lectures | <input type="checkbox"/> individual assignment |
| <input type="checkbox"/> seminars and workshops | <input type="checkbox"/> multimedia and network |
| <input type="checkbox"/> exercises | <input type="checkbox"/> laboratories |
| <input type="checkbox"/> long distance education | <input type="checkbox"/> mentorship |
| <input type="checkbox"/> fieldwork | <input type="checkbox"/> other |

1.19. Comments



1.20. Student's obligations

To carry out studying duties it is required from students:

- to actively participate in the lectures, to analyze in details working texts. As a result of analysis student have to give seminar paper (about 5 pages).

Team work in dealing with tasks will be emphasized depending on the number of students on the course.

Besides these tasks, it is necessary for student to pass an oral exam, during which it is estimated in what degree given tasks are accomplished.

1.21. Evaluation of student's work

Course attendance		Activity/Participation		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Sustained knowledge check		Report		Practice	
Portfolio							

1.22. Assessment and evaluation of student's work during classes and on final exam

Variant 1 (final exam), students work on the case will be evaluated and assessed during the course and final exam. The total number of credits a student can achieve during the course is 70 (assessed activities highlighted in the table), while the final exam can achieve 30 points.

Detailed elaboration of ways of monitoring and evaluation of students' work will be displayed in the Working Plan Item!

1.23. Assigned reading (at the time of the submission of study programme proposal)

Davies, B. (1998) Uvod u filozofiju religije. Zagreb

Devčić, I. (2003). Bog i filozofija. Zagreb

Devčić, I. (1998). Pred Bogom blizim i dalekim. Zagreb

1.24. Optional / additional reading (at the time of proposing study programme)

Rowe L. W. (2001) Philosophy of Religion (an Introduction). WadsWorth, CA

Swinburne R. (1996) Is there a God?. New York

1.25. Number of assigned reading copies with regard to the number of students currently attending the course

Title	Number of copies	Number of students
Davies, B. (1998) Uvod u filozofiju religije. Zagreb	1	10
Devčić, I. (2003). Bog i filozofija. Zagreb	1	10
Devčić, I. (1998). Pred Bogom blizim i dalekim. Zagreb	1	10

1.26. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences

Monitoring the quality of teaching and performance items will be accomplished through self-evaluation conducted by the holder of the course, by results in achieving these goals through the evaluation that will be conducted at the Department of Philosophy and Humanities at the University.



Basic description		
Course coordinator	Boran Berčić	
Course title	LOGICAL POSITIVISM	
Study programme	Graduate Study Programme Physics and Philosophy	
Course status	Elective	
Year	2. year	
ECTS credits and teaching	ECTS student 's workload coefficient	3
	Number of hours (L+E+S)	0+0+30

1. COURSE DESCRIPTION							
1.1. Course objectives							
To acquaint the student with the basic idea's of logical positivism, the motives for the belief they held, the problems that logical positivism had to face and with the most important debates of that era.							
1.2. Course enrolment requirements							
1.3. Expected course learning outcomes							
Acquiring knowledge of the stances and philosophical solutions adopted by the logical positivists.							
1.4. Course content							
1) <u>Elimination of metaphysics</u> : positivistic critique of traditional metaphysics.							
2) <u>Verification principle</u> : motives for adopting the verification principle and its various formulations.							
3) <u>Foundations of logic and mathematics</u> : the language theory of <i>a priori</i> , the tautological character of logic and mathematics, the logicist foundations of mathematics.							
4) <u>Empirical knowledge</u> : debate concerning sentences, foundationalism and coherentism, constitutional systems, the unity of science.							
5) <u>Mind and body problem</u> : logical behaviourism, the infallibility of introspection, realism concerning mental states.							
6) <u>Truth</u> : correspondence theory, coherence theory, redundancy theory of truth.							
7) <u>Ethics</u> : emotivism in, naturalism in ethics.							
8) <u>Analythic – synthetic</u> : the importance of the thesis and the criticism it has encountered.							
1.5. Teaching methods		<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> long distance education <input type="checkbox"/> fieldwork			<input type="checkbox"/> individual assignment <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input type="checkbox"/> mentorship <input type="checkbox"/> other		
1.6. Comments							
1.7. Student's obligations							
Student should attain classes and seminars, write a paper and present it, pass the oral or written exam.							
1.8. Evaluation of student's work							
Course attendance	1	Activity/Participation		Seminar paper	1	Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Sustained knowledge check	1	Report		Practice	
Portfolio							



1.9. Assessment and evaluation of student's work during classes and on final exam

***Evaluation**

Variant 2 (no exam) The assessment and evaluation of student's work will be done during classes. A student may acquire a total of 100 points during classes.

The details of the assessment and the evaluation of the student's work will be given in detailed plan of the course.

1.10. Assigned reading (at the time of the submission of study programme proposal)

Alfred Jules Ayer: "The Elimination of Metaphysics", chapter I from *Language, Truth and Logic*, 1936.

Moritz Schlick: "Positivism and Realism" (Positivismus und Realismus), *Erkenntnis*, Vol.III, 1932/33.

Karl Gustav Hempel: "Problems and Changes in the Empiricists Criterion of Meaning", *Revue Internationale de Philosophie*, Vol. IV, 1950.

Hans Hahn: "Logic, Mathematics and Knowledge of Nature" (Logik, Mathematik und Naturerkennen), 1933.

Karl Gustav Hempel: "On the Nature of Mathematical Truth", *American Mathematical Monthly* 52, 1945, in Feigl & Sellars 1949;

Otto Neurath: "Protokol Sentences" (Protokollsätze), *Erkenntnis*, Vol. 3, 1932/3.

Karl Gustav Hempel: "The Logical Analysis of Psychology", *Revue de Synthese*, 1935.

Moritz Schlick: "Facts and Propositions", *Analysis*, Vol. 2, 1935.

Karl Gustav Hempel: "Some Remarks on "Facts and propositions"", *Analysis*, Vol. 2, 1935.

Moritz Schlick: "What Is the Aim of Ethics?", chapter I from *Problems of Ethics*, 1939.

Alfred Jules Ayer: "Critique of Ethics and Theology", chapter VI from *Language, Truth and Logic*, 1936.

Moritz Schlick: "Is There a Factual *a Priori*?", *Wissenschaftlicher Jahresbericht der Philosophischen Gesellschaft an der Universitaet zu Wien fuer das Vereinsjahr 1930/31*. Rudolf Carnap: "Formal and Factual Sciences" *Erkenntnis* 5, 1934.

1.11. Optional / additional reading (at the time of proposing study programme)

Ayer A.J (ed): *Logical Positivism*, New York: The Free Press, 1959.

Ayer A.J: *Language, Truth and Logic*, Harmondsworth, Middlesex, England: Peguin Books Ltd. 1987. (1936)

Boran Berčić: *Filozofija Bečkog kruga*, KruZak, Zagreb, 2002.

1.12. Number of assigned reading copies with regard to the number of students currently attending the course

Title	Number of copies	Number of students

1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences

At the end of the course students shall anonymously write their comments on the course.



Basic description		
Course coordinator	Boran Berčić	
Course title	PARADOXES	
Study programme	Graduate Study Programme Physics and Philosophy	
Course status	Elective	
Year	2. year	
ECTS credits and teaching	ECTS student 's workload coefficient	3
	Number of hours (L+E+S)	0+0+30

1. COURSE DESCRIPTION							
1.1. Course objectives							
To acquaint student with most known paradoxes in philosophy and their solutions.							
1.2. Course enrolment requirements							
1.3. Expected course learning outcomes							
To increase student's capacity of recognition of paradoxical consequences of certain views in philosophy, to increase the capacity of recognition of logical fallacies.							
1.4. Course content							
<u>Semantic Paradoxes</u> : liar paradox, barber paradox and other related semantic paradoxes.							
<u>Paradoxes in Inductive Reasoning</u> : Hempel's or ravens paradox, Goodman's new riddle of induction or grue paradox, "Kripkestein".							
<u>Paradoxes in Deductive Reasoning</u> : Carroll's paradox of Achilles and the Tortoise, selection task and the paradoxes of material implication.							
<u>Paradoxes in Rational Decision</u> : prisoner's dilemma, Newcomb's paradox, Buridan's ass.							
<u>Pragmatic Paradoxes</u> : unexpected exam or hangman's paradox, Moore's paradox.							
<u>Paradoxes of Motion</u> : Zeno's paradoxes.							
<u>Paradoxes of Time</u> : time travel and McTaggart's paradox.							
<u>Paradoxes of Divine Attributes</u> : omniscience and omnipotence.							
1.5. Teaching methods		<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> long distance education <input type="checkbox"/> fieldwork			<input type="checkbox"/> individual assignment <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input type="checkbox"/> mentorship <input type="checkbox"/> other		
1.6. Comments							
1.7. Student's obligations							
Student should attain classes and seminars, write a paper and present it, pass the oral or written exam.							
1.8. Evaluation of student's work							
Course attendance	1	Activity/Participation		Seminar paper	1	Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Sustained knowledge check	1	Report		Practice	
Portfolio							



1.9. Assessment and evaluation of student's work during classes and on final exam

***Evaluation**

Variant 2 (no exam) The assessment and evaluation of student's work will be done during classes. A student may acquire a total of 100 points during classes.

The details of the assessment and the evaluation of the student's work will be given in detailed plan of the course.

1.10. Assigned reading (at the time of the submission of study programme proposal)

Sainsbury R.M: *Paradoxes*, Cambridge University Press, 1995.

1.11. Optional / additional reading (at the time of proposing study programme)

Robert M. Martin: *There Are Two Errors In The Title Of This Book*, a sourcebook of philosophical puzzles, paradoxes and problems, Ontario, Canada, 1992.

Michael Clark: *Paradoxes From a to z*, Routledge, 2002.

1.12. Number of assigned reading copies with regard to the number of students currently attending the course

Title	Number of copies	Number of students

1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences

At the end of the course students shall anonymously write their comments on the course.



Basic description		
Course coordinator	Luca Malatesti	
Course title	PHILOSOPHY OF PSYCHIATRY	
Study programme	Graduate Study Programme Physics and Philosophy	
Course status	Elective	
Year	2. year	
ECTS credits and teaching	ECTS student 's workload coefficient	3
	Number of hours (L+E+S)	15 + 0 +15

1. COURSE DESCRIPTION

1.1. Course objectives

The module aims to introduce and explore in some depth some themes from contemporary philosophy of psychiatry.

The relation between philosophy and psychiatry is two-way. On the one hand, philosophical analyses and theories are used to investigate fundamental issue concerning the scientific and practical dimensions of psychiatry. On the other hand, psychiatric research is used to illuminate by means of empirical results certain philosophical issues.

The module will illustrate aspects of this general two-ways relation by considering three main debates in contemporary philosophy of psychiatry. First, we will focus on the philosophical discussions concerning the nature and plausibility of the notion of mental disorder. Then, we will address some recent philosophical analyses of psychiatric explanation. Third, we will consider a debate concerning the ascription of moral responsibility to individuals classified as psychopaths.

During the course, you will be encouraged to think critically and philosophically about the issues, evaluate and produce arguments, and you will be expected to do the same in assessment.

1.2. Course enrolment requirements

The course activities, from teaching to assessed work, will be in English. Moreover, no alternative course material in Croatian will be available. It is strongly advised that only students who can self certificate their comprehension of spoken and written English at an intermediate or advanced level can enrol. However, the course does not presuppose capacities or experience in philosophical writing in English

1.3. Expected course learning outcomes

The course aims at promoting your knowledge of the following notions relative to the topics covered in the lectures (please see course content below): philosophers, doctrines, concepts, arguments. Specifically, the course aims at promoting the following capacities:

5. *Philosophers*: capacity to associate them to the specific doctrines, arguments, concepts in philosophy of mind that were considered in the course. Some (rough) idea of when they proposed these positions or arguments.
6. *Doctrines*: ability to state in a concise, clear, and rigorous way the specific problem they aim to solve and their main theses.
7. *Concepts*: ability to define or characterize them in a concise, clear and rigorous ways and give appropriate examples.
8. *Arguments* (for a solution of a philosophical problem, objections and replies):
 3. Ability to present their structure, clarify their premises and their conclusion.
 4. Ability to assess their validity (whether they logically lead to their conclusion) and soundness (if they



are valid, whether their premises are true).

- This assessment does not necessarily require the students' capacity to offer original lines of thought. An intelligent and reasoned use of what they take to be the strongest objections in the assigned core readings is sufficient. In particular, selecting the appropriate objections to the different arguments and doctrines will require thinking about the relations between topics discussed in different seminars.

1.4. Course content

- Contemporary psychiatry and systems of classifications, the recent developments of the philosophy of psychiatry.
- Critical appraisal of some anti-psychiatric argument. An introductory presentation of the work of Michael Foucault on the history and foundations of modern psychiatry. Constructivist analyses of the notion of mental disorder
- Arguments against anti-psychiatric and constructivist theory.
- Attempts at including the notion of mental disorder into that of physical disorder.
- Criticisms to the biological account and alternative accounts
- Specific explanatory practise in psychiatry. The pragmatics of psychiatric explanation.
- Intentionality, breakdowns of meaning in the psychiatric explanation of central mental disorders.
- Introduction to the notion of psychopathy and philosophical debate about it. How psychiatry, philosophy intersects in questions of policy making

1.5. Teaching methods

- | | |
|--|---|
| <input checked="" type="checkbox"/> lectures | <input checked="" type="checkbox"/> individual assignment |
| <input checked="" type="checkbox"/> seminars and workshops | <input type="checkbox"/> multimedia and network |
| <input type="checkbox"/> exercises | <input type="checkbox"/> laboratories |
| <input type="checkbox"/> long distance education | <input type="checkbox"/> mentorship |
| <input type="checkbox"/> fieldwork | <input type="checkbox"/> other |

1.6. Comments

Lecture notes and some materials will be available on Mudri: <http://mudri.uniri.hr/>

1.7. Student's obligations

To satisfy the course duties, and thus get the signature to receive the final mark, it is required that students:

- attend regularly lectures and seminars,
- prepare for the seminars to read the assigned materials (even if she is not delivering a presentation),
- deliver the seminar presentation,
- take the two written tests.
- Submit at least an initial draft of their essay

1.8. Evaluation of student's work

Course attendance	X	Activity/Participation		Seminar paper	x	Experimental work	
Written exam	X	Oral exam		Essay	x	Research	
Project		Sustained knowledge check		Report		Practice	
Portfolio							

1.9. Assessment and evaluation of student's work during classes and on final exam

Marked activity	ECTS	OUTCOMES	WEIGHT IN THE FINAL MARK
Attendance	1		
Oral presentation			
Test 1	1	1,2,3,4.1	10
Test 2		1,2,3,4.1	20
Test 3		1,2,3,4.1	20
Essay: 1500 words in English	1	1,2,3,4.1 and 4.2.	50 (sum of marks concerning description,



			argumentation, structure and style)
UKUPNO	3		100

1.10. Assigned reading (at the time of the submission of study programme proposal)

(Material needed to prepare for the tests and main reading for writing the essay)

Boorse, C. 1977. "Health as a Theoretical Concept." *Philosophy of Science* 44, 4: 542-573.

Champlin, T. S. 1981. "The Reality of Mental Illness." *Philosophy* 56: 467-487.

Cooper, R. 2007. *Psychiatry and philosophy of science*. Stocksfield: Acumen.

Glannon, W. 1997. "Psychopathy and Responsibility." *Journal of Applied Philosophy* 14: 263-275.

Gutting, G. 1994. "Foucault and the History of Madness." In G. Gutting, ed. *The Cambridge Companion to Foucault*. Cambridge: Cambridge University Press, 47-70.

Hare, R. D. 1993. *Without Conscience: The Disturbing World of the Psychopaths Among Us*. New York: Guildford Press.

Levy, N. 2007. "The Responsibility of the Psychopath Revisited." *Philosophy, Psychiatry, & Psychology* 14, 2: 129-138.

Maibom, H. L. 2005. "Moral Unreason: The Case of Psychopathy." *Mind and Language* 20, 2: 237-257.

Megone, C. 1998. "Aristotle's Function Argument and the Concept of Mental Illness." *Philosophy, Psychiatry, & Psychology* 5, 3: 187-201.

Murphy, D. 2006. *Psychiatry in the Scientific Image*. Cambridge (Mass.): The MIT Press.

Szasz, T. 1960. "The Myth of Mental Illness." *American Psychologist*, 15 : 113-118. Reprinted in C. D. Green, *Classics in the History of Psychology: An Internet Resource*. Available at <http://psychclassics.asu.edu/Szasz/myth.htm> (accessed 03 03 2010).

1.11. Optional / additional reading (at the time of proposing study programme)

Perring, C. 2005. "Mental Illness." in Edward N. Zalta (ed.), *The Stanford Encyclopedia of Philosophy (Fall 2008 Edition)*, Web page, [accessed 28/8/2009]. Available at: <http://plato.stanford.edu/archives/fall2008/entries/mental-illness/>.

Blair, J., D. Mitchell, and K. Blair. 2005. *The Psychopath: Emotion and the Brain*. Blackwell.

Bolton, D. and J. Hill. 2004. *Mind, Meaning and Mental Disorder: The Nature of Causal Explanation in Psychology and Psychiatry*. Oxford: Oxford University Press.

Elliott, C. 1996. *The Rules of Insanity: Moral Responsibility and Mental Illness*. New York: State University of New York Press.

Fulford, K. W. M., K. Thorton, and G. Graham. 2006. *Oxford Textbook of Philosophy and Psychiatry*. Oxford: Oxford University Press. (FFRI - KNJIŽNICA 1 1:159.97 / FULFORD).

1.12. Number of assigned reading copies with regard to the number of students currently attending the course

Title	Number of copies	Number of students



<i>1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences</i>		
<p>The quality of the course is monitored and assessed by means of students' anonymous questionnaire. This questionnaire will concern the organisation and delivery of lectures, the contents of the course, the relationship of the teacher with the students (availability, readiness to explain again covered materials, overall atmosphere in the class etc.), the quality of student assessment, the quality and quantity of the assigned literature, and the achievement of the planned outcomes that are stated in this programme.</p>		



Basic description		
Course coordinator	Majda Trobok	
Course title	SCIENCE AND EXPLANATION	
Study programme	Graduate Study Programme Physics and Philosophy	
Course status	Elective	
Year	2. year	
ECTS credits and teaching	ECTS student 's workload coefficient	3
	Number of hours (L+E+S)	0+0+30

1. COURSE DESCRIPTION

1.1. Course objectives

The objective of this seminar is to familiarize students with one of the major goals of science, scientific explanation. By producing explanations sciences are trying to provide us with an understanding of the world that surrounds us. And that is the reason why the question of scientific explanation is one of the central problems in the philosophy of science.

This seminar will present different philosophical accounts of scientific explanation. The aim is to discover forms or models how science explains phenomenon and even how science should explain phenomenon they investigate. Our approach to this problem is historical.

In the introduction we will present the concept of scientific explanation, discuss explanation – justification distinction, explanation – description distinction. Then we will explore the differences between scientific and everyday notion of explanation, through three different conceptions: inferential, causal and erotetic.

Although systematic and continuous analysis of scientific explanation begun with Hempel-Oppenheim model in 1948, we will start our historical view with Plato, Aristotle and J.S.Mill whose influence can be seen in the work of more recent authors.

Next phase of the seminar will be a detail analysis of different accounts of scientific explanation. The first account is deductive – nomological model by Carl Hempel and Paul Oppenheim that represents explanation as deductive argument. Hempel expands his account with deductive and inductive – statistical models, which introduce the notions of statistics and induction in explanation. Considering the objections of hempelian models Wesley Salmon is developing model of statistical relevance, saying that in the process of explaining, only those features that are statistically relevant to the explanation should be taken into account. Then he incorporates those findings into causal – mechanical model which asserts that giving an explanation is a process of tracing the causal path that brought up the phenomenon we're trying to explain. After that we will discuss model of explanatory unification by Michael Friedman and Philip Kitcher. They claim is that a criterion for a good explanation is one that takes into account the unification of scientific knowledge.

The students will then become acquainted with the most recent discussion of the problem of explanation, exploring authors like Stuart Glennan, Peter K.Machamer, Lindley Darden and Carl F.Craver who think that giving an explanation is connected with the process of discovering and developing a model of mechanism that produce a phenomenon we're trying to explain.

The last topic of this seminar is question of scientific explanation in social sciences. That problem arises from a more general problem, problem of differences and similarity between physical and social sciences. One of the objectives of this seminar is to acquaint students with the problem so they will be able to participate in that discussion as well.

1.2. Course enrolment requirements



1.3. Expected course learning outcomes

By working on relevant classical and most recent papers, students will be qualified for independent work on this matter. They will also develop competence of understanding and working on philosophical papers.

Besides stated competencies one of the goals of this seminar is to familiarize students with the way how science works.

1.4. Course content

1. Introduction
 - a. Acquaintance with the concept of scientific explanation, different conceptions of scientific explanation (inferential, causal, erotetic) and different kinds of scientific explanation (compositional, evolutionary, functional, transitional).
2. Historical overview of the problem
 - 2.1. Scientific explanation before Carl Hempel: Plato, Aristotle, J.S.Mill
 - 2.2. Explanation as deductive logical argument. Acquaintance with deductive–nomological model by Hempel and Oppenheim.
 - 2.3. Objectives of deductive–nomological model by Michael Scriven.
 - 2.4. Counterexamples to deductive–nomological model
 - 2.5. Explanation as inductive logical argument. Acquaintance with inductive – statistical model by Hempel. Objectives to inductive – statistical model.
 - 2.6. Acquaintance with statistical – relevance model by W.Salmon
 - 2.7. Explanation as tracing causes, causal – mechanical model by W.Salmon
 - 2.8. Different conceptions of causality, explanation and understanding.
 - 2.9. Explanation as process of unification and systematization of our knowledge. Acquaintance with models of explanatory unification by M.Friedman and Ph.Kitcher. Relationship between explanation and understanding.
3. Most recent discussion of the problem
 - 3.1. Explanation as discovering mechanisms. Acquaintance with mechanistic models of S.Glennan and Machamer-Darden-Craver.
4. Scientific explanation in social sciences. Problem of application of same models of explanation to natural and social sciences.

3.1. Teaching methods



lectures



seminars and workshops



exercises



long distance education



fieldwork



individual assignment



multimedia and network



laboratories



mentorship



other

3.2. Comments

3.3. Student's obligations

1. Students are required to actively participate with their comments on the subject and prepare for the classes by reading the required papers.
2. Every student is required to prepare and present one of the proposed papers to other students.
3. Every student is required to write an essay on chosen topic related to the scientific explanation.

3.4. Evaluation of student's work



Course attendance	0.5	Activity/Participation	1.0	Seminar paper	1.5	Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Sustained knowledge check		Report		Practice	
Portfolio							

3.5. Assessment and evaluation of student's work during classes and on final exam

Student's work will be evaluated during classes in categories marked above in the table. Total sum of points is 100.

3.6. Assigned reading (at the time of the submission of study programme proposal)

1. Salmon, W. (1989), *Four Decades of Scientific Explanation*, u Kitcher, P. i Salmon, W.C. (ed.), *Minnesota Studies in the Philosophy of Science*, University of Minnesota Press, Minneapolis;
2. Okasha, S. (2004) *Filozofija nauke*, BTC Šahinpašić, Sarajevo

3.7. Optional / additional reading (at the time of proposing study programme)

1. Craver, C.F. i Bechtel, W. (2006), *Mechanism*, Sarkar, S. and Pfeifer, J. (ed.), *Philosophy of Science: An Encyclopedia*, Routledge: London-New York, p. 469-478.
2. Friedman, M., (1974), *Explanation and Scientific Understanding*, The Journal of Philosophy, vol.17, No.1
3. Glennan, Stuart (2008), "Mechanisms", u Psillos, S. i Curd, M. (ed.), *The Routledge Companion to Philosophy of Science*, Routledge: London-New York, pog. 35, p. 376-384. ;
4. Godfrey-Smith, P. (2003), *Theory and Reality: an introduction to philosophy of science*, The University of Chicago Press, Chicago; pogl.13, p.190-201
5. Hempel, C., *Statistical Explanation*, u Kourany, J.A. (1987), *Scientific Knowledge: basic issues in the philosophy of science*, Wadsworth Publishing Company, Belmont, California
6. Hempel, C., Oppenheim, P., *Studies in the Logic of Explanation*, u Kourany, J.A. (1987), *Scientific Knowledge: basic issues in the philosophy of science*, Wadsworth Publishing Company, Belmont, California
7. Jeffrey, R.C. (1969), *Statistical explanation vs. Statistical inference*, u Rescher, N. (ed.), *Essays in Honor of Carl G. Hempel*, D.Reidel Publishing Company, Dordrecht, Holland.
8. Kitcher, Ph., *Explanatory Unification and causal Structure of the World*, u Kitcher, Ph., i Salmon, W., (ed.), *Minnesota Studies of Philosophy of Science*, vol.XIII *Scientific Explanation*
9. Machamer, P., Darden, L., i Craver, C.F., (2000), *Thinking about Mechanisms*, *Philosophy of Science* 67: p.1-39.
10. Machamer, P. i Silberstein, M., (ed.) (2002) *The Blackwell guide to the philosophy of science*, Blackwell Publisher
11. Ruben, D.H (1992), *Explaining Explanation*, Routledge, London - New York;
12. Salmon, M.H., *Explanation in the Social Sciences*, u Kitcher, Ph., i Salmon, W., (ed.), *Minnesota Studies of Philosophy of Science*, vol.XIII *Scientific Explanation*
13. Salmon, W., (1998), *Causality and Explanation*, Oxford University Press
14. Salmon, W., *Why Ask „Why?“? An Inquiry Concerning Scientific Explanation*, u Kourany, J.A. (1987), *Scientific Knowledge: basic issues in the philosophy of science*, Wadsworth Publishing Company, Belmont, California
15. Scriven, M. (1970), *Explanations, Predictions, and Laws*, u Brody, B. (ed.), *Readings in the Philosophy of Science*, Englewood Cliffs Prentice Hall



16. Woodward, J. (2008), *Explanation*, u Psillos, S. i Curd, M. (ed.), *The Routledge Companion to Philosophy of Science*, Routledge:London-New York, pog. 16, p. 171-181. ;
17. Woodward, J., (2003) *Making Things Happen: a Theory of Causal Explanation*, Oxford University Press, Oxford
18. Woodward, J., (1989) *The Causal Mechanical Model of Explanation*, u Kitcher, Ph., i Salmon, W., (ed.), *Minnesota Studies of Philosophy of Science*, vol.XIII *Scientific Explanation*, University of Minnesota Press, Minneapolis
19. Stanford Encyclopedia of Philosophy (J.Woodward, 2009.)
<http://plato.stanford.edu/entries/scientific-explanation/>
20. The Internet Encyclopedia of Philosophy (R.Mayes, 2005.) <http://www.utm.edu/research/iep/e/explanat.htm>
21. British Journal for the Philosophy of Science
<http://bjps.oxfordjournals.org/>

3.8. Number of assigned reading copies with regard to the number of students currently attending the course

Title	Number of copies	Number of students

3.9. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences

At the end of the course students shall anonymously write their comments on the course.



Basic description		
Course coordinator	Neven Petrović	
Course title	THEORIES OF DISTRIBUTIVE JUSTICE	
Study programme	Graduate Study Programme Physics and Philosophy	
Course status	Elective	
Year	2. year	
ECTS credits and teaching	ECTS student 's workload coefficient	3
	Number of hours (L+E+S)	15+0+15

1. COURSE DESCRIPTION

1.1. Course objectives

The main aim of this course is to provide an introduction into contemporary political philosophy through the assessment of the main positions about one of its central questions, i.e. the issue of distributive justice. Entrance into a wider and deeper discussion about this subject is not the first plan, but the recommended literature contains some more important extensions and criticisms of all the mentioned standpoints. In that way, there is also a space for more ambitious work – if the participants become interested into it. The readings are chosen with the intention to provide a short, clear and informative overview of the basic positions and critical accounts of them.

1.2. Course enrolment requirements

A condition of attendance of this course is at least minimal knowledge of English, since it is not possible to find literature in Croatian for some indispensable subjects. But in that way students are encouraged to use their knowledge of this foreign language, and so may improve their mastery of it.

1.3. Expected course learning outcomes

After attending the course and satisfying its requirements:

- students become informed about the main problems of theories of distributive justice and get acquainted with the leading positions on these issues. The compulsory literature is so chosen that it is not required that students read the whole books but merely their main parts (or short representative articles). In that way they gain knowledge of the central ideas only and do not get burdened with inessential data;
- students are, in that way, enabled to continue with their own research about some (or even all) of these subjects. For this reason, the selected additional literature is offered that comprises several more important works in this field, which further develop issues discussed in the compulsory papers. This preparation for an independent upgrade of students' knowledge is the second main objective of the course;
- students are also helped to develop skills of applying the acquired theoretical knowledge to the actual social problems;
- students can, thus, gradually become competent participants in the ongoing public debate about the actual moral and political issues.

1.4. Course content

1. This course has a bit longer introductory part than it is usual. After explaining what is the core of the problem to which it is devoted and consideration of one traditional argument about injustice (Feinberg, Letwin – 1. and 2. week), the focus moves onto some theories that are commonly considered as being about just distribution of resources, although this is incorrect.
2. Thus, the second part of introduction intends to show that Marxism, contrary to the opinion widespread even among philosophers, does not aim to establish a just society. This doctrine, actually, does not give any force to the concept of "justice", nor to morality in general (Tucker, Lukes – 3. week). After that, the attention is turned to Utilitarianism, which is a moral doctrine but is not interested in justice, nor in distribution, except insofar this is of consequence for the maximisation of overall happiness (Brandt – 4. week). This extended introductory part ends with an account of economic libertarianism (Friedman – 5. week) that is primarily an economic and empirical



teaching but generates important implications for many standpoints on distributive justice.

3. Then, we move to the most influential contemporary theory of just distribution – the one defended by John Rawls. After analysis of its main tenets (6. and 7. week), some pretty influential criticisms of the doctrine are considered (G.A. Cohen, Sher – 8. and 9. week).
4. The time comes for merely sketchy overview of neo-hobbesian theory of David Gauthier (10. week), which is based on the enlightened pursuit of self-interest. This topic also touches some essentials of the game theory. (This subject could be, however, skipped altogether if students show larger interests in other topics).
5. Robert Nozick's libertarianism – which is the main competitor of Rawls' views – comes next. His defence of laissez-faire capitalism is indispensable for any decent account of distributive, hence some more time is devoted to it and to some of its critics (Nozick, Ryan – 11. and 12. week).
6. Finally, we come to the last influential contemporary stand about the problem of just distribution – Michael Walzer's pluralism (13. week). Although his ideas about different spheres of justice in which different criteria of just distribution apply deserve more mention, the course does not go much deeper into them because of the lack of time. But it would not be comprehensive enough if students do not get at least some information about Walzer.

1.5. Teaching methods

☒ lectures
☒ seminars and workshops
☐ exercises
☐ long distance education
☐ fieldwork

☒ individual assignment
☐ multimedia and network
☐ laboratories
☒ mentorship
☒ other

1.6. Comments

In accordance with the program of the Philosophy Department, all optional courses could be offered in any semester and in any year of study. Students themselves decide how these courses are going to be distributed. The course *Theories of Distributive Justice* can be an optional one on the graduate program. For this reason, the place of the course in semester and in school-year is shown in the disjunctive way.

The work during the course is primarily of seminar type. The compulsory readings are accessible to the all participants in the form of photocopied reader (that is prepared in advance). Every week students have a duty to read, at average, twenty to thirty pages of text. And during the each seminar-session, one of them has a presentation in which he reminds others about the main points and arguments of that week's readings. If possible, he also gives comments and criticism. In the case of some predominantly polemical texts, there are couple of students who present views of the opposed authors. After the presentation, there is a discussion about the crucial problems. The main task of the teacher is to provoke and direct the discussion, and to intervene into it if this is needed. Every student is also welcome to visit the teacher in his office and to discuss with him all the matters that are of interest to him.

1.7. Student's obligations

All the students are required not merely to be present physically at the seminars, but also to submit response-papers, i.e. summaries of the texts that are included into the compulsory literature. It is also welcome if they include their comments and criticisms of these readings. Attendance of the classes is counted only if they fulfil this obligation, the meaning of which is to check whether students work continuously. Alternatively, if writing of the response-papers turns out to be too burdensome for students, they can write instead "discussion contributions" – i.e. short lists containing a couple of interesting questions that might be discussed in connection with the papers which are the subject of seminars. Every student must have an oral presentation or write a seminar paper. After the end of the course, all participants must pass a written exam that checks whether they indeed read the assigned literature. Having done this, they may come to the final, oral exam.

1.8. Evaluation of student's work

Course attendance		Activity/Participation	1	Seminar paper	1	Experimental work	
Written exam	0,5	Oral exam	1	Essay		Research	
Project		Sustained knowledge check	0,5	Report		Practice	
Portfolio							

1.9. Assessment and evaluation of student's work during classes and on final exam



Continuous or even periodical participation in the seminar discussions is rewarded, as well as successful presentations of the texts that are subject of the course's inquiry. Seminar papers of lesser quality are also graded. But the main part of the overall grade depends on the final knowledge-check, i.e. on the multiple choice written exam and (if students pass it) on the oral exam. If the lecturer is not too burdened with obligations, the written exam might be replaced by an essay (it is up to the students what will they chose).

1.10. Assigned reading (at the time of the submission of study programme proposal)

Feinberg, J. (1973) "Social Justice" in Feinberg, J. *Social Philosophy*, Prentice Hall, Englewood Cliffs, NJ, pp. 98-119 (22)
Letwin, W. "How Much Inequality is There?", in Letwin, W. (ed.) *Against Equality*, Macmillan, London, 1983, pp. 58-65 (8)
Tucker, R.C. «Marx and Distributive Justice», in Tucker, R.C. *The Marxian Revolutionary Idea*, W.W. Norton, New York, 1969, pp. 33-53 (21)
Lukes, S. "Can a Marxist Believe in Human Rights?", in Lukes, S. *Moral Conflict and Politics*, Clarendon Press, Oxford, 1991, pp. 173-88 (16)
Brandt, R.B. *Ethical Theory*, Prentice Hall, Englewood Cliffs, NJ, 1959, pp. 411-22 (12)
Friedman, M. *Kapitalizam i sloboda*, Globus – Školska knjiga, Zagreb, 1992, pp. 167-95 (29)
Rawls, J. «Distributive Justice», in Rawls, J. *Collected Papers*, Harvard University Press, Cambridge, MA, 1999, pp. 130-53 (24)
Cohen, G.A. *If You're an Egalitarian, How Come You're So Rich?*, Harvard University Press, Cambridge, MA, 2000, pp. 117-34 (18)
Sher, G. *Desert*, Princeton University Press, 1987, pp. 22-36 (15)
Gauthier, D. "Bargaining Our Way into Morality: Do-It-Yourself Primer", in Pettit, P. (ed.) *Contemporary Political Philosophy*, MacMillan, New York, 1991, pp. 153-68 (16)
Nozick, R. «Raspodjelna pravda», in Nozick, R. *Anarhija, država i utopija*, Jesenski i Turk, Zagreb, 2003, pp. 201-42 (42)
Ryan, C. "Yours, Mine, and Ours: Property Rights and Individual Liberty", *Ethics*, Vol. 87, No. 2, 1977, pp. 126-41 (16)
Walzer, M. *Područja pravde*, Filip Višnjić, Beograd, 2000, pp. 25-59 (35)

In total around 300 pp.

1.11. Optional / additional reading (at the time of proposing study programme)

Ackerman, B.A. *Social Justice in a Liberal State*, Yale University Press, 1980.
Pettit, P. "Analytical Philosophy", in Goodin, R.E. & Pettit, P. (ed.) *Companion to Contemporary Political Philosophy*, Blackwell, 1993, pp. 7-22 (16)
Marx, K./Engels, F. *Manifest komunističke partije*, Naprijed, Zagreb, 1973, pp. 23-58 (36)
Cohen, G.A. *If You're an Egalitarian, How Come You're So Rich?*, Harvard University Press, Cambridge, MA, 2000, pp. 101-15 (15)
Wood, A. «Marx Against Morality», in Singer, P. (ed.) *A Companion to Ethics*, Blackwell, Oxford, 1991, pp. 511-24 (14)
Plant, R. *Suvremena politička misao*, Jesenski i Turk, Zagreb, 2002, pp. 93-173, 192-204 i 214-20 (100)
Frankfurt, H.G. "Equality as a Moral Ideal", in Frankfurt, H. *The Importance of What We Care About*, Cambridge University Press, 1988, pp. 137-46 (10)
Schmidtz, D. & Goodin, R.E. *Social Welfare and Individual Responsibility*, Cambridge University Press, 1998, pp. 3-96 (94)
Rothbard, M. «Utilitarian Free-Market Economics» in Rothbard, M. *The Ethics of Liberty*, New York University Press, New York, 2002, pp. 201-14 (14)
Kukathas, C. & Pettit, P. *Rawls*, Polity Press, Cambridge, 1990, pp. 17-59 (43)
Dworkin, R. «Liberalizam», *Domesti*, 11, 1988, pp. 669-85 (17)
Kekes, J. "A Question for Egalitarians", *Ethics*, Vol. 107, No. 4, 1997, pp. 658-69 (12)
Sesardić, N. "Biološka nejednakost naspram socijalnoj nejednakosti", in Sesardić, N. *Iz analitičke perspektive*, Sociološko društvo Hrvatske, Zagreb, 1991, pp. 147-66 (20)
Barry, B. *Justice as Impartiality*, Clarendon Press, Oxford, 1995, pp. 28-46 (19)
Narveson, J. «Gauthier on Distributive Justice and the Natural Baseline», in Vallentyne, P. (ed.) *Contractarianism and Rational Choice*, Cambridge University Press, 1991, pp. 127-48 (22)
Wolff, J. *Robert Nozick*, Stanford University Press, 1991, pp. 73-117 (45)
Cohen, G.A. *Self-Ownership, Freedom, and Equality*, Cambridge University Press, 1995, pp. 106-11 (6)
Okin, S.M. *Justice, Gender, and Family*, Basic Books, New York, 1989, pp. 74-88 (15)
Steiner, H. (1980) "Slavery, Socialism, and Private Property", in Chapman, J.W./Pennock, J.R. (ed.) *Property*, New York University Press, pp. 244-65 (22)



Fried, B.H. (2004) "Left Libertarianism: A Review Essay", *Philosophy and Public Affairs*, Vol. 32, No. 1, pp. 66-92 (27)
Sandel, M.J. "What Money Can't Buy", u Peterson, G.B. (ed.) *The Tanner Lectures on Human Values*, The University of Utah Press, Salt Lake City, Vol. 21, 2001, pp. 89-122 (34)
Miller, D. *Principles of Social Justice*, Harvard University Press, Cambridge, 1999, pp. 21-92 (72)
Rustin, M. "Equality in Post-Modern Times", in Miller, D./Walzer, M. (ed.) *Pluralism, Justice, and Equality*, Oxford University Press, 1995, pp. 17-44 (28)

1.12. Number of assigned reading copies with regard to the number of students currently attending the course

Title	Number of copies	Number of students

1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences

The main way of checking the success of this course is on the basis of knowledge that students show at the exam and/or quality of their essays. But whether the course was satisfactory is also assessed by the anonymous questionnaire in which students freely tell how satisfied they are, what they liked and disliked, what would they change, etc. This helps the teacher to modify the program later on, so that he can replace topics and papers that turned out to be too difficult and/or uninspiring with something more proper.



Basic description		
Course coordinator	Boran Berčić	
Course title	WITTGENSTEIN	
Study programme	Graduate Study Programme Physics and Philosophy	
Course status	Elective	
Year	2. year	
ECTS credits and teaching	ECTS student 's workload coefficient	3
	Number of hours (L+E+S)	0+0+30

1. COURSE DESCRIPTION							
1.1. Course objectives							
To introduce student into the central ideas of Ludwing Wittgenstein's philosophy, primarily from the <i>Tractatus</i> and <i>Philosophical Investigations</i> .							
1.2. Course enrolment requirements							
1.3. Expected course learning outcomes							
Acquiring knowledge of the most important ideas of Ludwig Wittgenstein.							
1.4. Course content							
1) <u>Logical Atomism</u> : simple and compound propositions, the structure of the facts, isomorphism of the facts and propositions.							
2) <u>Correspondence Theory of Truth</u> : picture theory of the language, logical structure of the facts.							
3) <u>Espressing the Inexpressible</u> : the difference between saying and showing, the nature of philosophical propositions, the metaphor of ladder.							
4) <u>Equivalence of Realism and Solipsism</u> : the boundaries of the world and the boundaries of the language, impossibility of the identification of the subject.							
5) <u>Language game</u> : the relationship between meaning of the word and its usage, family resemblance.							
6) <u>Rule Following</u> : private language argument.							
7) <u>Certainty</u> : the status of the basic beliefs.							
1.5. Teaching methods		<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> long distance education <input type="checkbox"/> fieldwork			<input type="checkbox"/> individual assignment <input type="checkbox"/> multimedia and network <input type="checkbox"/> laboratories <input type="checkbox"/> mentorship <input type="checkbox"/> other		
1.6. Comments							
1.7. Student's obligations							
Student should attain classes and seminars, write a paper and present it, pass the oral or written exam.							
1.8. Evaluation of student's work							
Course attendance	1	Activity/Participation		Seminar paper	1	Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Sustained knowledge check	1	Report		Practice	
Portfolio							



1.9. Assessment and evaluation of student's work during classes and on final exam

***Evaluation**

Variant 2 (no exam) The assessment and evaluation of student's work will be done during classes. A student may acquire a total of 100 points during classes.

The details of the assessment and the evaluation of the student's work will be given in detailed plan of the course.

1.10. Assigned reading (at the time of the submission of study programme proposal)

Wittgenstein Ludwig: *Tractatus Logico-Philosophicus*, Veselin Masleša - Svjetlost, Sarajevo, 1987. (1921).

Wittgenstein Ludwig: *Filozofska istraživanja*, Nolit, Beograd, 1980. (1953).

1.11. Optional / additional reading (at the time of proposing study programme)

Saul Kripke: *Wittgenstein on Rules and Private Language* (Harvard University Press, Cambridge, Massachusetts 1982).

H.O. Mounce: *Wittgenstein's Tractatus*, University of Chicago Press, 1989.

Marie McGinn: *Guidebook to Wittgenstein and the Philosophical Investigations*, Routledge, 1997.

1.12. Number of assigned reading copies with regard to the number of students currently attending the course

Title	Number of copies	Number of students

1.13. Quality monitoring methods which ensure acquirement of output knowledge, skills and competences

At the end of the course students shall anonymously write their comments on the course.