SYLLABUS

1. Course title:

Ethics

2. Code:

3. Cycle of study:

1

4. ECTS credits:

6

5. Type of course:

(●) Mandatory ( ) Elective

6. Prerequisites:

7. Class restrictions:

8. Duration / semester:

1 5

9. Weekly contact hours:

9.1. Lectures: 3

9.2. Seminars: 2

9.3. Laboratory/Practice classes: 0

10. Faculty:

Faculty of Humanities and Social Sciences

11. Department/study program:

PHILOSOPHY-SOCIOLOGY

12. Lecturer:

Šefket Krcić, PhD, Full Professor

13. Lecturer's e-mail:

dr.s.krcic@uninp.edu.rs

14. Web site:

www.ff.untz.ba

15. Course aims:

Introducing students with the emergence of ethics as a philosophical discipline. Then, introduce students to the definition of subjects and methods of ethics. Introducing and understanding central ethical concepts and fundamental issues through the historical development of ethics. Show the difference between ethics and morals. Then, getting to know the theoretical and practical activities of the discipline, as well as its importance for everyday human life. After the professor's presentation by the method of the monologue, other methods are applied: dialogue, with the aim of spreading the discussion and answering the questions asked, where the students participate, under the mentorship of the professor, in order to build the student capacities for philosophy and sociology.

16. Learning outcomes:

To make a student constructively form a knowledge base, achievements and results, different learning perspectives (philosophical, scientific, ethical, aesthetical, logical). In this context, knowledge comes as a result, ie knowledge product, as functions of various theoretical and practical pedagogical activities. Knowledge is logically and coherently linked to the system of attitudes about man, society and the world. The essence of knowledge is to increase and perfect the rational experience of different phenomena. In this sense, knowledge as a result differs from less reliable ments, and consists of ideas and knowledge of the facts that connects logical arguments. In this sense, knowledge is a scientific (scientific) knowledge, whereby knowledge is often gained through other disciplines, whose results are checked through philosophical, ethical-aesthetic and logical dialogues. Therefore, elements of knowledge need to be linked to each other in comprehensive philosophical knowledge in accordance with R. P. Liessman's theory of so-called The Bologna system of education, with the aim of expanding the ideas of the modern idea of the arts.

17. Course content:

Introduction to philosophy and philosophical discipline with special emphasis on ethics; - Relationship between ethics and other disciplines; Individual and collective ethics; - The genesis of ethics, the historical phase of development; Socrates, the founder of ethics - ethical optimism; - Plato's ethics of good and righteousness; Aristotle's ethics measure gold medals; - Ethics of Stoics and Epicureans; Right and Ethics in Rome; Medieval ethics. The relationship between ethics and religion. Key Issues of Islamic Ethics - the phenomenon of Merhamat. Spinosis of Ethics - English Philosophy - The Relationship of Ethics and Politics (Bekon, Berkli, Hjum and Hobs), Jr. Lok on Tolerance; The Ethics of the French Enlightenment, Volter and the Russian Ethics of Education, with special emphasis on tolerance; Kant's ethics of the categorical imperative (answer to the question: What should I do?); The relationship between ethics and politics at Fihte, Hegel's ethics; Existentialist Ethics; Ethics and philosophy of life (Šopenhauer and Nietzsche); Humanistic Thought and Ecological Ethics in Contemporary Philosophy, Morality and Immorality, Ethics in Bosnia and Herzegovina (Pruščak, Smailagić, Tanović, Muminović, J. Babić)

18. Learning methods:

A planned procedure is applied to achieve theoretical and practical teaching and knowledge of the course of this discipline in order to gain knowledge. The method of learning is manifested through the logical rules and criteria of scientific knowledge in an objective way and the way to an unambiguous answer to the problem issue and hypotheses. A monologue, dialogue, constructive method, analysis and synthesis, deduction, induction, as a means of research and manifestation of constructive dialogue within science - discipline are applied. In order to realize epistemological principles, which imply theoretical and practical research frameworks. Subsequently, the application of numerous analytical and synthetic methods is used to determine the relationship between phenomena in the development of knowledge and the field of research. In this process, it is important that the professor directs students to get general knowledge from the subject discipline

19. Assessment methods:

Verification is done through seminars, as well as written and oral exams. The general knowledge assessment takes place during the maintenance of unique: philosophical-ethical dialogue students, where students present their oral topics in the curriculum and their curriculum in their own language, other students point to issues that are followed by discussion after the presentation. It is an opportunity for students not to learn only from lectures, then reading books, but students learn from each other. Because seminar topics are different. It is also an opportunity to see how many students have acquired knowledge in the cognitive process and what their world view is, which is the essence of this specific study. The final grade is formed by summing the obtained points on oral and written examination as well as on the presentation of the seminar papers and the scores obtained through attendance of the student in the classroom.

20. Assessment components:

Presence and activity in the class:
- presence in lectures and exercises 10
- activity on the classes 10
- seminary paper defended 10

Written exam: 20
Oral exam: 50
Total points: 100

SYSTEM OF EVALUATION:
number of points: from 94-100=10, from 84-93=9, from 74-83=8, from 64-73=7, from 54-63=6, from 0 to 53=5

21. Required reading list:

1. Peter Singer, Uvod u etiku, Sremski Karlovci, Novi Sad: IK Zorana Stojanovića, 2004.
2. ARISTOTEL, Nikomahova etika, Sveučilišna naklada Liber, Zagreb 1988., NE I-III i VI
3. Jodl, Fridrich., Istorija etike, I i II, Veselin masleša, Sarajevo 1975.
4. Hartman.N. Etika, Zagreb 2003.
5. Pavićević, V.: „Etika"; BIGZ Beograd, 1978. 2.
6.Krcić, Š.: „Praktikum iz etike", FUN, Novi Pazar, 2007.
7.Muminović, R.: „Ethos i ljudsko bivstvovanje", Tuzla, 1998.
8. A. Šopenhauer, Dva osnovna problema etike, Svetovi, Novi Sad, 2003
9.I. Kant, Kritika praktičkog, uma, Plato, Beograd, 2004

22. Web sources:

(max. 687 characters)

23. Applicable starting from the academic year:

2017/18

24. Adopted in the Faculty/Academy session:

(max. 10 char.)