SYLLABUS

1. Course title:

Modern Philosophy

2. Code:

3. Cycle of study:

1

4. ECTS credits:

6

5. Type of course:

(●) Mandatory ( ) Elective

6. Prerequisites:

none

7. Class restrictions:

none

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:

Critically discern continuity and improvements in the development of modern philosophy, towards medieval and Renaissance thoughts;
- Continental Rationalism and British Empiricism; The key questions of modern philosophy, the problem of methods as well as the issues of the origin of human cognition
- Discussion of the implications of empiricism and rationalism and the opening of paths for their overcoming and critical synthesis.

16. Learning outcomes:

Based on the lectures and exercises, as well as provided literature that students will be able to use at the end of the course, students will gain insight into certain important issues of Modern Philosophy, the specifics of their emergence and development, as well as the relationship of Modern Philosophy towards Medieval Philosophy. The acquired knowledge will be able to be presented in verbal and written form.

17. Course content:

- Introduction to the world of modern philosophy in the context of other philosophical periods. - The meaning of the term "modern" as applied in the philosophical thought of the 17th century - The views of modern philosophy (renaissance, rationalism, empiricism, visualization), - The philosophy of humanism and Renaissance (Đordano Bruno, Galileo, Leonardo Vince, Montelj, Makijaveli, T. Mor); - The philosophy of rationalism (Dekart, Spinoza, Lebiscus) - English classical empirical philosophy (Bekon, Berkli, Lok, Hjum, Hobs) - French Evolutionary Philosophy (Volter, Ruso, Kondijak, Kondoser, Lametri, Didro, Holbah, Monteskije and others); Didro and French encyclopaedists

18. Learning methods:

A planning process is being applied to achieve theoretical and practical teaching and knowledge of the trends of Modern Philosophy (from the 15th to the 18th century) as an important period of the development of philosophical ideas and disciplines 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 the students how to come t

19. Assessment methods:

Verification is done verbally and in writing, then verification is carried out through essays as well as two colloquia. The general knowledge assessment takes place during the maintenance of unique: philosophical-ethical and aesthetic-logical student dialogues, where the students orally present their chosen topics from the Curriculum , other students ask questions that are followed by a discussion after the presentation. It is an opportunity for students not to learn only from lectures, and 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. For the purpose of logical reflection of the world based on selected premises (at least two), to build up their speech and logical speech skills.

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:

Copleston, F., Istorija filozofije , IV: Od Dekarta do Lajbnica, BIGZ, Beograd 1995.
2. Decartes, R., Meditacije o prvoj filozofiji, Zagreb 1975.
3. Decartes , R., Rasprava o metodi, Matica hrvatska, Zagreb 1951.
4. Džon, L., Ogledi o ljudskom razumu, Kultura, Beograd 1962.
5. Spinoza, B., Etika (izbor),u : D.BARBARIĆ, Filozofija racionalizma, Zagreb 1997,,str. 269-311.
6. Lajbnic, G., Novi ogledi o ljudskom razumu, Dereta, Beograd 2010.
7. Hobs.T., Leviatan, Veselin Masleša, Sarajevo 1988
8. Hegel: „Historija filozofija I i II“, BIGZ, Beograd, 1988.
9. Winelband, W. „Povijest filozofije I-II“, Zagreb, 1973.
10. Krcić, Š.: „Pregled povijesti filozofije“ (priručnik sa održanih predavanja), 2015.

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.)