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| **Course unit**  **Descriptor** | **LOGOOO.png** | | logo_UNS.png |
| **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | |
| Study program in which the course unit is offered | | **Philosophy** | |
| Course unit title | | Ontology II | |
| Course unit code | | 15ФЛФЛ027 | |
| Type of course unit[[1]](#footnote-1) | | Compulsory | |
| Level of course unit[[2]](#footnote-2) | | Bachelor | |
| Field of Study (please see ISCED[[3]](#footnote-3)) | | Arts and humanities – 0223 Philosophy | |
| Semester when the course unit is offered | | Summer | |
| Year of study (if applicable) | | 3 | |
| Number of ECTS allocated | | 5 | |
| Name of lecturer/lecturers | | Prof. dr Dragan Prole | |
| Name of contact person | | Prof. dr Dragan Prole | |
| Mode of course unit delivery[[4]](#footnote-4) | | Face to face | |
| Course unit pre-requisites (e.g. level of language required, etc) | | None | |
| **PURPOSE AND OVERVIEW (max 5-10 sentences)** | | | |
| Introduction to metaphysics as a central philosophical standpoint inside the historical development of philosophy. Connection of ontological concepts and problems with the foundations of human knowledge, practice and creativity. Acquisition of knowledge about central ontological conceptions. Insight into the problems of philosophical positioning of ontology as a central philosophical discipline. | | | |
| **LEARNING OUTCOMES (knowledge and skills)** | | | |
| Acquisition of comprehensive knowledge about historical development of central philosophical concepts. Orientation with respect to the basic standpoints which have been brought into connection with the idea of first philosophy. Acquisition of prerequisites for particular application of central concepts of ontological tradition in the context of contemporary world. | | | |
| **SYLLABUS (outline and summary of topics)** | | | |
| *Theory lessons*  Kant's critical revision of ontology. Fichte's merging of ontology with practical philosophy. Schelling's conception of ontology and philosophy of nature. Hegel's grounding of ontology as science of logic. Post-Hegelian impugnment of ontology. Nietzsche's ontology. Phenomenological ontology. Fundamental ontology. Contemporary revision of ontology. Ethics as first philosophy. Possibility of contemporary transformation of ontology.  *Practical lessons:*  Work on the production of written paper. Practical application of philosophical insights from the field of fundamental ontological vocabulary in its debate with recent philosophical problems | | | |
| **LEARNING AND TEACHING (**planned learning activities and teaching methods) | | | |
| Lecturing. Dialogue on given topic. Practical demonstration of textual analysis. Research work. | | | |
| **REQUIRED READING** | | | |
| Kant, I., *Koji su stvarni napreci koje je metafizika ostvarila u Nemačkoj od Lajbnicovih i Volfovih vremena,* IKZS, Novi Sad, 2004.  Fihte, J. G., *O pojmu učenja o naucu,* BIGZ, Beograd, 1976.  Šeling, F. V. J., *Uvod u Nacrt sistema filozofije prirode,* IKZS, Novi Sad, 2009.  Hegel, G. V. F., *Nauka logike I. Učenje o biću*, BIGZ, Beograd 1976.  Niče, F.; „Kako je pravi svet postao bajka“, u: *Knjiga o filozofu*, Službeni glasnik, Beograd, 2011.  Huserl, E., *Kartezijanske meditacije*, CZKSSO, Zagreb 1975.  Hajdeger, M., *Bitak i vreme (Introduction)*, Zavod za udžbenike, Beograd, 2007.  Hartman, N., »Predmet spoznaje. Ontologijsko utemeljenje« (189-323); »Svijest problema i progres spoznaje« (452-479), Naprijed, Zagreb, 1976.  Adorno, T.V., »Odnos spram ontologije«; u: *Negativna dijalektika*, BIGZ, Beograd, 1979.  Levinas, E., „Da li je ontologija fundamentalna?“, u: *Među nama,* IKZS, Novi Sad 1998. | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | |
| **Oral exam 60 points**  **Participating in lessons 10 points**  **Practical lessons 10 points**  **Written paper 20 points** | | | |
| **LANGUAGE OF INSTRUCTION** | | | |
| **English** | | | |

1. Compulsory, optional [↑](#footnote-ref-1)
2. First, second or third cycle (Bachelor, Master's, Doctoral) [↑](#footnote-ref-2)
3. ISCED-F 2013 - <http://www.uis.unesco.org/Education/Documents/isced-f-detailed-field-descriptions-en.pdf> (page 54) [↑](#footnote-ref-3)
4. Face-to-face, distance learning, etc. [↑](#footnote-ref-4)