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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 | **Philosophy of History** |
| Course unit code | 15ФЛФЛ034 |
| 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 | Winter |
| Year of study (if applicable) | 3 |
| Number of ECTS allocated | 8 |
| 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)** |
| Studying of the philosophy of history has several basic goals: systematic insight into the presuppositions and the limits of the historical thinking, scrupulously analysis of the various concepts of time, history and historicity, the problem of foundation of the philosophy of history as a separate philosophical discipline, as well as the philosophical attempts in foundation of history as a science. |
| **LEARNING OUTCOMES (knowledge and skills)** |
| Historical understanding of the enlightenment heritage and its work on the transformation of the human society. Mapping the place of the philosophy of history among other XVIIIth century disciplines: pedagogy, ethnology, aesthetics. The course will help facilitate competent theoretical reflections upon issues that directly affects our contemporary life-world, especially regarding the contemporary imperative of progress and the standpoints that claim that we live at the end of history.. |
| **SYLLABUS (outline and summary of topics)** |
| Ancient historiography and the problem of progress in Hellenistic philosophy; Jude/Christian historical thinking, Augustinus and the concept of time, Giambattista Vico and the genesis of secular philosophy of history, French Enlightenment, Herderʼs philosophy of history, Kant’s concepts of time and history, Hegels phenomenology of time and history, Marx and historical thinking, The criticism of historical reason (Dilthey), The contemporary debates upon philosophy of history, New Kantianism, Simmel, Heidegger’s existentials of historicalness, Löwith and the strategies for undermining the philosophy of history. |
| **LEARNING AND TEACHING (**planned learning activities and teaching methods)  |
| Lectures. Dialogue on given topic. Practical demonstration of textual analysis. Individual research. |
| **REQUIRED READING** |
| Avgustin, *Država božija*, CID Podgorica, 2004, (str. 982-1005.)Viko, Đ., *Načela nove znanosti*, Naprijed, Zagreb, 1982, (str. 76-134.)Monteskje, Š., *O duhu zakona*, Beograd 1989, Tom I, (str. 11-29, 329-354.), Tom II, (str. 285-301.)Kant, I. „Ideja opšte istorije usmerene ka ostvarenju svetskog građanskog poretka“ i „Nagađanja o početku istorije čovečanstva“ u: *Um i sloboda*, Ideje, Beograd 1974.Herder, J. G., *Ideje za filozofiju povesti čovečanstva*, IKZS, Novi Sad (str. 209-236.) 2012.Hegel, G. V. F., *Filozofija istorije*, Fedon, Beograd, 2006, (str. 5-130;K. Marks, „Ekonomsko-filozofski rukopisi iz 1844. godine“ u: *Rani radovi Marksa i Engelsa*, Naprijed, Zagreb 1978, (str. 256-271.)Diltaj, V., *Izradnja istorijskog sveta u duhovnim naukama*, BIGZ, Beograd 1980, (str. 253-350.)Hajdeger, M., *Bitak i vrijeme*, Naprijed, Zagreb, 1985, (str. 423-498.)Zimel, G., *Problem filozofije istorije*, IKZS, Sr. Karlovci/N. Sad, 1994, (str. 147-212.)Levit, K., *Svjetska povijest i događanje spasa*, Zagreb/Sarajevo, 1990, (str. 235-273.) |
| **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)