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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 | | **Philosophical Anthropology** | |
| Course unit code | | 15ФЛФЛ026 | |
| 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)) | | Philosophy | |
| Semester when the course unit is offered | | Summer | |
| Year of study (if applicable) | | 3 | |
| Number of ECTS allocated | | 6 | |
| 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 of basic notions of man during the course of history of philosophy. Overview of historical conditions surrounding the constitution of philosophical anthropology as an autonomous philosophical discipline. Grasping of specificity of philosophical anthropology in its relation to similar disciplines within the realm of sciences. Introduction to the possible directions of interdisciplinary research in the field of philosophical anthropology. | | | |
| **LEARNING OUTCOMES (knowledge and skills)** | | | |
| Acquiring of comprehensive knowledge regarding the historical specificity of certain epochal notions of man. Navigating through basic notions and ideas which stemmed from philosophical understanding of man. Differentiating between distinctive approaches toward man. Practical application of the knowledge regarding the contemporary anthropological problems. | | | |
| **SYLLABUS (outline and summary of topics)** | | | |
| Theoretical lectures  Antique notion of man. Hellenistic conceptions of man. Understanding of man in Christianity. Renaissance «restoration». Thematisation of man in enlightenment. Romantic critique of the enlightened man. Man in philosophy of German idealism. Constitution of philosophical anthropology as an autonomous discipline. Basic phenomena of human existence. Human institutions according to philosophical anthropology. Possibilities of collaboration between philosophy and sciences in the field of philosophical anthropology.  Practical classes  Projection of films and other visual and audio materials. Consideration of contemporary art and media regarding the problems of philosophical anthropology in order to examine possibility of its application and furthered grasping of contemporary man. | | | |
| **LEARNING AND TEACHING (**planned learning activities and teaching methods) | | | |
| Lectures. Dialogue on given topic. Practical demonstration of textual analysis. Individual research. | | | |
| **REQUIRED READING** | | | |
| Aristotel, *Politika (knjiga I)*, BIGZ, Beograd 1984.  Epiktet, *Obrasci volje i sreće,* Slobodna knjiga, Beograd 2001.  Sv. Pavle, *Poslanica korinćanima,* Srpska patrijaršija, Beograd 2009.  Piko dela Mirandola, *Govor o dostojanstvu čovekovu*, Filip Višnjić, Beograd, 1994.  Rene Dekart, *Strasti du*še (str. 7-36.), Bonart, Nova Pazova 2002.  Ј. G. Herder, *Rasprava o poreklu jezika*, IKZS, Novi Sad 1989.  V. fon Humbolt, *Spisi iz antropologije i istorije* (str. 26-51.), Novi Sad 1991.  Fridrih Niče, *Ecce homo*, (str. 81-137.), Rad, Beograd 2001.  Maks Šeler, *Položaj čoveka u kosmosu*, (str. 113-151.), Svjetlost, Sarajevo 1987.  Helmut Plesner, *Stupnjevi organskog i čovjek*, (str. 353-415.), Svjetlost, Sarajevo 1981.  Arnold Gelen, *Čovjek*, (str. 7-62.), Svjetlost, Sarajevo 1990. | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | |
| **Oral exam 60 points**  **Participating in lessons 10 points**  **Practical lessons 10 points**  **Written paper 20 points** | | | |
| **LANGUAGE OF INSTRUCTION** | | | |
| **Serbian** | | | |

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)