



## SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
<b>Course title</b>	<b>Ethics of International Relations</b>
<b>Study programme</b>	Undergraduate study of philosophy / Communis
<b>Semester</b>	I, III, V
<b>Academic year</b>	2024-2025
<b>ECTS credits</b>	3
<b>Contact hours (Lectures + Seminars + Practical work)</b>	15+15+0
<b>Time and venue of classes</b>	
<b>Language of instruction</b>	English
<b>Course instructor</b>	Doc.dr.sc. Nebojša Zelič
<b>Lecturer</b>	Dr. sc. Tamara Crnko
Office number	F-427
Office hours	
Phone	
Email	<a href="mailto:nzelic@uniri.hr">nzelic@uniri.hr</a> ; <a href="mailto:tamara.crnko@uniri.hr">tamara.crnko@uniri.hr</a>
I. DETAILED COURSE DESCRIPTION	
<b>COURSE OVERVIEW</b>	
<p>The aim of this course is to offer introduction to the most prominent theories of global distributive justice within political philosophy and to connect them to the more specialised discussion on migration justice, within political philosophy of immigration.</p> <p>The course focuses on the following key topics:</p> <ol style="list-style-type: none"><li>1. Ethical theories and positions related to the theories of global distributive justice, namely: minimalist and egalitarian positions (liberalism, realism, cosmopolitanism, and nationalism)</li><li>2. Theories of state sovereignty and self-determination – with their relationship to global justice</li><li>3. Problems of global distributive justice - the problem of the existence of principles of justice at the global level.</li><li>4. Migration and global justice – main positions and arguments (argument from self-determination, argument from global justice, freedom based arguments)</li></ol>	

5. Global justice, migration and human rights – what is owed to foreigners; is there a human right to immigrate; are there self-determination rights and what are their implications for migration justice
6. Governance over migration, state system legitimacy theories and sovereignty

### EXPECTED LEARNING OUTCOMES

The student will be able to:

- identify and describe main philosophical problems in the subject matter
- analyse arguments theories of global justice and philosophy of immigration
- compare various offered theories
- use acquired theoretical knowledge for applications to current issues in social reality, especially regarding topics of institutions, rights, justice, and freedoms

### WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')

Lectures	Seminars	Practical work	Independent work
X	X		
Fieldwork	Laboratory work	Mentoring	Other
		X	

### II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
<b>Class attendance</b>		
<b>Class participation</b>	1	10 %
<b>Project-based assessment</b>		
<b>Continuous assessment</b>	1	40%
<b>Final exam</b>	1	50%
<b>Other</b>		
<b>TOTAL</b>	3	100

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

### III. READING

#### MANDATORY READING

- Armstrong, C. (2012): *Global Distributive Justice*, Cambridge University Press. (selected chapters)
- Brooks, T. (2020): *The Oxford Handbook of Global Justice*, Oxford University Press (selected chapters)
- Fine, S. (2013). *The Ethics of Immigration: Self-Determination and the Right to Exclude*. *Philosophy Compass*, 8(3), 254–268. <https://doi.org/10.1111/phc3.12019>
- Miller, D. (2005b). *Immigration: The Case for Limits*. In A. Cohen & C. H. Wellman (Eds.), *Contemporary Debates in Applied Ethics* (pp. 206–219). Blackwell Publishing Ltd.
- Oberman, K. (2015). *Poverty and Immigration Policy*. *American Political Science Review*, 109(2), 239–251. <https://doi.org/10.1017/S0003055415000106>
- Oberman, K. (2016a). *Immigration as a Human Right*. In S. Fine & L. Ypi (Eds.), *Migration in Political Theory: The Ethics of Movement and Membership*
- Wellman, C. H. (2008). *Immigration and Freedom of Association*. *Ethics*, 119(1), 109–141. <https://doi.org/10.1086/592311>

## RECOMMENDED FURTHER READING

- Bertram, C. (2018). *Do States Have the Right to Exclude Immigrants?* Polity Press.
- Brock, G. (2020). *Justice for People on the Move—Migration in Challenging Times*. Cambridge University Press.
- Brock, G. (2022). Global Justice. In E. N. Zalta (Ed.), *The Stanford Encyclopedia of Philosophy* (Summer 2022). Metaphysics Research Lab, Stanford University. <https://plato.stanford.edu/archives/sum2022/entries/justice-global/>
- Carens, J. H. (1987). Aliens and Citizens: The Case for Open Borders. *The Review of Politics*, 49(2), 251–273.
- Carens, J. H. (1992). Migration and Morality: A liberal egalitarian perspective. In B. Barry & R. E. Goodin (Eds.), *Free Movement: Ethical issues in the transnational migration of people and the money* (pp. 25–47). The Pennsylvania State University Press.
- Carens, J. H. (2013). *The Ethics of Immigration*. Oxford University Press.
- Fine, S. (2010). Freedom of Association Is Not the Answer. *Ethics*, 120(2), 338–356. <https://doi.org/10.1086/649626>
- Fine, S. (2016). Immigration and Discrimination. In S. Fine & L. Ypi (Eds.), *Migration in Political Theory*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780199676606.003.0007>
- Hidalgo, J. (2016). The Case for the International Governance of Immigration. *International Theory*, 8(1), 140–170.
- Kukathas, C. (2005). The Case for Open Immigration. In A. Cohen & C. H. Wellman (Eds.), *Contemporary Debates in Applied Ethics* (pp. 207–220). Blackwell Publishing Ltd.
- Lægaard, S. (2010). What is the Right to Exclude Immigrants? *Res Publica*, 16(3), 245–262. <https://doi.org/10.1007/s11158-010-9122-2>
- Lenard, P. T., & Miller, D. (2018). Trust and National Identity. In E. M. Uslaner (Ed.), *Social and Political Trust* (pp. 57–74). Oxford University Press.
- Mendoza, J. J. (2015). Does Cosmopolitan Justice Ever Require Restrictions on Migration? *Public Affairs Quarterly*, 29(2), 175–186.
- Miller, D. (2007). *National Responsibility and Global Justice*. Oxford University Press.
- Miller, D. (2016c). *Strangers in Our Midst: The Political Philosophy of Immigration*. Harvard University Press.
- Miller, D. (2021). Controlling Immigration in the Name of Self-Determination. In A. S. Campos & S. Cadilha (Eds.), *Sovereignty as Value* (pp. 167–182). Rowman & Littlefield.
- Sager, A. (2007). Culture and Immigration: A Case for Exclusion? *Social Philosophy Today*, 23, 69–86. <https://doi.org/10.5840/socphiltoday20072318>
- Sager, A. (2016a). Methodological Nationalism, Migration and Political Theory. *Political Studies*, 64(1), 42–59. <https://doi.org/10.1111/1467-9248.12167>

- Stilz, A. (2022). On Self-determination. In D. Butt, S. Fine, & Z. Stemplowska (Eds.), *Political Philosophy, Here and Now* (pp. 8–29). Oxford University Press.
- van der Vossen, B., & Brennan, J. (2018). *In Defense of Openness: Why Global Freedom Is the Humane Solution to Global Poverty*. Oxford University Press.
- Wellman, C. H. (2020). Immigration. In E. N. Zalta (Ed.), *The Stanford Encyclopedia of Philosophy* (Spring 2020). Metaphysics Research Lab, Stanford University.  
<https://plato.stanford.edu/archives/spr2020/entries/immigration/>
- Wellman, C. H., & Cole, P. (2011). Debating the Ethics of Immigration: Is There a Right to Exclude? In *Debating the Ethics of Immigration*. Oxford University Press.
- Wilcox, S. (2007). Immigrant Admissions and Global Relations of Harm. *Journal of Social Philosophy*, 38(2), 274–291. <https://doi.org/10.1111/j.1467-9833.2007.00379.x>
- Wilcox, S. (2014). Do duties to outsiders entail open borders? A reply to Wellman. *Philosophical Studies: An International Journal for Philosophy in the Analytic Tradition*, 169(1), 123–132.

#### IV. ADDITIONAL INFORMATION

##### ATTENDANCE

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.

##### WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

Via email; during class time

##### WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

Via email; in person during office hours

##### INFORMATION ABOUT THE FINAL EXAM

The final exam will be oral.

##### OTHER RELEVANT INFORMATION

###### Academic honesty

Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

##### EXAM DATES

Winter	
Spring supplementary	
Summer	
Autumn supplementary	

#### V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introduction to the global justice and international relations
Week 2	Theories of global justice: minimalism and egalitarianism
Week 3	Minimalism and egalitarianism (seminar)
Week 4	Introduction to the political philosophy of immigration – The right to exclude immigrants

Week 5	Global poverty, distributive justice and immigration – minimalism and egalitarianism
Week 6	Minimalism and egalitarianism in the political philosophy of immigration (seminar)
Week 7	Immigration and human rights
Week 8	Is there a human right to immigrate? (seminar/discussion)
Week 9	Self-determination, territory, and immigration
Week 10	Freedom of association, culture and immigration (seminar/discussion)
Week 11	Self-determination, poverty and reparative justice (seminar/discussions)
Week 12	Migration and state system legitimacy theories
Week 13	Migration, global governance and state sovereignty
Week 14	Discussion on selected topics/readings (seminar)
Week 15	Discussion on selected topics/readings (seminar)

VI. CONSTRUCTIVE ALIGNMENT			
LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
describe, explain, and critically interpret the basic positions in the debate on global justice regarding human rights, global distribution of goods and resources, democracy, and migrations.	Introduction, theories of global justice, introduction to political philosophy of immigration, immigration and human rights, immigration and global poverty	Lecture, work on text (close reading), discussions	Continuous assessment
describe, explain, and critically interpret the debate and basic positions regarding global distributive justice and migration justice.	Introduction, theories of global justice, introduction to political philosophy of immigration, migration and human rights, self-determination, migration and territory; migration and state system legitimacy theories; migration, global governance, state sovereignty	Lecture, work on text (close reading), discussions	Continuous assessment, final exam
critically compare individual theories, identify and apply arguments from specific theories, and evaluate theories and arguments within the discussion of global and migration justice, pointing out their strengths and weaknesses	Overview and application of the main positions from theories of global justice to the issue of migration (weeks 1-15).	Lecture, work on texts, discussion, group work	Continuous assessment, final exam



## SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
Course title	Ethics
Study programme	Philosophy
Semester	2.
Academic year	2024.-2025.
ECTS credits	6
Contact hours (Lectures + Seminars + Practical work)	60
Time and venue of classes	In accordance with the timetable
Language of instruction	English
Course instructor	Elvio Baccharini
Office number	418
Office hours	Wednesday, 16-17.30
Phone	00385 51 265 641
Email	<a href="mailto:ebaccarini@ffri.uniri.hr">ebaccarini@ffri.uniri.hr</a>
I. DETAILED COURSE DESCRIPTION	
<b>COURSE OVERVIEW</b>	
Democracy and expertise Why are democracy and scientific expertise incompatible Why are democracy and scientific expertise compatible Scientific knowledge and manufactured doubts Expertism, legitimacy and civil disobedience Social equality as a precondition of epistemic justice	
<b>EXPECTED LEARNING OUTCOMES</b>	
After the accomplishment of the student requirements in the course it is expected:	
<ul style="list-style-type: none"><li>• that students get acquainted with the basic approaches in public justification;</li><li>• that students learn dominant approaches regarding the relation between science and democracy;</li><li>• that the students are able to assess legitimate outputs of democratic processes.</li></ul>	

<b>WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')</b>			
<b>Lectures</b>	<b>Seminars</b>	<b>Practical work</b>	<b>Independent work</b>
<b>Fieldwork</b>	<b>Laboratory work</b>	<b>Mentoring</b>	<b>Other</b>

## II. COURSE EVALUATION AND GRADING CRITERIA

<b>ASSESSMENT COMPONENT</b>	<b>ECTS CREDIT ALLOCATION</b>	<b>MAXIMUM POINTS (% OF TOTAL)</b>
<b>Class attendance</b>	2	<b>0</b>
<b>Class participation</b>	0,5	<b>10</b>
<b>Project-based assessment</b>	0	<b>0</b>
<b>Continuous assessment</b>	2,5	<b>60</b>
<b>Final exam</b>	1	<b>30</b>
<b>Other</b>		
<b>TOTAL</b>	6	<b>100</b>

Final grades will be determined as follows:

<b>GRADE</b>	<b>UNDEGRADUATE AND GRADUATE PROGRAMMES</b>
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

## III. READING

### MANDATORY READING

1. Quong, J. (2013/2017): Public Reason. Stanford Encyclopedia of Philosophy.

(<https://plato.stanford.edu/entries/public-reason/>)

2. Jønch-Clausen, K., Kappel, K. (2016): Scientific Facts and Methods in Public Reason. *Res Publica*, 22(2). pp. 117-133.3.

3. Anderson, E. (2011): Democracy, Public Reason and Lay Assessments of Scientific Testimony. *Episteme*, 8 (2). pp. 144-164..

4. Bellolio Badiola, C. (2018): Science and Public Reason. A Restatement. *Res Publica*, 24 (4). pp. 415-432.

5. Palmer, A. (2020): Scientific Facts in the Space of Public Reason: Moderate Idealization, Public Justification, and Vaccine Policy under Conditions of Widespread Misinformation and Conspiracism. pp. 1-10.

[https://etd.ohiolink.edu/apexprod/rws\\_etd/send\\_file/send?accession=bgsu1605280915977124&disposition=inline](https://etd.ohiolink.edu/apexprod/rws_etd/send_file/send?accession=bgsu1605280915977124&disposition=inline)

### RECOMMENDED FURTHER READING

- Kappel, K. (2021): Science as Public Reason and the Controversiality Objection. *Res Publica*, 27 (4). pp. 619-639.
- Biddle, J.; Kidd, I.; Leuschner, A. (2017): Epistemic Corruption and Manufactured Doubt. *The Case of Climate Science. Public Affairs Quarterly*, 31 (3). pp. 165-187.
- Baccarini, E. (2023): The role of experts in public deliberations. A Rawlsian epistemically responsible democracy. *Revue internationale de philosophie*, 23 (2). 37-58
- Samaržija, H & Cetovac, I. (2021): The institutional preconditions of epistemic justice. *Epistemology*, 35 (6). 621-635,
- Reid, A. (2024): “Does public justification face an ‘expert problem’? Some thoughts in light of the COVID-19 pandemic”, *Critical Review of International Social and Political Philosophy*, ISSN: (Print) (Online) Journal homepage: [www.tandfonline.com/journals/fcri20](http://www.tandfonline.com/journals/fcri20)
- Reid, A. (2020), “Are There ‘Fixed Facts’ in Convergence Accounts of Public Reason?” *Social Epistemology Review and Reply Collective* 9 (2): 5-10. <https://wp.me/p1Bfg0-4Ne>.

- Badano, G. (2019). "Science, State Neutrality, and the Neutrality of Philosophy: A Reply to Bellolio." Social Epistemology Review and Reply Collective 8 (8): 29-31. <https://wp.me/p1Bfg0-4jI>.

#### IV. ADDITIONAL INFORMATION

##### ATTENDANCE

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.

##### WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

Email, administrator of the department

##### WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

Office hours, email

##### INFORMATION ABOUT THE FINAL EXAM

written

##### OTHER RELEVANT INFORMATION

###### Academic honesty

Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

##### EXAM DATES

Winter	According to the plan
Spring supplementary	According to the plan
Summer	14.6., 28.6. at 11
Autumn supplementary	26.8. at 11; 13.9. at 11

#### V. COURSE OUTLINE

DATE	TOPIC
Week 1	Public Reason - consensus
Week 2	Public Reason - convergence
Week 3	The incompatibility of scientific knowledge and political equality
Week 4	Dogmatism about science?
Week 5	What facts ground public decisions?
Week 6	The accessibility of scientific reasons
Week 7	The compatibility of political equality and scientific reasons
Week 8	The illegitimacy of science denialism in public decision-making 1
Week 9	The illegitimacy of science denialism in public decision-making 2
Week 10	Test
Week 11	A justification of the authority of experts and its coherence with political equality
Week 12	Knowledge, democracy and social justice
Week 13	Group polarization and cultural cognition
Week 14	Epistemic injustice and social inequalities
Week 15	Civil disobedience and expert knowledge



**VI. CONSTRUCTIVE ALIGNMENT**

<b>LEARNING OUTCOMES</b>	<b>CONTENT</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>	<b>ASSESSMENT TASKS</b>
<ul style="list-style-type: none"> <li>• identify main philosophical problems in normative philosophy</li> </ul>	<ul style="list-style-type: none"> <li>• Introductory lecture to the basic concepts of normative philosophy</li> </ul>	Lecture, work on text (close reading)	Continuous assessment 1
<ul style="list-style-type: none"> <li>• summarize various approaches to democracy and science</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing philosophy of democracy</li> </ul>	Lecture, group work	Oral exam
<ul style="list-style-type: none"> <li>• connect the knowledge from this course to other courses (political philosophy and ethics)</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing epistocracy and democracy</li> </ul>	Lecture, group work	Oral exam
<ul style="list-style-type: none"> <li>- Explaining how democratic engagement enhances expertism</li> </ul>	<ul style="list-style-type: none"> <li>- Critically assessing manufactured doubts</li> </ul>	Lecture, group work	Oral exam



## SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
<b>Course title</b>	<b>Libertarianism: Ethic and Politics of the Free Market</b>
<b>Study programme</b>	Undergraduate and graduate study of philosophy / Communis
<b>Semester</b>	I, III, V, VII, IX
<b>Academic year</b>	2024-2025
<b>ECTS credits</b>	3
<b>Contact hours (Lectures + Seminars + Practical work)</b>	30+0+0
<b>Time and venue of classes</b>	(or by arrangement with students)
<b>Language of instruction</b>	Croatian or English
<b>Course instructor</b>	Neven Petrović, Assistant Professor
Office number	F-425
Office hours	Tuesday, 12:00-14:00
Phone	+385 51 265 647
Email	<a href="mailto:npetrovic@uniri.hr">npetrovic@uniri.hr</a>
I. DETAILED COURSE DESCRIPTION	
<b>COURSE OVERVIEW</b>	
<p>The principal aim of the course is to introduce students to the basic claims and arguments of libertarian political philosophy. This is needed because this important social and political theory has always been ignored in our educational system. Despite the fact that our country has switched from socialism to capitalism some twenty years ago, most of Croatian citizens of all generations still cherish many ideas and values inherited from the previous period of our history. They seem to be pretty unaware of various micro-social and micro-economic reasons because of which the regime we abandoned was, to put it mildly, hardly feasible. So this course would like to present some of the key reasons that mandated such a transition. Its further, and maybe even the main, task is to point out numerous difficulties that exist for functioning of any welfare state. This is the more modest, contemporary version of the socialist project which emerged after the hopes for planned economies collapsed. However, turning this project into life is burdened with great deal of serious troubles to some of which we want to warn here. In short, through the course students are going to get some essential information about one of the key modern theories in the field of political philosophy and about some of the main arguments for and against it. It would be left up to them to judge success of these arguments as well as the relevance of the libertarian theory for our contemporary situation. Finally, this course is supposed to function as a counterbalance to the course <i>Analytical Marxism</i> that presents the most radical and the most developed leftist view on political matters. In that way students will receive critical information about both, quite opposite, poles of contemporary debate about the</p>	

best organization of society. This might enable them to make their ideological choice in more informed manner than it is usual now. It is also expected that the course will contribute to the sharpening of students' critical and analytical spirit.

### EXPECTED LEARNING OUTCOMES

After attending the course and satisfying its requirements:

- students become informed about the main libertarian ideas. The compulsory literature is so chosen that it is not required that students read the whole books but merely their main parts. In this way they gain knowledge of the central ideas only and do not get burdened with less essential data;
- students are, in that way, enabled to continue with their own research about some (or even all) of these subjects. For this reason, the selected additional literature is offered that comprises several more important works in this field, which further develop issues discussed in the compulsory papers. This preparation for an independent upgrade of students' knowledge is the second main objective of the course;
- students are also helped to develop skills of applying the acquired theoretical knowledge to the actual social problems;
- students can, thus, gradually become competent participants in the ongoing public debate about the actual moral and political issues.

### WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')

Lectures	Seminars	Practical work	Independent work
X	X		X
Fieldwork	Laboratory work	Mentoring	Other

### II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Class attendance	1	10 %
Class participation	2	30 %
Project-based assessment		
Continuous assessment		
Final exam	3	60%
Other		
<b>TOTAL</b>	<b>6</b>	<b>100</b>

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

### III. READING

#### MANDATORY READING

- Friedman, M. *Capitalism and Freedom*, Globus – Školska knjiga, Zagreb, 1992, str. 19-46, 93-113, 145-195 (100)
- Hayek, F.A. *Road to Serfdom*, KruZak, Zagreb, 2001, str. 67-174 (108)
- Hayek, F.A. *Law, Legislation, and Liberty*, CID, Podgorica, 2002, str. 161-227 (66)
- Nozick, R. *Anarchy, State, and Utopia*, Jesenski i Turk, Zagreb, 2003, str. 27-51; 80-6; 125-7; 201-242; 305-358; 385-414 (159)

**In total: 433 str.**

#### RECOMMENDED FURTHER READING

- Arneson, R.J. "Lockean Self-Ownership: Towards a Demolition", *Political Studies*, Vol. 39, No. 2, 1991, str. 36-54 (19)
- Barry, N. *On Classical Liberalism and Libertarianism*, Macmillan, London, 1986.
- Buchanan, A. *Ethics, Efficiency, and the Market*, Clarendon Press, Oxford, 1985.
- Buchanan, J. *The Limits of Liberty: Between Anarchy and Leviathan*, Dereta, Beograd, 2002.
- Child, J.W. "Can Libertarianism Sustain a Fraud Standard?", *Ethics*, Vol. 104, No. 4, 1994, str. 722-738 (17)

- Cohen, G.A. *Self-Ownership, Freedom, and Equality*, Cambridge University Press, 1995, str. 19-115 (96)
- Cohen, G.A. *Why Not Socialism?*, KruZak, Zagreb, 2011.
- Cohen, G.A. *On the Currency of Egalitarian Justice and Other Essays in Political Philosophy*, Princeton University Press, 2011, str. 147-199 (53)
- Duncan, F./Machan, T./Nussbaum, M. *Libertarianism: For and Against*, Rowman and Littlefield, 2005.
- Dworkin, R. "Why Liberals Should Care About Equality?" u Dworkin, R. *A Matter of Principle*, Harvard University Press, 1985, str. 208-13 (5)
- Exdell, J. "Distributive Justice: Nozick and Property Rights", *Ethics*, Vol. 87, no. 2, 1977, str. 142-149 (8)
- Fried, B. "Wilt Chamberlain Revisited: Nozick's 'Justice in Transfer' and the Problem of Marked Based Distributions", *Philosophy and Public Affairs*, Vol. 24, no. 2, 1995, str. 226-245 (20)
- Friedman, D. *The Machinery of Freedom*, Open Court Press, 1989.
- Friedman, M. & R. *Free to Choose*, Harcourt, New York, 1990.
- Hardin, G. "The Tragedy of the Commons", *Science*, Vol. 162, no. 3859, 1968, str. 1243-1248 (6)
- Hazlitt, H. *Economics in One Lesson: The Shortest and Surest Way to Understand Basic Economics*, Three Rivers Press, 1988.
- Hayek, F.A. *The Constitution of Liberty*, Routledge & Kegan Paul, London, 1960.
- Hayek, F.A. *Counterrevolution of Science*, CID, Podgorica, 1999, str. 76-97; 101-196 (117)
- Hayek, F.A. *Individualism and Economic Order*, Fakultet političkih znanosti, Zagreb, 2002.
- Hospers, J. *Libertarianism: A Political Philosophy for Tomorrow*, Authors Choice Press, 1971.
- Gibbard, A. "What's Morally Special About Free Exchange?", *Social Philosophy and Policy*, Vol. 2, No. 1, 1984, str. 20-28 (9)
- Kavka, G.S. "An Internal Critique of Nozick's Entitlement Theory", u Corlett, A. (ur.) *Equality and Liberty*, Macmillan, London, 1991, str. ???
- Klein, N. *Doktrina šoka*, VBZ, Zagreb, 2008, str. 56-168 (113)
- Knowles, D. *Political Philosophy*, Routledge, London, 2001, str. 69-132, 177-195 (83)
- Kymlicka, W. *Contemporary Political Philosophy*, Clarendon Press, Oxford, 1990, str. 95-159 (65)
- Lomasky, L.E. *Persons, Rights, and the Moral Community*, Oxford University Press, 1987.
- Machan, T.R. (ur.) *The Libertarian Alternative*, ???
- Mises, L. *Birokracija*, Institut za javne financije, Zagreb, 2005.
- Monbiot, G. "The Tragedy of Enclosure", *Scientific American*, Vol. 270, No. 1, 1994, str. 159 (1)
- Murray, C. *Losing Ground*, Basic Books, New York, 1994, str. 145-236 (92)
- Nagel, T. "Libertarianism Without Foundations", *The Yale Law Journal*, Vol. 85, No. 136, 1975, str. 136-149 (14)
- Narveson, J. *The Libertarian Idea*, Temple University Press, Philadelphia, 1988.
- Narveson, J. „Contracting for Liberty“, u Machan, T.R./Rasmussen, D.B. (ur.) *Libertarianism for the 21. Century*, Rowman & Littlefield, Lanham, 1995, str. 19-40 (22)
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- Narveson, J. *Respecting Persons in Theory and Practice*, Rowman & Littlefield, Lanham, 2002.
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- Plant, R. *Suvremena politička misao*, Jesenski i Turk, Zagreb, 2002, str. 101-123, 154-170, 277-314 (78)
- Popper, K.R. *Bijeda historicizma*, KruZak, Zagreb, 1996, str. 65-109 (45)
- Rand, A. *The Virtue of Selfishness*, Penguin, Harmondsworth, Middlesex, 1961.
- Rand, A. *Capitalism: The Unknown Ideal*, Signet, New York, 1967.
- Rand, A. „Egalitarianism and Inflation“ u Rand, A. *Philosophy: Who Needs It*, Signet, New York, 1982, str. 162-184 (23)
- Rothbard, M. *Egalitarianism as a Revolt Against Nature and Other Essays*, Ludvig von Mises Institute, 2000.
- Rothbard, M. *The Ethics of Liberty*, New York University Press, New York, 2002.
- Rothbard, M. *For a New Liberty*, Ludvig von Mises Institute, 2006.
- Rothbard, M. *Moć i tržište*, Institut za javne financije, Zagreb, 2007.
- Ryan, C. "Yours, Mine, and Ours: Property Rights and Individual Liberty", *Ethics*, Vol. 87, No. 2, 1977, str. 126-41 (16)
- Sandel, M. *What Money Can't Buy*, Farrar, Straus and Giroux, New York, 2012.
- Schansberg, E.D. *Poor Policy*, Westview Press, Boulder, 1996.
- Schmidtz, D. & Goodin, R.E. *Social Welfare and Individual Responsibility*, Cambridge University Press, 1998.
- Schmidtz, D. (ur.) *Robert Nozick*, Cambridge University Press, 2002.

- Sen, A. “The Moral Standing of the Market”, *Social Philosophy and Policy*, Vol. 2, No, 1, 1984, str. 1-19 (19)
- Spencer, H. *The Man versus the State*, Liberty Fund, 1982.
- Wheeler, S. “Natural Property Rights as Body Rights”, *Nous*, 14, 1980, str. 171-193 (23)
- Wolff, J. *Robert Nozick*, Stanford University Press, 1991.

#### IV. ADDITIONAL INFORMATION

##### ATTENDANCE

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.

##### WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

Via e-mail; during class time

##### WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

Via e-mail; in person during office hours

##### INFORMATION ABOUT THE FINAL EXAM

The final exam will be written and oral.

##### OTHER RELEVANT INFORMATION

###### Academic honesty

Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

##### EXAM DATES

Winter	
Spring supplementary	
Summer	
Autumn supplementary	

#### V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introduction: What is libertarianism, which are the variants of this position and why it is relevant?
Week 2	Hayek: planned economy vs. market economy
Week 3	Hayek: where does planned economy lead? (1. part)
Week 4	Hayek: where does planned economy lead? (2. part)
Week 5	Hayek: where does planned economy lead? (3. part)
Week 6	Hayek on distributive justice
Week 7	Hayek on public and private goods
Week 8	Friedman: the link between capitalism and freedom; the role of state in a free society
Week 9	Friedman: education and licencing
Week 10	Friedman: distribution of wealth and in-king welfare measures
Week 11	Criticism of the Friedman’s approach
Week 12	Nozick: how can legitimate state emerge?
Week 13	Nozick: distributive justice
Week 14	Nozick: minimal state and utopia
Week 15	The final discussion

**VI. CONSTRUCTIVE ALIGNMENT**

<b>LEARNING OUTCOMES</b>	<b>CONTENT</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>	<b>ASSESSMENT TASKS</b>
To understand some of the main preoccupations of contemporary political philosophy	Introductory theme which determines the place of libertarianism among contemporary political theories; the discussion about planned economy and market, about the minimal and the welfare state	Lecture, work on text (close reading)	Continuous assessment 1
To define problems of distributive justice, free market, redistribution of goods, planned economy, public goods, public policies, welfare state, etc.	The discussions about planned economy and free market; about minimal and welfare state, about public and private sector	Lecture, work on text (close reading)	Continuous assessment 2
To differentiate and interpret the main outlooks about the above problems	Hayek's, Friedman's and Nozick's libertarianism vs. egalitarian liberalism	Lecture, group work	Written and oral exam
To identify the main criticisms of these views	Hayek's, Friedman's and Nozick's comments about planned economy and welfare state; anarchists' and liberal criticism of libertarianism	Lecture, group work	Written and oral exam
To interpret critically and to evaluate the main basic viewpoints on the above issues	Various lines of criticism of all discussed libertarian positions about the above problems	Lecture, group work	Written and oral exam
To continue to study further all mentioned subjects, if students were interested in doing this	The complete educational material used in the course	Study of the recommended readings	Discussion about the problems, writing papers
To judge critically about problems of political philosophy in general	The complete educational material used in the course	Discussion, work on original texts, writing of essays	Discussion about the problems, writing papers



## SYLLABUS

I. KEY INFORMATION ABOUT THE COURSE			
<b>Course title</b>	Philosophy of Biology		
<b>Study programme</b>	Graduate study programme in Philosophy		
<b>Semester</b>	II, IV		
<b>Academic year</b>	2024/2025		
<b>ECTS credits</b>	3		
<b>Contact hours (Lectures + Seminars + Practical work)</b>	30+0+0		
<b>Time and venue of classes</b>			
<b>Language of instruction</b>	English		
<b>Course instructor</b>	Dr. Vito Balorda		
	Office number	F-427	
	Office hours		
	Phone	+385915831391	
	E-mail	<a href="mailto:vito.balorda@uniri.hr">vito.balorda@uniri.hr</a>	
II. DETAILED COURSE DESCRIPTION			
<b>COURSE OVERVIEW</b>			
<p>In contemporary biological research, numerous philosophical issues arise concerning scientific concepts, assumptions, and conclusions drawn within the scientific practice. In addition to questions that are commonly present in the media and popular culture, such as intelligent design versus Darwinism or genetic engineering, there exist other philosophically intriguing problems and questions regarding understanding recent biology and its broader societal impact. Thus, this course addresses several key inquiries, among others: the structure and epistemic functions of evolutionary theories, the targets of natural selection, explanations of biological phenomena, the nature of genes, what adaptations are and how we can recognize them, and whether there is a 'human nature' and related concepts. Moreover, the rapid advancements in molecular biology render it a particularly interesting area for philosophical analysis. The challenges within molecular biology research can be divided into theoretical ones, where concepts, assumptions, and conclusions used by molecular biology are examined, and practical ones related to problems associated with the application of newfound knowledge in medicine. In this context, the course places particular emphasis on research in molecular oncology, specifically cancer treatment research.</p>			
<b>EXPECTED LEARNING OUTCOMES</b>			
<ol style="list-style-type: none"><li>1) Students will be able to articulate philosophical issues arising from scientific research in the field of biology and biomedical sciences, presenting arguments for and against basic positions in the debate;</li><li>2) Students will be able to compare the discussions that have characterized the philosophy of biology with general debates in analytic philosophy, primarily in the philosophy of science, epistemology, metaphysics, and ethics;</li><li>3) Students will be able to produce a seminar paper in the area of Philosophy of biology.</li></ol>			
<b>WAYS IN WHICH THE COURSE IS DELIVERED (mark with "x")</b>			
<b>Lectures</b>	<b>Seminars</b>	<b>Practical work</b>	<b>Independent work</b>
X	X		X
<b>Fieldwork</b>	<b>Laboratory work</b>	<b>Mentoring</b>	<b>Other</b>
		X	
III. GRADING SYSTEM			

ASSESSED ACTIVITY	ECTS CREDIT CONTRIBUTION	MAXIMUM NUMBER OF GRADING POINTS
<b>Class attendance</b>	1	
<b>Continuous assessment 1</b>	0.5	<b>30</b>
<b>Continuous assessment 2</b>	0.5	<b>20</b>
<b>Seminar paper</b>	0.5	<b>20</b>
<b>FINAL EXAM</b>	0.5	<b>30</b>
<b>General remarks:</b>		
<b><u>Variant 2 with final exam</u></b>		
Throughout all activities during the course, a sufficient number of grading points must be accumulated to be eligible for the final exam.		
<ul style="list-style-type: none"> <li>- <b>During the course</b>, a student can achieve 70% of grading points.</li> <li>- <b>In the final exam</b>, a student can achieve 30% of grading points.</li> </ul>		
<b>Overall grade:</b> Based on the total sum of grading points obtained during the course and in the final exam, the final grade is determined according to the following distribution:		
<b>GRADE</b>	<b>UNDERGRADUATE AND GRADUATE STUDIES</b>	
5 (A)	from 90% to 100% of grading points	
4 (B)	from 75% to 89,9% of grading points	
3 (C)	from 60% to 74,9% of grading points	
2 (D)	from 50% to 59,9% of grading points	
1 (F)	from 0% to 49,9% of grading points	
<b>IV. READING</b>		
<b>MANDATORY READING</b>		
<ol style="list-style-type: none"> <li>1. Samir Okasha (2019), <i>Philosophy of Biology</i>, Oxford University Press</li> <li>2. Peter Godfrey-Smith (2014), <i>Philosophy of Biology</i>, Princeton and Oxford: Princeton University Press;</li> <li>3. Elliott Sober (2000), <i>Philosophy of Biology</i>, Boulder, CO: Westview Press;</li> <li>4. Stathis Psillos (2007), <i>Philosophy of Science A-Z</i>, Edinburgh: Edinburgh University Press;</li> </ol>		
<b>RECOMMENDED FURTHER READING</b>		
<ol style="list-style-type: none"> <li>1. Sahotra Sarkar and Anya Plutynski (2008), <i>Companion to the Philosophy of Biology</i>, Wiley-Blackwell Publishing;</li> <li>2. Gillian Barker and Philip Kitcher (2013), <i>Philosophy of Science</i>, Oxford and New York: Oxford University Press;</li> <li>3. James A. Marcum (2008), <i>An Introductory Philosophy of Medicine: Humanizing Modern Medicine</i>, Berlin and New York: Springer;</li> <li>4. Anya Plutynski (2018), <i>Explaining Cancer: Finding Order in Disorder</i>, Oxford: Oxford University Press;</li> <li>5. Journal „The British Journal for the Philosophy of Science“, (2019) - ;</li> <li>6. Journal „Philosophy of Science“, (2019) - ;</li> </ol>		
<b>V. ADDITIONAL INFORMATION</b>		
<b>ATTENDANCE</b>		
Attendance is mandatory for a minimum of 70% classes.		
<b>WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE</b>		
Via e-mail; during class		
<b>WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS</b>		
Via e-mail; in person during office hours		
<b>INFORMATION ABOUT THE FINAL EXAM</b>		
The final exam will be held orally and in writing.		
<b>OTHER RELEVANT INFORMATION</b>		
Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.		



<b>EXAM DATES</b>			
Winter			
Spring supplementary			
Summer			
Autumn supplementary			
<b>VI. COURSE OUTLINE (LIST OF TOPICS)</b>			
<b>DATE</b>	<b>TOPIC</b>		
Week 1	Introductory lecture		
Week 2	Philosophy and biology		
Week 3	Evolution and natural selection		
Week 4	Explanation in biology		
Week 5	Biological function		
Week 6	Adaptationism		
Week 7	Continuous assessment 1		
Week 8	Laws and mechanisms in biology		
Week 9	Biological kinds		
Week 10	Realism and antirealism		
Week 11	Genes		
Week 12	Reductionism and antireductionism		
<b>VII. CONSTRUCTIVE ALIGNMENT</b>			
<b>LEARNING OUTCOMES</b>	<b>CONTENT</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>	<b>ASSESSMENT TASKS</b>
- Describe philosophical problems arising from scientific research in the field of biology and biomedical sciences - Present arguments for and against basic positions in the debate	Evolution; natural selection; adaptation; biological function; adaptationism; biological kinds; genes	Lecture Work on text Discussion Frontal teaching, individual work, work in pairs	Continuous assessment (in writing) Oral exam
- Compare the debates examined within the philosophy of biology with general discussions in analytic philosophy, primarily in philosophy of science, epistemology, metaphysics, and ethics.	Scientific explanation in biology; laws and mechanisms in biology; reductionism and antireductionism; realism and antirealism	Lecture Work on text Discussion Frontal teaching, individual work, work in pairs	Continuous assessment (in writing) Oral exam
- Write a seminar paper in the field of Philosophy of biology	The seminar paper covers one selected topic from the overall content of the course.	Oral presentation - presentation and the writing process of the seminar paper Discussion (all stages include mentorship in the preparation of the final version of the seminar paper)	Oral exam



## SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
Course title	Philosophy of film and performing arts
Study programme	Undergraduate study of philosophy / Communis
Semester	II, IV, VI
Academic year	2023-2024
ECTS credits	6
Contact hours (Lectures + Seminars + Practical work)	30+0+0
Time and venue of classes	Wednesday, 11:00-12:30 (or by arrangement with students)
Language of instruction	English
Course instructor	David Grčki, Ph.D.
Office number	F-427
Office hours	Monday, 10:00-14:00
Phone	+385 51 265 794
Email	<a href="mailto:dgrcki@uniri.hr">dgrcki@uniri.hr</a>
I. DETAILED COURSE DESCRIPTION	
<b>COURSE OVERVIEW</b>	
<p>The aim of the course is to acquaint students with main arguments in the philosophy of film and performing arts. The focus of the course are the following issues: comparative film analysis, aesthetic properties in film and performing arts, ontological status of film, ontological status of performing arts.</p>	
<b>EXPECTED LEARNING OUTCOMES</b>	
<p>The student will be able to:</p> <ul style="list-style-type: none"><li>• identify main philosophical problems in film and performing arts</li><li>• analyse arguments in film and performing arts</li></ul>	

- summarize various approaches to film and performing arts
- connect the knowledge from this course to other courses (philosophy of mind, epistemology, ethics, ontology, philosophy of art, philosophy of literature and aesthetics)
- explain how we can use knowledge from film and performing arts to analyse other philosophical problems

**WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')**

<b>Lectures</b>	<b>Seminars</b>	<b>Practical work</b>	<b>Independent work</b>
<b>X</b>	<b>X</b>		
<b>Fieldwork</b>	<b>Laboratory work</b>	<b>Mentoring</b>	<b>Other</b>

**II. COURSE EVALUATION AND GRADING CRITERIA**

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
<b>Class attendance</b>	1	<b>10 %</b>
<b>Class participation</b>	2	<b>30 %</b>
<b>Project-based assessment</b>		
<b>Continuous assessment</b>		
<b>Final exam</b>	3	<b>60%</b>
<b>Other</b>		
<b>TOTAL</b>	<b>6</b>	<b>100</b>

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

**III. READING**

**MANDATORY READING**

- Davies, David (2011), Philosophy of the Performing Arts, Blackwell Publishing (choice)
- Carroll, N., L. Di Summa, S. Loht, (2019), The Palgrave Handbook of the Philosophy of Film and Motion Pictures,
- Palgrave (choice):
- Carroll, N. "Medium Specificity"
- Keating, P. "The art of Cinematography"
- Keating, P. "Narrative and the Moving Image"
- Knight, D. "Film Art from the Analytic Perspective"
- Plantinga, C. "Cognitive theory of the moving image"
- Gilmore, J. "Imagination and Film"
- Nannicelli T. "Television medium"
- Carroll N. (2021), Philosophy and the Moving Image, OUP (choice)

**RECOMMENDED FURTHER READING**

- Carroll, Noel, (1990), The Philosophy of Horror, or Paradoxes of the Heart, Routledge
- Carroll, Noel, (2010), Art in Three Dimensions, OUP
- Carroll, Noel, (2013), Minerva;s Night Out, Wiley-Blackwell
- Davies, Steven, (2003), Themes in Philosophy of Music, Oxford UP
- Hamilton, James (2007), The Art of Theatre, Blackwell Publishing
- Kivy, Peter, (2007), Music, Language and Cognition, Clarendon Press, Oxford UP
- Kivy, Peter, (2009), Antithetical Arts, On the Ancient Quarrel between Literature and Music, Clarendon press, Oxford
- Livingston, Paisley (2009), Cinema, Philosophy, Bergman, OUP
- Livingston, Paisley & Plantinga, Carl ur, (2009), The Routledge Companion to Philosophy and Film, Routledge
- Smith, Murray, (2017), Film, Art and Third Culture, OUP

- Smith, Murray & Richard Allen, (1997), Film Theory and Philosophy, OUP

#### IV. ADDITIONAL INFORMATION

##### ATTENDANCE

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.

##### WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

Via email; during class time

##### WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

Via email; in person during office hours

##### INFORMATION ABOUT THE FINAL EXAM

The final exam will be oral.

##### OTHER RELEVANT INFORMATION

###### Academic honesty

Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

##### EXAM DATES

Winter	
Spring supplementary	
Summer	17. 6. 2024. 8. 7. 2024.
Autumn supplementary	2. 9. 2024. 9. 9. 2024.

#### V. COURSE OUTLINE

DATE	TOPIC
Week 1	Introduction to basic concepts from the comparative philosophy of art
Week 2	The problem of defining art
Week 3	Introduction to narrative arts
Week 4	Analysis of the problem of the author
Week 5	Defining the concept of acting and actor
Week 6	Emotions in film and performing arts
Week 7	Music in film and performing arts
Week 8	Philosophy of film (ontological status of film, the problem of interpretation in film, the problem of genre)
Week 9	Feminism in film and performing arts
Week 10	Pornography in film and performing arts
Week 11	Philosophy of performing arts (ontological status, the problem of definition, theories about theatre)
Week 12	The problem of the audience in film and performing arts
Week 13	Ontology of fictional characters
Week 14	Epistemology of fictional characters
Week 15	Analysis of medium specificity in film and performing arts

## VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
<ul style="list-style-type: none"> <li>identify main philosophical problems in film and performing arts</li> </ul>	<ul style="list-style-type: none"> <li>Introductory lecture to the basic concepts from the comparative philosophy of art</li> <li>Discussing the problem of defining art</li> </ul>	Lecture, work on text (close reading)	Continuous assessment 1
<ul style="list-style-type: none"> <li>analyse arguments in film and performing arts</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of the problem of the author</li> <li>Defining the concept of acting and actor.</li> </ul>	Lecture, work on text (close reading)	Continuous assessment 2
<ul style="list-style-type: none"> <li>summarize various approaches to film and performing arts</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing philosophy of performing arts (ontological status, the problem of definition, theories about theatre</li> <li>Analyzing philosophy of film (ontological status of film, the problem of interpretation in film, the problem of genre).</li> </ul>	Lecture, group work	Oral exam
<ul style="list-style-type: none"> <li>connect the knowledge from this course to other courses (philosophy of mind, epistemology, ethics, ontology, philosophy of art, philosophy of literature and aesthetics)</li> </ul>	<ul style="list-style-type: none"> <li>Discussing feminism in film and performing arts.</li> <li>Discussing pornography in film and performing arts.</li> </ul>	Lecture, group work	Oral exam
<ul style="list-style-type: none"> <li>explain how we can use</li> </ul>	<ul style="list-style-type: none"> <li>Critically assessing music</li> </ul>	Lecture, group work	Oral exam

<p>knowledge from film and performing arts to analyse other philosophical problems</p>	<p>in film and performing arts via Kivy, Peter, (2007), Music, Language and Cognition, Clarendon Press, Oxford UP</p> <ul style="list-style-type: none"><li>• Analysis of medium specificity in film and performing arts</li></ul>		
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## SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
<b>Course title</b>	<b>Philosophy of Language</b>
<b>Study programme</b>	(under)graduate study programme in philosophy
<b>Semester</b>	I, III, V
<b>Academic year</b>	2024/2025
<b>ECTS credits</b>	3
<b>Contact hours (Lectures + Seminars + Practical work)</b>	15+15+0
<b>Time and venue of classes</b>	Tuesday, 9:30 – 10:15
<b>Language of instruction</b>	English
<b>Course instructor</b>	Martina Blečić, PhD
Office number	
Office hours	Consultations will take place at the agreed-upon time as arranged via email
Phone	
Email	<a href="mailto:martina.blecic@uniri.hr">martina.blecic@uniri.hr</a> // <a href="mailto:martina.blecic@gmail.com">martina.blecic@gmail.com</a>
I. DETAILED COURSE DESCRIPTION	
<b>COURSE OVERVIEW</b>	
<b>GENERAL FRAMEWORK</b>	
<p>Within the framework of the course, the study of language will primarily adopt an analytical philosophical perspective. Such an approach encompasses various understandings of language, which can be divided into the theory of an ideal language and the analysis of everyday language.</p> <p>The first stream is associated with G. Frege, who endeavored to create a formal language of pure thought that would be devoid of the ambiguity and vagueness of everyday language. Such an ideal language was supposed to be constructed using functions and arguments. Similar endeavors were pursued by philosophers such as B. Russell, G. E. Moore, L. Wittgenstein, R. Carnap, and A. Tarski. The latter three in this series belong to logical empiricism, which, by rejecting everyday language, aimed to reduce scientific language to a logical system. The construction of an ideal formal language should be based on precision and consistency, with logic and empirical verification being the only criteria for meaning.</p>	

On the other hand, the philosophy of everyday language sought to linguistically clarify logical relations and categories, that is, to reformulate them at the level of natural language. Instead of a universal language, emphasis is placed on various "language games" (Wittgenstein). This idea was further developed by philosophers such as J. L. Austin and J. R. Searle, who saw in the philosophy of ordinary language the possibility of revealing the practical intention of the speaker. Austin introduced the idea of performative utterances and distinguished three levels of language in each utterance: locution (the utterance of an expression with a meaning), illocution (the force of the utterance – statement, judgment, announcement, promise, etc.), and perlocution (the effect it produces on the listener). According to this theory, every speech act is inherently complex. Austin attributed great importance to conventions in his considerations. On the other hand, H. P. Grice placed rationality of the speaker at the center of his theory of conversational implicatures. Such a rational language user adheres to the principles of cooperation and conversational maxims. However, violating these maxims does not lead to a breakdown of communication but rather to the possibility that the speaker intends to convey something different from what is said.

Contemporary pragmatics deepens such linguistic insights with modern psychological and cognitive findings and attempts to answer how real speakers communicate. Such psychological insights are valuable in the field of semantics, which deals with the literal/direct level of meaning. Moreover, contemporary semantics (the theory of meaning) is complemented by formal tools provided by linguistics.

The course will provide a thorough insight into the ideas of J. L. Austin as a key representative of pragmatic tendencies and will give an overview of fundamental semantic questions.

#### PRAGMATICS THROUGH THE LENS OF J. L. AUSTIN

Austin begins his lectures, published in the book "How to Do Things with Words," by considering a type of statement that appears as a judgment and grammatically categorizes as a declarative sentence, which is not meaningless but is neither true nor false. He further claims that when a person utters such a statement, it can be said that they are doing something, acting, rather than just speaking. These statements are called performatives, contrasting them with constatives. A classic example of a performative according to Austin is the statement "I do" uttered in a wedding ceremony. Constatives are statements that assert something, they can be true or false, while performatives are statements that perform an action and cannot be true or false. For a performative to succeed in actually performing an action, certain conditions must be met – it must be uttered in appropriate circumstances, and the speaker must sincerely mean what they say. When the conditions are not met and the action fails, we cannot say that the statement is false, but rather that it is infelicitous. It is important to emphasize that the conditions a performative must meet to be felicitous are not linguistic but social.

The connection between performatives and statements (judgments) leads Austin to question the distinction from which he starts his lectures, namely the one between constatives and performatives. Gradually, he moves away from the initial definition of performatives as felicitous and infelicitous and constatives as true and false, and begins to lean towards the idea that success and failure can also affect judgments, and truth and falsehood can affect performatives.

By rejecting the division according to the criterion of true-false/felicitous-infelicitous, Austin embarks on a search for a grammatical (or in a broader sense – linguistic) criterion that could elucidate the difference between constatives and performatives.

Two fundamental problems arise as Austin analyzes the difference between performatives and constatives. The first is that statements of the same form can have the function of constatives in certain cases and the function of performatives in others. The second is that despite indicators of performativity, such as performative verbs, some statements can be considered true or false, and success and failure can affect judgments, i.e., constatives.

In the seventh chapter, the author concludes by deconstructing any statement into elements. According to such an analysis, "saying" something according to Austin involves the performance of a phonetic, phatic, and rhetic act.

From the eighth chapter onwards, Austin elaborates on this new division, rejecting his initial division into constatives and performatives but always keeping it in mind and referring to it.



Phonetic, phatic, and rhetic acts, Austin claims, together constitute the locutionary act. The locutionary act is a complete speech act, the act of uttering a specific sentence with a certain meaning and reference, which is roughly equivalent to the "meaning" in the traditional understanding of words. But in addition to the locutionary act, we also produce the illocutionary act. Examples of illocutionary acts include informing, ordering, warning, and the like. When we perform a

locutionary act, we use language to say something, but in different situations, we use language in different senses. This sense is the illocution. We can use language to advise, suggest, command, or express an intention. Certain words (locutions) can have what Austin calls the force of questioning, demanding, etc. The theory of different types of language functions is called the doctrine of illocutionary force. Furthermore, Austin introduces the perlocutionary act. The perlocutionary act is what we achieve with our statement, such as convincing or frightening. It affects the feelings, thoughts, or actions of the listener (or the speaker themselves).

Pragmatics will be related to contemporary topic in the field of political philosophy of language (slurs, propaganda, fake news etc.)

In considering the relationship between language and thought, interpretations of the Sapir-Whorf hypothesis will be elaborated and linked to what is known as "conceptual engineering".

## OVERVIEW OF SEMANTIC QUESTIONS AND APPROACHES

In the field of semantics, the fundamental task of the course is to provide students with an introduction to various questions that arise when studying meaning. It will start with questioning intuitions regarding what meaning is and what it is not. After such an introduction, the connection between meaning and the real world will be explored. A distinction will be made between referential and internalist theories of meaning. The referential theory defines the meaning of words as things in the world. The internalist theory (also known as nominalism) understands meaning as thoughts, concepts, or ideas in the speaker's mind, meaning that each language user possesses their own language. The debate will also introduce Chomsky's concepts of mental lexicon, linguistic abilities, numerical differences, qualitative differences, and qualitative identity, as well as the psychological research of McCloskey and Glucksberg. Furthermore, concerning the relationship between meaning and the world, phenomena such as synonymy, ambiguity, and indeterminacy will be explored.

Next, the course will move on to semantic theories about sentence meaning. One of the fundamental ideas is that of compositionality. The internalist theory of meaning defines sentence meaning as a mental structure composed of the meanings of words in the sentence and their syntactic structure. In other words, internalists define sentences as sets of possible worlds. According to the referential theory, on the other hand, sentences are abstract objects that can be understood as mathematical models of internal mental structure. The idea of possible worlds will be introduced using Leibniz's idea of the best possible world. Other applications of the idea of possible worlds will be mentioned, such as Lewis's idea that all possible worlds exist. Lewis (1970), Stalnaker (1970), and Davidson (1967) define the meaning of a sentence as truth values determined by related possible worlds.

Furthermore, students will familiarize themselves with semantic properties of sentences, such as presupposition and ambiguity (lexical and structural). These topics will be addressed by referring to authors such as Chomsky (1976) and Baker and Shan (2008).

After discussing topics that started from the meaning of individual words and progressed to sentence meaning, themes related to the relationship between meaning and context will be introduced. Expressions sensitive to context, such as indexicals (Kaplan 1989), but also implicit content close to semantics (Sperber and Wilson 1986), as well as pragmatic content (Grice 1975), will be explored.

## EXPECTED LEARNING OUTCOMES

After completing the course, students will be able to identify key questions in the philosophy of language, as well as the most significant authors. They will be able to elaborate on the differences in philosophical positions of various authors and schools of thought and take a stance in discussions.

Students will be capable of working independently on texts addressing issues in the philosophy of language, placing

them in the context of the debate, and deriving arguments from them.

Upon completion of the course, students will be able to apply their knowledge of philosophy to mastering material in other philosophical subjects (language and world – ontology, language and knowledge – epistemology, etc.), as well as those in other study groups (e.g., language courses).

**WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')**

<b>Lectures</b>	<b>Seminars</b>	<b>Practical work</b>	<b>Independent work</b>
x	x		x
<b>Fieldwork</b>	<b>Laboratory work</b>	<b>Mentoring</b>	<b>Other</b>
		x	

**II. COURSE EVALUATION AND GRADING CRITERIA**

<b>ASSESSMENT COMPONENT</b>	<b>ECTS CREDIT ALLOCATION</b>	<b>MAXIMUM POINTS (% OF TOTAL)</b>
<b>Class attendance</b>		
<b>Class participation</b>		
<b>Project-based assessment</b>	1	30
<b>Continuous assessment</b>	1	30
<b>Final exam</b>	1	<b>40</b>
<b>Other</b>		
<b>TOTAL</b>	<b>3</b>	<b>100</b>

Final grades will be determined as follows:

<b>GRADE</b>	<b>UNDEGRADUATE AND GRADUATE PROGRAMMES</b>
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

**III. READING**

**MANDATORY READING**

- Austin, J. L. How to Do Things with Words, 1975
- Lycan, W. Philosophy of Language - A Contemporary Introduction, 2019 (3th edition)

**RECOMMENDED FURTHER READING**

- Elbourne, P. Meaning: A Slim Introduction to Semantics, Oxford University Press, 2011
- Miller, A. Philosophy of Language, Second Edition, 2007
- Yule, G. Pragmatics, 1996

**IV. ADDITIONAL INFORMATION**

**ATTENDANCE**

Students are required to regularly attend classes (justified absences are accepted). In case of prolonged justified absence, a seminar paper on a given topic will be required. Tardiness up to 5 minutes is tolerated.

**WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE**

e-mail

**WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS**

e-mail

**INFORMATION ABOUT THE FINAL EXAM**

Final oral exam Throughout all activities during the course, the corresponding number of grading points must be collected in order to access the final exam; grades from these activities are an integral part of the final grade.	
<b>OTHER RELEVANT INFORMATION</b>	
<b>Academic honesty</b> Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.	
<b>EXAM DATES</b>	
Winter	
Summer	
Autumn	
<b>V. COURSE OUTLINE (optional)</b>	
<b>DATE</b>	<b>TOPIC</b>
Week 1 and 2	Introduction to the philosophy of language
Week 3 – Week 5	Semantics
Week 6 – Week 10	Pragmatics
Week 10 - 12	Social philosophy of language

**VI. CONSTRUCTIVE ALIGNMENT**

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
<p>After completing the course, students will be able to list key questions in the philosophy of language, as well as the most significant authors. They will be able to identify differences in the philosophical positions of various authors and schools of thought and take a stance in discussions.</p>	<p>Semantics Pragmatics</p>	<p>Lecture  Text work  Discussion  Frontal work  Individual work  Work in pairs</p>	<p>Project  Exam</p>
<p>Students will be capable of independently interpreting texts dealing with questions in the philosophy of language, placing them in the context of discussion, and deriving arguments from them.</p>	<p>Semantics Pragmatics</p>	<p>Lecture  Text work  Discussion  Frontal work  Individual work  Work in pairs</p>	
<p>Upon completing the course, students will be able to apply their knowledge of philosophy to master material from other philosophical subjects (language and world – ontology, language and knowledge – epistemology, etc.), as well as those from other study groups (e.g., language courses).</p>	<p>Semantics Pragmatics</p>	<p>Lecture  Text work  Discussion  Frontal work  Individual work  Work in pairs</p>	
<p>Students will be able to independently interpret texts dealing with questions in the philosophy of language, place them in the context of discussion, and derive arguments from them.</p>	<p>Semantics Pragmatics</p>	<p>Lecture  Text work  Discussion  Frontal work  Individual work  Work in pairs</p>	
<p>After completing the course, students will be able to apply their knowledge of philosophy to master material from other philosophical subjects (language and world – ontology, language and knowledge – epistemology, etc.), as well as those from</p>	<p>Semantics Pragmatics</p>	<p>Lecture  Text work  Discussion  Frontal work  Individual work</p>	

other study groups (e.g., language courses).		Work in pairs	
Upon completing the course, students will be able to list key questions in the philosophy of language, as well as the most significant authors. They will be able to identify differences in the philosophical positions of various authors and schools of thought and take a stance in discussions.	Semantics Pragmatics	Lecture  Text work  Discussion  Frontal work  Individual work  Work in pairs	



## SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
Course title	Political Ideas and Public Policies
Study programme	Undergraduate Philosophy Program (+ Communis)
Semester	I., III., V.
Academic year	1, 2, 3
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	30+15+0
Time and venue of classes	TBA
Language of instruction	English
Course instructor	Asst. Prof. Ivan Cerovac (Ph.D.)
Office number	F-424
Office hours	TBA
Phone	+385 51 265 646
Email	<a href="mailto:icerovac@uniri.hr">icerovac@uniri.hr</a>
Course associate	Asst. Prof. Aneli Dragojević Mijatović (Ph.D.)
Email	<a href="mailto:anelidr@yahoo.co.uk">anelidr@yahoo.co.uk</a>
I. DETAILED COURSE DESCRIPTION	
COURSE OVERVIEW	
The course encompasses and connects two broader areas:	
<ol style="list-style-type: none"><li><b>Contemporary systems of political ideas (political ideologies)</b><ul style="list-style-type: none"><li>Different interpretations, applications, and constituent elements of the concept of 'ideology'. The distinction between public policy, political program, political manifesto, and ideology.</li><li>The origin of contemporary political ideologies. Fundamental political values of the modern world: freedom, equality, and brotherhood (solidarity), and their significance today.</li><li>Classical liberalism and neoliberalism.</li><li>Conservatism, neoconservatism, and progressive conservatism.</li></ul></li></ol>	

- Christian democracy
- Social democracy and egalitarian (left) liberalism

## 2. Public policies and the process of their formulation (policy-making process)

- What is public policy? The importance and objectives of public policies, elements of public policies, reasons for formulating public policies.
- The process of making public policies (policy-cycle), from agenda-setting to evaluation.
- Public advocacy, developing advocacy strategies, communication with stakeholders and interested parties.
- Types of public policies, areas of public policies (classic government sectors, economic policies, social policies, specific sectoral policies, and other policies).
- Focus: economic policies (macroeconomic, tax, industrial, investment policies, employment policy, regional policy) and social policies (health, education, pension, demographic policies, social welfare policy, and minority policy).

### EXPECTED LEARNING OUTCOMES

Upon completion of the course requirements, students are expected to be able to:

- Define dominant political ideologies and describe their fundamental characteristics.
- Provide examples of public policies related to different systems of political ideas and predict which public policies consistently arise from which system of political ideas.
- Identify values and ideological elements in the media (newspaper articles, columns, TV reports).
- Prepare/produce a draft public policy (in the fields of economy, health, and education) that is aligned with one of the dominant contemporary political ideologies (neoliberalism, conservatism, Christian democracy, social democracy).
- Identify public policies that are not consistent with the ideological background of the parties proposing them.
- Compare different public policies related to the same area and observe how public policies are related to the political ideologies advocated by the proposers.
- Critically analyse the content and value component, as well as the internal consistency, of individual public policies in the specified areas.
- Compose an essay/expert opinion for the media in which they will evaluate and critically assess a public policy, guided by the values contained in one of the discussed systems of political ideas.
- Present a previously prepared policy draft, defending it against (internal and external) criticism in a discussion.
- Reformulate a previously prepared policy draft after evaluation and potential acceptance of colleagues' comments, suggestions, and criticisms.

### WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')

Lectures	Seminars	Practical work	Independent work
X	X		X
Fieldwork	Laboratory work	Mentoring	Other
		X	

### II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
Class attendance	1.5	0
Class participation	0	10
Project-based assessment	0.5	30
Continuous assessment	1	60
Final exam	0	0
Other		
<b>TOTAL</b>	<b>3.0</b>	<b>100</b>

The course is assessed without a final exam.

Throughout the course, students are required to accumulate the appropriate number of grading points through various forms of continuous monitoring and evaluation.

Final grades will be determined as follows:

<b>GRADE</b>	<b>UNDEGRADUATE AND GRADUATE PROGRAMMES</b>
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

### **III. READING**

#### **MANDATORY READING**

1. Freedman, Michael. 1996. *Ideologies and Political Theory: A Conceptual Approach*. Oxford University Press. (selected chapters)
2. Peters, Guy, and Jon Pierre (eds.). 2006. *Handbook of Public Policy*. Sage Publications. (selected chapters)

#### **RECOMMENDED FURTHER READING**

1. Berlin, Isaiah. 1990. *Four Essays on Liberty*. Oxford University Press.
2. Cerovac, Ivan, Mačkić, Velibor and Živković, Milan. 2016. *Political Ideas and Public Policies*. National Democratic Institute for International Affairs
3. Colebatch, Hal K. 1998. *Policy*. University of Minnesota Press.
4. Esping-Andersen, Gosta. 1990. *Three Worlds of Welfare Capitalism*. Polity Press.
5. Friedman, Milton. 2002. *Capitalism and Freedom*. University of Chicago Press.
6. Fukuyama, Francis. 2006. *America at the Crossroads: Democracy, Power and the Neoconservative Legacy*. Yale University Press.
7. Giddens, Anthony. 1999. *The Third Way: The Renewal of Social Democracy*. Polity Press.
8. Hill, Michael. 1997. *Policy Process*. Routledge.
9. Hirschman, Albert O. 1991. *The Rhetoric of Reaction: Perversity, Futility, Jeopardy*. Harvard University Press.
10. Kristol, Irvin. 1999. *Neo-conservatism: The Autobiography of an Idea*. Ivan R. Dee.
11. Krugman, Paul. 2009. *The Conscience of a Liberal*. W. W. Norton & Company.
12. Rawls, John. 1999. *A Theory of Justice*. Harvard University Press.

### **IV. ADDITIONAL INFORMATION**

#### **ATTENDANCE**

Students are required to attend classes regularly and actively participate by asking questions for clarification, raising objections, and providing comments. A student has satisfied the requirement for regular attendance if they have attended 70% of the held lectures and seminars (31 hours). In exceptional circumstances, when a student has valid reasons for not attending classes to a sufficient extent, the instructor may assign additional tasks to the student to make up for the missed engagement in attending classes, thus fulfilling the requirement necessary for passing the course.

#### **WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE**

Oral and written announcements during classes, bulletin board notices, website updates, Merlin platform.

#### **WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS**

Consultations, email correspondence, Skype, MS Teams, Zoom.

#### **INFORMATION ABOUT THE FINAL EXAM**

The course does not have a final exam. All points are accumulated throughout the course.

#### **OTHER RELEVANT INFORMATION**



**Academic honesty**

Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

**EXAM DATES**

Winter	TBA
Summer	TBA
Autumn	TBA

**V. COURSE OUTLINE (optional)**

DATE	TOPIC
Week 1	Introduction: Definition of the terms 'ideology', 'public policy', and 'political manifesto'
Week 2	Contemporary political ideologies: Their origins, fundamental values, and current significance
Week 3	Classical liberalism and neoliberalism
Week 4	Conservatism, neoconservatism, and progressive conservatism
Week 5	Christian democracy / Christian democratism
Week 6	Social democracy, egalitarian liberalism, and liberal socialism
Week 7	Public policies, their significance, objectives, and formulation process
Week 8	Types and areas of public policies, evaluation of public policies
Week 9	Continuous assessment 1 (quiz)
Week 10	Workshop on rhetoric of public policies
Week 11	Workshop on public advocacy
Week 12	Workshop on public policy formulation - Economy
Week 13	Workshop on public policy formulation - Health and welfare system
Week 14	Workshop on public policy formulation - Education
Week 15	Guest lecture and discussion on the process of forming public policies with a former Minister of Science and Education in the Government of the Republic of Croatia.

## VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
Define dominant political ideologies and describe their fundamental characteristics.	Introduction to contemporary political ideologies	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussions</li> <li>- Joint solving of the "World's Smallest Political Quiz," followed by discussions on questions and ways in which answers shape the final quiz result</li> <li>- Individual work and preparation of short presentations (up to 10 minutes)</li> </ul>	<p>Classroom participation through engagement in discussions</p> <p>Quiz</p>
Provide examples of public policies related to different systems of political ideas and predict which public policies consistently arise from which system of political ideas.	Neoliberalism, conservatism, Christian democracy, and social democracy, and types and areas of public policies	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussions</li> <li>- Workshops on public policy formulation and review sessions serving as preparation for the workshops</li> <li>- Individual work and preparation of short presentations (up to 10 minutes)</li> </ul>	<p>Classroom participation through engagement in discussions</p> <p>Quiz</p> <p>Project</p>
Identify values and ideological elements in the media (newspaper articles, columns, TV reports).	Ideologies, evaluation of public policies, and mass media	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussions</li> <li>- Individual and group work on materials (newspaper articles, transcripts of TV shows and interviews)</li> </ul>	Essay
Prepare/produce a draft public policy (in the fields of economy, health, and education) that is aligned with one of the dominant contemporary political ideologies (neoliberalism, conservatism, Christian democracy, social democracy).	Neoliberalism, conservatism, Christian democracy, and social democracy, and objectives and process of formulating public policies	<ul style="list-style-type: none"> <li>- Discussions</li> <li>- Group work and individual work</li> <li>- Consultations</li> <li>- Moderation/facilitation by the instructor</li> </ul>	<p>Project (evaluation of draft public policy and its presentation and advocacy)</p> <p>Classroom activity</p>
Identify public policies that are not consistent with the ideological background of the parties proposing them.	Neoliberalism, conservatism, Christian democracy, and social democracy, evaluation of public policies	<ul style="list-style-type: none"> <li>- Discussions and workshops</li> <li>- Group work and individual work</li> <li>- Moderation/facilitation by the instructor</li> </ul>	<p>Classroom activity</p> <p>Project (evaluation of draft public policy and its presentation and advocacy)</p> <p>Quiz</p>
Compare different public policies related to the same area and observe how public policies are related to the political ideologies advocated by the proposers.	Formulation of public policies, neoliberalism, conservatism, Christian democracy, and social democracy	<ul style="list-style-type: none"> <li>- Discussions and workshops</li> <li>- Group work and inter-group discussions</li> <li>- Moderation/facilitation by the instructor</li> </ul>	<p>Project (evaluation of draft public policy and its presentation and advocacy)</p> <p>Classroom activity</p>
Critically analyse the content and value component, as well as the internal consistency, of	Neoliberalism, conservatism, Christian democracy, and social	<ul style="list-style-type: none"> <li>- Discussions and workshops</li> <li>- Group work and inter-group discussions</li> </ul>	<p>Essay</p> <p>Project (evaluation</p>

individual public policies in the specified areas.	democracy, evaluation of public policies, public advocacy	- Moderation/facilitation by the instructor	of draft public policy and its presentation and advocacy)  Classroom activity
Compose an essay/expert opinion for the media in which they will evaluate and critically assess a public policy, guided by the values contained in one of the discussed systems of political ideas.	Neoliberalism, conservatism, Christian democracy, and social democracy, evaluation of public policies, public policies and mass media	- Individual work - Discussions - Lectures	Essay  Classroom activity
Present a previously prepared policy draft, defending it against (internal and external) criticism in a discussion.	Public advocacy, rhetoric of public policies	- Group work and inter-group discussions - Workshops and exercises	Project (presentation of public policy)



## SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
Course title	Practical Ethics
Study programme	Philosophy
Semester	1.
Academic year	2023.-2024.
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	30
Time and venue of classes	In accordance with the timetable
Language of instruction	English
Course instructor	Elvio Baccharini
Office number	418
Office hours	Wednesday, 16-17.30
Phone	00385 51 265 641
Email	<a href="mailto:ebaccarini@ffri.uniri.hr">ebaccarini@ffri.uniri.hr</a>
I. DETAILED COURSE DESCRIPTION	
<b>COURSE OVERVIEW</b> Anti-psychiatry challenge Aristotelian replies The liberal democratic approach of justification of evaluative standards in psychiatry The approach of public justification of evaluative standards in psychiatry Psychiatry and capabilities Justice and mental disorder	
<b>EXPECTED LEARNING OUTCOMES</b>	

- After the accomplishment of the student requirements in the course it is expected:
- that students get acquainted with the basic methodological approaches to ethical discussions in psychiatry;
- that students learn dominant approaches regarding the employment of values in psychiatry;
- that the students are able to apply moral theories to the determination of evaluative standards in psychiatry.

**WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')**

<b>Lectures</b>	<b>Seminars</b>	<b>Practical work</b>	<b>Independent work</b>
<b>Fieldwork</b>	<b>Laboratory work</b>	<b>Mentoring</b>	<b>Other</b>

**II. COURSE EVALUATION AND GRADING CRITERIA**

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
<b>Class attendance</b>	2	<b>0</b>
<b>Class participation</b>	0,5	<b>10</b>
<b>Project-based assessment</b>	0	<b>0</b>
<b>Continuous assessment</b>	2,5	<b>60</b>
<b>Final exam</b>	1	<b>30</b>
<b>Other</b>		
<b>TOTAL</b>	<b>6</b>	<b>100</b>

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

**III. READING**

**MANDATORY READING**

- Quong, J. (2013/2017): Public Reason. Stanford Encyclopedia of Philosophy. (<https://plato.stanford.edu/entries/public-reason/>)
- Robeyns, I. (2011/2020): The Capability Approach.
- The Stanford Encyclopedia of Philosophy. (<https://plato.stanford.edu/entries/capability-approach/>)
- Megone, C. (1998): Aristotle's Function Argument and the Concept of Mental Illness. *Philosophy, Psychiatry & Psychology*, 5(3). pp. 187-201.
- Glackin, S. (2016): Three Aristotelian Accounts of Disease and Disability. *Journal of Applied Philosophy*, 33(3). pp. 331-326.
- Thomas Szasz, Mental Illness Is Still A Myth
- Baccarini, E., Lekić-Barunčić, K (2023): „Public Justification, Evaluative Standards, and Different Perspectives in the Attribution of Disability“, *Philosophies*, 8 (5), 87.

**RECOMMENDED FURTHER READING**

- Badano, Political liberalism and the justice claims of the disabled: a reconciliation
- Begon, 'Disadvantage, Disagreement, and Disability: Re-evaluating the Continuity Test.'
- Hartley, Justice for the Disabled: A Contractualist Approach
- Szasz, The Myth of Mental Illness

**IV. ADDITIONAL INFORMATION**

**ATTENDANCE**

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.

**WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE**

Email, administrator of the department	
<b>WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS</b>	
Office hours, email	
<b>INFORMATION ABOUT THE FINAL EXAM</b>	
written	
<b>OTHER RELEVANT INFORMATION</b>	
<b>Academic honesty</b> Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.	
<b>EXAM DATES</b>	
Winter	According to the working plan 2024/25
Spring supplementary	According to the working plan 2024/25
Summer	According to the working plan 2024/25
Autumn supplementary	According to the working plan 2024/25
<b>V. COURSE OUTLINE</b>	
<b>DATE</b>	<b>TOPIC</b>
Week 1	Psychiatry and Values
Week 2	Szasz's challenge
Week 3	Aristotelian foundations of a theory of mental illness
Week 4	Criticism of the Aristotelian approach
Week 5	The liberal alternative - Glackin
Week 6	The liberal alternative - Begon
Week 7	A Rawlsian approach to justification of mental disorder - Graham
Week 8	Theories of public reason
Week 9	A Gaussian justification of mental disability
Week 10	The capability approach
Week 11	A capabilitarian approach to mental disability
Week 12	The democratic justification of capabilities and mental disability
Week 13	Criticism of contractualism and justice for the mentally disabled - Nussbaum
Week 14	Political liberal replies on justice and mental disabilities
Week 15	A new Rawlsian theory on justice and mental disabilities

**VI. CONSTRUCTIVE ALIGNMENT**

<b>LEARNING OUTCOMES</b>	<b>CONTENT</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>	<b>ASSESSMENT TASKS</b>
identify main philosophical problems in normative philosophy	Introductory lecture to the basic concepts of normative philosophy	Lecture, work on text (close reading)	Continuous assessment 1
summarize various approaches to ethics and psychiatry	Analyzing philosophy of democracy and psychiatry	Lecture, work on text (close reading)	Oral exam
connect the knowledge from this course to other courses (political philosophy and ethics)	Discussing the ethical practice of psychiatry	Lecture, work on text (close reading)	Oral exam
Explaining how democratic engagement ethics in psychiatry	Critically examining enforcing of unjustified values in psychiatry	Lecture, work on text (close reading)	Oral exam



## SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
Course title	Theories of Distributive Justice
Study programme	Undergraduate and graduate study of philosophy / Communis
Semester	II, IV, VI, VIII, X
Academic year	2024-2025
ECTS credits	3
Contact hours (Lectures + Seminars + Practical work)	30+0+0
Time and venue of classes	(or by arrangement with students)
Language of instruction	Croatian or English
Course instructor	Neven Petrović, Assistant Professor
Office number	F-425
Office hours	Tuesday, 12:00-14:00
Phone	+385 51 265 647
Email	<a href="mailto:npetrovic@uniri.hr">npetrovic@uniri.hr</a>
I. DETAILED COURSE DESCRIPTION	
<b>COURSE OVERVIEW</b>	
<p>The main aim of this course is to provide an introduction into contemporary political philosophy through the assessment of the main positions about one of its central questions, i.e. the issue of distributive justice. Entrance into a wider and deeper discussion about this subject is not the first plan, but the recommended literature contains some more important extensions and criticisms of all the mentioned standpoints. In that way, there is also a space for more ambitious work – if the participants become interested into it. The readings are chosen with the intention to provide a short, clear and informative overview of the basic positions and critical accounts of them.</p>	
<b>EXPECTED LEARNING OUTCOMES</b>	



After attending and completing the course the students will be able to:

- understand main preoccupations of the contemporary political philosophy
- define the problem of distributive justice
- recognise and interpret the most basic standpoints about the problem
- identify the main lines of criticism of these standpoints
- critically interpret and evaluate the mentioned basic positions
- continue to study by themselves all the subjects covered in the course
- argue about the problems of political philosophy and politics in general

**WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')**

<b>Lectures</b>	<b>Seminars</b>	<b>Practical work</b>	<b>Independent work</b>
<b>X</b>	<b>X</b>		<b>X</b>
<b>Fieldwork</b>	<b>Laboratory work</b>	<b>Mentoring</b>	<b>Other</b>

**II. COURSE EVALUATION AND GRADING CRITERIA**

<b>ASSESSMENT COMPONENT</b>	<b>ECTS CREDIT ALLOCATION</b>	<b>MAXIMUM POINTS (% OF TOTAL)</b>
<b>Class attendance</b>	1	<b>10 %</b>
<b>Class participation</b>	2	<b>30 %</b>
<b>Project-based assessment</b>		
<b>Continuous assessment</b>		
<b>Final exam</b>	3	<b>60%</b>
<b>Other</b>		
<b>TOTAL</b>	6	<b>100</b>

Final grades will be determined as follows:

<b>GRADE</b>	<b>UNDEGRADUATE AND GRADUATE PROGRAMMES</b>
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

**III. READING**

**MANDATORY READING**

- Feinberg, J. (1973) "Social Justice" in Feinberg, J. *Social Philosophy*, Prentice Hall, Englewood Cliffs, NJ, pp. 98-119 (22)
- Letwin, W. "How Much Inequality is There?", in Letwin, W. (ed.) *Against Equality*, Macmillan, London, 1983, pp. 58-65 (8)
- Tucker, R.C. «Marx and Distributive Justice», in Tucker, R.C. *The Marxian Revolutionary Idea*, W.W. Norton, New York, 1969, pp. 33-53 (21)
- Lukes, S. "Can a Marxist Believe in Human Rights?", in Lukes, S. *Moral Conflict and Politics*, Clarendon Press, Oxford, 1991, pp. 173-88 (16)
- Brandt, R.B. *Ethical Theory*, Prentice Hall, Englewood Cliffs, NJ, 1959, pp. 411-22 (12)
- Friedman, M. *Capitalism and Freedom*, Globus – Školska knjiga, Zagreb, 1992, pp. 167-95 (29)
- Rawls, J. «Distributive Justice», in Rawls, J. *Collected Papers*, Harvard University Press, Cambridge, MA, 1999, pp. 130-53 (24)
- Cohen, G.A. *If You're an Egalitarian, How Come You're So Rich?*, Harvard University Press, Cambridge, MA, 2000, pp. 117-34 (18)
- Sher, G. *Desert*, Princeton University Press, 1987, pp. 22-36 (15)
- Gauthier, D. "Bargaining Our Way into Morality: Do-It-Yourself Primer", in Pettit, P. (ed.) *Contemporary Political Philosophy*, MacMillan, New York, 1991, pp. 153-68 (16)
- Nozick, R. «Distributive Justice», in Nozick, R. *Anarchy, State, and Utopia*, Jesenski i Turk, Zagreb, 2003, pp. 201-42 (42)
- Ryan, C. "Yours, Mine, and Ours: Property Rights and Individual Liberty", *Ethics*, Vol. 87, No. 2, 1977, pp. 126-41 (16)
- Walzer, M. *Spheres of Justice*, Filip Višnjić, Beograd, 2000, pp. 25-59 (35)

In total around 300 pp.

#### RECOMMENDED FURTHER READING

- Ackerman, B.A. *Social Justice in a Liberal State*, Yale University Press, 1980.
- Pettit, P. "Analytical Philosophy", in Goodin, R.E. & Pettit, P. (ed.) *Companion to Contemporary Political Philosophy*, Blackwell, 1993, pp. 7-22 (16)
- Cohen, G.A. *If You're an Egalitarian, How Come You're So Rich?*, Harvard University Press, Cambridge, MA, 2000, pp. 101-15 (15)
- Wood, A. «Marx Against Morality», in Singer, P. (ed.) *A Companion to Ethics*, Blackwell, Oxford, 1991, pp. 511-24 (14)
- Plant, R. *Suvremena politička misao*, Jesenski i Turk, Zagreb, 2002, pp. 93-173, 192-204 i 214-20 (100)
- Frankfurt, H.G. "Equality as a Moral Ideal", in Frankfurt, H. *The Importance of What We Care About*, Cambridge University Press, 1988, pp. 137-46 (10)
- Schmitz, D. & Goodin, R.E. *Social Welfare and Individual Responsibility*, Cambridge University Press, 1998, pp. 3-96 (94)
- Rothbard, M. «Utilitarian Free-Market Economics» in Rothbard, M. *The Ethics of Liberty*, New York University Press, New York, 2002, pp. 201-14 (14)
- Kukathas, C. & Pettit, P. *Rawls*, Polity Press, Cambridge, 1990, pp. 17-59 (43)
- Dworkin, R. «Liberalizam», *Dometi*, 11, 1988, pp. 669-85 (17)
- Kekes, J. "A Question for Egalitarians", *Ethics*, Vol. 107, No. 4, 1997, pp. 658-69 (12)
- Sesardić, N. "Biološka nejednakost naspram socijalnoj nejednakosti", in Sesardić, N. *Iz analitičke perspektive*, Sociološko društvo Hrvatske, Zagreb, 1991, pp. 147-66 (20)
- Barry, B. *Justice as Impartiality*, Clarendon Press, Oxford, 1995, pp. 28-46 (19)
- Narveson, J. «Gauthier on Distributive Justice and the Natural Baseline, in Vallentyne, P. (ed.) *Contractarianism and Rational Choice*, Cambridge University Press, 1991, pp. 127-48 (22)
- Wolff, J. *Robert Nozick*, Stanford University Press, 1991, pp. 73-117 (45)
- Cohen, G.A. *Self-Ownership, Freedom, and Equality*, Cambridge University Press, 1995, pp. 106-11 (6)
- Okin, S.M. *Justice, Gender, and Family*, Basic Books, New York, 1989, pp. 74-88 (15)
- Steiner, H. (1980) "Slavery, Socialism, and Private Property", in Chapman, J.W./Pennock, J.R. (ed.) *Property*, New York University Press, pp. 244-65 (22)
- Fried, B.H. (2004) "Left Libertarianism: A Review Essay", *Philosophy and Public Affairs*, Vol. 32, No. 1, pp. 66-92 (27)
- Sandel, M.J. "What Money Can't Buy", u Peterson, G.B. (ed.) *The Tanner Lectures on Human Values*, The University of Utah Press, Salt Lake City, Vol. 21, 2001, pp. 89-122 (34)
- Miller, D. *Principles of Social Justice*, Harvard University Press, Cambridge, 1999, pp. 21-92 (72)
- Rustin, M. "Equality in Post-Modern Times", in Miller, D./Walzer, M. (ed.) *Pluralism, Justice, and Equality*, Oxford University Press, 1995, pp. 17-44 (28)

#### IV. ADDITIONAL INFORMATION

##### ATTENDANCE

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.

##### WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

Via email; during class time

##### WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS

Via email; in person during office hours

##### INFORMATION ABOUT THE FINAL EXAM

The final exam will be written and oral.

##### OTHER RELEVANT INFORMATION

###### Academic honesty

Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function

is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

**EXAM DATES**

Winter	
Spring supplementary	
Summer	
Autumn supplementary	

**V. COURSE OUTLINE**

<b>DATE</b>	<b>TOPIC</b>
Week 1	History of the discussion about distributive justice
Week 2	The problem of distributive justice: classical solutions
Week 3	The difficulties with the classical solutions
Week 4	Marxism and distributive justice
Week 5	Utilitarian stand on the problem of distributive justice
Week 6	Other kinds of consequentialism and distributive justice – part 1
Week 7	Other kinds of consequentialism and distributive justice – part 2
Week 8	Egalitarian liberalism of John Rawls – part 1
Week 9	Egalitarian liberalism of John Rawls – part 2
Week 10	Leftist criticism of Rawls
Week 11	Libertarianism of Robert Nozick – part 1
Week 12	Libertarianism of Robert Nozick – part 2
Week 13	Some criticisms of Nozick
Week 14	Communitarianism and pluralism: Michael Walzer
Week 15	Communitarianism and pluralism: David Miller

**VI. CONSTRUCTIVE ALIGNMENT**

<b>LEARNING OUTCOMES</b>	<b>CONTENT</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>	<b>ASSESSMENT TASKS</b>
To understand main ambitions of contemporary political philosophy	<ul style="list-style-type: none"> <li>- A short history of political philosophy</li> <li>- Marxism's attitude towards justice</li> </ul>	Lecture, work on text (close reading)	Continuous assessment 1
To define the problem of distributive justice	<ul style="list-style-type: none"> <li>- Aristotle's treatment of distributive justice and its difficulties</li> <li>- Arguments in favour of equality based on statistics and their criticism; problem of "equality of what?"</li> </ul>	Lecture, work on text (close reading)	Continuous assessment 2
To differentiate and interpret the main positions about the problem	<ul style="list-style-type: none"> <li>- Utilitarianism and economic consequentialism</li> <li>- egalitarian liberalism</li> <li>- libertarianism</li> <li>- pluralism</li> </ul>	Lecture, group work	Written and oral exam
To identify the main criticisms of the various positions on the issue of distributive justice	<ul style="list-style-type: none"> <li>- Utilitarianism and economic consequentialism</li> <li>- egalitarian liberalism</li> <li>- libertarianism</li> <li>- pluralism and their difficulties</li> </ul>	Lecture, group work	Written and oral exam
To interpret critically and to evaluate the main viewpoints about the problem	Various lines of criticism of the all covered positions on the problem of distributive justice	Lecture, group work	Written and oral exam
To continue with independent study of the subjects covered, if there is interest for that	The complete educational material covered during this course	<ul style="list-style-type: none"> <li>- discussion</li> <li>- work on original texts</li> <li>- essay writing</li> </ul>	<ul style="list-style-type: none"> <li>- participation in discussions</li> <li>- written works (essays)</li> </ul>
To pass founded judgements about various problems of political philosophy and politics in general	The complete educational material covered during this course	<ul style="list-style-type: none"> <li>- discussion</li> <li>- work on original texts</li> <li>- essay writing</li> </ul>	<ul style="list-style-type: none"> <li>- participation in discussions</li> <li>- written works (essays)</li> </ul>



**SVEUČILIŠTE U RIJECI**

Filozofski fakultet

**UNIVERSITY OF RIJEKA**

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## SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
Course title	Topics in Philosophy of Mind
Study programme	(under)graduate study programme in philosophy
Semester	Summer
Academic year	2024/2025
ECTS credits	6
Contact hours (Lectures + Seminars + Practical work)	15+15+0
Time and venue of classes	Friday 8:30-10, room 403
Language of instruction	English
Course instructor	Marko Jurjako, Associate Professor
Office number	422
Office hours	Tuesday 11-12
Phone	
Email	<a href="mailto:mjurjako@ffri.uniri.hr">mjurjako@ffri.uniri.hr</a>
I. DETAILED COURSE DESCRIPTION	
<b>COURSE OVERVIEW</b>	
<p>The course introduces the classical mind/body problem. Contemporary debate of the mind/body problem starts with René Descartes' arguments according to which the mind and the body are two distinct substances. In this course we will go through and evaluate some of the influential arguments in favour and against this view. The problems with Cartesian dualism led to formulations of different physicalistic or materialistic theories in philosophy of mind and scientific psychology. In this regard, we will also focus on influential arguments in favour of and against physicalistic explanations of the mind and consciousness. In particular, we will evaluate conceptual/deductive arguments and appreciate the important role thought experiments play in science and the study of the mind.</p>	
<b>EXPECTED LEARNING OUTCOMES</b>	
<p>Students will be able to:</p> <ul style="list-style-type: none"><li>describe the development of the debate on the mind-body problem from Rene Descartes to contemporary functionalism</li><li>explain the physicalist/materialist underpinnings of contemporary approaches to the study of the mind</li></ul>	

- distinguish between different types of physicalism/materialism
- analyze some of the influential arguments against physicalism, especially those based on the hard problem of consciousness
- recognize the role of thought experiments in science in general

**WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')**

<b>Lectures</b>	<b>Seminars</b>	<b>Practical work</b>	<b>Independent work</b>
x	x		x
<b>Fieldwork</b>	<b>Laboratory work</b>	<b>Mentoring</b>	<b>Other</b>
		x	

**II. COURSE EVALUATION AND GRADING CRITERIA**

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
<b>Class attendance</b>	1	
<b>Class participation</b>		<b>10</b>
<b>Project-based assessment</b>		
<b>Continuous assessment</b>	1	60
<b>Final exam</b>	1	<b>30</b>
<b>Other</b>		
<b>TOTAL</b>		<b>100</b>

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

**III. READING**

**MANDATORY READING**

- Chalmers, D. ed. 2022. Philosophy of Mind: Classical and Contemporary Readings. 2<sup>nd</sup> edition, Oxford: Oxford University Press, pp. 219-225. (Selected readings)
- Ravenscroft, I. 2005. Philosophy of mind: A beginner's guide. Oxford: Oxford University Press

**RECOMMENDED FURTHER READING**

- Kim, J. 1996. Philosophy of Mind. Boulder, Co.: Westview Press. (Especially chapters 3, 4, 9).
- Maslin, K. T. 2001. An Introduction to the Philosophy of Mind. Cambridge: Polity. (Especially chapters 2, 4)

**IV. ADDITIONAL INFORMATION**

**ATTENDANCE**

Attendance is mandatory. Students are allowed to miss no more than 30% of all classes without penalty.

**WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE**

**WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS**

In person during office hours.  
Via email

**INFORMATION ABOUT THE FINAL EXAM**

The final exam will include a written essay and an oral exam

**OTHER RELEVANT INFORMATION****Academic honesty**

Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.

**EXAM DATES**

Winter	
Summer	
Autumn	

**V. COURSE OUTLINE (optional)**

<b>DATE</b>	<b>TOPIC</b>
Week 1	Introductory lecture – overview of the mind/body
Week 2	Dualisms - Descartes Meditations
Week 3	Dualisms and mental causation
Week 4	Philosophical behaviorism 1
Week 5	Philosophical behaviorism 2
Week 6	Identity theory 1
Week 7	Identity theory 2
Week 8	Partial exam
Week 9	Functionalism 1
Week 10	Functionalism 2
Week 11	Problems with functionalism
Week 12	Consciousness and the natural world 1
Week 13	Panpsychism
Week 14	Consciousness and the natural world 2
Week 15	Partial exam

**VI. CONSTRUCTIVE ALIGNMENT**

<b>LEARNING OUTCOMES</b>	<b>CONTENT</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>	<b>ASSESSMENT TASKS</b>
describe the development of the debate on the mind-body problem from Rene Descartes to	Introductory lecture – overview of the mind/body  Dualisms - Descartes Meditations  Philosophical behaviorism 1  Philosophical behaviorism 2  Functionalism 1  Functionalism 2	Lecture  Seminar discussion	Partial exam 1 Short essay 1
contemporary functionalism	Functionalism 1  Functionalism 2  Problems with functionalism	Lecture  Seminar discussion	Partial exam 2 Short philosophical essay 2
explain the physicalist/materialist underpinnings of contemporary approaches to the study of the mind	Dualisms and mental causation	Lecture  Seminar discussion	Partial exam 2 Short essay 2
distinguish between different types of physicalism/materialism	Identity theory 1  Identity theory  Consciousness and the natural world 1  Panpsychism Consciousness and the natural world 2	Lecture  Seminar discussion	Oral exam Essay 3





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## SYLLABUS

KEY INFORMATION ABOUT THE COURSE	
<b>Course title</b>	<b>Youth Work Ethics</b>
<b>Study programme</b>	Graduate Philosophy Program (+ Communis)
<b>Semester</b>	I., III.
<b>Academic year</b>	1, 2
<b>ECTS credits</b>	3
<b>Contact hours (Lectures + Seminars + Practical work)</b>	10+10+10
<b>Time and venue of classes</b>	TBA
<b>Language of instruction</b>	English
<b>Course instructor</b>	Asst. Prof. Ivan Cerovac (Ph.D.)
Office number	F-424
Office hours	TBA
Phone	+385 51 265 646
Email	<a href="mailto:icerovac@uniri.hr">icerovac@uniri.hr</a>
<b>Course associate</b>	Julija Perhat, MA.
Email	<a href="mailto:julija.perhat@gmail.com">julija.perhat@gmail.com</a>
I. DETAILED COURSE DESCRIPTION	
<b>COURSE OVERVIEW</b>	
The course is designed to provide an introduction to youth work ethics, covering content in three sections:	
1. Foundational (Western) moral theories (deontology, utilitarianism, virtue ethics) and their application in justifying practices and public policies related to youth work. The main examples of moral justification based on these theories will be analyzed, highlighting the problems and shortcomings characteristic of each theory, as well as the issues with theory-guided approaches to moral issues in youth work.	

2. International and domestic ethical codes of youth work, including the meaning and scope of some of the fundamental values of youth work (equality, participation and inclusion, autonomy).
  
3. The role of individuals working with young people in moral upbringing and education, the promotion of democratic values and active citizenship, with an overview of basic methods and analysis and evaluation of several case studies.

### EXPECTED LEARNING OUTCOMES

Upon completing all program-related obligations, participants are expected to develop or enhance the following general and specific competencies, i.e., students will be able to:

- Recognize and interpret the main ideas of dominant (Western) moral theories (deontology, utilitarianism, virtue ethics), as well as identify and devise youth work practices justified by principles from one (or more) of the aforementioned moral theories.
- Interpret, analyze, compare, and evaluate international and domestic ethical codes of youth work.
- Identify conflicts between universal human rights and international norms of youth work, as well as regional cultural practices and customs.
- Critically evaluate existing (but also hypothetical) youth work practices, as well as public program policies concerning youth.
- Successfully utilize teaching and youth work models aimed at promoting critical thinking among young people, especially on morally relevant topics.
- Independently utilize professional literature, synthesize main theoretical models, and apply them to practice within their working environment, with the possibility of producing less demanding publications in the field of youth work ethics.
- Present evaluations of specific youth work practices to the general public or specific stakeholders easily and precisely (in the form of media releases, proposals for public policies or measures related to youth work, short presentations at professional conferences, etc.).
- Resolve ethical dilemmas and negotiate more effectively with other stakeholders in decision-making processes.

### WAYS IN WHICH THE COURSE IS DELIVERED (mark with 'X')

<b>Lectures</b>	<b>Seminars</b>	<b>Practical work</b>	<b>Independent work</b>
x	x	x	x
<b>Fieldwork</b>	<b>Laboratory work</b>	<b>Mentoring</b>	<b>Other</b>
x		x	

### II. COURSE EVALUATION AND GRADING CRITERIA

ASSESSMENT COMPONENT	ECTS CREDIT ALLOCATION	MAXIMUM POINTS (% OF TOTAL)
<b>Class attendance</b>	1	<b>0</b>
<b>Class participation</b>	0.5	20
<b>Project-based assessment</b>	0.5	30
<b>Continuous assessment</b>	1	50
<b>Final exam</b>	0	0
<b>Other</b>		
<b>TOTAL</b>	3.0	<b>100</b>

Learning outcomes will be assessed through:

- Evaluation of the quality of student participation in discussions during classes, as well as during workshops and exercises. In addition, students will be given specific tasks to complete as preparation for classes (e.g., fill

out a survey, write a short review of a youth work practice, or find and explain examples from everyday youth work practice).

- Continuous assessment of knowledge (quiz), focusing on the application of learned information and the evaluation of acquired skills in ethical assessment of youth work practices (evaluation of acquired knowledge and skills).
- Through an essay, where the structure of the essay, the strength and clarity of presented arguments, the use of examples to illustrate the main thesis, and the use of relevant scientific and professional literature will be evaluated (evaluation of the ability to morally evaluate youth work practices and public policies related to youth work, as well as the ability to creatively and precisely express thoughts and arguments).

**The course does not have a final exam; instead, all grading points are collected throughout the course.**

Final grades will be determined as follows:

GRADE	UNDEGRADUATE AND GRADUATE PROGRAMMES
5 (A)	90 – 100 % points
4 (B)	75 – 89.9 % points
3 (C)	60 – 74.9 % points
2 (D)	50 – 59.9 % points
1 (F)	0 – 49.9 % points

### III. READING

#### MANDATORY READING

1. Roberts, Jonathan. 2009. *Youth Work Ethics*. London: Learning Matters. (selected chapters)
2. Banks, Sarah. 2010. *Ethical Issues in Youth Work: Second Edition*. New York: Routledge. (selected chapters)
3. Timmons, Mark. 2012. *Moral Theory: An Introduction*. Lanham: Rowman and Littlefield. (selected chapters)

#### RECOMMENDED FURTHER READING

1. Sercombe, Howard (2010). *Youth Work Ethics*. Washington: SAGE Publications.
2. Wolff, Jonathan and Avner de-Shalit (2013). *Disadvantage*. London: Oxford University Press.
3. Institute for Development Studies (2014). *Working with young people: the value of youth work in the European Union*. Brussels: European Commission
4. Examples of various ethical codes of institutions and organizations working with youth (universities and colleges, schools and preschools, social welfare centers, civil society organizations...)

### IV. ADDITIONAL INFORMATION

#### ATTENDANCE

Students are required to regularly attend classes and actively participate in their delivery through asking questions for clarification, objections, and comments, as well as participating in interactive forms of teaching (discussions, tabletop games, edu-LARP). Students are also required to complete short tasks assigned by the instructor as preparation for classes.

A student has fulfilled the attendance requirement if they have attended 70% of the scheduled lectures, seminars, and exercises (21 hours). In exceptional circumstances, when a student has not attended classes to a sufficient extent for justified reasons, the instructor may assign additional tasks to the student to make up for missed engagement in attending classes, thus fulfilling the obligation necessary for completing the course.

#### WAYS IN WHICH STUDENTS WILL BE NOTIFIED ABOUT THIS COURSE

Oral and written announcements during classes, bulletin board notices, website updates, Merlin platform.

<b>WAYS IN WHICH STUDENTS CAN COMMUNICATE WITH COURSE INSTRUCTORS</b>	
Consultations, email correspondence, Skype, MS Teams, Zoom.	
<b>INFORMATION ABOUT THE FINAL EXAM</b>	
The course does not have a final exam. All points are accumulated throughout the course.	
<b>OTHER RELEVANT INFORMATION</b>	
<b>Academic honesty</b> Any use of texts or other types of work by another author, as well as the use of ChatGPT or other tools whose function is based on AI technology, without a clear and unambiguous citation of the source is considered a violation of academic integrity principles, and is a serious offence regulated by the Ordinance on Student Responsibilities.	
<b>EXAM DATES</b>	
Winter	TBA
Summer	TBA
Autumn	TBA
<b>V. COURSE OUTLINE (optional)</b>	
<b>DATE</b>	<b>TOPIC</b>
Week 1	Course Introduction / Ethics of Working with Youth
Week 2	Dominant (Western) Moral Theories
Week 3	Application of Moral Theories in Youth Work Practice (1)
Week 4	Application of Moral Theories in Youth Work Practice (2)
Week 5	Values in Youth Work (Equality, Freedom...) and Conflicts Among Values
Week 6	Values in Youth Work (Association, Participation...) and Conflicts Among Values
Week 7	Ethical Codes in Youth Work, Simulation Workshop of an Ethics Committee
Week 8	Pedagogical Measures in Youth Work and Legal-Ethical Dilemmas Regarding Their Implementation
Week 9	Review / Written Knowledge Check (Quiz)
Week 10	Panel Discussion on Ethical Dilemmas in Youth Work in the Formal Education System, Discussion
Week 11	Panel Discussion on Ethical Dilemmas in Youth Work in the Social Welfare System, Discussion
Week 12	Field Trip (visiting institutions working with youth, discussing ethical dilemmas encountered by employees of those institutions)
Week 13	Field Trip (visiting institutions working with youth, discussing ethical dilemmas encountered by employees of those institutions)
Week 14 / 15	Edu-LARP: Solving Ethical Dilemmas in an Institutional Environment

## VI. CONSTRUCTIVE ALIGNMENT

LEARNING OUTCOMES	CONTENT	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT TASKS
Recognize and interpret the main ideas of dominant (Western) moral theories (deontology, utilitarianism, virtue ethics), as well as identify and devise youth work practices justified by principles from one (or more) of the aforementioned moral theories	(1) (2) Dominant moral theories and their application in practice	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussions</li> <li>- Guided work in small groups</li> <li>- Independent student research before classes and solving short tasks</li> </ul>	<ul style="list-style-type: none"> <li>- In-class activity through participation in discussions and group work</li> <li>- Quiz</li> <li>- Essay</li> </ul>
Interpret, analyze, compare, and evaluate international and domestic ethical codes of youth work	(4) Ethical codes in youth work, their analysis and application	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussions</li> <li>- Independent student research before classes and solving short tasks</li> <li>- Workshops on analyzing ethical codes</li> <li>- Workshops on drafting an ethical code</li> </ul>	<ul style="list-style-type: none"> <li>- In-class activity through participation in discussions and group work</li> <li>- Quiz</li> <li>- Essay</li> </ul>
Identify conflicts between universal human rights and international norms of youth work, as well as regional cultural practices and customs (as well as the democratic right to community governance in accordance with them)	(3) Values in youth work  (6) Guest lectures  (8) Edu-LARP: Solving ethical dilemmas in an institutional environment	<ul style="list-style-type: none"> <li>- Lectures and guest lectures</li> <li>- Discussions</li> <li>- Independent student research before classes and solving short tasks</li> <li>- Individual and group work on materials (reports, newspaper articles, TV show transcripts, and interviews)</li> </ul>	<ul style="list-style-type: none"> <li>- In-class activity through participation in discussions and group work</li> <li>- Essay</li> </ul>
Critically evaluate existing (as well as hypothetical) youth work practices, as well as public program policies concerning youth	(2) Dominant moral theories and their application in practice  (3) Values in youth work	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussions</li> <li>- Guided work in small groups</li> <li>- Independent student research before classes and solving short tasks</li> </ul>	<ul style="list-style-type: none"> <li>- In-class activity through participation in discussions and group work</li> <li>- Essay</li> </ul>
Successfully utilize teaching and youth work models aimed at promoting critical thinking among young people, especially on morally relevant topics	(2) Dominant moral theories and their application in practice  (3) Values in youth work	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Discussions</li> <li>- Short individual presentations as part of the class</li> <li>- Independent student research before classes and solving short tasks</li> </ul>	<ul style="list-style-type: none"> <li>- In-class activity through participation in discussions and group work</li> </ul>
Independently utilize professional literature, synthesize main theoretical models, and apply them to practice within their working environment, with the possibility of producing less demanding publications in the field of youth work ethics	(2) Dominant moral theories and their application in practice  (3) Values in youth work  (4) Ethical codes in youth work, their analysis and application	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Consultations</li> <li>- Independent student research before classes and solving short tasks</li> </ul>	<ul style="list-style-type: none"> <li>- Essay</li> </ul>
Present evaluations of specific youth work practices to the	(3) Values in youth work	<ul style="list-style-type: none"> <li>- Lectures and consultations</li> <li>- Discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Essay</li> </ul>

<p>general public or specific stakeholders easily and precisely (in the form of media releases, proposals for public policies or measures related to youth work, short presentations at professional conferences, etc.)</p>	<p>(7) Field trip  (8) Edu-LARP: Solving ethical dilemmas in an institutional environment</p>		
<p>Resolve ethical dilemmas and negotiate more effectively with other stakeholders in decision-making processes</p>	<p>(3) Values in youth work  (8) Edu-LARP: Solving ethical dilemmas in an institutional environment</p>	<ul style="list-style-type: none"> <li>- Discussions</li> <li>- Guided work in small groups</li> <li>- Edu-LARP</li> </ul>	<ul style="list-style-type: none"> <li>- In-class activity through participation in discussions and group work</li> </ul>