

Course description

1. GENERAL INFORMATION			
1.1. Course teacher	Petar Tomev Mitrikeski		1.6. Year of the study
1.2. Name of the course	History of biology		1.7. ECTS credits
1.3. Associate teachers			1.8. Type of instruction (number of hours L + E + S + e-learning)
1.4. Study programme (undergraduate, graduate, integrated)	Undergraduate and graduate programme		1.9. Expected enrolment in the course
1.5. Status of the course	<input type="checkbox"/> mandatory	<input checked="" type="checkbox"/> elective	1.10. Level of application of e-learning (level 1, 2, 3), percentage of online instruction (max. 20%)
2.COUSE DESCRIPTION			
2.1. Course objectives	<p>The course is dedicated to a deeper understanding of basic concepts in biology, a science dedicated to the study of living matter. Although today's biology – as a comprehensive and coherent intellectual research concept – developed only in the XIX century, its proto-beginnings still take us back to long-gone historical times that date back even before the development of Greek philosophical thought. Thanks to such a rich tradition of thinking and research, biology is today a fundamental natural science without which the world around us is difficult to understand. Therefore, knowledge of its path and its achievements is important and interesting for all scientists who in one way or another think about the phenomenon of life. Thus, in addition to biologists and other interested natural scientists, it is also important for philosophers. But unlike its rich history, its philosophy is a distinctly young discipline that barely celebrates some 70 years of experience. Therefore, a bold question comes to mind: <i>what is it that keeps eluding us from being late in developing the basic concepts/dilemmas of the philosophy of biology?</i></p> <p>The closer goal of this course is for students to gain insight into the historical development and achievements of biology as basic natural science. In addition, students have the opportunity to engage in their own <i>in situ</i> thinking during lectures.</p>		
2.2. Enrolment requirements and/or entry competences required for the course	There are no prerequisites/competencies for enrolling in this course.		
2.3. Learning outcomes at the level of the programme to which the course contributes	<p>Students who choose this course will be trained to:</p> <ul style="list-style-type: none"> (i) Connect philosophical ideas with the philosophers to whom they belong, (ii) Develop a critical attitude towards various philosophical conceptions and directions and in that sense take their position, (iii) Develop the skill of arguing their own critical opinion, (iv) Formulate scientific hypotheses in this philosophical field. 		
2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes)	<p>Students who choose this course will be able to:</p> <ul style="list-style-type: none"> (i) Describe historical periods in the development of biology as a science, (ii) Identify three basic levels of philosophy of biology, i.e. general philosophical concepts observed through a biological prism, philosophizing about biological concepts (theories), and reference to biology during reflections on ethics and epistemology. 		

2.5. Course content (syllabus)	The purpose and goals of the course are achieved through several thematic (teaching) units that seek to achieve the conceptual comprehensiveness of the given topic. Thus, individual thematic units are united through two main sub-themes: (i) <i>a historical overview of the development of biology as a science</i> , and (ii) <i>philosophical sub-domains and concepts in biology</i> . The first subtopic includes the following teaching units: (i.1) <i>biological thinking and research in the Old and Middle Ages</i> , (i.2) <i>biological reflections and research in the Renaissance and immediately thereafter</i> , (i.3) <i>biological thinking and research in the XIX century</i> , and (i.4) <i>biological thinking and research in the XX and XXI centuries</i> . The second subtopic consists of the following teaching units: (ii.1) <i>are there biological laws?</i> (general theses of the philosophy of science such as "reductionism vs anti-reductionism" are viewed in a biological context), (ii.2) <i>can conceptual (or theoretical) problems in biology be the subject of philosophical analysis?</i> (ii.3) <i>can thinkers (especially philosophers, but also other scientists) refer to biology when they think about traditional philosophical topics such as ethics and epistemology?</i>									
2.6. Format of instruction:	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work					<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia and the internet <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			2.7. Comments:	
2.8. Student responsibilities	Students are expected to attend classes regularly and actively participate in them.									
2.9. Monitoring student work	Class attendance	YES		Research		NO	Oral exam			
	Experimental work		NO	Report		NO	(other)			
	Essay		NO	Seminar paper	YES		(other)			
	Preliminary exam		NO	Practical work		NO	(other)			
	Project		NO	Written exam		NO	ECTS credits (total)	3		
2.10. Required literature (available in the library and/or via other media)	Title						Number of copies in the library	Availability via other media		
	Mayr, E. (2001). This is Biology. The Belknap Press of Harvard University Press, Cambridge, Massachusetts.							Possible		
2.11. Optional literature	<ul style="list-style-type: none"> Buell J, Hearn V (1994) Darwinism, Science or Philosophy? Foundation for Thought and Ethics, Richardson. Dawkins, R. (1999). The extended phenotype. Oxford University Press, Oxford. Henig, R.M. A Monk and Two Peas. Phoenix, London. 									
2.12. Other (as the proposer wishes to add)										