

Course description

| 1. GENERAL INFORMATION | | | | |
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| 1.1. Course teacher | Assistant Professor Marina Novina | | 1.6. Year of the study | 2. |
| 1.2. Name of the course | Philosophy as a Therapy of the Soul | | 1.7. ECTS credits | 3 |
| 1.3. Associate teachers | | | 1.8. Type of instruction (number of hours L + E + S + e-learning) | 30+0+0+0+0 |
| 1.4. Study programme (undergraduate, graduate, integrated) | Undergraduate | | 1.9. Expected enrolment in the course | 10 |
| 1.5. Status of the course | <input checked="" type="checkbox"/> mandatory | <input 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 | The objectives of the course are: to acquaint students with the fundamental characteristics of ancient philosophical thought, including the therapeutic function of philosophy; to acquaint students with the fundamental characteristics of philosophy as a therapy of the soul, and to highlight the importance of such understanding of philosophy for the development of philosophical thought, for contemporary philosophical themes and for the relationship between philosophy and medicine, psychology and psychotherapy, and in this context to train students for the analysis and critical reading of philosophical texts. | | | |
| 2.2. Enrolment requirements and/or entry competences required for the course | | | | |
| 2.3. Learning outcomes at the level of the programme to which the course contributes | Describe the fundamental problems dealt with by different philosophical disciplines, define them and reproduce them using philosophical concepts. Compare different philosophical directions and identify cause-and-effect relationships that have led to philosophical thought formation throughout history. Connect philosophical ideas and teachings with the philosophers to whom they belong. Critically reflect on various philosophical conceptions and directions and express own attitude regarding that. | | | |
| 2.4. Expected learning outcomes at the level of the course (3 to 10 learning outcomes) | List and describe philosophical questions posed by ancient philosophers. Analyse the original texts of ancient philosophers and differentiate and categorize the philosophical themes of their works regarding the concept of philosophy as therapy of the soul. Identify and explain the ancient concept of philosophy as therapy of the soul. Critically assess the significance of the concept of philosophy as a therapy of the soul for the development of philosophical thought, as well as medicine, psychology, and psychotherapy. | | | |
| 2.5. Course content (syllabus) | Concepts of philosophy have changed throughout history, and philosophy was generally considered a demanding discussion of abstract questions reserved only for experts. However, from antiquity to the present day, philosophy, in addition to being a teacher of wisdom, also carried the attributes of a doctor, comforter and therapist. Moreover, from antiquity until today, the philosophy is inseparable from medicine, but also from the most intimate part of the human being, and since antiquity it has been understood as an | | | |

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| | therapy of the soul. Such claims are supported by the texts of ancient philosophers (eg. Epicurus, Socrates, Aristotle, Plato, Marcus Aurelius, Augustine, etc.) and emphasized by many excellent experts of ancient philosophical thought (eg Domański, Hadot, Voelke). In this course, we will learn about philosophy as therapy of the soul [(mind, heart, language) which is important for building character, for everyday life, part of growing in wisdom and for the relationship with medicine], through the texts of ancient philosophers and through scientific research literature. | | | | | | | | | |
| 2.6. Format of instruction: | <input checked="" type="checkbox"/> lectures <input 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 checked="" 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 | Regular class attendance (min. 70% attendance for signatures), activity in class, completion of independent tasks. | | | | | | | | | |
| 2.9. Monitoring student work | Class attendance | YES | NO | Research | YES | NO | Oral exam | YES | NO | |
| | Experimental work | YES | NO | Report | YES | NO | (other) | YES | NO | |
| | Essay | YES | NO | Seminar paper | YES | NO | (other) | YES | NO | |
| | Preliminary exam | YES | NO | Practical work | YES | NO | (other) | YES | NO | |
| | Project | YES | NO | Written exam | YES | 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 | |
| | Domański, Juliusz (1996). La philosophie, théorie ou manière de vivre? Les controverses de l'Antiquité à la Renaissance i toż w przekładzie polskim jako Metamorfozy pojęcia filozofii. Fribourg Suisse – Paris. | | | | | | | | + | |
| | Gavrić, A., Novina, M. (2022). The Terapeutic Function of Philosophy. | | | | | | | | + | |
| | Hadot, Pierre. (2002). What is Ancient Philosophy? (Michael Chase, Trans.) Harvard University Press. | | | | | | | | + | |
| | Voelke, André-Jean (1993). La philosophie comme thérapie de l'âme. Fribourg: Éditions Universitaires. | | | | | | | | + | |
| | Parts from: Augustine, A. (2011). Confessiones. Lighthouse Publishing. | | | | | | | | + | |
| | Parts from: Aristotle (1984). On the Soul and Protrepticus. In: Barnes, J. (ed). The Complete Works of Aristotle. Oxford: OUP. | | | | | | | | + | |
| | Parts form: Arrighetti, Graziano (1973). Epicuro Opere, 2nd edition, Turin: Einaudi. | | | | | | | | + | |
| | Parts from: Plato (2020) Dialogues on the Trial & Death of Socrates: Euthyphro, Apology, Crito, Phaedo. Independently published. | | | | | | | | + | |
| 2.11. Optional literature | Aristotel (2009).The Nicomachean Ethics. Oxford: Oxford University Press. Erler, Michael, Schofield, Malcolm (1999). Epicurean Ethics. In: Keimpe Algra, Jonathan Barnes, Jaap Mansfeld and Malcolm Schofield (ed). Hellenistic Philosophy. pp. 642-674. Cambridge University Press. | | | | | | | | | |

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| | <p>Hadot, Pierre (2002). <i>Exercices spirituels et philosophie antique, nouvelle éd.</i> Paris, Albin Michel (Bibliothèque de l'évolution de l'humanité).</p> <p>Hadot, Pierre. (1995). <i>Philosophy as a Way of Life.</i> (Michael Chase, Trans.) Oxford: Blackwell..</p> <p>Konstan, David (2022) "Epicurus", <i>The Stanford Encyclopedia of Philosophy</i> (Fall 2022 Edition), Edward N. Zalta & Uri Nodelman (eds.), forthcoming URL = <https://plato.stanford.edu/archives/fall2022/entries/epicurus/>.</p> <p>Le Ru, Véronique (2017). <i>Le philosophe est-il le médecin de l'âme?</i>, U: Jesus Cabral, Maria, Almeida, José Domingues (ur.). <i>Santé et bien-être à l'épreuve de la littérature.</i> str.141-146. Limoges: Lambert-Lucas.</p> <p>Nussbaum, Marta C. (2009). <i>The Therapy of the Desire. Theory and Practice in Hellenistic Ethics.</i> Princeton: Princeton University Press.</p> <p>Pigeaud, Jackie (2006). <i>La maladie de l'âme. Etude sur la relation de l'âme et du corps dans la tradition médico-philosophique antique.</i> 3. izd. Paris: Les Belles Lettres.</p> <p>Reale, Giovanni (1999). <i>Socrate. Alla scoperta della sapienza umana,</i> Rizzoli, Milan.</p> <p>Teske, Roland J. (2008). <i>To Know God and the Soul: Essays on the Thought of Saint Augustine.</i> Washington: The Catholic Uni. of America Press</p> |
| 2.12. Other (as the proposer wishes to add) | |