

Philosophy of the Enlightenment

Code: 100307
ECTS Credits: 6

Degree	Type	Year	Semester
2500246 Philosophy	OB	2	2

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

External teachers

Àlex Mumbrú Mora

Prerequisites

None.

Objectives and Contextualisation

During the European eighteenth century, also known as the "Century of Lights", or the Enlightenment, the philosophical consequences of the scientific vision (or reading) of nature, of the Cartesian constitution of the subject of certainty and an ideal of knowledge that is opposed to the darkness of the metaphysical Universe or of pure and simple obscurantism. We will first examine the empiricist development of these premises, which makes intelligence an instrument of mastery of nature and politics, and culminates in the work of David Hume. Then we will study the rationalist path, represented in the 18th century by the work of Jean-Jacques Rousseau, who starts from a possible a priori knowledge of man's being, from the place where he would be in an ideal nature. The two ways come to converge in the work of Immanuel Kant, where the intellectual endeavor of the Enlightenment is culminated and synthesized. After him, still in the eighteenth century, a unifying thought begins with what Kant had separated in his critical work, the law of nature and the imperative of freedom.

The training objective of this subject is to achieve a simultaneous historical and conceptual characterization of the philosophy of the century of the Lights.

Competences

- Analysing and summarising the main arguments of fundamental texts of philosophy in its various disciplines.
- Placing the most representative philosophical ideas and arguments of a period in their historical background and relating the most important authors of each period of any philosophical discipline.
- Recognising and interpreting topics and problems of philosophy in its various disciplines.
- Respecting the diversity and plurality of ideas, people and situations.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Thinking in a critical and independent manner on the basis of the specific topics, debates and problems of philosophy, both historically and conceptually.
- Using the symbology and procedures of the formal sciences in the analysis and building of arguments.

Learning Outcomes

1. Accurately using the specific lexicon of the history of philosophy.
2. Arguing about several issues and philosophical problems for the purpose of different works and the assessment of the results.
3. Carrying out a planning for the development of a subject-related work.
4. Demonstrating a personal stance over a problem or controversy of philosophical nature, or a work of philosophical research.
5. Discriminating the features that define the writer's place in the context of a problem and reorganising them in a consistent diagram.
6. Distinguishing and outlining the fundamental content of a philosophical text.
7. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
8. Engaging in debates about philosophical historical facts respecting the other participants' opinions.
9. Establishing relationships between science, philosophy, art, religion, politics, etc.
10. Explaining the specific notions of the History of Philosophy.
11. Expressing both orally and in written form, the issues and basic problems of the philosophical tradition.
12. Identifying the main ideas of a related text and drawing a diagram.
13. Indicating and discussing the main characteristics of the distinctive thought of a period and contextualizing them.
14. Indicating the main issues of the history of philosophy.
15. Reading basic philosophical text thoroughly.
16. Reading thoroughly philosophical texts of the History of Philosophy.
17. Recognising, with a critical eye, philosophical referents of the past and present and assessing its importance.
18. Relating the various orders of the philosophical ideas of different authors and historical moments.
19. Rigorously building philosophical arguments.
20. Submitting works in accordance with both individual and small group demands and personal styles.
21. Summarising the topics and arguments exposed in a classical philosophical debate.
22. Using specialized knowledge acquired in an interdisciplinary context when debating.

Content

Topic 1. Basic concepts of the Enlightenment. The lights (and the shadows). Nature and the God of nature. The civilization and education of humanity. Science and progress. Tolerance and political optimism. The luxury and utility. The reader and the intellectual. Encyclopaedic knowledge

Topic 2. Traces of empiricism and the power of understanding. Berkeley. Condillac. Voltaire. Hume. The French materialists. The ideologues The human sciences: history, natural history, anthropology.

Topic 3. The traces of rationalism and the power of reason. Vico. Rousseau.

Topic 4. The final synthesis: Kant. The German Enlightenment: Wolff, Lessing, Jacobi, Mendelssohn, the pre-Christian Kant. The pure reason The practical reason. The power to judge.

Topic 5. The first signs of romanticism.

Methodology

Classes are organized around the professor's exhibitions, with space for questions and debates with the participation of students.

Students work from the exhibitions and the recommended bibliography.

In personalized attention, students can make questions, ask for clarifications or extensions of the bibliography.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom sessions	50	2	2, 19, 9, 10, 11, 14, 16, 17, 1
Type: Supervised			
Supervised Individual Assignments	30	1.2	2, 19, 22, 4, 5, 6, 7, 12, 14, 13, 15, 8, 20, 18, 21, 1
Type: Autonomous			
Autonomous Individual Assignments	50	2	9, 10, 7, 15, 17

Assessment

The first work is a text commentary of between 2,000 and 4,000 words on sections 1 to 9 of the work of David Hume, *Research on human understanding*.

The second work is a textual commentary of between 2,000 and 4,000 words about the work of Jean-Jacques Rousseau, "*Speech on the origin and the foundations of inequality between men.*"

The exam in the classroom will be a commentary on a fragment of the text by Immanuel Kant, *Prolegomena to any future metaphysics that wants to present itself as a science*.

The students who have done the three tests (two more exam papers) may choose to re-evaluate up to one-third of the final grade.

The students who have not done the three tests will be non-evaluable.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assignment written in the classroom	33% of final mark	10	0.4	2, 10, 11, 15, 16, 17, 1
Two assignments to be delivered within the detailed deadlines	30% + 30% of the final mark	10	0.4	2, 19, 22, 4, 5, 6, 9, 3, 10, 11, 7, 12, 14, 13, 15, 16, 8, 20, 17, 18, 21, 1

Bibliography

E. Cassirer, *Filosofía de la Ilustración*, Mèxic: FCE.

E. Bréhier, Historia de la filosofía, Madrid i Bellaterra: UAB i Tecnos, 2000; el llibre II del segon volum.

Reale, G., i Antiseri, D., Historia del pensamiento filosófico y científico, vol. II. Del Humanismo a Kant, Barcelona: Herder.

Belaval, Y. (dir.), Historia de la filosofía, Madrid: Siglo XXI, vol. 6, caps. VII a XII; vol. 7, caps. III a V

Hume, D., Investigació sobre l'enteniment humà, Barcelona, Eds. 62

Rousseau, J.-J., Discursos. Professió de fe, Barcelona, Eds. 62

Kant, I., Història i política, Barcelona, Eds. 62

Kant, I., Crítica de la razón pura, Madrid, Alfaguara

Kant, I., Prolegòmens a tota metafísica futura que vulgui presentar-se com a ciència, Barcelona, Eds. 62

Kant, I., Crítica de la raó pràctica, Barcelona, Eds. 62

Kant, I., Crítica de la facultat de jutjar, Barcelona, Eds. 62