

Modern and Contemporary Philosophy

Code: 103565
ECTS Credits: 6

Degree	Type	Year	Semester
2502758 Humanities	OB	3	1

Contact

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Use of Languages

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

Prerequisites

This course has no prerequisites since it is a compulsory subject in third year of the Humanities Degree.

Objectives and Contextualisation

The course offers a general overview of the main ideas belonging to modern and contemporary thinking. It gives special attention to the historical genesis and transformation of such concepts as reason, nature, freedom, body and power by analyzing key authors and texts.

The course has three objectives:

1. General objective: students become familiar with specific and continuous traits between modern and contemporary philosophy and humanities, art, science and general history.
2. Specific objective: to provide double function training. On the one hand, helping to identify theoretical issues from each author and school of thought. On the other hand, to provide tools to accurately analyze the new issues of the XXI century.
3. Final objective: to provide students with the necessary analytical tools to develop their own creative thinking by reading, analyzing and reflecting critically about classic texts of modern and contemporary philosophy.

At the end of the academic year, students should be able to:

1. Understand specific philosophical issues of modern and contemporary philosophy.
2. Identify different theoretical approaches, analytical methods and conceptual works from the authors.
3. Acquire the ability to analyze and defend critically philosophical texts and issues.
4. Develop their own critical thinking skills to analyze current philosophical issues.

Competences

- Critically analysing today's culture and its historical conditions.
- Properly using the resources and methodologies of the study of contemporary culture.
- Respecting the diversity and plurality of ideas, people and situations.

- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- 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.

Learning Outcomes

1. Drawing up an academic text using the discipline's specific vocabulary.
2. Engaging in debates about historical facts respecting the other participants' opinions.
3. Identifying the characteristic methods of the history of philosophy and using them in the analysis of concrete facts.
4. Indicating and discussing the main characteristics of the of a period and contextualizing them.
5. Indicating and summarising the common content of several manifestations of various fields of culture.
6. Indicating the main issues of the history of the field.
7. Preparing a summary from a given text.
8. Summarising acquired knowledge about the origin and transformations experienced in the several fields of anthropology.

Content

Content

Philosophy as a way of life

1. The Renaissance flourishing of Hellenistic schools.
2. Knowledge and caring for yourself.

The debate around mind-body dualism

1. Classic Cartesian dualism (Descartes)
2. The world of emotions (Spinoza)
3. Phenomenology of embodiment (Husserl and Merleau-Ponty)

The concept of nature

1. Nature as a mechanism (Descartes, Newton and Kant)
2. Nature as an organism (Spinoza and Schelling)
3. Nature as a will (Schopenhauer and Nietzsche)
4. Nature and technical device (Heidegger)
5. Nature as a discontinuity (From Einstein to Quantum Mechanics)

The notion of power

1. Sovereign power (Maquiavelli, Bodin, Hobbes and Schmitt)
2. Administrative power (Weber)
3. From biopolitics (Foucault and Esposito)

What do women think and say? Introduction to gender perspective

1. Protofeminism (Cristina de Pizán)
2. Illustrated feminism (Gouges and Wollstonecraft)
3. Suffragette feminism (Kollontai, Pankhurst and Arenal)
4. Feminism of identity and difference (Beauvoir and Arendt)
5. Contemporary feminist debates (Haraway and Butler)

Methodology

Methodology

Learning will be based on three kinds of activities:

Directed activities:

- Theoretical master classes
- Discussion of fundamental concepts of modern and contemporary philosophical and scientific speech
- Identifying philosophical issues through analysis and commentary of primary sources

Supervised activities:

- Class debates aimed to establish connections with other Humanities subjects
- Individual tutoring sessions either on-site during office hours or virtual campus

Autonomous activities

- Reading philosophical texts
- Critical reflection on the readings

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lessons	40	1.6	1, 3, 6, 8
Type: Supervised			
Debates	6	0.24	4, 5, 6, 2, 8
Tutorials	5	0.2	1, 3, 6, 8
Type: Autonomous			
Analyze the fundamental philosophical problems.	30	1.2	5, 7, 3, 6, 8
Reading and critical analysis of texts.	30	1.2	1, 3, 6, 8
Study	35.7	1.43	4, 5, 1, 3, 6, 8

Assessment

Evaluation

The continuing evaluation system consists of:

1. Two mid-term exams where students will demonstrate basic content understanding of the subject of study and main reading texts. Students are expected to be able to express this knowledge in a clear and organized way by means of rigorous and coherent argumentation while using concepts with accuracy and synthesizing ideas.(40%+40%)
2. Creating a reading sheet or a poster presentation previously agreed with the professor.(20%)

The final grade will be the average of the three assessments.

Students not submitting one of more assessment during the continuing evaluation period, failing any of the assessments or who wish to retake an assessment to improve their grade, will be able to do a retake exam to pass the subject.

A student will be considered "not evaluable" if he/she has not taken or completed at least two of the assessments.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
First test	40%	1.5	0.06	4, 5, 3, 6, 2, 8
Second test	40%	1.5	0.06	4, 5, 7, 1, 3, 6, 2, 8
Third test	20%	0.3	0.01	4, 5, 1, 3, 6, 2

Bibliography

Primary bibliography

Adorno T. W. y Horkheimer M. (1994).

Dialéctica de la Ilustración (1944). Madrid:Trotta.

Arendt, H. (2005). *La condición humana (1958)*. Barcelona: Paidós.

Descartes, R. (1977). *Meditaciones metafísicas (1641)*. Madrid, Alfaguara.

Espinosa, B. (2018). *Ética demostrada según el orden geométrico ()*. Madrid: Alianza.

Heidegger, M. (2014). *Construir Habitar Pensar (1951)*. Madrid. La Oficina.

Kant, I. (2013): *¿Qué es la Ilustración? (1781)*. Madrid, Tecnos, 2002.

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Merleau-Ponty, M. (1993): «El cuerpo». En *Fenomenología de la percepción (1945)*. Planeta de Agostini: Barcelona, pp. 108-190.

Nietzsche, F. (1990) *El nacimiento de la tragedia (1872)*. Madrid: Alianza.

Schelling, F. (1996). *La filosofía de la naturaleza (1801)*. Madrid: Alianza.

Complementary bibliography

Reference manuals

Bréhier, E., (1998).

Historia de la filosofía y la ciencia. Madrid: Tecnos. Colomer, E. (1995). El pensamiento alemán de Kant a Heidegger

Copleston, F., (2001). Manual de filosofía (9 vol.) Barcelona: Ariel, 2011.

Geymonat, L., (1998). Historia de la filosofía y de la ciencia. Barcelona: Crítica.

Reale, Giovanni et. Al. (1983). Historia del pensamiento filosófico y científico

Dictionaries

Ferrater Mora, J., (1979),

Diccionario de filosofía

, Madrid: Alianza.

Volpi, F. (2005).

Enciclopedia de las obras filosóficas. Barcelona: Herder.