

**Interpreting Philosophical Texts**

Code: 100293  
ECTS Credits: 6

Degree	Type	Year	Semester
2500246 Philosophy	FB	1	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

**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**

Reading of philosophical texts is a subject of 6 ECTS considered of basic and compulsory formation of the first year.

**Objectives and Contextualisation**

The general objective is for the students to first learn to detect classical philosophical problems, becoming familiar with specific objective is to understand the texts in all their richness, thanks to detecting the main problem, know how

The ultimate goal is to provide the student with philosophical tools that allow him/her an autonomous thought that opens

At the end of the course, the student must be able to:

- 1 Appropriating the specificity of a philosophical reading.
- 2 Acquire the ability to analyze philosophical terminology.
- 3 Develop a current critical thinking from the rigorous ideas that accompany it.
- 4 Know how to reflexively argue an autonomous philosophical critique

**Competences**

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Recognising and interpreting topics and problems of philosophy in its various disciplines.
- 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 collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- 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.

## Learning Outcomes

1. Applying philosophical rigour in a written text following the international quality standards.
2. Arguing about several issues and philosophical problems for the purpose of different works and the assessment of the results.
3. Correctly drawing up a previously analysed non-regulatory text.
4. Correctly, accurately and clearly communicating the acquired philosophical knowledge in oral and written form.
5. Demonstrating a personal stance over a problem or controversy of philosophical nature, or a work of philosophical research.
6. Distinguishing and analysing representative texts of the main genres of the philosophical literature.
7. Distinguishing the topics of philosophical relevance in current debates.
8. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
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. Indicating and summarising the common content of several manifestations of various fields of culture.
13. Organizing their own time and work resources: designing plans with priorities of objectives, calendars and action commitments.
14. Reading basic philosophical text thoroughly.
15. Recognising and implementing the following teamwork skills: commitment to teamwork, habit of cooperation, ability to participate in the problem solving processes.
16. Recognising, with a critical eye, philosophical referents of the past and present and assessing its importance.
17. Relating several ideas of the current philosophical debates.
18. Respecting the diversity and plurality of ideas, people and situations.
19. Rewriting the stance of a typical philosophical author in a clear and precise manner.
20. Submitting works in accordance with both individual and small group demands and personal styles.
21. Summarizing the main arguments of the analysed philosophical texts.
22. Using suitable terminology when drawing up an academic text.

## Content

The specificity of this subject,

*Reading of philosophical texts*, vertebrata its contents through the reading of a series of philosophical texts that tea

## Methodology

1. Theoretical classes: these are master classes in which the teacher will present the overall thought of the author of the texts.

2. Reading of the texts: it is necessary that the student makes a first individual reading of the texts that will be worked on in class.

3. Collective rereading in class of the most relevant fragments, or that have presented some difficulty, and discussion of key concepts.

4. Critical analysis of the fundamental ideas of the global text: the students will present in the classroom a critical analysis of the main ideas.

5. Critical thematic debate: the ability to substantiate the arguments themselves will be valued, as well as respect for the opinions of others.

\* details, materials and dates of the various activities proposed throughout the course will be provided on the virtual platform.

Directed activities: They will be adapted, if necessary, in whatever percentage, to virtual teaching, through the virtual platform.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes	44	1.76	2, 12, 4, 5, 7, 6, 9, 10, 11, 8, 22, 14, 19, 15, 16, 21
Type: Supervised			
Comment and guided discussions	10	0.4	2, 12, 4, 5, 7, 6, 9, 10, 11, 8, 22, 14, 13, 19, 15, 16, 17, 18, 21
Follow-up of written work	5	0.2	1, 2, 12, 4, 5, 7, 9, 10, 11, 8, 22, 14, 13, 19, 16, 17, 21
Oral exposure monitoring	5	0.2	2, 12, 4, 5, 7, 9, 10, 11, 8, 14, 13, 19, 15, 16, 17, 18, 21
Type: Autonomous			
Concept work and terminology	30	1.2	1, 2, 12, 4, 5, 7, 6, 9, 10, 8, 22, 14, 13, 20, 19, 15, 16, 17, 21
Reading and commenting of texts	25	1	1, 12, 4, 7, 6, 9, 10, 8, 14, 19, 15, 16, 17, 21

## Assessment

The evaluation of the subject will consist of four items:

Written tests (x2): Two synthesis activities throughout the course, which will consist of a questionnaire (50%) and a text commentary (50%), one in the middle of the course and the other at the end of the course.

The oral presentations: Identification, analysis and deepening by groups of a concrete thematic in the work of the author worked. The script presented and the realization of the exhibition in class will be evaluated.

The written work: A two-page review of one of the works worked on.

Final note: you must take all the tests to be evaluated. The final grade will be the result of the sum of all tests. The course will be approved from 5 out of 10.

The reviews of the evaluation activities will be done in class, in sessions designed for this purpose.

Recoveries: those students who have not passed some of the four tests, carried out or delivered in the established term can be presented. Only for major reasons (formally justified) will be able to present to the recovery those students that have not presented in or delivered some of the proofs of evaluation. In this case, the average mark must be higher than 3. In all cases, the student will be evaluated of the contents with a not passed.

Remember: in the event that a student has not been able to be evaluated in at least 30% of the tests of this subject, his / her file will include a NON-EVALUABLE one.

Plagiarism: In the event that the student commits any irregularity that could lead to a significant variation in the grade of an assessment act, this assessment act will be graded with 0, regardless of the disciplinary process that may be instructed. . In the event of several irregularities in the evaluation of the same subject, the final grade for this subject will be 0.

In the event that the tests cannot be done in person, their format will be adapted (maintaining their weighting) to the possibilities offered by the UAB's virtual tools. Homework, activities and class participation will be done through forums, wikis and / or exercise discussions through Teams, etc. The teacher will ensure that the Student can access it or offer alternative means, which are within his / her reach.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exhibition by groups	25%	10	0.4	1, 2, 12, 4, 5, 7, 6, 9, 10, 11, 8, 22, 14, 13, 19, 15, 16, 17, 18, 21
Written test 1	25%	3	0.12	1, 2, 12, 7, 6, 9, 10, 11, 8, 22, 14, 13, 20, 19, 16, 3, 21
Written test 2	25%	3	0.12	1, 2, 12, 7, 6, 9, 10, 11, 8, 22, 14, 13, 20, 19, 16, 3, 21
work	25%	15	0.6	1, 2, 12, 4, 5, 7, 6, 9, 10, 11, 8, 22, 14, 13, 20, 19, 16, 3, 17, 21

## Bibliography

### Texts

Plató (1986). *Gòrgias*. Barcelona: Bernat Metge.

Kant, Immanuel (1996). *Polegòmens a tota metafísica futura que pugui presentar-se coma ciència*. Barcelona: Edicions 62.

Nietzsche, Friedrich (2011). *El naixement de la tragèdia*. Martorell: adesiara editorial.

Nietzsche, Friedrich (2011). *Sobre veritat i mentida en sentit extramoral*. Girona: Ela Geminada.

Wittgenstein, Ludwig (2001). «Conferència sobre ètica». *Comprendre: Revista catalana de filosofia*, [en línia], Vol. 3, Núm. 2, p. 59-66, <https://www.raco.cat/index.php/Comprendre/article/view/57827> [Consulta: 25-06-2020].

#### Bibliography on the methods of reading philosophical texts

Olivier Abiteboul, *Comprendre les textes philosophiques*, Paris, L'Harmattan, 2008

Jacqueline Russ, *Les méthodes en philosophie*, Paris, Armand Colin, 2008

Philippe Choulet, Dominique Folscheid, Jean-Jacques Wunenburger, *Méthodologie philosophique*, Paris, PUF, 2003

Clare Saunders, David Mossley, George McDonald Ross, Daniele Lamb, *Doing Philosophy. A Practical Guide for Philosophers*, Continuum, 2008

Samuel Guttenplan, Jenifer Hornsby, Christopher Janaway, *Reading Philosophy. Selected Texts with a Method for Beginners*, Wiley Blackwell, 2002

#### Further reading:

##### Reference manuals

Bréhier, Émile, (1928) *Historia de la filosofía y laciencia*; Madrid: Tecnos, 1998.

Châtelet, François, (1972) *La philosophie et l'histoire*, 8 Vol.V. Paris: Hachatte, 2000.

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

Geymonat, Ludovico, (1998) *Historia de la filosofía y de la ciencia*.Barcelona: Crítica, 2005.

Reale, Giovanni et. Al. (1983) *Historia del pensamiento filosófico y científico*, 3 Vol. Barcelona:Herder, 1995.

##### Dictionary

Ferrater Mora, Josep, (1979), *Diccionario de filosofía*, Madrid: Alianza, 1990.