

**Modern Philosophy**

Code: 100310  
ECTS Credits: 6

Degree	Type	Year	Semester
2500246 Philosophy	OB	2	1

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: Yes  
Some groups entirely in Spanish: No

**External teachers**

Àlex Mumbrú Mora

**Prerequisites**

None.

**Objectives and Contextualisation**

We understand by "modern philosophy" the set of philosophies produced in the Western world after the processes of the Reformation and the Counter-reform, and that they do not renounce the new mode of law that science has discovered in nature. The wars of religion give way to a period of relative peace, with the constitution of the nation state and national religions. On the other hand, the Galilean revolution makes it possible to think of a form of eternal law not tied to biblical revelation, but to the matematization of nature. The great naturalistic rhetoric of the Renaissance remains. The work of Descartes inaugurates a new era in philosophy. Indeed, where the Renaissance centered all thought on the centrality of the human figure, the last end of the divine creation, Descartes introduces a subject deduced in a purely rational way of his own thought, devoid of all subjectivity. The philosophy, in addition, is put to speak the national languages. That is why we describe, as English and French, some relatively national philosophical traditions. Always, however, distinguishing two great authors of rationalist philosophy that can not be restricted to their nation of origin. With them, the great effort to recover a metaphysics that is not slave to the theological revelation culminates and that it respects the new form of non-Aristotelian causality introduced by science. Thus, the extraordinary uniqueness of the substance in Spinoza and the infinite multiplicity of the substances of Leibniz prepare what will be the great critical work of reason in the following century.

**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. Indicating and discussing the main characteristics of the distinctive thought of a period and contextualizing them.
13. Indicating and summarising the common content of several manifestations of various fields of culture.
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. Relating the various orders of the philosophical ideas of different authors and historical moments.
18. Rigorously building philosophical arguments.
19. Solving problems autonomously.
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.
23. Using suitable terminology when drawing up an academic text.

## Content

I. General remarks on <<Modernity>>

II. Descartes

III. The XVIIth century and the reception of cartesian philosophy: <<rationalism>> and <<empirism>>

IV. <<Rationalism>>: Spinoza and Leibniz

V. <<Empirism>>: Locke, Berkeley and Hume

VI. General remarks on transcendental philosophy: Kant

## Methodology

The classes are organized around the teacher's explanations, with space for questions and debates with the participation of students.

Students work from the expositions 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	13, 22, 4, 11, 15, 8
Type: Supervised			
Supervised Individual Assignments	30	1.2	2, 9, 3, 11, 7, 23, 14, 12, 15, 16, 17, 19, 1
Type: Autonomous			
Autonomous individual work	50	2	13, 5, 6, 9, 3, 15, 16, 17, 19, 21, 1

## Assessment

The evaluation of the subject will consist of the delivery of two activities throughout the semester (30% + 30%) and the completion of a final project (40%) to be agreed with the teacher. The format of these activities will be indicated at the beginning of the course.

Students who have not submitted the first two activities will be non-assessable and must take the resitting exam directly.

Any work that is not submitted on the set date will not be accepted. Any indication of plagiarism will be penalized with a 0 in the activity presented.

In order to take the resitting exam, you must have taken a minimum of 3.5 out of 10 points.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final assignment	40% of final mark	10	0.4	2, 18, 10, 11, 7, 23, 15, 16, 1

Two assignments to be delivered within the detailed deadlines	30% + 30% of the final mark	10	0.4	2, 13, 18, 22, 4, 5, 6, 9, 3, 10, 11, 7, 23, 14, 12, 15, 16, 8, 20, 17, 19, 21, 1
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## Bibliography

### BIBLIOGRAPHY

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DESCARTES, R., *Regles per a la direcció de l'enginy*, trad. Salvi Turró, Barcelona, Edicions 62, 1998.

--- : *Discurs del mètode*, trad. Pere Lluís Font, Barcelona, Edicions 62, 1996.

--- : *Meditacions metafísiques*, trad. Miquel Costa, Barcelona, Edicions 62, 2008.

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KANT, I., *Crítica de la razón pura*, trad. P. Ribas, ed. Alfaguara, Madrid, 1978.

--- : *Crítica de la razón práctica*, trad. M. García Morente, ed. Sígueme, Salamanca, 1995.

--- : *Crítica de la facultad de juzgar*, trad. R. R. Aramayo, Madrid, A. Machado Libros, 2003.

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LEIBNIZ, G. W., *Discurs de metafísica; Monadologia*, trad. Josep Olesti, Barcelona, Marbot ed., 2018.

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LOCKE, J., *Ensayo sobre el entendimiento humano*, trad. Edmundo O'Gorman, FCE, México, 1999.

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#### Secondary sources:

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--- : *El problema del conocimiento en la filosofía y en la ciencia modernas*, México, FCE, 1979 (vol. I y II).

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--- : *Filosofia i Modernitat. La reconstrucció de l'ordre del món*, Barcelona, Edicions de la Universitat de Barcelona, 2016.

On-line materials:

- <http://www.philosophica.info/>

- <http://plato.stanford.edu>

- <http://frank.mtsu.edu/~rbombard/RB/spinoza.new.html> (Studia Spinoziana)

- [www.leibniz.es](http://www.leibniz.es)

- <http://www.maths.tcd.ie/~dwilkins/Berkeley/>

- <http://www.davidhume.org>