Introduction Philosophical Problems

Code: 100292
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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Teachers

Andrea Soto Calderón

Prerequisites

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Use of Languages

Principal working language: spanish (spa)

Some groups entirely in English: No

Some groups entirely in Catalan: No

Some groups entirely in Spanish: Yes

Objectives and Contextualisation

The course offers an introduction to philosophical practice: we will observe and analyze how philosophy raises questions and problems, how it describes them in philosophical language, and how it attempts to solve them through worldviews, theoretical frameworks, concepts and arguments, and also seeking collaboration from scientific, humanistic or artistic disciplines. Taking some of the great philosophical problems as examples, we will observe how philosophy works, how philosophers dialogue and debate in search of the best solutions. We will analyze philosophical practice as a critical gaze and suspicious attitude, and also as dialogue and conversation, and we will examine the different ways of writing philosophical texts.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic valurs.
- Act within one's own area of knowledge, evaluating sex/gender-based inequalities.
- 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 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. Arguing about several issues and philosophical problems for the purpose of different works and the assessment of the results.
2. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
3. Correctly drawing up a previously analysed non-regulatory text.
4. Distinguishing the topics of philosophical relevance in current debates.
5. Establishing relationships between science, philosophy, art, religion, politics, etc.
6. Expressing both orally and in written form, the issues and basic problems of the philosophical tradition.
7. Identify the principal sex-/gender-based inequalities and discriminations present in society.
8. Indicating and summarising the common content of several manifestations of various fields of culture.
9. Recognising, with a critical eye, philosophical referents of the past and present and assessing its importance.
10. Relating several ideas of the current philosophical debates.
11. Submitting works in accordance with both individual and small group demands and personal styles.
12. Summarizing the main arguments of the analysed philosophical texts.
13. Using suitable terminology when drawing up an academic text.

Content

The course will introduce some major philosophical problems, which we will address by reading, analyzing and discussing texts

that will serve as our guides. This will also allow us to reflect on the different genres of philosophical writing.

PART 1. TAUGHT BY MARTA TAFALLA

Theme 1.1. How to live with others?

Lecture: Mark Rowlands (2008), *El filósofo y el lobo. Lecciones sobre el amor y la felicidad* (Barcelona: Seix Barral, 2009), trans. María José Díez

Theme 1.2. How to organize human societies?

Lecture: Silvia Federici (2004), *Calibán y la bruja* (Madrid: Traficantes de sueños, 2010), trans. Verónica Hendel y Leopoldo Sebastián Touza

Link: https://www.traficantes.net/sites/default/files/pdfs/Caliban%20y%20la%20bruja-TdS.pdf

Theme 1.3. How to build a hopeful future?

Lecture: Alicia H. Puleo, *Claves ecofeministas para rebeldes que aman a la Tierra y a los animales* (Madrid: Plaza y Valdés, 2019)

PART 2. TAUGHT BY ANDREA SOTO CALDERÓN

Unit 2.1. The obstruction of the imagination.

Texts

Cornelius Castoriadis, "El imaginario social instituyente", Zona Erógena, núm 35, 1997.

Mark Fisher (2016), Realismo capitalista ¿No hay alternativa?, (Buenos Aires: Caja Negra, 2018), trad. Claudio Iglesias, pp. 21-34.

Unit 2.2. The imperative of happiness

Texts:

Sigmund Freud (1927), El malestar en la cultura, Obras completas (Buenos Aires: Amorrortu editores, 1992), trad. José l. Etcheverry, pp.85-97.

Sara Ahmed (2010), "Introducción: ¿por qué la felicidad? ¿por qué ahora?", La promesa de la felicidad(Buenos Aires: Caja Negra, 2019), trad. Hugo Salas, pp. 21-60.

Giorgio Agamben (2006), ¿Qué es un dispositivo?, (Barcelona: Anagrama, 2015), trad. Mercedes Ruvituso, pp.7-26.

Unit 2.3. The subversive power of images

Texts:

Mitchell, W. J. T., "What Is an Image?", New Literary History, Vol. 15, No. 3, Image/Imago/ /Imagination (Spring, 1984), 503-537.

Hito Steyerl (2012), "In Free Fall: A Thought Experiment on Vertical Perspective", The Wretched of the Screen, (London: Sternberg Press).

M.J Mondzain (2015), L'Image peut-elle tuer? ["The Violent History of Images", Can Images Kill?] (Paris: Bayard).

Methodology

The classroom sessions will combine theoretical classes with classes dedicated to the analysis and discussion of As a supervised activity, the students will make a video about one of the

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Sessions in the classroom	45	1.8	4, 5, 6, 9, 10
Type: Supervised			
Making a video	20	0.8	11, 3
Type: Autonomous			
Reading compulsory texts	77.5	3.1	5, 9, 3, 10, 12

Assessment

The evaluation consists of three tests.

The first is an exam that will take place in the middle of the course, and the second is an exam that will take place at the end of the course. The exact dates will be announced during the first days of class. In the exams, it will be necessary to demonstrate a sufficient knowledge of the contents worked in the classes and of the compulsory readings, as well as capacity for analysis and critical reflection.

The third test consists of preparing a paper on one of the topics covered in the course, and its oral presentation in a video. It is recommended to do this work in groups of 3/4 people, but if someone prefers to do an individual video, they can do it. Important: it is necessary to make a proposal for the topic of the video in a tutorial session with the lecturer. While doing the video, the students can attend more tutorial sessions with the lecturer during the hours of attention in the office. The deadline for the video will be established between the first and second exam. The exact date will be announced on the first days of class.

Once each test has been evaluated, and the note posted on the campus virtual, the students who wish may go to the lecturer's office during the hours of attention, and ask for a review.

Students who have failed one, two or all three tests may apply for reevaluation and retrieve the tests they have suspended.

If a student has not performed some of the tests, they can go to reevaluation. But to be able to go to reevaluation, it will be necessary to have performed, at least, two of the three tests.

When a student has not performed none of the tests, or has only performed one of them, it will be considered "non-evaluable".

It will be necessary to pass the three tests to pass the course. The final grade will be the average grade of the three tests.

Students are asked to use the email only for urgent matters. The rest of doubts and problems will be solved during the class and office hours. No tutorials will be done by email.

If a student needs to communicate urgently with the lecturers, please do not use the campus virtual, but institutional emails.

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,

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam 1	33,3	2.5	0.1	1, 8, 4, 5, 6, 13, 7, 11, 9, 3, 10, 12, 2
Exam 2	33,3	2.5	0.1	1, 4, 6, 13, 11, 9, 3, 10, 12
Video	33,3	2.5	0.1	1, 4, 5, 6, 13, 12

Bibliography

Compulsory Readings

They are indicated in the content section

Further Reading

Stanford Encyclopedia of Philosophy

https://plato.stanford.edu/

Internet Encyclopedia of Philosophy

https://www.iep.utm.edu/

Software

The course uses the campus virtual. In the event that in-person classes were not possible, the Teams application