

**Interpreting Philosophical Texts**

Code: 100293  
ECTS Credits: 6

Degree	Type	Year	Semester
2500246 Philosophy	FB	1	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: No  
Some groups entirely in Spanish: No

**Teachers**

Marina Ruiz Artiga

**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

- 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. Arguing about several issues and philosophical problems for the purpose of different works and the assessment of the results.
2. Correctly drawing up a previously analysed non-regulatory text.
3. Distinguishing and analysing representative texts of the main genres of the philosophical literature.
4. Distinguishing the topics of philosophical relevance in current debates.
5. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
6. Establishing relationships between science, philosophy, art, religion, politics, etc.
7. Explaining the specific notions of the History of Philosophy.
8. Expressing both orally and in written form, the issues and basic problems of the philosophical tradition.
9. Organizing their own time and work resources: designing plans with priorities of objectives, calendars and action commitments.
10. Reading basic philosophical text thoroughly.
11. Recognise and define the common thinking present in a multidisciplinary context.
12. Recognising, with a critical eye, philosophical referents of the past and present and assessing its importance.
13. Relating several ideas of the current philosophical debates.
14. Rewriting the stance of a typical philosophical author in a clear and precise manner.
15. Submitting works in accordance with both individual and small group demands and personal styles.
16. Summarizing the main arguments of the analysed philosophical texts.
17. Using suitable terminology when drawing up an academic text.

## Content

The specificity of this subject,

*Reading of philosophical texts*, vertebra 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 c

2.

Reading of the texts: practicum. it is necessary that the student makes a first individual reading of the texts that w

3.

Collective

rereading in class of the most relevant fragments, or that have presented some difficulty, and discussion of key c

4.

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

5.

Critical thematic debate: the ability to substantiate the arguments themselves will be valued, as well as respect fo

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

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

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			
Master classes	44	1.76	1, 4, 3, 6, 7, 8, 5, 17, 10, 14, 12, 16
Type: Supervised			
Comment and guided discussions	10	0.4	1, 4, 3, 6, 7, 8, 5, 17, 10, 9, 14, 12, 13, 16
Oral exposure monitoring	14	0.56	1, 4, 6, 7, 8, 5, 10, 9, 14, 12, 13, 16
Type: Autonomous			
Concept work and terminology	30	1.2	1, 4, 3, 6, 7, 5, 17, 10, 9, 15, 14, 12, 13, 16
Reading and commenting of texts	25	1	4, 3, 6, 7, 5, 10, 14, 12, 13, 16

## 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.

Text commentary (x2).

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
Text Commentary	40%	15	0.6	1, 4, 3, 6, 7, 8, 5, 17, 10, 9, 15, 14, 11, 12, 13, 16
Written test 1	30%	6	0.24	1, 4, 3, 6, 7, 8, 5, 17, 10, 9, 15, 14, 12, 2, 16
Written test 2	30%	6	0.24	1, 4, 3, 6, 7, 8, 5, 17, 10, 9, 15, 14, 12, 2, 16

## Bibliography

### Texts

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

Sòfocles (2001). *Èdip Rei*. Barcelona: La Magrana.

Aristòtil (1985). *Retòrica. Poètica*. Barcelona: Laia.

Shakespeare (2017). *Tria d'obres. Romeu i Julieta, Com us plagui, Otel·lo, Macbeth, La tempesta*. Barcelona: Proa.

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

Mouawad, Wajdi (2017). *La sang de les promeses. Litoral, Incendis, Boscós, Cels*. Barcelona: Edicions del Periscopi.

### La singularitat de la consciència

Textos avaluables:

-Selecció de textos a partir de:

Rousseau, Jean-Jacques. *Els somieigs del passejant solitari*. Traducció d'Antoni Vicens. Barcelona: Proa, 1996.

- "Discurs sobre l'origen i els fonaments de la desigualtat entre els homes" a *Discurs sobre les ciències i les arts; Discurs sobre l'origen i els fonaments de la desigualtat entre els homes*. Traducció de Josep M. Sala-Valldaura. València: Universitat de València, 1993.

Kierkegaard, Søren. *La enfermedad mortal*. Traducció de Demetrio Gutiérrez. Madrid: Trotta, 2008.

- *Temor i tremolor*. Traducció de Begonya Sáez. Barcelona: Marbot, 2012.

Sartre, Jean-Paul. *L'Ésser i el no-res: assaig d'ontologia fenomenològica* (selecció). Traducció de Mercè Rius. Barcelona: Edicions 62, 1999.

- *La Nàusea*. Traducció de Ramon Xuriguera. Barcelona: Proa, 1980.

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Bibliografia complementària:

Rius, Mercè. *Tres assaigs sobre Sartre i una conferència de més*. Mallorca: Lleonard Muntaner, 2008.

- En francès: *Quatre essais sur Sartre*. París: L'Harmattan, 2010.

Bibliography on the methods of reading philosophical texts

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

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

Philippe Choulet, Dominique Folscheid, Jean-Jacques Wunenburger, *Méthodologie philosophique*, París, 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 la ciencia*; Madrid: Tecnos, 1998.

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

## Software

Not applicable