

**Contemporary Philosophy Seminar**

Code: 100297  
ECTS Credits: 6

Degree	Type	Year	Semester
2500246 Philosophy	OT	3	1
2500246 Philosophy	OT	4	1

## Contact

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## Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## Prerequisites

English reading knowledge is desirable. Most of the primary sources are translated both in Spanish and English.

## Objectives and Contextualisation

1. Understanding of basic problems related to topic of care of the self
2. Knowledge of fundamental theoretical framework
3. Familiaration with basic texts of the classical and contemporary tradition of the care of the self
4. Correct use of philosophical terminology
5. Development of argumentative skills
6. Strengthening of oral and written presentation of knowledge
7. Becoming aware of the conceptual, analytical and methodological potential offered by the tradition of the care of the self

## Competences

Philosophy

- Analysing and summarising the main arguments of fundamental texts of philosophy in its various disciplines.
- 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.
- 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. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
2. Carrying out oral presentations using an appropriate academic vocabulary and style.
3. Demonstrating a personal stance over a problem or controversy of philosophical nature, or a work of philosophical research.
4. Distinguishing and analysing representative texts of the main genres of the philosophical literature.
5. Documenting a philosophical issue and contrasting its sources.
6. Organizing their own time and work resources: designing plans with priorities of objectives, calendars and action commitments.
7. Recognise and define the common thinking present in a multidisciplinary context.
8. Recognising and implementing the following teamwork skills: commitment to teamwork, habit of cooperation, ability to participate in the problem solving processes.
9. Relating elements and factors involved in the development of scientific processes.
10. Submitting works in accordance with both individual and small group demands and personal styles.
11. Summarising the topics and arguments exposed in a classical philosophical debate.
12. Using suitable terminology when drawing up an academic text.

## Content

1. Contemporary Ethics of care
  - 1.1 Historical overview
  - 1.2 Main topics: relationality and vulnerability
2. Heidegger
  - 2.1 Ontology of Care in "Being and Time"
  - 2.2 Technology and Positionality
  - 2.3 The fourfold as an relational ontology
  - 2.4 Caring of things and dwelling the world
3. Foucault
  - 3.1 From the theory of power to the ethics of care
  - 3.2 *Homo economicus* and neoliberal governmentality
  - 3.3 Economic detour from the perspective of Austrian Economics
  - 3.4 Ethics of care and *parrhesia* in the last writings
4. Areas and applications of the concept of care

## Methodology

The course combines lectures with seminar sessions, class discussions, and group activities in which students will analyze and discuss the basic course readings. Students will be actively participating in class activities and in the learning process.

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			
Lectures	35	1.4	4, 5, 9, 11
Seminar sessions	10	0.4	1, 4, 5, 8, 9
Type: Supervised			
Class presentation	10	0.4	3, 7, 8, 9
Tutoring	10	0.4	1, 4, 2, 12, 6, 8, 9
Type: Autonomous			
Preparation of seminar sessions and class presentations	50	2	6, 9
Text readings	27.5	1.1	1, 4, 5, 2, 12, 6, 10, 8, 9, 11

## Assessment

1. Two written tests (60%)
2. One final test (20%)
3. Class presentation: practical application of the concept of care (20%)

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.

### REVISIONS

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

### Not Assessed

Students will obtain a Not assessed/Not submitted course grade unless they have submitted more than 1/3 of the assessment items.

### Plagiarism

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.

This subject does not incorporate single assessment.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final Test	20%	1	0.04	1, 4, 5, 9, 11
First Written Test	30%	2.5	0.1	1, 4, 12, 6, 10, 9, 11
Group Presentation	20%	1.5	0.06	1, 3, 5, 2, 12, 6, 10, 7, 8, 9, 11
Second Written Test	30%	2.5	0.1	4, 5, 12, 9, 11

## Bibliography

### BASIC READINGS

FOUCAULT, Michel (2005). *La hermenéutica del sujeto*. Barcelona: Akal.

FOUCAULT, Michel (2011). *El gobierno de sí y de los otros*. Barcelona: Akal.

FOUCAULT, Michel (2016a). *Tecnologías del yo*. Barcelona: Paidós.

HEIDEGGER, Martin (2002). *Serenidad*. Barcelona: El Serbal.

HEIDEGGER, Martin (2004). *¿Qué es la filosofía?* Barcelona: Herder.

HEIDEGGER, Martin (2009). *Ser y tiempo*. Madrid: Trotta (selección de párrafos).

HEIDEGGER, Martin (2016). *Construir, Habitar, Pensar*. Barcelona: La Oficina.

HEIDEGGER, Martin (2021). *La pregunta por la técnica*. Barcelona: Herder.

Most of all basic readings are translated in English.

### SECONDARY LITERATURE

ADRIÁN, J. (2016). *Guía de lectura de "Ser y tiempo" de Martin Heidegger (2vv.)*. Barcelona: Herder.

BEISTEGUI, M. (2018). *The Government of Desire. A Genealogy of the Liberal Subject*. Chicago/London: The University of Chicago Press.

BRÖCKLING, U. (2010). *El self emprendedor. Sociología de una forma de subjetivación*. Santiago de Chile: Ediciones Universidad Alberto Hurtado.

BRUGÈRE, F. (2011). *L'éthique du care*. Paris: Press Universitaires Press.

McGUSHIN (2007). *Foucault's Askesis. An Introduction to the Philosophical Life*. Evanston, IL: Northwestern University Press.

HELD, V. (2005). *The Ethics of Care. Personal, Political, Global*. Oxford: Oxford University Press.

TRONTO, J. (2015). *Who Cares? How to Reshape a Democratic Politics*. New York: Cornell Universit Press.

TRONTO, J. (2013). *Caring Democracy. Markets, Equality, and Justice*. New York/London: New York University Press.

At the beginning of the course secondary literature and electronic resources will be provided. The *Stanford Encyclopedia of Philosophy* is recommended.

## **Software**

Lessons might be supplemented or substituted due to medial reasons using Teams.