

Degree	Type	Year
2500246 Philosophy	OB	3

## Contact

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

There are no prerequisites.

## Objectives and Contextualisation

1. Understanding the basics of phenomenology and hermeneutics.
2. Analyze key philosophical texts and develop critical interpretation skills.
3. Relate phenomenological and hermeneutic theories to other fields of knowledge.
4. Encourage reflection on human experience and meaning.

## Competences

- Act within one's own area of knowledge, evaluating sex/gender-based inequalities.
- 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.
- 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.
- Using the symbology and procedures of the formal sciences in the analysis and building of arguments.

## Learning Outcomes

1. Applying philosophical rigour in a written text following the international quality standards.
2. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
3. Carrying out oral presentations using an appropriate academic vocabulary and style.
4. Communicate by making non-sexist, non-discriminatory use of language.
5. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
6. Distinguishing and analysing representative texts of the main genres of the philosophical literature.
7. Distinguishing and outlining the fundamental content of a philosophical text.
8. Distinguishing the topics of philosophical relevance in current debates.
9. Documenting a philosophical issue and contrasting its sources.
10. Establishing relationships between science, philosophy, art, religion, politics, etc.
11. Explaining aspects of the history of science by using the discipline's specific terminology.
12. Explaining the specific notions of the History of Philosophy.
13. Identifying the main ideas of a related text and drawing a diagram.
14. Indicating and discussing the main characteristics of the distinctive thought of a period and contextualizing them.
15. Indicating and summarising the common content of several manifestations of various fields of culture.
16. Organizing their own time and work resources: designing plans with priorities of objectives, calendars and action commitments.
17. Producing a philosophical work of analysis of relevant aspects of contemporary culture that includes an assessment of its value.
18. Reading thoroughly philosophical texts of the History of Philosophy.
19. Recognise and define the common thinking present in a multidisciplinary context.
20. Recognising, with a critical eye, philosophical referents of the past and present and assessing its importance.
21. Relating several ideas of the current philosophical debates.
22. Respecting the diversity and plurality of ideas, people and situations.
23. Rigorously building philosophical arguments.
24. Solving problems autonomously.
25. Summarising the topics and arguments exposed in a classical philosophical debate.
26. Using suitable terminology when drawing up an academic text.

## Content

### Block 1: Introduction to Phenomenology

1. Edmund Husserl.
  - 1.1. The crisis of European sciences and transcendental phenomenology.
  - 1.2. The concept of intentionality.
  - 1.3. The phenomenological reduction and the epoché.
2. Existential Phenomenology
  - 2.1. Martin Heidegger: Being and Time.
  - 2.2. Existential analytics: Dasein, being-in-the-world, and temporality.

### Block 2: Introduction to Hermeneutics

3. Hans-Georg Gadamer
  - 3.1. Truth and method: the fusion of horizons.
  - 3.2. The historicity of understanding and the role of prejudice.
  - 3.3. Dialogue and hermeneutic application.
4. Paul Ricoeur
  - 4.1. Hermeneutics of texts and action.
  - 4.2. The triple mimesis and the narrative.
  - 4.3. Narrative identity and self-interpretation.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures and class discussions	50	2	23, 8, 6, 7, 9, 10, 12, 14, 18, 20, 21, 25
Type: Autonomous			
Text readings	92.5	3.7	2, 23, 8, 6, 7, 9, 17, 10, 12, 5, 3, 26, 13, 14, 18, 16, 20, 21, 24, 25

The subject combines lectures with seminar sessions and class discussion of the main readings of the course. Students actively participate in the analysis of the texts and in the learning process.

Note: 15 minutes of a class will be set aside, within the calendar established by the center/degree, for students to fill in the teacher performance and subject evaluation surveys /module.

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.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Group presentation	30%	2.5	0.1	15, 2, 23, 8, 6, 7, 9, 17, 10, 12, 5, 26, 13, 14, 18, 19, 20, 21, 24, 25
Written test 1	40%	2.5	0.1	1, 2, 4, 23, 8, 7, 10, 11, 12, 5, 3, 26, 14, 18, 16, 20, 21, 22, 25
Written test 2	30%	2.5	0.1	2, 23, 8, 7, 10, 12, 5, 26, 13, 14, 18, 16, 20, 21, 25

The continuous evaluation system consists of:

1. Two partial exams (60%)
2. A group exhibition (30%)
3. Attendance and participation in class (10%)

Unique assessment

The single assessment will consist of an exam with two parts corresponding to the two blocks and a paper (2000-2500 words) on a topic chosen in agreement with the teacher that must be handed in on the same day as the exam.

recovery

To take part in the recovery, the student must have previously been assessed in a set of activities whose weight is equivalent to a minimum of 2/3 parts of the total qualification (CONTINUOUS ASSESSMENT) or hand in all the scheduled tests (SINGLE EVALUATION).

At the time of carrying out each assessment activity, the teacher will inform the students (Moodle) of the procedure and the date of review of the qualifications.

The student will receive the grade of "Not assessable" as long as he has not delivered more than 1/3 of the assessment activities.

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 instituted. In the event that several irregularities occur in the evaluation acts of the same subject, the final grade for this subject will be 0.

## Bibliography

### PHENOMENOLOGY

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#### 2. Secondary literature

BELL, David (1990): *Husserl*. Routledge, Nueva York.

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HAMMOND, Michael, HOWARTH, Jane y RUSSELL, Kent (1991): *Understanding phenomenology*. Basil Blackwell, Oxford y Cambridge (Massachusetts).

KOLAWOSKI, Ieszek (<sup>2</sup>1994): *Husserl y la búsqueda de la certeza*. Alianza Editorial, Madrid. \*

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ZUBIRI, Xavier (<sup>3</sup>1985): *Cinco lecciones de filosofía*. Alianza Editorial, Madrid.

## 2. HERMENEUTICS

### 1. Basic texts

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## Software

No special software required

## Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Catalan	first semester	morning-mixed
(TE) Theory	1	Catalan	first semester	morning-mixed

PROVISIONAL