UAB
Universitat Autònoma de Barcelona

Ancient and Medieval Philosophical Thought

Code: 100017
ECTS Credits: 6

2025/2026

Degree	Type	Year
Humanities	OB	2

Contact

Name: Bernat Torres Morales

Email: bernat.torres@uab.cat

Teaching groups languages

You can view this information at the end of this document.

Prerequisites

There is no requirement.

Objectives and Contextualisation

Ancient and medieval philosophical thinking is a subject of the second year of the degree of Humanities. The specific objectives of this subject are:

a. To get a good knowledge of the main authors, and of the philosophical approaches and of the problems of philosophical ancient and medieval thinking.

b. To learn more about one of the most significant authors of ancient or medieval philosophy.

c. To read, understand and interpret selected and representative texts of the authors studied, using the aforementioned knowledge.

d. To reflect on some problems considered by thinkers at this time, on its cultural, social and political impact, and on its historical transcendence.

e. To develop their own critical and self-critical thinking.

f. To connect the contents of the subject with the content of other subjects of the degree.

Competences

- Critically analysing today's culture and its historical conditions.
- Properly using the resources and methodologies of the study of contemporary culture.
- Respecting the diversity and plurality of ideas, people and situations.
- 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 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.

Learning Outcomes

1. Drawing up an academic text using the discipline's specific vocabulary.
2. Engaging in debates about historical facts respecting the other participants' opinions.
3. Identifying the characteristic methods of the history of philosophy and using them in the analysis of concrete facts.
4. Indicating and discussing the main characteristics of the of a period and contextualizing them.
5. Indicating and summarising the common content of several manifestations of various fields of culture.
6. Indicating the main issues of the history of the field.
7. Preparing a summary from a given text.
8. Summarising acquired knowledge about the origin and transformations experienced in the several fields of anthropology.

Content

Topic 1: The First Thinkers

Topic 2: Sophistry and Socrates

Topic 3: Plato

Topic 4: Aristotle

Topic 5: Hellenistic Philosophies

Topic 6: Medieval Philosophies

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	30	1.2	3, 8
Study and preparation for the exams	30	1.2	4, 6, 8
Type: Supervised			
Active participation	8.5	0.34	4, 5, 7, 3, 2, 8
Type: Autonomous			
Compulsory reading	26	1.04	4, 1, 6, 8

Preparation of topics and texts. Bibliographical research	21	0.84	4, 5, 8

The teaching approach combines general lectures of a more theoretical nature with commentaries on particularly significant texts. The instructor will provide students with a list of topics accompanied by texts from the most representative authors; a series of supplementary materials will also be added to allow for deeper engagement with certain topics (Virtual Campus). Students are expected to prepare each topic in advance by reading the assigned materials. The instructor's explanation of the topic will assume this prior preparation.

The course also aims to foster a high level of student participation. Based on their study and attention, students will be encouraged to ask questions, engage in debate, or, at the instructor's request, take part in a flipped classroom session.

In addition, the student will have to read (compulsory) one of the following texts and write an essay:

Plató, *República*, Llibre I. La Casa dels Clàssics (català) / Gredos (castellà)

Epicur, *Carta a Meneceu* i *Màximes Capitals*. Casal del Mestre (català*) / Catedra (castellà)

Peter Abelard - Heloise, *Letters*

We will use the Virtual Campus basically to share the materials. On the other hand, if the student wishes to contact the lecturer, he or she must send a personal email (not by a Virtual Campus message).

The tutorials will be basically dedicated to prepare the essay and the compulsory readings, and to solve any doubt.

The teaching methodology and the evaluation proposed in the guide may undergo some modification subject to the onsite teaching restrictions imposed by health authorities.

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
First test	30	1.5	0.06	4, 3, 6, 8
Presence and participation	10	30	1.2	4, 7, 3, 2, 8
Second test	30	1.5	0.06	4, 5, 3, 8
Text Commentary	30	1.5	0.06	4, 5, 7, 1, 3, 8

Assessment of the Course

The assessment of the course will consist of four components:

- Two written exams (30% each)

- One in-class text commentary (30%)

- Attendance and participation (10%)

The course follows a continuous assessment model, which assumes consistent engagement throughout the term. In order to pass the course, students must:

    a) obtain at least a 4 out of 10 in each of the two tests;
    b) achieve an overall average of at least 5 out of 10 across all activities.

To pass the attendance and participation component, students must attend at least 80% of the sessions.

Students will receive a grade of "Absent" if they have completed assessment activities worth less than 30% of the total grade.

If a student fails to meet both conditions, they must sit the resit test(s) corresponding to the part(s) that prevented them from passing. The resit exam will be similar in format to the regular exams (see below). It will have two sections, one for each of the two exams from the course. Students will only need to complete the section corresponding to the part they failed. To pass the resit, the global mark needs to be a 5.

There is no second sitting exam.

The instructor will schedule a specific date, time, and place for reviewing exams once all activities havebeen graded. Students taking the resit will begiven a separate review date after the resit exam.

If a student engages in any irregularity that significantly affects the grade of an assessment activity, that activity will automatically receive a grade of 0, regardless of any disciplinary action that may be taken. If multiple irregularities occur in a single course, the final grade for the course will be 0.

This subject allows the use of AI technologies as an integral part of the submitted work, provided that the final result reflects a significant contribution from the student in terms of analysis and personal reflection.
The student must clearly (i) identify which parts have been generated using AI technology; (ii) specify the tools used; and (iii) include a critical reflection on how these have influenced the process and final outcome of the activity. Lack of transparency regarding the use of AI in the assessed activity will be considered academic dishonesty; the corresponding grade may be lowered, or the work may even be awarded a zero. In cases of greater infringement, more serious action may be taken.

Single Assessment (avaluació única)

The single assessment consists of one comprehensive exam that includes the main elements of the continuous assessment (except attendance and participation), weighted as follows:

- A text commentary (40%)

- Theoretical course content (60%)

Resit

To be eligible for the resit exam, students must have been previously assessed in activities accounting for at least two-thirds of the total grade (CONTINUOUS ASSESSMENT), or they must have taken the SINGLE ASSESSMENT and passed at least two-thirds of it.

At the time of each assessment activity, the instructor will inform students (via Moodle) about the procedure and date for reviewing the grades.

Students will receive a "Not gradable" mark if they have submitted less than one-third of the assessed coursework.

Bibliography

Mendatory readings:

- Plató, *República*, Llibre I. La Casa dels Clàssics (català) / Gredos (castellà)
- Epicur, *Carta a Meneceu* i *Màximes Capitals*. Casal del Mestre (català*) / Catedra (castellà)

    * for the catalan version of Epicurus work visit the web: loliba.cat

To follow the course, it is recommended to read Pierre Hadot's *What Is Ancient Philosophy?* (1995), Mexico: FCE.

General bibliography

- Annas, Julia (2020), *Introducció a la filosofia antiga*. Barcelona: Enoanda.
- Bréhier, Émile (1998), *Història de la filosofia i de la ciència*. Barcelona: UAB.
- Copleston, F. (2001), *Historia de la Filosofía*, 9 vols. Barcelona: Ariel.
- Ferrater Mora, José (1981), *Diccionario de Filosofía*, 4 vols. Madrid: Alianza.
- Garfield, J.L. & Edelglass, W. (Eds.) (2014), *The Oxford Handbook of World Philosophy*. Oxford: OUP.
- Geymonat, L. (1998), *Història de la filosofia i de la ciència*. Barcelona: Crítica.
- Hadot, Pierre (1995), **¿Qué es la filosofía antigua?** Mèxic: FCE.
- Reale, Giovanni; Antiseri, Dario (1995), *Historia del pensamiento filosófico y científico I. Antigüedad y Edad Media*. Barcelona: Herder.
- Taylor, C.C.W. (ed.) (1997), *Routledge History of Philosophy. Vol. I. From the beginning to Plato*. London and New York: Routledge.
- Terricabras, J. M. (Ed.) (2001), *El pensament filosòfic i científic. I i II*. Barcelona: Pòrtic.
- Zubiri, Xavier (2018), *Introducción a la Filosofía de los Griegos*. Madrid: Alianza
- Zubiri, Xavier (1994), *Cinco lecciones de filosofía*. Madrid: Alianza.

Presocratics

- Burnet, John (2010), *L'aurora de la filosofia grega*. Barcelona: Barcelonesa d'Edicions.
- Burnet, John (2013), *La Filosofia grega: de Tales a Plató*.Barcelona: IEC.
- Ferrer, Joan (2011), *De Tales a Demòcrit. El pensament presocràtic*. Girona: Ela Geminada.
- Guthrie, W.K.C., *Historia de la Filosofía Griega*, Vol. I i II. Madrid: Gredos.
- Hülz Piccone, Enrique (ed./trad.) (2021), *De Heráclito. Discurso Acerca de la Naturaleza (fragmentos)*. Mèxic: UNAM.
- Jaeger,Werner (1936), *The Theology of the Early Greek Philosophers*.Oxford University Press.
- Kirk, G. S.; Raven, J. E.; Schofield, M. (1994), *Los filósofos presocráticos*. Madrid: Gredos.
- Long, Anthony (ed.) (1999), *The Cambridge Companion to Early Greek Philosophy*. Cambridge University Press.
- Osborne, Catherine (2020), *Introducció a la filosofia presocràtica*. Barcelona: Enoanda.
- Pòrtules, Jaume & Grau, Sergi (2011), *Saviesa grega arcaica*. Barcelona: Adesiara.
- Vernant, Jean-Pierre (1992), *Los orígenes del pensamiento griego*. Barcelona: Paidós.
- Warren, James (2007), *Presocratics*. Acumen Publishing.
- Zubiri, Xavier (2018), *Introducción a la filosofía de los griegos*. Madrid: Alianza.

Sophistic and Socrates

- Bonazzi, Mauro (2020), *The Sophists*. Cambridge University Press.
- Cornford, Francis (2023), *Abans i després de Sòcrates*. Barcelona: Enoanda.
- De Romilly, Jacqueline (1988), *Les Grands Sophistes dansl'Athènes de Périclès*. Paris: Fallois.
- Dillon,J.M. & Gergel, T. (2003), *The Greek Sophists*. London.
- Hadot, Pierre (1998), *Elogio de Sócrates*. Barcelona: Paidós.
- Luri, Gregorio (2004), *Guía para no entender a Sócrates*. Madrid: Trotta.
- Patocka, Jan (1991), *Platón y Europa*. Barcelona: Península.
- Piqué, Antoni (ed./trad.) (1985), *Sofistas. Testimonios y fragmentos*. Barcelona: Bruguera.
- Strauss, Leo (1989), *El problema de Sòcrates*. Barcelona: Barcelonesa d'Edicions.

- Vlastos, Gregory (1991), *Socrates, Ironist and Moral Philosopher*. Ithaca: Cornell University Press.
- VV.AA. (2000), *Més enllà de Sòcrates i Plató. Sofistes, cirenaics i altres*. Barcelona: Enoanda.
- Zubiri, Xavier (1981), "Sócrates y la sabiduría griega", a *Naturaleza, Historia, Dios*. Madrid: Editora Nacional.

Plato

- Guthrie, W.K.C., *Historia de la Filosofía Griega*, Vol. IV i V. Madrid: Gredos.
- Hadot, Pierre (1999), *Éloge de la philosophie antique*. Paris: Allia.
- Monserrat Molas, Josep (ed). (2002) *Hermenèutica i Platonisme*. Barcelona: Barcelonesa d'Edicions (visit loliba.cat)
- Patocka, Jan (1991), *Platón y Europa*. Barcelona: Península.
- Strauss, Leo (1989), *El problema de Sòcrates*. [conté lectura de Plató també].
- Vlastos, Gregory (1991), *Socrates, Ironist and Moral Philosopher*.

Aristotle

- Guthrie, W.K.C., *Historia de la Filosofía Griega*, Vol. VI. Madrid: Gredos.
- Reale, Giovanni (1985), *Introducción a Aristóteles*. Barcelona: Herder.

Hellenistic Philosophy

- Long, Anthony (2007), *La filosofia helenística: Estoicos, Epicúreos, Escépticos*. Madrid: Alianza.
- VV.AA. (2000), *Més enllà de Sòcrates i Plató*. Barcelona: Enoanda.
- Mussbaum, Martha (1995), *La fragilidad del bien*. Madrid: Visor.

Medieval philosophy

- Gilson, Étienne (1965), *La filosofía en la Edad Media*. Madrid: Gredos.
- Lagerlund, H. (ed.) (2011), *Encyclopedia of Medieval Philosophy*. Springer.
- Marenbon, John (2016), *Medieval Philosophy. A Very Short Introduction*. Oxford University Press.
- McGrade, A.S. (ed.) (2006), *The Cambridge Companion to Medieval Philosophy*. Cambridge University Press.
- Mensa i Valls, J. (2012), *Introducció a la filosofia medieval*. Bellaterra: UAB.

Software

During the course we will work with documents in .doc, .docs, .pdf and .ppt formats.

If we have to do online sessions, we will use the Teams and Meet programs

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this . To consult the language you will need to enter the CODE of the subject.

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