

## 19th Century Philosophy

Code: 100308  
ECTS Credits: 6

**2025/2026**

Degree	Type	Year
Philosophy	OB	2

### Contact

Name: Jesus Adrian Escudero

Email: jesus.adrian@uab.cat

### Teachers

Jesus Hernandez Reynes

### Teaching groups languages

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

### Prerequisites

No prerequisites apply to enrol the course.

### Objectives and Contextualisation

1. Understand the foundations of nineteenth-century philosophy.
2. Analyse key philosophical texts and develop critical interpreting skills.
3. Relate the main theories of nineteenth-century philosophy with other fields of knowledge.
4. To encourage reflection on the human experience and the destiny of civilization.

### 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 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. Analyse the sex-/gender-based inequalities and gender bias in one's own area of knowledge.
2. Arguing about several issues and philosophical problems for the purpose of different works and the assessment of the results.
3. Assess how stereotypes and gender roles impact professional practice.
4. Carrying out a planning for the development of a subject-related work.
5. Demonstrating a personal stance over a problem or controversy of philosophical nature, or a work of philosophical research.
6. Discriminating the features that define the writer's place in the context of a problem and reorganising them in a consistent diagram.
7. Distinguishing and outlining the fundamental content of a philosophical text.
8. Documenting a philosophical issue and contrasting its sources.
9. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
10. Establishing relationships between science, philosophy, art, religion, politics, etc.
11. Explaining the specific notions of the History of Philosophy.
12. Expressing both orally and in written form, the issues and basic problems of the philosophical tradition.
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. Indicating the main issues of the history of philosophy.
17. Reading thoroughly philosophical texts of the History of Philosophy.
18. Recognising, with a critical eye, philosophical referents of the past and present and assessing its importance.
19. Relating the various orders of the philosophical ideas of different authors and historical moments.
20. Rigorously building philosophical arguments.
21. Solving problems autonomously.
22. Submitting works in accordance with both individual and small group demands and personal styles.
23. Summarising the topics and arguments exposed in a classical philosophical debate.
24. Using suitable terminology when drawing up an academic text.

## Content

Topic 1. Schelling and the theme of human freedom.

Topic 2. Hegel and philosophy as an effort of the concept.

Topic 3. Bentham, Mill and utilitarianism.

Topic 4. Lamarck, Darwin and a non-predetermined order as the future.

Topic 5. Marx and political economy.

Topic 6. Nietzsche and the Unbearable Character of Truth.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Course presentation. Theoretical presentation of main concepts. Commentary of significative texts. Assessment of course contents and methodology.	45	1.8	2, 20, 6, 7, 8, 10, 11, 9, 13, 16, 14, 17, 18, 19
Type: Supervised			
Tutorials	20	0.8	4, 9
Type: Autonomous			
Preparation of topics and texts (dossier). Preparation of presentation. Preparation of text commentary. Preparation of exam.	70	2.8	2, 20, 7, 4, 12, 9, 24, 13, 17, 22, 18, 19, 21

The course combines lectures with seminar sessions and class discussion of the main readings of the course. Students actively participate in the analysis of texts and in the learning process. Class attendance is mandatory and will be controlled.

Note: 15 minutes of a class will be reserved, within the calendar established by the centre/degree, for students to complete the surveys for the evaluation of the performance of the teaching staff and the evaluation of the subject/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

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Classroom participation	10%	11	0.44	2, 8, 11, 9, 18, 23
First midterm exam	45%	2	0.08	2, 20, 6, 7, 8, 10, 4, 11, 12, 9, 24, 13, 16, 14, 17, 18, 19, 21, 23
Second midterm exam	45%	2	0.08	1, 15, 5, 6, 10, 11, 24, 16, 14, 22, 23, 3

The continuous assessment system consists of:

1. Two midterm exams (45% each)

### 3. Class attendance and participation (10%)

#### Single 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 delivered on the same day of the exam.

In this subject, the use of Artificial Intelligence (AI) technologies is not allowed in any of its phases. Any work that includes fragments generated with AI will be considered a lack of academic honesty and will result in the activity being evaluated with a 0 and not being able to be retaken, or greater penalties in cases of severity.

#### Recovery

To participate in the reassessment, students must have been previously evaluated in a set of activities whose weight is equivalent to a minimum of 2/3 of the total grade (CONTINUOUS EVALUATION) or submit all the planned tests (SINGLE EVALUATION).

At the time of each assessment activity, the teacher will inform the students (*Moodle*) of the procedure and the date of revision of the grades.

The student will receive the grade of "Not assessed" as long as they have not delivered more than 30% of the evaluation activities.

In the event that the student makes any irregularity that may lead to a significant variation in the grade of an evaluation act, this evaluation act will be graded with 0, regardless of the disciplinary process that may be instructed. In the event that there are several irregularities in the evaluation acts of the same subject, the final grade of this subject will be 0.

It is possible that the Department of Philosophy will establish (as it has done during the first semester) a period of concentration of evaluative tests. The teaching staff will indicate if there is this period or what the dates of the tests are at the beginning of each subject.

## Bibliography

### Primary bibliography

Darwin, Charles R. 2023 [1859]. *El origen de las especies*. Madrid: Alianza editorial.

Hegel, Georg Wilhelm Friedrich. 2010 [1807]. *Fenomenología del espíritu* (bilingüe). Traducció d'Antonio Gómez Ramos. Madrid: Abada.

Lamarck, Jean-Baptiste de. 2017 [1809]. *Filosofía zoológica*. Madrid: La oveja roja.

Marx, Karl. 2022 [1848]. *El manifiesto económico*. Madrid: Alianza.

Marx, Karl. 2013 [1844]. *Manuscritos de economía y filosofía*. Madrid: Alianza.

Mill, John Stuart. 1996 [1859]. *Sobre la libertad*. Madrid: Alianza.

Nietzsche, Friedrich Wilhelm. 2012 [1872]. *El nacimiento de la tragedia*. Madrid: Alianza.

Schelling, Friedrich Wilhelm Joseph. 2004 [1809]. *Investigaciones sobre la esencia de la libertad humana*. Barcelona: Anthropos.

### Secondary literature

Berlin, Isaiah. 2014 [1958]. *Dos conceptos de libertad*. Madrid: Alianza.

Colomer, Eusebi. 1986. *El pensamiento alemán de Kant a Heidegger*. Barcelona: Herder.

Gould, Stephen Jay. 2004 [2002]. *La estructura de la teoría de la evolución*. Barcelona: Tusquets.

Hazlitt, Henry. 2018 [1946]. *La economía en una lección*. Madrid: Unión Editorial.

Kojève, Alexandre. 2013 [1947]. *Introducción a la lectura de Hegel*. Madrid, Trotta.

Safranski, Rüdiger. 2019 [2000]. *Nietzsche: Biografía de su pensamiento*. Barcelona: Tusquets.

At the beginning of each session, a specific bibliography on each author and topic can be provided.

## Software

No specific software is required.

## Groups and Languages

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

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