

Modern Philosophy

Code: 100310
ECTS Credits: 6

Degree	Type	Year	Semester
2500246 Philosophy	OB	2	1

Contact

Name: Jordi Vallverdú Segura
Email: Jordi.Vallverdu@uab.cat

Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

External teachers

Àlex Mumbrú Mora

Prerequisites

None.

Objectives and Contextualisation

We understand by "modern philosophy" the set of philosophies produced in the Western world after the processes of the Reformation and the Counter-reform, and that they do not renounce the new mode of law that science has discovered in nature. The wars of religion give way to a period of relative peace, with the constitution of the nation state and national religions. On the other hand, the Galilean revolution makes it possible to think of a form of eternal law not tied to biblical revelation, but to the matematization of nature. The great naturalistic rhetoric of the Renaissance remains. The work of Descartes inaugurates a new era in philosophy. Indeed, where the Renaissance centered all thought on the centrality of the human figure, the last end of the divine creation, Descartes introduces a subject deduced in a purely rational way of his own thought, devoid of all subjectivity. The philosophy, in addition, is put to speak the national languages. That is why we describe, as English and French, some relatively national philosophical traditions. Always, however, distinguishing two great authors of rationalist philosophy that can not be restricted to their nation of origin. With them, the great effort to recover a metaphysics that is not slave to the theological revelation culminates and that it respects the new form of non-Aristotelian causality introduced by science. Thus, the extraordinary uniqueness of the substance in Spinoza and the infinite multiplicity of the substances of Leibniz prepare what will be the great critical work of reason in the following century.

Competences

- 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.
- Respecting the diversity and plurality of ideas, people and situations.

- 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. Accurately using the specific lexicon of the history of philosophy.
2. Arguing about several issues and philosophical problems for the purpose of different works and the assessment of the results.
3. Carrying out a planning for the development of a subject-related work.
4. Demonstrating a personal stance over a problem or controversy of philosophical nature, or a work of philosophical research.
5. Discriminating the features that define the writer's place in the context of a problem and reorganising them in a consistent diagram.
6. Distinguishing and outlining the fundamental content of a philosophical text.
7. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
8. Engaging in debates about philosophical historical facts respecting the other participants' opinions.
9. Establishing relationships between science, philosophy, art, religion, politics, etc.
10. Explaining the specific notions of the History of Philosophy.
11. Expressing both orally and in written form, the issues and basic problems of the philosophical tradition.
12. Indicating and discussing the main characteristics of the distinctive thought of a period and contextualizing them.
13. Indicating and summarising the common content of several manifestations of various fields of culture.
14. Indicating the main issues of the history of philosophy.
15. Reading basic philosophical text thoroughly.
16. Reading thoroughly philosophical texts of the History of Philosophy.
17. Relating the various orders of the philosophical ideas of different authors and historical moments.
18. Rigorously building philosophical arguments.
19. Solving problems autonomously.
20. Submitting works in accordance with both individual and small group demands and personal styles.
21. Summarising the topics and arguments exposed in a classical philosophical debate.
22. Using specialized knowledge acquired in an interdisciplinary context when debating.
23. Using suitable terminology when drawing up an academic text.

Content

Topic 1. Introduction: from the Renaissance to Galileo. The Reformation and the Counter-reform. Absolutism and iusnaturalism. Mechanicism

Topic 2: French philosophy: René Descartes, Blaise Pascal, Pierre Gassendi, Nicolas Malebranche.

Topic 3: English Philosophy: Francis Bacon, Thomas Hobbes, Cambridge Platoons, John Locke, Isaac Newton.

Topic 4: Baruch Spinoza.

Topic 5: G. W. Leibniz.

Methodology

The classes are organized around the teacher's explanations, with space for questions and debates with the participation of students.

Students work from the expositions and the recommended bibliography.

In personalized attention, students can make questions, ask for clarifications or extensions of the bibliography.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom sessions	50	2	13, 22, 4, 11, 15, 8
Type: Supervised			
Supervised Individual Assignments	30	1.2	2, 9, 3, 11, 7, 23, 14, 12, 15, 16, 17, 19, 1
Type: Autonomous			
Autonomous individual work	50	2	13, 5, 6, 9, 3, 15, 16, 17, 19, 21, 1

Assessment

The first work is a text commentary of between 2,000 and 4,000 words on the *Discourse of the method* of René Descartes.

The second paper is a textual commentary of between 2,000 and 4,000 words about the first part of Baruch Spinoza's *Ethics or on The Monadology of G. W. Leibniz*.

The classroom test is a comment from the author's text not discussed in the second paper.

The students who have done the three tests may choose to re-evaluate up to one third of the final grade.

The students who have not done the three tests will be non-evaluable.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assignment written in the classroom	40% of final mark	10	0.4	2, 18, 10, 11, 7, 23, 15, 16, 1
Two assignments to be delivered within the detailed deadlines	30% + 30% of the final mark	10	0.4	2, 13, 18, 22, 4, 5, 6, 9, 3, 10, 11, 7, 23, 14, 12, 15, 16, 8, 20, 17, 19, 21, 1

Bibliography

Émile Bréhier, *Història de la filosofia*, Madrid i Bellaterra: UAB i TEcnos, 2000, Llibre Preliminar i Llibre I del segon volum.

G. Reale i D. Antiseri, *Historia del Pensamiento Filosófico y Científico*, vol. II, Barcelona: Herder.

Y. Belaval (dir.), *Historia de la filosofía*, Madrid: Siglo XXI, vols. 5, 6 i 7.

René Descartes, *Discurs del mètode*, Barcelona: Eds. 62. Trad. Pere Lluís Font.

René Descartes, *Meditacions metafísiques*, Barcelona: Eds. 62. Trad. Miquel Costa.

Baruch Spinoza, *Ètica*, Barcelona: Marbot. Trad. Josep Olesti.

G. W. Leibniz, *Discurs de metafísica; Monadologia*, Barcelona, Marbot, 2018. Trad. Josep Olesti.

G. W. Leibniz, *Nous assaigs sobre l'enteniment humà*, Barcelona: eds. 62. Trad. Josep Olesti.