

**Major Topics in Philosophy**

Code: 100219  
ECTS Credits: 6

Degree	Type	Year	Semester
2500240 Musicology	FB	1	1
2500241 Archaeology	FB	1	2
2500243 Classics	FB	1	2
2500245 English Studies	FB	1	2
2500247 Catalan Language and Literature	FB	1	2
2500248 Spanish Language and Literature	FB	1	1
2500256 Social and Cultural Anthropology	FB	1	2
2500501 History	FB	1	1

**Contact**

Name: David Jorge Casacuberta Sevilla  
Email: David.Casacuberta@uab.cat

**Use of Languages**

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

**Teachers**

Olga Fernández Prat  
Daniel Gamper Sachse  
Paula Kuffer Dinerstein  
Mónica Delgado Carreira

**Prerequisites**

None

**Objectives and Contextualisation**

This course aims at introducing to the main subjects and debates in the history of thought.

**Competences**

Musicology

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- 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.
- 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.

#### Classics

- 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 develop the necessary learning skills in order 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.

#### English Studies

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- 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 in order 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.

#### Catalan Language and Literature

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- 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 in order to undertake further training with a high degree of autonomy.

#### Spanish Language and Literature

- 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.
- 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.

#### Social and Cultural Anthropology

- 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.

#### History

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- 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 in order 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.

### Learning Outcomes

1. Arguing about several issues and philosophical problems for the purpose of different works and the assessment of the results.
2. Arguing about several subjects and philosophical problems for the purpose of different works and assessing the results.
3. Arguing on various topics and philosophical works about different problems and evaluate the results
4. Correctly, accurately and clearly communicating the acquired philosophical knowledge in oral and written form.
5. Distinguishing some representative texts from the main genres of the philosophical literature.
6. Distinguishing some representative texts of the main genres of the philosophical literature.
7. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
8. Establishing relationships between science, philosophy, art, religion, politics, etc.
9. Establishing relationships between science, philosophy, art, religion, politics, etc.
10. Identifying errors of normativity, stylistics or argumentation in a text.
11. Identifying normative, stylistic or argumentative errors in a text.
12. Organizing their own time and work resources: designing plans with priorities of objectives, calendars and action commitments.
13. Organizing their own time and work resources: designing plans with priorities of objectives, schedules and action commitments.
14. Recognising and implementing the following teamwork skills: commitment to teamwork, habit of cooperation, ability to participate in the problem solving processes.
15. Respecting the diversity and plurality of ideas, people and situations.
16. Rewriting the stance of a typical philosophical author in a clear and precise manner.
17. Summarizing the main arguments of the analysed philosophical texts.

### Content

The course is divided into four sections, grouped into two large blocks.

In the first block, sections no. 1 to 3 with a general overview of the great debates of the history of thought will be presented

In the second block, in section no. 4 The philosophical debates of our time We will discussed based on the conceptual tools learned during the first block.

## Methodology

The methodology of the course combines presentations of the theory by the teaching staff and participatory activities in small groups in the form of a seminar.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master Classes	35	1.4	6, 5, 9, 8, 17
Seminars	11	0.44	16
Type: Supervised			
Tutoring	22	0.88	1, 2, 7
Type: Autonomous			
Readings of the recommended bibliography	44	1.76	6, 5, 9, 8
Study/Case resolution	31	1.24	1, 2, 4, 7, 17

## Assessment

The assessment method will consist of three tests: individual written tests of short answer or equivalent (test). The third one will have to be different, like an examination to do at home and return after 48 hours or an oral presentation. The first test will be used to evaluate topics 1 and 2, the second one for topic 3 and the third one for topic 4. Tests will be done once the topics associated with each of them are completed. Each test will be worth a maximum of 10 points and there will be a global average obtained from the summary of the results of the three tests  $((P1 + P2 + P3) / 3)$  that give at least 5 points in order to pass the course . It is necessary to make the 3 tests to be approved.

To make oral presentations, a minimum of three people is recommended per group. The presentations will be of a maximum of 15 minutes, replacing the master classes.

A maximum of three days will be reserved for the purpose of carrying out these exhibitions.

Reassessments: students who have done at least two of the three tests, and have not passed some or all of the tests, or seek to raise notes, may re-examine those tests that have not been done or have not been passed , or to do a single test-type test to evaluate the three parts. In order to raise qualifications it is necessary to pass the three reassessment tests.

Students who have not done a minimum of two tests will be considered as 'non-evaluable'.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
-------	-----------	-------	------	-------------------

Evaluation with three tests. Two will be short answer written examinations. The third one has to be different, such as an homework test to be returned after 48 hours or an oral presentation.	100%	7	0.28	3, 2, 1, 4, 6, 5, 8, 9, 7, 10, 11, 12, 14, 13, 16, 15, 17
--	------	---	------	--

---

## Bibliography

This bibliography presents some of the books that are used in class for specific questions, none of them does the "manual" function to be able to follow the whole subject.

Bréhier, Émile (1998), *Història de la filosofia i de la ciència*. Madrid: Tecnos.

Copleston, Frederick (2001) *Manual de Filosofía, 9 Vol.* Barcelona: Ariel.

Ferrater Mora, Josep (1981) *Diccionario de Filosofía, 4 Vol.* Madrid: Alianza.

Geymonat, Ludovico (1998) *Història de la filosofia i de la ciència*. Barcelona, Crítica.

Jaspers, K. (1993). *Introducció a la Filosofia*. Barcelona: Edicions 62.

Rowlands, M. (2009) *El filósofo y el lobo*, Barcelona, Seix Barral.

Reale, Giovanni et al. (1988) *Historia del pensamiento filosófico y científico, 3 Vol.* Barcelona: Herder.

*Stanford Encyclopedia of Philosophy*. Veure <https://plato.stanford.edu/>

Terricabras, J. M, coord. (2001). *El pensament filosòfic i científic. I i II*. Barcelona: Pòrtic

Volpi, Franco (2005) *Enciclopedia de obras de filosofía*, Barcelona: Herder.

Weston, A. (1994) *Las claves de la argumentación*. Barcelona: Ariel