

COURSE GUIDE

2022/23

Faculty

130 - Faculty of Arts

Cycle

Degree

GHISTO10 - Bachelor's Degree in History

Year

Second year

COURSE

25574 - History of Philosophical Ideas

Credits, ECTS: 6

COURSE DESCRIPTION

The subject "History of Philosophical Ideas" is a basic course of the 2nd year in the degrees of History, History of Art and Geography and Land Planning. It is part of the "basic training" module. Its main objective is to offer students a panoramic view of the history of philosophical ideas, paying special attention to the evolution of hegemonic thought forms in the West and the way in which philosophical ideas have been related with other fundamental areas of culture, such as science, religion, politics or art.

The syllabus assumes that second-year students of these degrees are already familiar with the most important phases of the development of Western history, as well as the most notable political, artistic and cultural events. Regarding the knowledge of the history of philosophy, the syllabus assumes that the students have taken the subject "History of Philosophy" in the last year of High School. Likewise, it will be assumed that students already possess minimum skills to read complex texts and to express and articulate their ideas with correctness and precision.

The subject offers students of these three degrees basic knowledge of the history of ideas that, in the future, will allow them to understand the role that philosophical ideas played in the historical-cultural development of the West, in the evolution of the different artistic manifestations and in the scientific ideals that underlie disciplines such as History, Art History and Geography and Land Planning. It also aims to enhance their capacity for abstraction, as well as for reading texts and for presenting and structuring complex ideas/arguments.

COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

Competences of the Module (M01 - Basic formation)

CM05 Specific: To know and understand philosophical trends and ideas

Learning outcomes:

- The student knows the most important authors and the main currents of the history of philosophical ideas and is able to situate them in time.
- The student is able to understand and explain the philosophical vocabulary used during the course.
- The student understands the main lines of the evolution of philosophical ideas and is able to relate them to the evolution of other cultural manifestations.

Basic Competences of the MEC

MEC 3: Students have the ability to gather and interpret relevant data (normally within their area of study) to reflect on relevant social, scientific or ethical issues.

Learning outcomes: The student is able to read complex texts, to reformulate the ideas expressed in them and to relate them to previous knowledge.

MEC 4: The student can transmit information, ideas, problems and solutions to a specialized and non-specialized public.

Learning outcomes:

- The student is able to produce coherent and well-structured texts that respond appropriately to a question.
- The student is able to orally express the ideas contained in the texts he reads and is able of discussing them with the teacher and/or classmates.

CONTENIDOS TEÓRICO-PRÁCTICOS

PART 1: THE BEGINNING OF PHILOSOPHY

- 1.1. The pre-Socratics and nature
- 1.2. The philosophers in the Polis

PART 2: METAPHYSICS

- 2.1. Dualism vs hylomorphism
- 2.2. From Hellenism to Christianity
- 2.3. Scholasticism and the scientific revolution
- 2.4. Against metaphysics
- 2.5. What about the question about Being?

PART 3: EPISTEMOLOGY

- 3.1. Anamnesis vs empiricism
- 3.2. The return of Reason
- 3.3. The other Copernican turn
- 3.4. Positivism vs Post-structuralism

PART 4: ETHICS AND POLITICS

- 4.1. Absolute values vs contingency
- 4.2. Epicureanism and Stoicism
- 4.3. Christianity and Humanism
- 4.4. The social contract
- 4.5. Following the Enlightenment



TEACHING METHODS

Students will read at home, before the lesson, some chapters of "History of Philosophical Ideas: Readings" (available in e-Gela). During the lesson, the teacher will explain the most important ideas of these texts, and solve the doubts of the students. Besides, complementary texts will be read in the classroom and additional educational activities will be developed.

TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	40		20						
Horas de Actividad No Presencial del Alumno/a	60		30						

Legend: M: Lecture-based S: Seminar GA: Applied classroom-based groups
 GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups
 TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

Evaluation methods

- Continuous evaluation
- End-of-course evaluation

Evaluation tools and percentages of final mark

- FOUR EXAMS 100%

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

This course has two evaluation systems: continuous or final.

CONTINUOUS EVALUATION:

1. Between October and December, the students will make four exams, one for each of the parts of the subject.
2. The weight of each exam on the final mark is: Part 1 = 10%; Part 2 = 30%; Part 3 = 30%; Part 4 = 30%.
3. In order to pass the course, the students have to pass each exam.
4. If the student fails one of the exams but (a) the mark of this exam is over 4, and (b) the average mark of the four exams is over 5, the student will pass the course.

FINAL EVALUATION:

1. If the student chooses the final evaluation system, she or he has to tell the teacher (handing over the official document) before the 9th week of the course.
2. The final evaluation system assesses the student's knowledge and abilities in a single exam, in January.
3. The final exam will have four parts, one for each part of the course.
4. The weight of each part of the exam in the final mark will reproduce that of the continuous evaluation system.
5. The criteria to pass the course reproduces the criteria for the continuous evaluation system.

RENUNCIATION

- Continuous evaluation: the student has to tell the teacher one month before the end of the lessons.
- Final evaluation: the student renounces by not attending the final exam.

COPYING AND PLAGIARISM

This course follows the "Protocolo Sobre Ética Académica y Prevención de las Prácticas Deshonestas o Fraudulentas en las Pruebas de Evaluación y en los Trabajos Académicos en la UPV/EHU."

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

EXTRAORDINARY EXAM

It will assess the knowledge and abilities that the continuous and final evaluation systems assessed. The same conditions to pass the ordinary call apply in the extraordinary call.

MANDATORY MATERIALS

Materials (slides used for the classes, practical exercises, texts, etc.) uploaded by the teacher in the virtual platform e-Gela. Notebook or computer to take notes.



BIBLIOGRAFÍA

Basic bibliography

- History of Philosophical Ideas: Readings [Available in e-Gela]

Detailed bibliography

- Copleston, F. History of Philosophy: Volumes 1 to 9. London, Image Books, 1993.
- Kenny, A. A New History of Western Philosophy. In Four Parts. Oxford, Oxford University Press, 2010.
- Marías, J. History of Philosophy. New York, Dover, 1941.
- Tamas, R. The Passion of the Western Mind. Understanding the Ideas that Have Shaped Our World View. London, Pimlico, 1991.

Journals

British Journal for the History of Philosophy:

https://www.tandfonline.com/loi/rbjh20?open=27&year=2019&repetition=0#vol_27_2019

Epoché: A Journal for the History of Philosophy:

<https://www.pdcnet.org/epoche/Epoch%C3%A9:-A-Journal-for-the-History-of-Philosophy>

History of Philosophy Quarterly: <https://www.jstor.org/journal/histphilquar>

Journal of the History of Ideas: <https://jhi.pennpress.org/home/>

Journal of the History of Philosophy: <http://muse.jhu.edu/journal/76>

Web sites of interest

Stanford Encyclopedia of Philosophy:

<http://plato.stanford.edu/>

Internet Encyclopedia of Philosophy:

<https://iep.utm.edu/>

"History of Philosophy without Any Gaps" podcast: ...

<https://historyofphilosophy.net/>

OBSERVATIONS

- The way in which this course guide will be implemented may vary according to the features and work dynamics of the group/course. Changes could alter contents, competences and learning outcomes, methodology and/or assessment tools and percentages. In any case, if there were changes they would be properly communicated and justified to the students.
- The lack of orthographic and grammatical correctness as well as an inadequate writing may imply a fail.



