

Academic Year: ( 2021 / 2022 )

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Department assigned to the subject: Humanities: Philosophy, Language, Literature Theory Department

Coordinating teacher: GOMEZ RAMOS, ANTONIO

Type: Basic Core ECTS Credits : 6.0

Year : 1 Semester : 2

Branch of knowledge: Arts and Humanities

**REQUIREMENTS (SUBJECTS THAT ARE ASSUMED TO BE KNOWN)**

Basic notions of philosophy.

**OBJECTIVES**

CB1. Students have had to demonstrate that they possess and understand knowledge in an area of study that starts at the base of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of your field of study.

CB2. Students ought to know how to apply their knowledge to their work or vocation in a professional way and possess the competences that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of Cultural Studies.

CB3. Students ought to have the ability to collect and interpret relevant data (usually within their area of Cultural Studies) to make judgments that include reflection on outstanding issues of a social, scientific or ethical nature.

CB4. Students ought to be able to transmit information, ideas, problems and solutions to both a specialized and non-specialized audience.

CG1. Students ought to demonstrate knowledge of the various meanings of the concept of culture, as well as the main approaches with which it has been approached by human and social disciplines.

CE1. Knowing how to differentiate the transversal features that make it possible to differentiate the periods of development of contemporary culture since the 19th century and locate the schools of thought and art that occur in these periods.

RA1. Having acquired advanced knowledge and demonstrated an understanding of the theoretical and practical aspects and of the work methodology in the different disciplines of study in the field of Cultural Studies with a depth that reaches the forefront of knowledge.

**DESCRIPTION OF CONTENTS: PROGRAMME**

Philosophy has always been modulated by culture and has modulated it. Despite their abstraction, philosophical ideas are, above all, a reflection on time, and as such they intertwine with social issues, politics, literature, and art in general, contributing to the creation and understanding of the historical experience of each moment and place. The course focuses on seven moments and cities where Western culture has been especially significant -when it has not only flourished but has also experienced crucial transformations affecting social and economic life as much as the creativity of human spirit. Notice that for each city and year, we'll be studying authors and philosophers who do not strictly belong to that place -Not every rationalist lived in Amsterdam, Kant was never in Jena, Heidegger was not in Berlin, Marx was, for a while, but not in the 1920s. And the places we study do not follow a chronological order. For reasons we'll have to explain, Athens and Ancient Greece are dealt with after Romanticism and the 19th century. This is not strictly a history of philosophy. The aim is to study some relevant cultural contexts in connection with the philosophical ideas that have been created by them and have influenced them. Such cultural contexts correspond to concrete cities in a concrete historical time; they are significant in themselves, but also have been decisive for understanding modernity and for understanding ourselves today.

## 1. AMSTERDAM 1650

Early Modernity. Descartes, the New Science, and the New Philosophy. The Cogito and the modern subjectivity.

Reading: Russell Shorto, Descartes & Bones. Preface and First Chapter

Consequences of Cartesianism. What the World looks like after Descartes

Reading: Russell Shorto, Descartes & Bones. Chapters 2 and 3

## 2. PARIS, 1750

European 18th century. Light and shade of the Enlightenment.

Reading: Rousseau, Letter to M. D'Alembert on Spectacles

Not only reason, but also sentiment and subjectivity.

Reading:

Taylor, Charles, Sources of the Self, Chapter 17, & The Culture of Modernity &

## 3. JENA 1800

The late Kant. How Reason and Enlightenment paved the way to Romanticism

Reading: Burke, A Philosophical Inquiry into the Origins of our Ideas of the Sublime and the Beautiful, parts I and I

Romanticism. Dreams, nightmares, and monsters

Reading: Schiller, Letters on the Aesthetic Education of Man. Parts I-III.

## 4. ATHENS, 400 B.C.E & Modern Europe

Tragedy ancient and modern. Why Greece matters.

Reading. Sophocles, Antigona.

## 5. VIENNA 1900

Where our (still) modern culture begins. Vienna at the turn of the century

Reading: Janik & Toulmin Wittgenstein & s Vienna, chapter

Nietzsche, Freud, Wittgenstein. How to understand the 20th century

Reading: Freud, Civilizations and its discontents, chapters 1-3.

## 6. BERLIN 1930

Marxism and the revolutionary perspective

Reading: Peter Gay, Weimar Culture, Chapter 4, & The Hunger for Wholeness &

Heidegger. The question for Being and the other side of culture

Reading: Heidegger, Time and Being §§ 25-27.

Benjamin and Critical Theory

Reading: Walter Benjamin, Experience and Poverty

## 7. NEW YORK 1970

From critical theory to Postmodernism

Reading: Fredric Jameson, Postmodernism, and the Cultural Logic of Late Capitalism

### LEARNING ACTIVITIES AND METHODOLOGY

AF1. THEORETICAL-PRACTICAL CLASSES. They will present the knowledge that students must acquire. These will receive the class notes and will have basic reference texts to facilitate the monitoring of the classes and the development of the subsequent work. Exercises, practical problems will be solved by the student and workshops and evaluation tests will be carried out to acquire the necessary skills. For subjects of 6 ECTS, 48 hours will be devoted as a general rule with 100% attendance.

AF2. TUTORIES. Individualized assistance (individual tutorials) or in groups (collective tutorials) to the students by the teacher. For subjects of 6 credits, 4 hours will be dedicated with 100% attendance.

AF3. INDIVIDUAL OR GROUP WORK OF THE STUDENT. For subjects of 6 credits, 98 hours 0% will be dedicated.

MD1. THEORY CLASS. Presentations in the teacher's class with computer and audiovisual media support, in which the main concepts of the subject are developed and the materials and bibliography are provided to complement the learning of the students.

MD2. PRACTICES. Resolution of practical cases, problems, etc. raised by the teacher individually or in groups.

MD3. TUTORIES. Individualized assistance (individual tutorials) or in groups (collective tutorials) to the students by the teacher. For subjects of 6 credits, 4 hours will be dedicated with 100% attendance.

### ASSESSMENT SYSTEM

**% end-of-term-examination/test:** 35

**% of continuous assessment (assignments, laboratory, practicals...):** 65

#### ASSESSMENT

15% taking part and offering critical insights on the material discussed by presenting and leading the discussions in class

40% Two essays (up to 1500 words) exposing a philosophical analysis of two cultural productions (a film, a work of art and literature) selected by the student. Each essay must deal with a cultural production from one of the seven cultural contexts considered. That is, you choose which context and which production are you going to write about. The essay must be delivered within ten days after finishing the theme.

35% Final exam

### BASIC BIBLIOGRAPHY

- Aristotle Ethics Nicomachean, Oxford University Press; Edition: Revised, 2009
- Augustine of Hippo Confessions, Oxford University Press; Edition: 1 , 2009
- Barthes, Roland Structuralist activity, Critical essays, 1972, pp. 213-20
- Benjamin, Walter On the Concept of History, 2009.
- Benjamin, Walter The Work of Art in the Age of Mechanical Reproduction, Penguin UK, 2008
- Camus, Albert The Myth of Sisyphus, Vintage , 2018
- Derrida, Jacques. Signature event context, 1988.

- Descartes, R. Discourse on the Method, Perennial Press, 2018
- Diderot, Denis Rameau's Nephew, Open Book Publishers, 2016
- Epictetus; Gill, C. The discourses of Epictetus, JM Dent, 1995
- Foucault, Michel Words and Things, -.
- Fraser, Alexander Campbell; Locke, John. An essay concerning human understanding, 1985.
- Fromm, Erich Escape from freedom, Macmillan, 1994
- Giddens, Anthony Structuralism, Post-structuralism and the Production of Culture, Social theory today, 1987, p. 195-223
- Habermas, Jürgen The theory of communicative action, Beacon press, 1994
- Heidegger, Martin. Letter on humanism, 1947.
- Hume, David An Enquiry Concerning Human Understanding, Routledge, 2016
- Kant, Immanuel What is Enlightenment? , Penguin UK, 2013
- Lyotard, Jean-François The postmodern condition: A report on knowledge, U of Minnesota Press, 1984
- Montaigne, Michel de Of cannibals. , The complete essays of Montaigne, 1958, p. 150-159
- Rorty, Richard (ed.) The linguistic turn: Essays in philosophical method, University of Chicago Press, 1992
- Rousseau, Jean-Jacques; HÉDOUIN, Edmond The Confessions of Jean Jacques Rousseau, W. Glaisner, 1925
- Russell, Bertrand Power: A new social analysis, Routledge, 2004
- Sartre, Jean-Paul Existentialism is a Humanism. , Yale University Press, 2007
- Schiller, Friedrich; Snell, Reginald. On the aesthetic education of man. , Courier Corporation., 2004
- Seneca, Lucius Annaeus. Moral letters to Lucilius. , Aegitas, 2015
- Wittgenstein, Ludwig. Philosophical investigations. , John Wiley & Sons, 2009