

Academic Year: (2023 / 2024)

Review date: 20-05-2022

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

Coordinating teacher: VELASCO ARIAS, GONZALO

Type: Electives ECTS Credits : 6.0

Year : 1 Semester : 2

OBJECTIVES

Competences:

- To know how to establish the relations between cultural fields and forms of social and political power
- To acquire the necessary conceptual tools and theories to establish the former relations
- To acquire the necessary conceptual tools and theories to establish to analyze the temporal and historical dimensions of the relations between culture and power
- To master the analysis and critical thinking about the current debates on cultural studies
- To know the most relevant bibliography
- To know how to achieve an interdisciplinary study
- To know how to use verbal and written methods of study and criticism
- To be able to write scholar papers and oral expositions

DESCRIPTION OF CONTENTS: PROGRAMME

Neutralidad, privilegio e injusticia estructural

1ª semana

Introducción al curso. La experiencia de la teoría crítica.

2ª semana

La pregunta por el sujeto de la teoría crítica

Lectura y discusión:

Mills, C. W. (2005). ¿Ideal Theory¿ as Ideology. Hypatia, 20(3), 165¿184. <http://www.jstor.org/stable/3811121>

- (2015) Decolonizing Western Political Philosophy, New Political Science, 37:1, 1-24, DOI: 10.1080/07393148.2014.995491

Bell Hooks (2019). LA teoría como práctica liberadora. Nómadas, Nº. 50, 2019, págs. 123-135

3ª semana

¿Es la identidad condición de posibilidad del pensamiento crítico?

Lectura y discusión:

Alcoff, L. (2006). ¿3. The Philosophical Critique¿, ¿4. Real Identities¿. En Visible Identities: Race, Gender, and the Self. : Oxford University Press.

4ª semana

El resentimiento como colapso de la identidad

Lectura y discusión:

Brown, W. (2019 [2008]). ¿Apegos heridos¿. Estados de agravio. Madrid: Lengua de trapo.

- (March 6, 2015), Women Dissolved or Defended? The Naming Debate in Reproductive Freedom. Symposium Feminist Change and the University (Brown University). https://www.youtube.com/watch?v=D2Eop1_T02s (recuperado el 01.02.22).Appiah, K.A. (10 ag 2018). Go Ahead. Speak for Yourself. The New York Times. <https://www.nytimes.com/2018/08/10/opinion/sunday/speak-for-yourself.html> (recuperado el 01.02.22).

5ª semana

Privilegio epistémico, conocimiento situado e interseccionalidad.

06-10 (61), 07-10 (11)

Lectura y discusión:

Hill Collins, P., Bilge, S. (2019 [2016]). ¿Interseccionalidad e identidad¿, ¿Intersccionalidad y educación crítica¿, ¿Retorno a la interseccionalidad¿. En Interseccionalidad. Barcelona: Morata.

6ª semana

Racializar la blanquitud

Lectura y discusión:

Sullivan, S. (2006). ¿One. Ignorance and Habit¿, ¿Three. Seductive Habits of Racial Privilege¿, Revealing Whiteness. The Unconscious Habits of Racial Privilege. Bloomington: Indiana University Press.

Alcoff, L. (2006). ¿9. The Whiteness Question¿. En Visible Identities: Race, Gender, and the Self. : Oxford University Press.

A consultar: Hunter, S., van der Westhuizen, C. (2022). Routledge Handbook of Critical Studies in Whiteness. London: Routledge.

7ª semana

Injusticia estructural: ¿implicación o responsabilidad?

Lecturas:

M. Rothberg (2018). The Implicated Subject. Introduction, Cap. 1.

I.M. Young. (2011). Responsabilidad por la justicia. Editorial Morata. [selección]

8ª semana

Excursus. Autoetnografía como punto de partida de la teoría. Aproximaciones literarias.

Lectura y discusión:

Ernaux, Annie (1999). La vergüenza. Trad. de M. y B. Corral Corral. Barcelona: Tusquets.

- (2020). El lugar. Trad. de N. Gutierrez. Barcelona: Tusquets.

Nelson, M. (2018). Los argonautas. Tres Puntos Ediciones.

Butler, J. (2009 [2005]). ¿Quién eres¿. Dar cuenta de sí mismo. Violencia ética y responsabilidad.

Buenos Aires: Amorrortu.

9ª semana

Fricciones y virtudes epistémicas en situaciones de injusticia hermenéutica

Lectura y discusión:

Medina, J. (2013). The Epistemology of Resistance. Gender and Racial Oppression, Epistemic Injustice, and Resistant Imaginations. NY: Oxford University Press. 1. Active Ignorance, Epistemic Others, and Epistemic Friction¿ (27-55), 2.2. The Vice of Avoiding Epistemic Friction, Hermeneutical Injustice, and the Problem of Meta-Blindness (70-74), 2.3 Striving for Open-Mindedness: Epistemic Friction and Epistemic Counterpoints as Correctives of Meta-Blindness (75-89), 4.2 Betraying One¿s Responsibilities under Conditions of Oppression: Social Contextuality, Interconnectedness, and Culpable Ignorance¿.

10ª semana

Fricciones y virtudes epistémicas en situaciones de injusticia hermenéutica

Lectura y discusión:

Medina, J. (2013). The Epistemology of Resistance. Gender and Racial Oppression, Epistemic Injustice, and Resistant Imaginations. NY: Oxford University Press. 5.2. Promoting Meta-Lucidity and Social Change (206-224), 6.3. Epistemic Friction and Insurrectionary Genealogies (281-289), 6.5 & 6.6 Resistant Imaginations: toward a Kaleidoscopic Social Sensibility (297-312).

11ª semana

Sensibilidad crítica y empatía

Lectura y discusión:

Lobb, A. 2017. Critical Empathy, Constellations: An International Journal of Critical and Democratic Theory 24(4): 594-607

Zahavi, D. (2001). Beyond Empathy Phenomenological Approaches to Intersubjectivity. Journal of Consciousness Studies, 8, No 5-7, pp. 151-67.

Recomendada: De Beauvoir, S. ()1985 [1944]. La sangre de los otros. Barcelona: Seix Barral.

12ª semana

La solidaridad posible

Lectura y discusión.

Kolers, A. (2016). A Moral Theory of Solidarity. NY: Oxford University Press. [selección].

- (2005). Justice and the Politics of Deference. The Journal of Political Philosophy (13)2, 153-173.

13ª semana

Sororidades epistémicas y confabulación

Lectura y discusión.

Broncano, F. (2020). Teoría y práctica de las fraternidades epistémicas. Dilemata 33.

Cely Ávila, Flor Emilce (2019). Reconstrucción de autoridad epistémica de las mujeres a través del autoconocimiento y transformación de hábitos corporizados. Evista Humanitas Hodie, 2(1), 1-23.

15ª semana

¿Es posible una crítica de las formas de vida?

Lectura y discusión.

Jaeggi, R. (2018). Critique of Forms of Life. Cambridge: Harvard University Press [selección].

- (2015) Towards and Immanent Critique of Forms of Life. Raisons Politiques 57. 12-29.

LEARNING ACTIVITIES AND METHODOLOGY

The subject will be based on a theoretical part and a practical part in which relevant texts related to the subject contents will be discussed.

The lecturer will present the general contents and the associated texts. Each session will end with one of several problems and research questions. The lecturer will point which texts are recommended to delve into those questions and problems.

In the first hour of the next session, one or two students, in turn, will explain what readings and what reflection work they have done on the problems indicated by the lecturer at the end of the previous session. In the second hour, the lecturer will introduce a new topic and a new problem. In this way, each session begins with a presentation of the students that serves to link with the previous session, and ends with the introduction of a new topic.

Discussions will be held with students to check the degree of understanding of the content and to help resolve the questions raised.

The students will make a report for each of the oral presentations made and will participate in the debates generated around the texts.

ASSESSMENT SYSTEM

- Critical exposition in the classroom of one of the texts selected in the work schedule of the course. It will be a requirement to take a position from the text in relation to the theme it introduces. It will not be a requirement to deliver a text or use a power point presentation as support (15%).
- Summary of one of the sessions in the "Journal of sessions" enabled in Aula Global, which will serve to form a collaborative file of what has been worked on during the course. The summary must contain the thesis of the text presented, the framework provided by the professor, and the key points of the discussion developed in the area (15%).
- Delivery of a project of the final work. It will reflect a justification of the problem addressed, the objectives, and the theoretical framework that will be used to undertake the reflection, giving an account of between 5 and 10 bibliographical sources. The approximate length will be 500-700 words (20%).
- Final paper. Minimum length 3500 words. It will have to be adapted to the thread of reflection raised by the itinerary of the subject, justifying adequately the methodology and the approach according to the academic criteria, also when it is about situated works or auto ethnographies (50%).

% end-of-term-examination: 50

% of continuous assessment (assignments, laboratory, practicals...): 50

BASIC BIBLIOGRAPHY

- Brown, Wendy Regulating Aversion: Tolerance in the Age of Identity and Empire, Princeton University Press, 2006
- Hill Collins, Patricia Intersectionality as Critical Social Theory, Duke University Press, 2019
- Jaeggi, Rahel Alienation, Columbia University Press, 2016
- Jaeggi, Rahel Critique of Forms of Life, The Belknap Press of Harvard University Press, 2018
- Kollers, Avery A Moral Theory of Solidarity, Oxford University Press, 2016
- Medina, J. The Epistemology of Resistance: Gender and Racial Oppression, Epistemic Injustice, and the Social Imagination, Oxford University Press, 2016
- Scholz, S. J. Political Solidarity, The Pennsylvania University Press, 2008