

Academic Year: ( 2024 / 2025 )

Review date: 26-04-2024

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

Coordinating teacher: VELASCO ARIAS, GONZALO

Type: Basic Core ECTS Credits : 6.0

Year : 2 Semester : 1

Branch of knowledge: Arts and Humanities

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

18363. Philosophy through History and Culture

18359. Cultural Anthropology

**OBJECTIVES**

- Identify the main historical approaches to the relationship between ethics and culture.
- To understand the main theoretical approaches to the relationship between ethics and culture.
- To analyse the relevance of the concept of "identity" for understanding contemporary social conflict.
- To understand and assess the main demands for cultural recognition in the history of the 20th and 21st centuries.
- Learn to write critical social theory from a situated point of view.
- Understand and apply concepts related to epistemic injustice, intersectionality theory, race and gender studies.

**DESCRIPTION OF CONTENTS: PROGRAMME**

The relationship between ethical reflection and culture is far from clear and peaceful. After the process of rationalization of modernity, (from the seventeenth century onwards), philosophy has tended to decouple the problems associated with morality from their possible cultural determination. However, the successive crises associated with rationalization as well as the current theoretical criticisms of liberalism have revealed the importance of cultural frameworks for our moral orientation. Therefore, the first aim of this course will be to set the theoretical base both for this criticism and the link between cultural identity and moral orientation. Having considered the link between morality and culture the political problem of recognition inevitably arises. The student must acquire an understanding of the intellectual tradition that has theorized about the problem of recognition, and how it is connected with the controversies generated by the politics of identity: from the debate on multiculturalism and the criticism of colonialism, passing through the understanding of new hybrid and intersectional forms of identity. Likewise, the course will deal with thematization of how culture can become an obstacle to the moral autonomy of subjects: either due to the colonization of common sense by discourses that consolidate established power relations (ideology, hegemony), or because they generate life forms that alienate self-development and the ability to be guided by ethical goals. Each week will focus on one topic, as specified in the schedule below. For each topic, there will be a master session led by Gonzalo Velasco (GV in the schedule below) and a seminar led by Teresa Casas (TC). In the seminar we will put into practice methodologies of cultural analysis with special emphasis on autoethnography; cultural analysis that stems (and transcends) self-narrative.

**First week**

Course Presentation. Ethics, culture and yourselves.

Course presentation, organization or oral presentations. Introduction: the self as method.

**Second week**

Set 13th

Critiques of the disengaged self of modernity and contemporary recovering of experience

(GV)

Self-Knowledge vs Self-help

Oral Presentations

Class Material: fragments from Return to Reims, Didier Eriborn. El Entusiasmo, Remedios Zafra. Also: I may destroy you, episode 1.

Third Week

The cultural approach to morality: social order, cooperation, norms (and its transgression)

(GV)

Theatrum mundi: the ethics of authenticity..

Oral presentation

Class material: I may destroy you, episode 9, This is america, by Childish Gambino

Fourth week

Identity politics and the fight for recognition: emancipatory potential and current critiques

(GV)

Gender and race in social organization, norms (and its transgression)

Oral Presentation

Class material: episode from The Handmaid's Tale & I am not your negro, Roul Peck

Fifth Week

Replies to the critiques of identity politics (GV)

Recognition or redistribution?

Oral presentation

Class materials: Get out, by Jordan Peele; episode I may destroy you (pay attention to the relation between Bella and her publisher)

Sixth week

Situated Knowledge and Intersectionality (GV)

Who is the subject of feminism?

Class material: TBC

Seventh week

Giving Account of Oneself: Implication on Structural Injustices (I) (GV)

#blacklivesmatter, #sayhername:I am not racist

Oral presentations.

Class Material: Episode from Insecure

Ninth Week

Nov 2nd.

Retelling myself. Making sense of my experience.

Borderlands/la frontera, by Gloria Anzaldúa

Ana Mendiea,, Frida Khalo, and I may destroy you

Tenth week

The voice of the others: attending to testimonies on epistemic injustices.

ROOM 14.0.9 12.15 a 13.45h.

The web of silence

The Assistant, by Kitty Green

Episode 4, I may destroy you.

Oral presentations.

Eleventh week

The voice of the others: multiculturalism and decolonial approaches (GV)

Who has the right to tell?

Observation exercise. I'll say more in the days prior to this class.

Twelfth week

Saying each other in common: epistemic communities as resistance to the experience of harm and injustice (GV)

Self-Narrative

The Argonauts, by Maggie Nelson

### Thirteenth week

Giving account of oneself on contemporary social pathologies(GV)

My epistemic community

Oral presentations

Class material: episode from It's a Wonderful Life

### Fourteenth week

Approach to self-exploration methodologies: autoethnography and autotheory.

The Mandate of happiness (or the good life)

Oral presentations

Class material: fragments from El Entusiasmo by Remedios Zafra, fragments from

Return to Reims by Didier Eribon

## LEARNING ACTIVITIES AND METHODOLOGY

The course will consist of a theoretical part and a practical part in which relevant texts and creative artistic manifestations will be discussed in order to exemplify and problematise the contents of the subject.

The lecturer will present the general contents and the associated texts. Each session will end with the posing of one or more problems and research questions. The lecturer will indicate which texts are recommended for further investigation of these questions and problems.

Discussions will be held with students to check the degree of understanding of the contents and to help resolve any doubts raised. The forum in Aula Global will be the tool used to create a thread and an archive of the questions, doubts, problems and secondary references raised in class. Students will contribute to the writing of forum entries, summarising sessions and discussions.

## ASSESSMENT SYSTEM

<b>% end-of-term-examination:</b>	30
<b>% of continuous assessment (assignments, laboratory, practicals...):</b>	70

### CONTINUOUS ASSESSMENT.

#### LECTURE PART

- An intervention elaborated according to the criteria established by the teacher in the 'Journal of sessions' organised through the tool 'Forum of the subject'. It will consist of a summary, critical commentary or illustrative case study of one of the master classes (20%).

- A final exam based on short answers and a text commentary (30%).

#### PRACTICAL PART

- An oral presentation in the classroom on one of the texts, artistic or popular culture documents analysed (20%).

- A final essay (1500 words) (30%).

In order to be eligible for this continuous assessment, it is essential to have attended at least 80% of the practical classes.

#### FINAL EXAM

All students have the option of taking only the final exam, which will count for 100% of the mark. This final exam will have a different and more exhaustive structure than the complementary exam of the continuous assessment.

- An oral presentation in the classroom on one of the texts, artistic or popular culture documents analysed. (20%)

- A final essay (1500 words). (30%)

#### CRITERIA IN RELATION TO PLAGIARISM AND THE USE OF IA

By default, in this subject, students must not use artificial intelligence (AI) tools to carry out the work or exercises proposed by the lecturer. In the case that the use of AI by the student gives rise to academic fraud by falsifying the results of an exam or work required to accredit academic performance, the provisions of the Carlos III University of Madrid Regulations for the partial development of Law 3/2022, of 24 February, on university coexistence will be applied. This does not prevent AI tools from being used

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as research, idea generation and organisation assistants for carrying out the research that will give rise to the oral or written work. The lecturers will explain at the beginning of the course how and at what points in the study phase this tool can be used, but it will never replace the work as such. Even in this assistance use, students will have to explain its use in an appendix or report justifying the work.

#### BASIC BIBLIOGRAPHY

- Alcoff, Linda Martin Visible Identities Race, Gender, and the Self, Oxford University Press, 2005
- Alcoff, Linda Martin The Future of Whiteness, Wiley, 2015
- Bhabha, H.K. The Location of Culture. , Londres: Routledge., 2017
- Bourdieu, Pierre Distinction: A Social Critique of the Judgement of Taste, Harvard University Press, 1984
- Broncano, Fernando Cultura es nombre de derrota. Cultura y poder en los espacios intermedios, Delirio, 2018
- Brown, Wendy States of Injury: Power and Freedom in Late Modernity, Princeton University Press, 1995
- Brown, Wendy Regulating Aversion: Tolerance in the Age of Identity and Empire, Princeton University Press, 2006
- Crenshaw, Kimberle On Intersectionality: Essential Writings, The New Press, 2017
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- Fricker, Miranda Epistemic Injustice. Power and the Ethics of Knowing, Oxford University Press, 2007
- Hall, Stuart Sin garantías: Trayectoria y problemáticas de los estudios culturales, Perú: Universidad Javierana-Endión Editores, 2010
- Han, Byung-Chul The Burnout Society, Stanford University Press, 2015
- Hill Collins, Patricia Intersectionality as Critical Social Theory, Duke University Press, 2019
- Hill Collins, Patricia; Bilge, Sirma Intersectionality, 2nd Edition, Wiley , 2020
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- Jaeggi, Rahel Critique of Forms of Life, Harvard University Press, 2018

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- Kelly, Thomas Bias, Oxford University Press, 2023
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- La ética de la autenticidad La ética de la autenticidad: Introducción de Carlos Thiebaut, Paidós, 1994
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- Mignolo, W. Historias locales / Diseños globales. Colonialidad, conocimientos subalternos y pensamiento fronterizo, Akal, 2013
- Rosa, Hartmut Alienation & Acceleration: Towards a Critical Theory of Late-Modern Temporality, NSU Press, 2010
- Said, E. ulture and Imperialism. , Londres: Vintage., 1993
- Spivak, G. A Critique of Postcolonial Reason. Towards a History of the Vanishing Present, Cambridge: Harvard University Press, 1999
- Stuart Hall The Hard Road to Renewal Thatcherism and the Crisis of the Left, Verso Book (trad. esp. en editorial Lengua de Trapo), 2016 (2019 para la ed. esp)
- Sullivan, Shannon Revealing Whiteness: The Unconscious Habits of Racial Privilege , Indiana University Press.
- Taylor, Charles Multiculturalism: Examining The Politics of Recognition, Princeton University Press, 1994
- Taylor, Charles Sources of the Self: The Making of Modern Identity, Harvard University Press, 1989
- Taylor, Charles A Secular Age, Harvard University Press, 2007
- Taylor, Charles La ética de la autenticidad: Introducción de Carlos Thiebaut, Paidós, 1994
- Williams, Raymond Culture and Society. 1780-1950, Columbia University Press, 1983

#### ADDITIONAL BIBLIOGRAPHY

- Anderson, Perry La palabra H. Peripicias de la hegemonía, , Madrid: Akal, 2018
- Crehan, H. El sentido común en Gramsci. la desigualdad y sus narrativas, Madrid, Morata, 2018
- Engels, F., Marx, K. (trad. W. Roces) La ideología alemana, Akal, 2014
- Gramsci, Antonio ¿Qué es la cultura popular?, Publicaciones de la Universidad de València, 2011
- Nietzsche, Friedrich La genealogía de la moral. Trad. de A. Sánchez Pascual, Alianza, 1994
- Schiller, Friedrich Cartas sobre la educación estética de la humanidad, Acantilado, trad. de Eduardo Gil Bera, 2017

- Weber, Max La ética protestante y el espíritu del capitalismo, Istmo, 1998

#### BASIC ELECTRONIC RESOURCES

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