

**COURSE DATA****Data Subject**

<b>Code</b>	34959
<b>Name</b>	History of political thought
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	9.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1300 - Degree in Political and Public Administration Sciences	Faculty of Law	2	Annual
1922 - D.D. in Law-Political and Public Administration Sciences	Faculty of Law	2	Annual
1924 - D.D. in Political and Public Admin. Sciences-Sociology	Faculty of Law	2	Annual
1925 - D.D. in Sociology-Political and Public Admin. Sciences	Faculty of Social Sciences	2	Annual

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1300 - Degree in Political and Public Administration Sciences	7 - Political sciences	Basic Training
1922 - D.D. in Law-Political and Public Administration Sciences	3 - Year 2 compulsory subjects	Obligatory
1924 - D.D. in Political and Public Admin. Sciences-Sociology	2 - Year 2 compulsory subjects	Obligatory
1925 - D.D. in Sociology-Political and Public Admin. Sciences	2 - Year 2 compulsory subjects	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
MARTIN CUBAS, JOAQUIN	55 - Constitutional Law, Political and Administrative Sciences



## SUMMARY

The course History of Political Thought is an annual course of 9 credits taught in the second degree course in Political Science and Public Administration. Its basic character makes assignatura fundamental between studies leading to the degree and, despite their autonomy, is particularly linked to other subjects of the degree, among others, Fundamentals of Political Science-I-first course where the student has a first contact with major political theories in the history of thought or theory and contemporary political philosophy-fourth year, the contents of which are incomprehensible without having the theoretical background provided by the study of ideas and political forms in its historical development.

The History of Political Thought course aims to address the study of the major political theories throughout history. To this end, after an initial approach to methodological problems and political theory-practice distinction, we introduce the study of the major milestones that have marked the evolution of political ideas from the ideas that accompany the rise of political societies, to theorizing about the polis, empire, feudalism, to reach the most features around the state and its various evolutions.

Within this general framework we place special emphasis on the study of political problems in ancient Greece, with particular attention to the theoretical contributions of the Sophists, Plato and Aristotle. It also explores the responses of the Hellenistic schools to the crisis of the polis and the emergence of the Republic and the Empire as a new political forms. We analyze how the stoicism is a bridge between the reality in living authors like Cicero and Seneca and new ideas to bring Christianity shortly after.

Theology and, in particular, the contribution of Augustine and the subsequent political Augustinianism be the new thread that through the struggles between the Papacy and the Empire under a feudal society with their own dynamics, leads to recovery of reason in political thought by Thomas Aquinas, the failure of Erasmianism to reform and counter-reform and the beginning of the wars of religion, germinal spot for political ideas that will revolutionize the way we organize ourselves politically.

We are now at the dawn of the birth of the state and the emergence of the great theorists, Machiavelli and Hoobes, among others. These authors, besides putting the state in the center of his reflection, take on new epistemological perspectives as a way to overcome theological approaches, and that put us in modernity. From these references the subject us to the theoretical study of the first liberal-Locke and Montesquieu, its critics, Rousseau, the ideas of the American Revolutions, Madison, Hamilton, Hay-and French-Sieyes, the Jacobins - which are the starting point for the study of the main currents of thought in the nineteenth-century liberalism-Constant, Kant, Tocqueville, Bentham, Stuart Mill and counter-reactions Maistre, Donoso-or conservative-Burke. The study of the democratization of liberalism will lead in turn to the study of the emergence of theories elitistas. También tackle the ideological origins of the phenomenon of nationalism in the nineteenth century, Herder, Fichte, Renan, and in particular the socialist alternative and authoritarian liberalism, ideas that marked all of them especially the history of the first half of the twentieth century.

From here, located in the post-World War and analyze the different currents of thought converged social-liberal and on the other hand, the critical positions or alternatives to self-neoliberalism, neoconservatism, critical theory, new left. The crisis of the welfare state, from the seventies, and the study of various theoretical and practical responses that allow us planteron at the threshold of XXI century before the phenomenon of globalization and questions most relevant to the are now open for political theory, for example and among others, the crisis of the state, the quality of our democracies, the sustainability of our societies, gender equality or cultural conflicts in the world.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

For good course in this matter should have successfully completed the course Fundamentals of Political Science and Administration I.

## OUTCOMES

### 1300 - Degree in Political and Public Administration Sciences

- Be able to relate and structure information from diverse sources and to integrate relevant ideas and knowledge in the field of political science and public administration.
- Have knowledge and ability to understand essential facts, concepts, principles and theories relating to political science and public administration, and to the spectrum of other reference disciplines.
- Develop the learning skills needed to complete further studies or training with some degree of autonomy.
- Know and be able to analyse the structure and functioning of political systems and processes, their elements and their historical dimension, with special emphasis on the political systems in Spain and in the European Union.
- Know and be able to analyse the characteristics and guidelines for action of the main political actors (parties, trade unions, interest groups and new social movements).
- Know and be able to analyse electoral processes, both from an institutional point of view and from the point of view of the behaviour of collective and individual actors.
- Know and know how to analyse the patterns and trends in the behaviour of collective political actors and citizens, their democratic values and fundamental rights.
- Know how to design and analyse political strategies and campaigns and to convey political messages and information and issues of public debate.

## LEARNING OUTCOMES

\* In terms of specific skills Grade:

- CE 6: Understand the main theories and approaches of Political Science and Public Administration, as well as ideas and forms of political organization.
- CE 8: To know and analyze the structure and functioning of political systems and processes, elements, and its historical dimension, with emphasis on the Spanish political system and the European Union.
- CE 9: To know and analyze the characteristics and patterns of action of the main political actors (parties, unions, interest groups and new social movements).
- CE 10: To know and analyze the electoral process, both from the institutional point of view, and from the behavior of individual and collective actors.



- CE 13: To know and analyze patterns and trends of the behavior of political actors and citizens groups, democratic values and fundamental rights.
- CE 15: Know how to design and analyze strategies and political campaigns, conveying messages and information policies and issues of public debate.
- CE 20: Understand and interpret the historical social and political frameworks for greater understanding of the present situation and future prospect, handle historical documentary sources and establish a comparative analysis of continuity and discontinuity in change situations.

\* In the area of general competencies:

- CG 1: Ability to relate and structure information from different sources and integrate ideas and knowledge of relevance in Political Science and Public Administration.
- CG 2: Communicate effectively both in writing and orally, knowledge, procedures, results and ideas to both specialist and non-specialist.
- CG 3: Have knowledge and understanding capacity of essential facts, concepts, principles and theories relating to the Political Science and Public Administration, and the range of its reference disciplines.
- CG 5: Have the learning skills necessary to undertake further study or enhance their education with a degree of autonomy.

## WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	90,00	100
Attendance at events and external activities	5,00	0
Development of individual work	30,00	0
Study and independent work	20,00	0
Preparation of evaluation activities	40,00	0
Preparing lectures	20,00	0
Preparation of practical classes and problem	20,00	0
<b>TOTAL</b>	<b>225,00</b>	

## TEACHING METHODOLOGY

The methodology of teaching in the History of Political Thought course is based on the following five types of activities:

- Lectures
- Practice type: text analysis, led discussions, exhibitions and the like.
- Practical work outside the classroom: readings and analysis of "classic" works of political thought
- Complementary activities: cineforum, conferences, round tables and the like.
- Study and self-employment (unguided): prior preparation of the theory sessions, reading textbooks, gathering and analyzing information.

The theoretical-practical course on the History of Political Thought allows the topics of the program from this double and complementary perspective: theoretical considerations given by the teacher and the work of the key texts of political thought from the students.



In lectures, knowledge transfer will take place primarily through the lecture. In it, the teacher will try to convey the essential content of the subject closer to reality through the use of examples, using selected texts and other materials. At the time, require the active participation of students who may be realized, in addition to the daily dynamics of the class in exhibitions and debates on specific topics in both theoretical and in practice.

Students must study a previous reading of the contents programmed for each session for this purpose shall resort to the recommended scientific books and articles, the teacher's explanations in the theoretical in the case of practical classes, and reading Recommended original texts or additional work when so directed by the subject teacher.

The texts of selected authors and their analysis are a vital foothold in the program. Practices, except work on a classic or an indication of the teacher, be prepared and discussed during the practical sessions, whichever deliver the work done at the end of each lab. The work, if any, on a classic that will deliver and defend, according to the criteria set out by the subject teacher at the end of the first half.

Tutorials are carried out individually or, when circumstances require, as a group to answer questions, address problems relating to the subject, directing the work demanded, among other reasons that require it.

Outside school hours there will be a minimum of two activities. These may include film screenings, lectures, workshops and seminars as well as institutional visits will be announced throughout the course. Complementary activities are largely carried out in the day assigned by the Faculty.

## EVALUATION

The composite grade is based in 2 elements, both in the first and in the second exam periods:

a) A final exam: at the end of the course a final test will be carried out on all the contents of the course, whether they have been taught in the classroom or not. The exam will also include the materials that are included in the different sessions. This test will have a value of 60 percent of the overall score. The student must have achieved at least a 4 (out of 10) to add the score of the assignments made in the class along the course.

b) Assignments in the class: Throughout the semester will be made different exercises and complementary activities of various kinds to be delivered in presence the day of the course (some of them require that the student has previously worked on the materials indicated by the teacher). The content of these exercises in class also constitutes materials and susceptible to be part of the end-of-course test, regardless of whether the student has done and well all the deliveries. The overall score of these exercises will have a value of 40 percent of the final grade (dividing equally (20%) between the two seasons of the course in case of annual subjects). The teacher will spacificy in advance which exercises are evaluable.

The non-delivered exercises will not be recoverable later or for the second call.



## REFERENCES

### Basic

- ANTÓN MENTÓN, J. Ideologías y movimientos políticos contemporáneos, Madrid, Tecnos, 2006
- ARTETA, A.; GARCÍA, E. y MÁIZ, R. (eds.) Teoría política: poder, moral, democracia, Madrid, Alianza, 2008
- PRIETO, F. Historia de las ideas y de las formas políticas, varios tomos, Madrid, Unión, 1990
- SABINE, G. Historia de la teoría política, México, Fondo de Cultura Económica, 2005
- TOUCHARD, J. Historia de las ideas políticas, Madrid, Tecnos, 2006

### Additional

- Los recomendados adicionalmente en los anexos por los profesores responsables de cada grupo.
- OAKESHOTT, Michael (2012 y 2013 ) Lecciones de historia del pensamiento político, 2 vols., Madrid: Unión editorial

## ADDENDUM COVID-19

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### HYBRID TEACHING

If the academic authority determines it, this subject will be adapted to the hybrid teaching model established by the Faculty of Law, through which face-to-face theoretical-practical classes will be taught in discontinuous weeks for the student. To this end, the Secretary of the Faculty will divide the group into as many subgroups as necessary, teaching in the classroom, at the time established for the subject, to one of the subgroups each week in accordance with the calendar established by the Faculty, providing for the others, as a priority, follow-up of the class through synchronous VIDEO CONFERENCE.

The contents, volume of work and evaluation are maintained in the terms initially foreseen in the academic guide.

### NON-PRESENTIAL TEACHING

If the academic authority establishes the change in non-classroom teaching, this subject will be taught to all students under the same conditions as those indicated for the non-classroom teaching part of the hybrid system.

The contents, volume of work and evaluation are maintained in the terms initially foreseen in the academic guide.