

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

<b>Code</b>	33265
<b>Name</b>	History of ancient philosophy II
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1004 - Degree in Philosophy	Faculty of Philosophy and Educational Sciences	2	Second term
1012 - Degree in Philosophy	Faculty of Philosophy and Educational Sciences	1	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1004 - Degree in Philosophy	15 - History of philosophy and current trends in philosophy	Obligatory
1012 - Degree in Philosophy	14 - History of philosophy and current trends in philosophy	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
BARES PARTAL, JUAN DE DIOS	359 - Philosophy
ROSELL TRAVER, SERGI	359 - Philosophy

**SUMMARY**

This course of History of Ancient Philosophy II is to be seen and programmed together with the History of Ancient Philosophy I. The content of these two subjects is structured in different thematic blocks that serve to address four fundamental stages of Ancient Philosophy, with special emphasis on the central problems of these stages and on their most significant and representative authors and texts. In the case of History of Ancient Philosophy I, we will approach the thought of the classical, Hellenistic and Roman periods. The student needs to know that, given the historical nature of the course, the program is intended as an introduction to ancient philosophy, mainly through the reading of texts from this period and basic secondary bibliography. Nevertheless, it is evident that, however many authors are approached,



the texts and authors worked on in the course do not even fully cover the authors or the reflections of such a fertile period as the Greco-Roman Antiquity. Thus, the aim is to motivate and encourage students to continue to acquire a philosophical knowledge of this period based on the knowledge acquired and the material provided, and according to their particular interests and personal curricular itinerary.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

In terms of knowledge and skills, the basic level required for students taking the course is that provided by the subjects of the area of Philosophy taken during the High School Education (Philosophy and History of Philosophy).

## OUTCOMES

### 1004 - Degree in Philosophy

- Capacidad de comunicación profesional oral y escrita en las lenguas propias de la Universitat de València.
- Be able to communicate in a foreign language.
- Be able to obtain information from different primary and secondary sources.
- Be able to analyse, synthesise and interpret relevant cultural, social, political, ethical or scientific data, and to make reflective judgements about them from a non-androcentric perspective.
- Be able to organise and plan work times.
- Acquire the capacity to pose and solve problems, as well as to make decisions, in a limited time.
- Be able to convey information, ideas, problems and solutions to others (experts or not).
- Be able to improve and develop professionally.
- Be competent in the philosophical study of particular areas of research and human praxis, such as mind, knowledge, language, technology, science, society, culture, ethics, politics, law, religion, literature, arts and aesthetics, avoiding androcentric biases.
- Acquire a basic knowledge of the problems, texts and methods that philosophy has developed throughout its history and recognise possible androcentric biases.
- Be familiar with the ideas and arguments of the main philosophers and thinkers, extracted from their texts, and with the investigation of their traditions and schools, identifying the possible androcentric biases.



- Use and rigorously analyse specialised philosophical terminology.
- Identify the fundamental issues that underlie any type of debate.
- Relate problems, ideas, schools and traditions.
- Be able to apply the knowledge acquired to clarify or solve certain problems outside one's own field of knowledge.
- Expresar con precisión los resultados del análisis de problemas controvertidos y complejos.
- Identify and evaluate clearly and rigorously the arguments presented either in texts or orally.
- Be agile and efficient managing various sources of information: bibliographical, electronic and others.
- Acquire the learning skills needed to undertake further studies with an increasing degree of autonomy.
- Work with an increasing degree of self-motivation and self-demand.
- Appreciate autonomy and independence of judgement.
- Recognise human fallibility.
- View original and creative thinking positively.
- Be able to take on social and ethical commitments.
- Recognise plurality and respect differences.

## LEARNING OUTCOMES

1. To introduce students to the context of the genesis of Western philosophical thought.
2. To introduce the main texts, authors, theories and currents of classical and Hellenistic philosophy.
3. To work directly some of the most significant philosophical sources of this period and to be able to understand, interpret and critically analyze them.
4. To discover the main philosophical problems that arose during this period and to relate them to the main events and characteristics of the period.
5. To help students to acquire hermeneutical keys from which to interpret the most important texts of Greek philosophy.
6. That students be able to reflect on the formative process in which they are and orient themselves in their professional future, from elements provided by the course.



## DESCRIPTION OF CONTENTS

### 1. Introduction to Classical Philosophy

- The cultural context of classical philosophy.
- The medical schools. The historiography. Rhetoric and oratory. Tragedy and comedy.
- The sophistic movement. The great sophists: Protagoras, Gorgias, Prodicus, Hippias. The minor sophists.

### 2. Socrates and Plato.

- The Socratic question. The method. Moral intellectualism. Minor Socratics.
- Plato: early, maturity and old age dialogues.
- Platonic epistemology, ontology, ethics and politics.
- The ancient Academy.

### 3. Aristotle

- Problems of the Corpus Aristotelicum.
- Logic. Physics. Cosmology. Metaphysics. The soul. Rhetoric and Poetics.
- The Lyceum.

### 4. Hellenistic and Roman philosophy.

- Main Hellenistic schools: Epicureans, Stoics, Sceptics.
- Philosophizing after Alexander the Great. Rome takes the lead.

## WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Seminars	15,00	100
Tutorials	5,00	100
Development of individual work	15,00	0
Readings supplementary material	15,00	0
Preparation of evaluation activities	30,00	0
Preparing lectures	20,00	0
Preparation of practical classes and problem	20,00	0
<b>TOTAL</b>	<b>150,00</b>	



## TEACHING METHODOLOGY

- **IN-PERSON CLASSES:** There will be a two-hour lecture per week. Students must attend the lectures having read the assigned readings, which can be either classical texts or basic secondary bibliography. This previous work is essential for a good understanding of the lectures and for a good performance in exercises that may be posit in class.

- **SEMINARS.** The class group will be divided into two subgroups, and each one will attend different one-hour sessions. These sessions might be grouped in two hours sessions taken every two weeks. They will be run as seminars in which students will have to actively participate by commenting on texts or discussing the questions raised. In addition, students will be required to write papers on the topics of the course.

In them, either individually or in small work groups, students will prepare a previously chosen topic or text, and will present it to the group. This exposition will be evaluated by the teacher. In addition, all the students will carry out a brief essay or individual work on the text or topic that the teacher will indicate in order to evaluate the practice.

- **TUTORIALS.** There will be two types of tutorials, one scheduled for the preparation and supervision of the writing component and the other for consultations.

## EVALUATION

The overall grade will result of adding the final exam marks and the practical part.

- The exam of the theoretical part will constitute 60% of the global qualification of the course.

- The activities and exercises of the practical part and monographic written work will constitute 40% of the overall grade of the course. This component of the grade is only partially recoverable.

To pass the course the final exam of the theoretical part needs to be passed.





In case of cheating in the exam or total or partial plagiarism in any submitted work, the overall grade of the course will be 0 (fail).

## REFERENCES

### Basic

- Melero Bellido, A. (ed.): Sofistas. Testimonios y fragmentos. Madrid, Gredos, 1996.
- Varios: Els Sofistes. Fragments i Testimonis, Barcelona, Laia, 1988.
- Protàgoras: Dissoi Logoi. Textos relativistas, Madrid, Akal, 1996.
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- Platón: Diálogos. Madrid, Gredos, 1981 ss.
- Aristóteles: Obras. Ed. Gredos, Madrid, 1978 ss.
- Aristòtil Metafísica. 2 vols. Trad. Miguel Candel Sanmartín. Barcelona, Bernat Metge. 2018 y 2019.
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- Sexto Empírico: Contra los profesores. Madrid. Gredos, 1997 ss.
- Sexto Empírico: Esbozos pirrónicos. Madrid, Gredos, 1993.
- Séneca: Epístolas morales a Lucilio, Gredos, Madrid 2001.
- Lucrecio: La naturaleza. Gredos, Madrid, 2003.
- Piqué Angordans, A.: Los megáricos. Presentación y traducción de los textos, Barcelona, 1989.
- Diógenes Laercio. Vidas y opiniones de los filósofos ilustres y cada escuela filosófica IX. Traducción, introducción y notas, Almuzara, Córdoba, 2020.
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- Varios: Los filósofos cínicos. Antología de textos. Edición de Ignacio Pajón Leyra (Tecnos, 2019).

### Additional

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- Barnes, J.: Aristóteles. Madrid, Cátedra, 1987.
- Bracht Branham, R. Goulet-Cazé, M.-O.: Los cínicos, Barcelona, Seix Barral, 2000.
- Bréhier, E.: Història de la filosofia. Vol I. Ed. Tecnos-Un. Autònoma de Barcelona, Madrid-Bellaterra, 1998.
- Brun, J. : Platón y la Academia. Barcelona, Paidós, 1992.
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- Calvo, T.: De los sofistas a Platón. Política y pensamiento. Madrid, Ediciones Pedagógicas, 1995.
- Campillo, N., Vegas, S.: Sócrates y los Sofistas. Valencia, Univ. De Valencia, 1976.
- Capelle, W.: Historia de la filosofía griega. Madrid. Gredos , 1972.
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- García-Borrón, J. C.: La filosofía occidental en su historia. Vols I y II. Barcelona, Ediciones del Serbal, 2004.



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- García Gual, C.(Ed.): Historia de la filosofía antigua. Madrid, Trotta-CSIC, 1997.
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- Strauss, L.: El problema de Sòcrates. Barcelona, Portic, 2006.
- Zeller, E.: Fundamentos de la filosofía griega. Buenos Aires, Siglo Veinte, 1968.

## **ADDENDUM COVID-19**

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

### **1) Contents**

The contents programmed in the teaching guide are maintained.

### **2) Workload and temporal planning of the teaching.**

The hours of work foreseen for the different activities are maintained.

### **3) Teaching methodology**

The number of in-person classes will be adapted to the socio-sanitary conditions of each moment and to the specific conditions of the course. In principle, each group of the course will be divided into two subgroups that will attend class on alternate weeks. Lectures will be given simultaneously in in-person and online synchronous modalities for each subgroup. Seminars will consist of in-person two-hour classes in alternate weeks for each subgroup. Tutorials will preferably be carried out by videoconferencing or other telematic means.

### **4) Evaluation**



The percentages of the evaluation are not altered with respect to the teaching guide. Continuous evaluation activities will be programmed.

## **5) Bibliography**

The recommendations indicated in the guide are maintained.

Students are guaranteed that, if necessary, the teaching modality will be adapted (online, hybrid or face-to-face), as well as the mode of evaluation, according to the health requirements formulated by the competent authorities, while maintaining the evaluation parameters foreseen in the guide and without this entailing an extra workload for the students.