COURSE DATA

Data Subject	
Code	33269
Name	Present-day trends in philosophy II
Cycle	Grade
ECTS Credits	6.0
Academic year	2024 - 2025

Study (s)

Degree	Center	Acad. year	Period
1004 - Degree in Philosophy	Faculty of Philosophy and Educational Sciences		Second term
1012 - Degree in Philosophy	Faculty of Philosophy and Educational Sciences	4	Second term

Subject-matter

Degree	Subject-matter	Character
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

Name	Department
PEREZ RODRIGUEZ, BERTA MARIA	359 - Philosophy
SOLER ALVAREZ, FERNANDO	359 - Philosophy
TERUEL RUIZ, PEDRO	359 - Philosophy

SUMMARY

In the first half of the 20th century, a series of receptions by Hegel and Marx were developed that gave place to different philosophical alternatives. One of them was the Critical Theory of Society. The work of the social philosophers of the Frankfurt school: M. Horkheimer and Th. W. Adorno, gave rise to a new reading of both philosophies to face the problems of the crisis of the century. From the Dialectic of Enlightenment (1944) until the Positivist Dispute in German Sociology (1969), the Critical Theory constituted a relevant paradigm of the 20th century.

The crisis of European culture and its inability to configure a horizon of meaning beyond instrumental and technological rationality increases in the second half of the 20th century: the claim of Husserl is now transformed into Adorno's question about whether it is possible to think after Auschwitz. We alluded to the debate on Post-war humanism; Philosophy of existence, crisis of humanism, the problem of technique, the origins of totalitarianism, shape a series of concerns about what has occurred in the attempt to make the human being superfluous even beyond own control.

There are a variety of proposals that are developed from the 50s to the 90s and that will lead to philosophical alternatives such as: Hermeneutics (H. G. Gadamer, P. Ricoeur), Structuralism (C. Lévi-Strauss, J. Lacan, L. Althusser) and Post-structuralism (R. Barthes, M. Foucault), the philosophy of

difference (G. Deleuze, J. Derrida), the philosophies of otherness (E. Levinas, J. Derrida, H. Arendt; J.L. Nancy), the linguistic turn of critical theory (J. Habermas).

The crisis of the classic paradigms is growing in the last part of the 20th century and early 21st century (from the 90s to the present day). The radicalization of the crisis of the subject, of metaphysics, of philosophy of history, of the aesthetic ideal; as well as the problem of identity, gender, etc. gives place to a broad cultural and philosophical debate around the same philosophical modernity, called into question from different perspectives that, although not consistent with each other, are proposed as alternatives to

modernity from postmodernity. Modernity-postmodernity was a debate on which practically all the philosophical alternatives were pronounced (J.F. Lyotard, F. Jameson; G. Vattimo, P.

Sloterdijk, S. Zizek).

New debates on the cultural and political crisis center the beginning of the new century, the 21st: Democracy in crisis, culture wars, identity politics and recognition, the feminism of equality and difference, the problem of justice, postcolonialism, globalization, the political issue, with a diversity of approaches (Ch. Taylor, A. Honneth, L. Irigaray, M. Walzer, S. Benhabib, R. Rorty, N. Fraser, I.M. Young, E. Laclau, Ch. Mouffe, Z. Baumann).

The items collected and the bibliography proposed in each section give only a general orientation. Teachers may introduce their own orientation in the development of the programme and in the specific choice of authors and trends. Details about the specific choice of authors and about the theoretical itinerary that will unfold each academic year will be communicated through the teaching guide delivered, at the beginning of the semester, to each group (A and B).

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 relation to knowledge and skills, the basic level desirable for students who are willing to enroll this subject is the one provided by the subjects of the Philosophy area taken during the
Secondary education (Philosophy I / Philosophy and Citizenship, and Philosophy II / History of Philosophy), as well as those of the area of History of philosophy taken during the Degree: Introduction to Philosophy, History of Ancient Philosophy I and II, History of Medieval Philosophy and History of Modern Philosophy (

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

1004 - Degree in Philosophy

- 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 (RD 1393/2007) // NO CONTENT (RD 822/2021)

1. Introducing students in the context of genesis and development of philosophical contemporary thought in the Western tradition.

2. Highlighting the main texts, authors, theories and trends of contemporary philosophy.

3. Working directly directly with some of the philosophical sources of this period which ought to be understood, interpreted and critically analyzed.

4. Discovering the main philosophical problems that arose during this time, relating them to the main events and characteristics of its time.

5. Acquiring the hermeneutical keys to interpret some of the most important works of contemporary philosophy.

6. Reflecting on the training process in which the students are in order to orienting themselves in their professional future.

DESCRIPTION OF CONTENTS

1. 1. FREUD AND PSYCHOANALYSIS

The constitutive duality of the Freudian approach to the psyche. The way to the "Traumdeutung". Libido as an ontological interface: biological, anthropological, and cultural projections. Contemporary subject and torn existence: the current debate around the tension between naturalism and humanism.

2. 2. HUSSERL II

Philosophy as a renewal of culture. The phenomenological "epokhé" and the doctrine of intentionality. Eidetic phenomenology and transcendental phenomenology. Reception of phenomenology in the Göttingen circle: Adolf Reinach, Hedwig Conrad-Martius, Edith Stein.

3. 3. HEIDEGGER II

The anthropological dimension of existential analysis and the denial of humanism. The "turn" towards language. Technique and end of metaphysics. Thinking about the event.

4. 4. EXISTENTIALISM

Sartre: Being and nothingness between Husserl and Heidegger. Thinking freedom. Existentialism as complementary philosophy of the dialectical method.

5. 5. LUKÁCS

The fetishism of merchandise and the reification of time of subjectivity.

6. 6. FRANKFURT SCHOOL I

The programmes of the Frankfurt School: Adorno and "The Actuality of Philosophy". Horkheimer: "Traditional and critical Theory".

7. 7. FRANKFURT SCHOOL II

Aporias of rationality and subjectivity: "Dialectic of the Enlightenment". The time after Auschwitz: "Negative Dialectic".

8. 8. GADAMER

The Truth Problem and Methodical Constraints: Gadamer's Hermeneutical Programme.

9. 9. STRUCTURALISM

Anthropological structuralism and its reading of our time: C. Levy-Strauss. The conception of Bataille around the human being.

10. 10. POST-STRUCTURALISM. FOUCAULT.

From language as structure to the "reduction" of the subject from structures. Post-structuralism as radicalization of structuralism. Foucault and knowledge. Foucault and power. Foucault and subjectivity.

11. 11. DERRIDA

Facing phenomenology, beyond structuralism. The "differance" between Heidegger and Derrida. Writing and supplement. Logocentrism and phonocentrism. Repetition and dissemination of meaning. Derrida and Hegel: the difference of the dialectics.

12. 12. HEIDEGGER'S LEGACY AND RETURN TO HEGEL

From the question of self to Gadamer's hermeneutics. Hermeneutics and deconstruction: two readings from Heidegger. Idealism revived in the face of Heidegger's legacy: iek and the cancelled subject.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Seminars	15,00	100
Tutorials	5,00	100
Development of individual work	10,00	0
Study and independent work	40,00	0
Preparation of evaluation activities	50,00	0
TOTAL	**150,00**	

TEACHING METHODOLOGY

The methodology of the subject will cover theoretical face-to-face classes, practical sessions and face-to-face tutoring, all in different formats according to needs and opportunity (face-to-face, virtual synchronous, virtual asynchronous format). Details about the methodology to be used each academic year will be communicated through the teaching guide delivered, at the beginning of the course, in each group (A and B). In an unforeseen scenario opened in the framework of the global pandemic by COVID-19, or other similar, the generic instructions provided by the University of Valencia will be followed in order to continue the activity in synchronous and asynchronous virtual format.

EVALUATION

To pass, students will necessarily have to take a written text, in which they will have to demonstrate the acquisition of the skills exercised in the theoretical sessions. The written test may incorporate theoretical development questions and textual comments.

In order to add the points obtained in the essay or comment, students must obtain at least a 4 (out of 7.5) in the text.

If the students do not submit the essay or the comment, they will be graded with a NO PRESENT. The note obtained in the test will be kept until the presentation of the test within the two calls of the academic year. At that time, the above criteria will be applied and it will be proceed to his/her qualification.

The evaluation system includes the normative instructions established in the Regulation of evaluation and qualification of the University of Valencia, as well as the specific indications reproduced in the instructions on the adaptation of teaching in the official degrees of the UV in the first semester of the academic year 2020-2021. Further methodological details on the evaluation system to be followed in the corresponding academic year will be provided, at the beginning of the course, through the teaching guide delivered to each group (A and B).

Written test: 75%

Original essay or text commentary: 25%

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In order to add the points obtained in the essay or comment, students must obtain at least a 4 (out of 7.5) in the text.

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Fraudulent performance in the of evaluation tests and plagiarism in any evaluation work will be considered in accordance with the ACGUV 108/2017 and ACGUV 123/2020 regulation. The use of technologies (including AI), which is not previously authorised by the teaching staff, to create assessment materials will mean that these will not be considered as self-authored and will be treated according to current regulations.

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Basic

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Additional

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