

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

Code	33286
Name	Philosophy of history
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

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

Subject-matter

Degree	Subject-matter	Character
1004 - Degree in Philosophy	26 - Philosophy of history	Optional
1012 - Degree in Philosophy	25 - Philosophy of history	Optional

Coordination

Name	Department
ONCINA COVES, FAUSTINO	359 - Philosophy
RAMOS VALERA, MANUEL	359 - Philosophy

SUMMARY

Study of the ontological, epistemological and practical dimensions of the philosophy of history, which became an autonomous discipline during the 18th century. The subject describes, on the one hand, the different stages of the philosophical reflection of history until its constitution as a substantive discipline and, on the other, it presents its most relevant versions and models from its origin to the present.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

The desirable level of knowledge and skills is provided by the subjects in the area of philosophy taken during the Baccalaureate and by the subjects already taken in the Bachelor's degree, especially those in the area of 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).
- Have critical and self-critical capacity.
- Know how to work in a team avoiding gender discrimination.
- Be respectful of difference and plurality and avoid gender discrimination.
- Be able to learn autonomously.
- Develop innovation and creativity.
- 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.
- Saber aplicar los conocimientos adquiridos para clarificar o resolver determinados problemas ajenos al propio ámbito de conocimiento.
- Accurately describe the results of the analysis of controversial and complex problems.
- 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.
- View original and creative thinking positively.

LEARNING OUTCOMES

1. Introduce the student to the knowledge of the stages of the constitution of the philosophy of history as a substantive discipline.
2. Make known the main models, currents and authors of the philosophy of history, identifying their most significant texts.
3. Acquire the necessary hermeneutical keys to interpret the most relevant texts of this discipline.
4. Directly study the most relevant and significant textual sources of this discipline, in order to understand, interpret and critically analyze them.
5. Identify the main problems that the authors and their most significant texts want to answer, relating them to the main events and distinctive characteristics of their time.

DESCRIPTION OF CONTENTS

1. APPROACH TO THE CONCEPTS OF HISTORY AND PHILOSOPHY OF HISTORY

Difference between both concepts and their genesis in the Enlightenment century. Senses of the term "history". Main stages in the development of historical consciousness.

**2. RANSIT FROM ABOLUTISM TO ILLUSTRATION: ART, SECRET AND PHILOSOPHY**

Philosophy of History and Morals in the transition from absolutism to the Revolution. Art (Schiller) and arcane (Lessing) as custodians and historical catalysts of morality. Lessing's philosophy of triadic history. Influence of spinosity (Goethe). Philosophy of History and politics.

3. HILOSOPHY OF HISTORY AND POLITICAL PHILOSOPHY IN KANT: COPERNICAN REVOLUTION AND FRENCH REVOLUTION. POLEMIC WITH HERDER

The origin of Kant's reflection on history: the controversy with Herder. History of freedom versus History of nature. The idea of history as the fulfillment of an intention of nature. History as a development of the original dispositions of humanity. History and politics: the institutional conditions of the fulfillment of the intention of nature. Progress, Enlightenment and Revolution.

4. SPECULATIVE PHILOSOPHY OF HISTORY: FICHTE, SCHILLER AND HEGEL

ost-Kantian reflection on the history between the Enlightenment and Romanticism. Fichte: Philosophy of history and revolution. Doctrine of science and history. The destiny of the wise and historical praxis. Republicanism and nationalism.

Schiller: The Aesthetic Education of Humanity

Hegel: The Thinking Consideration of History. History as a display of the universal spirit

5. CRITICISM OF THE PHILOSOPHY OF HISTORY: GADAMER, KOSELLECK AND MARQUARD

Hermeneutics and historical consciousness in Gadamer. Koselleck: Conceptual history and the terrorist optimism of the philosophy of history. Marquard: Skepticism and philosophy of history.

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	10,00	0
Readings supplementary material	30,00	0
Preparation of evaluation activities	30,00	0
Preparation of practical classes and problem	20,00	0
TOTAL	150,00	



TEACHING METHODOLOGY

1. **PRESENTIAL CLASSES.** There will be theoretical classes taught by the teacher and in which students can actively participate. These theoretical classes will be combined with text comments.

2. **MANDATORY READINGS. EXAMPLES OF MANDATORY READINGS:** FICHTE: Claiming freedom of thought, Tecnos. FICHTE: Some lessons on the fate of the sage, Isthmus. FICHTE: Philosophy of Freemasonry, Isthmus. FICHTE: Characters of the contemporary age, Revista de Occidente. GADAMER: Truth and method, Follow me. GADAMER: The problem of historical consciousness, Technos. GENTZ, F., Two revolutions, Unión Editorial, Madrid, 1989 GOETHE: Wilhelm Meister's Learning Years, Chair. HEGEL: Writings of Youth, FCE Lessons on the Philosophy of Universal History, Alliance HERDER: Selected work, Alfaguara. HUMBOLDT: Writings of Philosophy of History, Technos. KANT: The Conflict of Faculties, Alliance Ed Ideas of a universal history in a cosmopolitan key and other writings on the philosophy of history, Tecnos KOSELLECK, R. : history / History, Trotta. Criticism and crisis, Trotta Future past. For a semantics of historical times, Paidós Acceleration, prognosis and secularization, Pre-texts. LÖWITH, K., The sense of history, Madrid, Aguilar, 1973 LESSING: Philosophical and Theological Writings, Anthropos MARQUARD, O. : Difficulties with the philosophy of history, Pre-Texts SCHILLER: Writings of Philosophy of History, Univ. Murcia. SCHILLER: The visionary, Icaria, Alba.

3. **SCHEDULED TUTORIALS:** The choice of one or more classics (depending on their complexity) will be agreed individually with the teacher.

EVALUATION

It will be based primarily on TEXT COMMENTS of the authors studied in the subject. OPTIONALLY AND COMPLEMENTARY to the exam itself, a written work on one or more classics may be prepared, depending on its complexity (prior agreement with the teacher before the Christmas holidays), with an extension of 7 typed pages (Times New Rom 12 and line spacing 1,5), which must be delivered, AT THE LATEST, on May 23, 2022, regardless of whether the exam (consisting of a text commentary) is carried out in the FIRST or the SECOND CALL . In the event of delivery of the optional work, its favorable evaluation will be a sine qua non condition to pass the course. The delivery date of the work on the optional and complementary classic will end on the first call on January 12, 2022.

REFERENCES

Basic

- FICHTE: Reivindicación de la libertad de pensamiento, Tecnos.
- FICHTE: Algunas lecciones sobre el destino del sabio, Istmo.
- FICHTE: Filosofía de la masonería, Istmo.



- FICHTE: Caracteres de la edad contemporánea, Revista de Occidente.
- GADAMER: Verdad y método, Sígueme.
- GADAMER: El problema de la conciencia histórica, Tecnos.
- GENTZ, F., Dos revoluciones, Unión Editorial, Madrid, 1989
- GOETHE: Los años de aprendizaje de Wilhelm Meister, Cátedra.
- HEGEL: Escritos de juventud, FCE
- HEGEL: Lecciones sobre la filosofía de la historia universal, Alianza
- HERDER: Obra selecta, Alfaguara.
- HUMBOLDT: Escritos de Filosofía de la Historia, Tecnos
- KANT: El conflicto de las facultades, Alianza
- KANT: Ideas de una historia universal en clave cosmopolita y otros escritos de filosofía de la historia, Tecnos
- KOSELLECK, R.: historia/Historia, Trotta.
- KOSELLECK, R.: Crítica y crisis, Trotta
- KOSELLECK, R.: Futuro pasado. Para una semántica de los tiempos históricos, Paidós
- KOSELLECK, R.: Aceleración, prognosis y secularización, Pre-textos.
- LÖWITH, K., El sentido de la historia, Madrid, Aguilar.
- LESSING: Escritos filosóficos y teológicos, Anthropos
- MARQUARD, O.: Dificultades con la filosofía de la historia, Pre-Textos
- SCHILLER: Escritos de Filosofía de la Historia, Univ. Murcia.
- SCHILLER: El visionario, Icaria, Alba.

Additional

- Roldán, C. Entre Casandra y Clio. Una historia de la filosofía de la historia, Akal.
- Gómez Ramos, A. Reivindicación del centauro, Akal
- Cruz, M. Filosofía de la historia, Paidós.
- Rohbeck, Johannes. Filosofía de la historia-historicismo-posthistoria, Universidad de Granada.

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 included in the teaching guide are maintained and, if necessary, those essential to acquire the fundamental skills of the subject will be selected. Those studied in the face-to-face class will be prioritized without forgetting the remaining essentials for the academic training of the students, which will be attempted to offer in the Virtual Classroom.

2. Volume of work and temporary planning of teaching

The volume of work and the planning of the teaching are maintained and, if necessary, the theoretical-practical classes will be combined face-to-face with non-face-to-face using various materials in the Virtual Classroom.

3. Teaching methodology

If necessary, the face-to-face classes will be complemented or replaced by the upload to the Virtual Classroom of the support materials for the preparation of the contents (reference texts, guiding documents, audios, etc.).

4. Evaluation

The optional and complementary essay on the classic is maintained in the terms established in the teaching guide of the subject.

If necessary and in the terms established in the teaching guide, the face-to-face exam would be distributed in the Virtual Classroom, within the time slot initially established in the exam calendar.

If there are any students without access or with limited access to the internet that make the evaluation impossible by this procedure, they must agree with the teacher an alternative well in advance.

5. Bibliography

The recommended bibliography is kept, as it is accessible. In addition to the general bibliographic information of the teaching guide, the student will have specific materials in the Virtual Classroom.