

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

<b>Code</b>	33414
<b>Name</b>	Trends of contemporary thinking
<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>
1301 - Degree in Audiovisual Communication	Faculty of Philology, Translation and Communication	4	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1301 - Degree in Audiovisual Communication	9 - Discourse, ideology and thought	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
PEREZ RODRIGUEZ, BERTA MARIA	359 - Philosophy

**SUMMARY**

Contemporary philosophy arises from the crisis that the principle of modern philosophy -the subject or finite reason understood as ground (*sub-jectum*)- undergoes in the threshold of the nineteenth century. It is precisely its finite character that questions -explicitly from Kant but implicitly from its birth- that it can legitimately occupy the place of the ground. And nineteenth-century thought, stressing this finitude, insisting on the way in which reason is essentially constituted by the finitude of language and time (or even on the way in which it is preceded by language and/or time and/or life etc.), has forced the philosophical discourse to confront in the early twentieth century its lack of soil. In this course we will try to offer an overview of the different ways in which contemporary philosophy has reacted to this situation: from the refoundation of reason as ground, to the rejection of all foundations, through the redetermination of the notion of reason or *lógos*. Therefore, in addition to the question of the subject, it will be essential, in relation to the different authors and contemporary traditions, to understand their position regarding the question of language and time.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

There are no prerequisites

## OUTCOMES

### 1301 - Degree in Audiovisual Communication

- Familiarity of the state of the world, as well as its recent historical evolution, paying special attention to the major trends of contemporary thinking and their implication in the different political, financial and cultural parameters.
- Knowledge of the ideological determinants underlying the social roles articulating communication subjects and their discursive practices in different media, such as those that establish gender as a social technology, the prevailing ideologies in different cultures and the major schools, movements, trends and authors of contemporary philosophical thinking.
- Solidarity: a feeling of fellowship with the different individuals and peoples on the planet, support of sustainability, as well as knowledge of the major cultural trends in relation with individual and collective values and respect for human rights.

## LEARNING OUTCOMES

- 1) To introduce the student to the knowledge of some of the main aspects of contemporary philosophy..
- 2) To help the student to acquire some keys to interpret the concepts and ways of thinking of the present world and to assess the circumstances that promoted their development.

## DESCRIPTION OF CONTENTS

### 1. The nineteenth century or the crisis of the philosophy of subjectivity.

1. German idealism or the search for the "principle of principle" after Kant.
2. The "overcoming" of the subject-object duality in Hegel's philosophy.
  - a) The destruction of the subjective principle in the Hegel of Jena.
  - b) The inversion of consciousness in the Phenomenology of spirit.
3. The "outside" of the lógos in Kierkegaard, Marx and Nietzsche.
4. Two efforts to refound the subjectum at the beginning of the twentieth century: neopositivist language and phenomenological consciousness.



## 2. Heidegger: The nothingness of being and the derailment of the subjectum.

1. From phenomenology to hermeneutics.
  - a) From the theory of knowledge to ontology and from consciousness to existence.
  - b) Language, meaning and precomprehension.
  - c) The notion of being in anguish and death.
2. From history to time.
  - a) Being as time: finitude and tragedy.
  - b) The ambiguity of (the destruction of) Western metaphysics.

## 3. Adorno or the damaged subject.

1. From the birth of Critical Theory to the Dialectics of the Enlightenment.
2. The dialectics of nature, myth and reason.
3. The critique of dialectical reason: the negative dialectics between Hegel and Kant.
4. The postmodernity of Adorno's Marxism.

## 4. From structuralism to a subjectivity liberated from the subject.

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

## 5. Derrida and writing without subject.

1. Derrida: facing phenomenology beyond structuralism.
2. The "différance": between Heidegger and Derrida.
3. Writing and supplement.
4. Logocentrism and phonocentrism.
5. The repetition and dissemination of meaning.

## 8.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	60,00	100
Study and independent work	30,00	0
Readings supplementary material	25,00	0
Preparation of evaluation activities	15,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	10,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

The theoretical classes will have the form of a "master class" articulated around different texts of the authors, texts that will be provided via "aula virtual". The presentation of the syllabus by the teacher will be accompanied by the analysis and commentary of the most relevant passages of such texts.

During office hours, that will be announced in due time, advice about the issues dealt with in the theoretical hours, the literature or the assignments will be given.

**EVALUATION**

The acquisition of the knowledge and competences corresponding to the theoretical part will be evaluated through a written exam. This task will contain several brief questions about different matters presented during the course. The mark obtained in this exam will determine 60% of the global mark. The practical part of the course will be evaluated according both to the participation and engagement in the classes and to the fulfilment of assignments.

**REFERENCES****Basic**

- Adorno, Theodor W. (1966), *Negative Dialektik*, Frankfurt am Main, Shurkamp, 1970.
- Derrida, Jacques (1967), *De la grammatologie*, Paris, Les Éditions de Minuit.
- Derrida, Jacques (1972c), *La dissémination*, Paris, Seuil.



- Foucault, Michel (1969), LArchéologie du savoir, Paris, Gallimard.
- Foucault, Michel (1971), Nietzsche, la généalogie, l'Histoire, en: Suzanne Bachelard et al., Hommage à Jean Hyppolite, Paris, P.U.F.
- Hegel, G. W. F. (1807), Phänomenologie des Geistes, Frankfurt am Main, Suhrkamp, 1970.
- Heidegger, Martin (1927), Sein und Zeit, Frankfurt am Main, Vittorio Kostermann, 1977.
- Nietzsche, Friedrich (1872b), Über Wahrheit und Lüge im außermoralischen Sinn en: Kritische Studienausgabe, vol. 1, München, Deutscher Taschenbuch/Walter de Gruyter, pp. 875-890.

### **Additional**

- Culler, Jonathan (1982), On Deconstruction. Theory and Criticism after Structuralism, Ithaca, Cornell University Press.
- Dagostini, F., Analíticos y continentales, Madrid, Catedra, 2018.
- De Peretti, C., Jacques Derrida: texto y deconstrucción, Barcelona, Siglo XXI, 2011.
- Jay, Martin (1984), Adorno, Cambridge (Mass.), Harvard University Press.
- Leyte, Arturo (2005), Heidegger, Madrid, Alianza.
- Marcuse, H., Razón y revolución, Madrid, alianza, 1986.
- Morey, M., Lectura de Foucault, México, Sexto piso, 2014.
- Sáez Rueda, Luis (2001), Movimientos filosóficos actuales, Madrid, Trotta.
- Vattimo, G., Introducción a Heidegger, Barcelona, Gedisa, 2009.

### **ADDENDUM COVID-19**

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

### **English version is not available**

#### **MODALIDAD DE DOCENCIA HÍBRIDA**

##### **1. Contenidos**

Se mantienen los contenidos inicialmente recogidos en la guía docente.

##### **2. Volumen de trabajo y planificación temporal de la docencia**

Se mantiene el peso de las diferentes actividades que suman las horas de dedicación en créditos ECTS marcados por la guía docente original.



### 3. Metodología docente

Clase presencial teórico/práctica + vídeo conferencia síncrona BBC

### 4. Evaluación

Examen presencial

### 5. Bibliografía

La bibliografía recomendada se mantiene porque es accesible.