## COURSE DATA

| Data Subject | |
|---|---|
| Code | 35355 |
| Name | Philosophical thought in English-speaking countries |
| Cycle | Grade |
| ECTS Credits | 6.0 |
| Academic year | 2020 - 2021 |

| Study (s) | | | |
|---|---|---|---|
| **Degree** | **Center** | **Acad. year** | **Period** |
| 1000 - Degree in English Studies | Faculty of Philology, Translation and Communication | 2 | Second term |

| Subject-matter | | |
|---|---|---|
| **Degree** | **Subject-matter** | **Character** |
| 1000 - Degree in English Studies | 23 - Philosophy | Basic Training |

| Coordination | |
|---|---|
| **Name** | **Department** |
| TEJEDOR PALAU, MARIA ASUNCION | 359 - Philosophy |

## SUMMARY

This course belongs to the module *Formació General Humanísitca* of the English Studies program. In this course, the student will be introduced to some major philosophical problems that have been object of reflection in the English-speaking countries at different historical periods. Student will learn about the major answers that these problems were given, and will be encouraged to develop their own thinking about the subjects.

## PREVIOUS KNOWLEDGE

**Relationship to other subjects of the same degree**

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

**Other requirements**

# OUTCOMES

**1000 - Degree in English Studies**

- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

- Demonstrate, within the field of English Studies, an ethical attitude that focuses on aspects such as gender equality, equal opportunities, the values of the culture of peace and democracy and a sensitiveness regarding environmental problems and sustainability while, at the same time, knowing about and being able to appreciate linguist diversity and multiculturality.

- Work in a team in contexts related to English Studies and develop interpersonal relationships.

- Work and learn autonomously, and plan and manage ones workload.

- Interrelate different areas of humanistic studies.

- Have and apply general knowledge in humanistic areas related to this field of study.

# LEARNING OUTCOMES

On successful completion of this course, students will be able to

- Describe and explain the core concepts and issues in the philosophical traditions of English-speaking countries.

- Apply these concepts to specific situations and issues to specific situations in the social environment of the student.

- Develop a personal vision and personal opinions on the subjects studied.

- Answer questions to show philosophical understanding of English texts from different historical periods.

# DESCRIPTION OF CONTENTS

**1. I. TOPICS FROM BRITISH EMPIRICISM**

What follows is a list of the topics that may be addressed within this module. The exact list of topics will be provided in the specific syllabus of each group. For each topic a set of mandatory readings will be specified.

THE RENAISSANCE AND THE NEW SCIENCE. The Renaissance. History and Reason. The New Science: the Copernican Revolution and the Theory of Motion. A View about Knowledge and a World-View.

THE INNER AND THE OUTER. The Skeptical Argument: the Given. Impressions and the Content of Our Ideas. Primary vs. Secondary Qualities. The Inner and the Outer. Semantic internalism. The Explanatory Principle. The Absolute Conception of Reality.

THE EMPIRICIST SELF-DEMOLITION. Hume: The Idea of Causation and The Problem of Induction. Nelson Goodman: The New Riddle About Induction.

FREEDOM OF THE WILL. Am I free to choose what I will have for dinner tomorrow? How is freedom compatible with determinism? The different arguments for determinism. Hume's compatibilist position.

## 2. MORAL AND POLITICAL THOUGHT

What follows is a list of the topics that may be addressed within this module. The exact list of topics will be provided in the specific syllabus of each group. For each topic a set of mandatory readings will be specified.

THE INDIVIDUAL AND HER SOCIETY. Hume: Reason and Passion, Morality as a Passion, Moral Relativism. John Rawls: Political Liberalism. Justice as Fairness. The Original Position. The Soldier's experience as a Challenge to Rawls' Original Position.

THE PURSUIT OF THE IDEAL. Berlin: values and their narrative discipline. Korsgaard: the need of principles to lead our lives. A challenge to Korsgaard on the basis of the narrative discipline of values. Berlin: there is no promised land because it is conceptually unintelligible.

UTILITARIANISM AND ITS CRITICS. What makes an action morally right or wrong? The Utilitarianist answer and its problems. Direct and indirect versions of Utilitarianism. The Utilitarianist tradition today: Peter Singer's arguments on famine relief. Bernard Williams' arguments against Utilitarianism

## 3. CONTEMPORARY THOUGHT ON HUMAN NATURE

What follows is a list of the topics that may be addressed within this module. The exact list of topics will be provided in the specific syllabus of each group. For each topic a set of mandatory readings will be specified.

THE SELFISH GENE. The plurality of species causally explained. The gen as the unit of survival. Mutation and selection. The individual and the gene. Evolution, war and obedience to the authority.

FAMILY AND GENDER ROLES. Topics from feminist thought. The sex-gender distinction. Different forms of discrimination against women. The domestic division of labour. The argument from nature. Feminist proposals for change.

SEXUAL ORIENTATION. What is a sexual orientation? What does it take to be homosexual or heterosexual? How many sexual orientations are there? Do people in any sense choose their sexual orientation? Social constructionism and biological realism about sexual orientations

RACE. What is a race? Are there any races? What does it take for a person to belong to one race or the other? Social constructionism and biological realism about race

## WORKLOAD

| ACTIVITY | Hours | % To be attended |
|---|---|---|
| Theory classes | 60,00 | 100 |
| Study and independent work | 75,00 | 0 |
| Preparation of evaluation activities | 15,00 | 0 |
| TOTAL | 150,00 | |

## TEACHING METHODOLOGY

Every unit will combine lectures of two kinds: (a) **Theoretically Oriented Lectures** where the relevant philosophical problems will be introduced. Students will be prompted to understand the significance and relevance of the issues independently of the more historical aspects. Whenever possible, the issues will be connected with examples and cases of ordinary life, and of our social context. The different authors and theories will then be introduced, but only after the students have acquired a sense of why they should care about the philosophical problems that those authors and theories address. (b) **Practically Oriented Lectures** where students will comment on different fragments of the mandatory readings.

Lectures of both kinds will be mostly expository, but they are also expected to be highly participative. Students are expected to make the mandatory readings before coming to class, following a schedule that will be provided by the lecturer. **A timely fulfillment of the reading requirements is essential for success in this course.**

Tutorials will be open to discuss any issues that may arise during the course. They will also be devoted to review the written exams done during the course. All students are strongly encouraged to review their exams, regardless of their score.

Students should devote at least five hours per week to do the mandatory readings at home. Do not be misled by the number of pages. In most cases, a proper understanding of the texts will require reading them at least twice.

# EVALUATION

**Evaluation methods**

During the first three weeks of the term students will choose between two methods of evaluation: evaluation by exams, or evaluation by portfolio. In both methods the maximum score is 100% of the final grade. The evaluation by exams consists in either one final end-of-term exam, or two partial exams. The evaluation by portfolio is based in one or several essays written by the student during the course under the supervision of the professor, and may include other sources of evidence, like presentations, tutorial interviews, and class participation. For both methods, a precise schedule with the different evaluation tasks will be provided at the beginning of the course in the specific teaching guide of each group.

The evaluation by portfolio is available only for the first call. Students who opted for evaluation by portfolio and did not pass the course in this first call will have to take the final exam for the second call.

**Evaluation criteria:**

In order to get the highest score, an exam or essay must provide evidence of the following items:

-That the student red and properly understood the required readings.

-That the student is able to explain an author's views in a orderly and enlightening way.

-That the student is able to apply the concepts and theories to new cases not previously discussed in class.

-That the student took the time to engage in a serious reflection on the topic and the readings discussed. These criteria and their application will be further explained to the students in class.

The ability to communicate at the B2+ (CEFR level) is required to pass the course as a whole. Students' whose written and/or oral communication display errors that are not consistent with the above level will fail the module regardless of their performance related to the course contents.

Plagiarism will not be tolerated; it is a serious academic offence. Any student who is found to have plagiarised will fail the whole subject.

# REFERENCES

## Basic

- Bacon, F. The New Organon. CreateSpace, 2012
  Berkeley, G. A Treatise concerning the Principles of Human Knowledge, Oxford UP, 1998
  Berlin, I. 'The Pursuit of the Ideal' in idem, The Proper Study of Mankind. New York, NY: Farrar, Straus and Giroux, pp. 1-16, 1997.
  Corbí, J. E. Morality, Self-Knowledge, and Human Suffering. An Essay on the Loss of Confidence in the World. New York, NY: Routledge, 2012.
  Darwin, C. The Origin of Species. London: Penguin, 1988.
  Dawkins, R. The Selfish Gene. Oxford: OUP, 1976
  Glasgow. J.: A theory of Race,Routledge, 2008.

Hume, D. An Enquiry Concerning Human Understanding. CreateSpace, 2011.

Locke, John: An Essay Concerning Human Understanding, Oxford UP, 1975.

Milgram, S. Obedience to Authority. New York, NY: Perennial Classics, 2009.

Mill, J. S. Utilitarianism. Oxford: Oxford University Press, 1998

Rachels, J. The Challenge of Cultural Relativism, in S. M. Cahn (ed.) Philosophy for the 21st Century. A comprehensive reader, Oxford U. Press, 2003

- Rawls, J. A Theory of Justice, rev. ed. Cambridge: Harvard University Press, 1999

Saul, J. M.: Feminism: Issues & Arguments, Oxford UP, 2003

Singer, P.: Famine, Affluence, and Morality, Philosophy and Public Affairs, 1: 229-43, 1972.

Stein, Edward: The Mismeasure of Desire: The Science, Theory, and Ethics of Sexual Orientation MIT Press.

Strawson, P. F. Individuals. London: Methuen, 1959

Williams, B. Utilitarianism and Integrity, en J.J.C. Smart and Bernard Williams (eds.) Utilitarianism: For and Against, Cambridge UP, 1973.

Williams, B. Descartes: the Project of Pure Enquiry. Hassock: Harvester, 1978.

Williams, B. 'Conflict of Values' in idem, Moral Luck. Cambridge: CUP, 1981.

## Additional

- Complementary readings on specific topics will be recomended by the lecturer during the course. As a general source of information, the following is strongly recomended:

-Stanford Enclyclopedia of Philosophy: http://plato.stanford.edu/

## 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 LEARNING MODE (BLENDED)**

**1. Contents**

The essential contents will remain the same, since they are needed in order to master the skills linked to this subject, although their length and emphasis may be adapted depending on the circumstances.

## 2. Workload and teaching schedule

The volume of work required to pass this subject remains the same; required activities will be adapted to this end.

## 3. Methodology

In this module, teaching will combine on-site with online teaching. The mode of attendance will be adapted to the social and public health conditions of each moment and to academic requirements of the module. We will therefore be adopting a hybrid teaching model that combines on-site (face-to-face) and online (mostly synchronous) teaching. This notwithstanding, our hybrid model will of necessity be flexible so as to adapt as needed to the circumstances.

## 4. Assessment

We will replace the on-site exams with work that can be delivered through the Virtual Classroom. The assessment for this subject will consist of activities such as essays, tests, and/or continuous assessment tasks carried out in class, all of them delivered through the Virtual Classroom. The detailed program for each group will specify the relevant assessment information further.

## 5. Bibliography

The bibliography remains unchanged, since it is accessible.

## DISTANCE (ONLINE) LEARNING

## 1. Contents

VNIVERSITAT Ð̃ ÐVALÈNCIA

The essential contents will remain the same, since they are needed in order to master the skills linked to this subject, although their length and emphasis may be adapted depending on the circumstances.

## 2. Workload and teaching schedule

The volume of work required to pass this subject remains the same; required activities will be adapted to this end.

## 3. Methodology

In online teaching, synchronous modalities, which favour direct interaction with students, will be prioritized, although some activities may exceptionally be asynchronous.

## 4. Assessment

We will replace the on-site exams with work that can be delivered through the Virtual Classroom. The assessment for this subject will consist of activities such as essays, tests, and/or continuous assessment tasks carried out in class, all of them delivered through the Virtual Classroom. The detailed program for each group will specify the relevant assessment information further.

## 5. Bibliography

The bibliography remains unchanged, since it is accessible.