

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

Code	35358
Name	History of medieval philosophy
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1012 - Degree in Philosophy	Faculty of Philosophy and Educational Sciences	2	First term

Subject-matter

Degree	Subject-matter	Character
1012 - Degree in Philosophy	8 - History of medieval philosophy	Basic Training

Coordination

Name	Department
BARES PARTAL, JUAN DE DIOS	359 - Philosophy

SUMMARY

A study of medieval philosophy in its historical, religious, scientific, social and cultural contexts, from its origins in Late Antiquity until the beginning of the crisis of scholasticism in the 14th century and the transition to the Renaissance in the 15th century.

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 specified enrollment restrictions with other subjects of the curriculum.

No specific previous knowledge required.

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

1012 - Degree in Philosophy

- Be able to communicate professionally both orally and in writing in the Universitat de València's native languages.
- 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.
- Be able to apply the knowledge acquired to clarify or solve certain problems outside one's own field of knowledge.
- 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 (RD 1393/2007) // NO CONTENT (RD 822/2021)

- 1) A knowledge of the main problems, currents and authors of medieval philosophy, both in Greek and Latin Christianity and in Arabic and Jewish philosophy.
- 2) Acquiring the clues (a) to interpret the concepts and the ways of thinking that were typical of the medieval world, (b) to evaluate the circumstances that promoted their development and transformation, and (c) to identify the legacy of those conceptions in modern thought, as well as those aspects that suffered estrangement or rejection.
- 3) A knowledge of the main aspects concerning the means and educational institutions with which medieval philosophy developed: codexes and libraries, the process of translations of the philosophical and scientific works of Greek antiquity, the organization of studies and the place of philosophical disciplines in medieval universities, etc.

DESCRIPTION OF CONTENTS

1. Christianity and pagan philosophy in the Roman Empire

The concept of Patristics. The development of post-neotestamentarian Christianity: the Apostolic Fathers. Pagan criticism of Christianity: from Celsus to Julian. Greek apologists. Christian gnosticism and its adversaries: Irenaeus and Hippolytus.

2. The School of Alexandria and Greek Patristics

Clement of Alexandria and Origen. The Cappadocian Fathers. Pseudo-Dionysius the Areopagite. Other Greek Fathers.

3. Latin Apologetics and Patristics

Latin Apologetics: from Tertullian to Lactantius. The Latin Platonism of the fourth century. Ambrose of Milan and Augustine of Hippo.



4. The transition to the Middle Ages

The end of classical culture in Latin Europe. Compilers and encyclopaedists: Boethius, Cassiodorus, Isidore, Bede. Maximus the Confessor and John of Damascus.

5. Byzantine and Carolingian renaissances

Photios and Arethas of Caesarea. Alcuin of York and the Carolingian Palace School. John Scotus Eriugena. Monastic and cathedral schools.

6. Eastern Islamic philosophy

Islam and philosophy. Eastern falsafa : Al-Kindi, Al-Farabi and Avicenna. Al-Ghazali's mysticism. Poetry and philosophy in Omar Khayyam.

7. Philosophy in the Latin West during the 11th and 12th centuries

Dialectics and anti-dialectics. Anselm of Canterbury. The problem of universals. Peter Abelard. The School of Chartres. The mysticism of Bernard of Clairvaux. The School of Saint Victor.

8. Spanish-Islamic philosophy

Islamic philosophy in Al-Andalus: Avempace, Ibn Tufayl and Averroes. Other Andalusian thinkers. Ibn Khaldun's philosophy of history.

9. Medieval Jewish philosophy and mysticism

Eastern Jewish philosophers: Isaac Israelí and Saadia Gaon. Spanish-Jewish philosophers: Solomon ibn Gabirol, Bahya ibn Paquda, Judah Halevi and Maimonides. Medieval Jewish philosophy after Maimonides. The origins of Jewish mysticism. The Book of Creation (Sefer Yetzirah). Abraham ibn Ezra. The Rhineland hasidim . Abraham Abulafia. Moses ben Shem-Tob de Leon and the Book of Splendour (Sefer ha-Zohar). Later developments of the Kabbalah.

10. Christian scholasticism in the 13th century

Medieval universities and mendicant orders. Augustinianism and Neoplatonism in the Franciscan current: Alexander of Hales and Bonaventura. The Oxford masters: Robert Grosseteste and Roger Bacon. The Christianization of Aristotelianism: Albertus Magnus and Thomas Aquinas. The renovation of Franciscan philosophy: John Duns Scotus.

**11. The crisis of scholasticism**

William of Ockham and the Ockhamist Movement. Maister Eckhart. Marsilius of Padua.

12. Humanism and the transition to modernity

Humanism in Italy. The reception of Platonism. Nicholas of Cusa.

WORKLOAD

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

TEACHING METHODOLOGY

- Lectures: there will be two hours of theoretical classes, taught by the teacher and in which students will be allowed to intervene.
- Preparation of lectures: students must attend the theoretical classes having read the material that, for each session, the teacher has recommended, both with regard to the classic works as well as the basic secondary bibliography. This preparation work is essential for a good use of the classes and for exercise completed in class.
- Seminars: either individually or in small work groups, the students will prepare a previously chosen topic or text, and will present it to the class. This presentation will be assessed by the teacher. In addition, all students will write an essay or individual work on the text or topic indicated by the teacher.
- Tutorials: there will be two types of tutorials for, on the one hand, the preparation and supervision of the seminar sessions and, on the other hand, course guidance.



EVALUATION

The final grade for the subject will take into account both the results of the examination of the theoretical part of the subject and the performance of the student in the practical part.

- The exam for the theoretical part will constitute 60% of the overall grade for the subject.
- The activities related to the practical part and the exercises related to it will constitute 30% of the overall grade.
- The remaining 10% of the overall grade will be made up of the score of an alternative open-topic work.

To be able to add the results of the practical part and the work done to the qualification, it will be required that the exam of the theoretical part be approved.

In case of fraud in the exam, or of total or partial plagiarism in any of the works submitted, the overall grade for the course will be 0 (failed).

REFERENCES

Basic

- COPLESTON, Frederick. Historia de la Filosofía . Vol. II: De san Agustín a Escoto. Vol. III: De Ockham a Suárez. Trad. de Juan Carlos García Borrón. Barcelona: Ariel, 1971.
- FERNÁNDEZ, CLEMENTE: Los filósofos medievales. Selección de textos. 2 vols. Madrid: BAC, 1979.
- GILSON, Étienne: La Filosofía en la Edad Media. Desde los orígenes patrísticos hasta el fin del siglo XIV. Trad. de Arsenio Pacios i Salvador Caballero. 2a ed. Madrid: Gredos, 1965.
- PARAIN, Brice (ed.). Historia de la Filosofía. Vol. III: Del mundo romano al Islam medieval. Vol. IV: La filosofía medieval en Occidente. Trad. de Pilar Muñoz, José M^a Álvarez, Pilar López Máñez i Lourdes Ortiz. Madrid: Siglo XXI, 197274.
- QUASTEN, Johannes: Patrología. 2 vol. Trad. d'Ignacio Oñatibia. 5a ed. Madrid: B.A.C., 1994.

Additional

- ABBAGNANO, Nicolás. Historia de la Filosofía. Vol. I: Filosofía antigua. Filosofía patrística. Filosofía escolástica. Trad. de Juan Estelrich i J. Pérez Ballestar. 2a ed. Barcelona: Montaner i Simón, 1973.
- BEUCHOT, M: Historia de la filosofía medieval. México: FCE, 2013.
- BRÉHIER, Émile. La filosofía en la Edad Media. Trad. de José López Pérez. México: UTEHA, 1959.
- CANALS, F., Historia de la filosofía Medieval, Barcelona: Herder, 1982.
- CRUZ HERNÁNDEZ, Miguel. Historia del pensamiento en el mundo islámico. Vol. I: Desde los orígenes hasta el siglo XII en Oriente. Vol. II: El pensamiento de al-Ándalus (siglos IX-XIV) . Vol. III. El pensamiento islámico desde Ibn Jaldún hasta nuestros días. Madrid: Alianza, 1996.



- GUERRERO, R. R. Historia de la filosofía medieval, Madrid: Akal, 1999.
- HEINZMANN, R.: La filosofía de la Edad Media, Barcelona; Herder, 1995.
- JAEGER, Werner. Cristianismo primitivo y paideia griega. Trad. de Elsa Cecilia Frost. México: F.C.E., 1965.za, 1996.
- LIBERA, A. de, Pensar en la Edad Media, Barcelona, Anthropos, 2000.
- PARAIN, B. (ed.), La filosofía medieval en Occidente, Madrid, Siglo XXI, 1990.
- SARANYANA, J.I. La Filosofía medieval, Pamplona, Eunsa, 1999.
- WEINBERG, Julius. Breve historia de la filosofía medieval. Trad. de Carlos Laguna. Madrid: Cátedra, 1987.

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 contained in the teaching guide are maintained.

2) Volume of work and temporary planning of teaching

The dedication of the students in the different activities is maintained taking into account the blended nature of the classes.

3) Teaching methodology

Teaching will be carried out by dividing the groups into subgroups with alternate weeks of onsite attendance so that the teaching will be face-to-face and at the same time virtual through videoconferences. The tutorials will be held by telematic means.

4) Evaluation

The evaluation criteria included in the teaching guide are maintained.

5) Bibliography

Bibliographic resources will be increased through the Aula Virtual.