

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

<b>Code</b>	35363
<b>Name</b>	Theories of the rationality
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1012 - Degree in Philosophy	Faculty of Philosophy and Educational Sciences	4	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1012 - Degree in Philosophy	32 - Theories of the rationality	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
ESCRIBANO CABEZA, MIGUEL	359 - Philosophy

**SUMMARY**

The current debate around the way of conceiving rationality is strongly based on the difference between empiricism and rationalism that had its origin in the early modern period. The aim of this course is to deconstruct this last distinction and to examine the categories that support it (empiricism and rationalism) as part of the main works and protagonists of this period. This inquiry will allow a deeper understanding of the various current positions around the problem of defining the notions of reason and rationality.

This course is conceived as a seminar in which we will discuss some of the major works of modern empiricism and rationalism.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

Restrictions have not been specified with other subjects in the curriculum.

## OUTCOMES

### 1012 - Degree in Philosophy

- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Be able to communicate professionally both orally and in writing in the Universitat de València's native languages.
- Be able to convey information, ideas, problems and solutions to others (experts or not).
- Have critical and self-critical capacity.
- Be able to learn autonomously.
- Identify the fundamental issues that underlie any type of debate.
- Accurately describe the results of the analysis of controversial and complex problems.
- Appreciate autonomy and independence of judgement.

## LEARNING OUTCOMES

At the end of this course, the student should be able to draw a conceptual map of the debates around the main problems dealt with in the course. S/he also should be able to write, in a well-ordered and coherent way, about the main lines of the aforementioned debates. Finally, s/he should be able to continue, on his or her own, with the study of the subjects dealt with during the course.

## DESCRIPTION OF CONTENTS

**1. Theoretical part**

1. Science and reason in the Regulae of Descartes.
2. Leibniz's theory of knowledge. Subject and principles of reason.
3. The nature of human understanding in Locke and Hume.

**2. Seminar**

Discussion seminar around two representative works of the empiricist and rationalist positions of early modern period.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Seminars	15,00	100
Tutorials	5,00	100
Development of individual work	35,00	0
Study and independent work	35,00	0
Readings supplementary material	30,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

**PRESENTIAL CLASSES:** 20 hours of theoretical classes and 40 seminar hours, taught by the lecturer and in which the students must participate.

**THEORETICAL CLASSES PREPARATION:** Students must attend the theoretical classes and seminar having read the recommended material for each session.

**PREPARATION OF THE SEMINAR:** Throughout the course, students will have to prepare at least one work under the direction and supervision of the teacher. It is also expected that they will make a presentation of some of the texts that will be discussed in the practical seminar.

**TUTORIALS:** There will be two types of tutorials, some programmed for the preparation and supervision of practical work and others for consultations.



## EVALUATION

### First call

The evaluation will be done through a written work and a series of evaluation activities continuous to be carried out during the course. The written work and the activities proposed in the classes will determine 80% of the final grade, while participation in the seminar will determine the remaining 20%. To pass the course it is necessary to obtain a grade equal to or greater than 5 in the written work.

### Second call

The evaluation will be done through a final written test on the entire syllabus that will determine the 100% of the final grade.

The fraudulent conduct of evaluation tests and plagiarism in research work will be considered under the ACGUV Regulation 108/2017.

## REFERENCES

### Basic

- R. Descartes. Reglas para la dirección del espíritu. Madrid: Alianza, 2018.
- G.W. Leibniz. Nuevos ensayos sobre el entendimiento humano. Madrid: Alianza. 2021.
- G.W. Leibniz. Escritos filosóficos. Madrid: Antonio Machado Libros. 2003.
- J. Locke. Ensayos sobre el entendimiento humano. México: FCE. 2005.
- D. Hume. Investigación sobre el entendimiento humano. Madrid: Istmo. 2004.

### Additional

- J-L. Marion. Sobre la ontología gris de Descartes. Ciencia cartesiana y saber aristotélico en las Regulae. Madrid: Escolar y Mayo Editores. 2008.
- N. Jolle. The light of the soul. Theories of ideas in Leibniz, Malebranche and Descartes. Oxford: Clarendon Press. 1990.
- N. Jolle. Leibniz and Locke. A study of the New essays on human understanding. Oxford: Clarendon Press. 1984.
- M. Ayers. Locke (epistemology and logic). London: Routledge. 1991.
- B. Stroud. Hume. México: UNAM. 1986
- F. Martínez Marzoa. Cálculo y Ser: aproximación a Leibniz. Madrid: Antonio Machado Libros. 1991.
- J. Ortega y Gasset. La idea de principio en Leibniz y la evolución de la teoría deductiva : Del optimismo en Leibniz. Madrid: CSIC. 2020.