

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

<b>Code</b>	35364
<b>Name</b>	Ontological questions
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2023 - 2024

**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	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1012 - Degree in Philosophy	33 - Ontological questions	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
CORBI FERNANDEZ DE IBARRA, JOSEP E.	359 - Philosophy

**SUMMARY**

In this course, we will examine some crucial ontological questions concerning experiences of harm such as torture, Auschwitz and sexual aggression. We will explore, among others, questions related to (a) the three poles of torture, (b) the concept of force and living dead, (c) harm and the formation of the subject, (d) harm and attention. For this purpose, we will discuss the testimony of survivors as well as works of fiction based on the views of Elaine Scarry, Simone Weil, Bernard Williams, Barry Stroud and Judith Butler.

**PREVIOUS KNOWLEDGE**



### Relationship to other subjects of the same degree

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

### Other requirements

A general philosophical background is required, though it will have been acquired, presumably, in the previous years of the Philosophy Degree.

## OUTCOMES

### 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 obtain information from different primary and secondary sources.
- 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.
- Develop innovation and creativity.
- Relate problems, ideas, schools and traditions.
- 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.
- Acquire the learning skills needed to undertake further studies with an increasing degree of autonomy.

## LEARNING OUTCOMES

At the end of this course, students should be able to draw a conceptual map of the debates around the main problems dealt with in the course.

They should also be able to write, in a well-ordered and coherent way, about the main lines of the aforementioned debates.

Finally, they should be able to continue, on their own, with the study of the subjects dealt with during the course.



## DESCRIPTION OF CONTENTS

### 1. The structure of torture (Elaine Scarry i Jean Améry).

Visibility and invisibility. The language of agency. The role of interrogation. The loss of confidence in the world.

### 2. Force, void and agency (Simone Weil).

Death in life. The wheel of fortune. The needs of the soul. The void and the logic of compensation. Attention and obedience.

### 3. Practical necessity and the boundaries of the human (Bernard Williams).

Iagos motive. Ivans strange sensation. Austerlitzs obliteration.

### 4. The experience of harm and the metaphysics of the self (Barry Stroud, Bernard Williams).

The divided conception of the self and self-transformation. Evidence and ethical claims. A relational view of our agency. To live.

### 5. Gender, war and address (Judith Butler).

Performativity and citation. Regulatory ideal and abjection. Imitation and re-idealisation. A life to live. Apprehension and recognition.

## WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Seminars	15,00	100
Tutorials	5,00	100
Development of individual work	30,00	0
Study and independent work	40,00	0
Readings supplementary material	30,00	0
<b>TOTAL</b>	<b>150,00</b>	



## TEACHING METHODOLOGY

Presentation by the lecturer, with possible students' participation.

Students' participation and, in general, of all those present in order to discuss the points of view presented.

Personal interviews or electronic consultations to agree on the students' autonomous work and requirements for its elaboration, and to monitor its evolution.

Personal interview of the agents involved or electronic consultation (via virtual classroom, e-mail, blogs, etc.).

Presentation of the agents involved with the possible students' participation, and a students' written report.

## EVALUATION

### *First call:*

The theoretical part will be assessed by means of a critical essay on one of the theories addressed in the theory classes.

The practical part will be assessed through the completion of the classroom tasks proposed by the lecturers or by means of an essay or text commentary. These activities will not be recoverable and the mark obtained will be maintained.

The theoretical part will account for 70% of the final grade while the practical part will represent 30%.

### *Second call:*

The evaluation will be done through a final written assignment on the whole Theory syllabus which will determine 70% of the final grade.

Note: Plagiarism is a very serious offence, inadmissible at the university. Cases of plagiarism will be penalised with a fail in the corresponding exam session, in addition to other possible sanctions provided for by the university regulations.

Fraudulent performance in the of evaluation tests and plagiarism in any evaluation work will be considered in accordance with the ACGUV 108/2017 and ACGUV 123/2020 regulation. The use of technologies (including AI), which is not previously authorised by the teaching staff, to create assessment materials will mean that these will not be considered as self-authored and will be treated according to current regulations.



## REFERENCES

### Basic

- Améry, J. 2001, Más allá de la culpa y la expiación. Valencia, Pre-textos
- Butler, J. 2016, Frames of War. NY: Verso Books, pp. 1-62). Edició castellana: - Butler, J. 2017, Marcos de guerra. Barcelona: Paidós.
- Butler, J. 2011. Bodies that Matter. London: Routledge, intro (pp. 1-26), cap. 4, 6 and 8. Edició castellana: Butler, J. 2013, Cuerpos que importan. Barcelona: Paidós.
- Corbí, J. E. 2012, Self-Knowledge, Morality and Human Suffering: An Essay on the Loss of Confidence in the World. New York: Routledge, ch. 2.
- Scarry, E. 1987, The Body in Pain. The Making and Unmaking of the World. Oxford: Oxford University Press, pp. intro (1-27), ch. 1.
- Stroud, B. 2015, 'L'autocomprensió i l'expectativa d'assolir l'objectivitat'. Quaderns de Filosofia, vol. 2 no. 2 pp. 95-135
- Weil, S. 2016, L'arrelament. Barcelona: Edicions 1984. Weil, S. 1997, La Ilíada o el poema de la guerra en ídem: Escrits sobre la guerra, Alzira: Bromera, pp. 77-110.
- Weil, S. 1997, No recomencem la guerra de Troia en ídem: Escrits sobre la guerra, Alzira: Bromera, pp. 27-50.
- Weil, S. 2021, La gravetat i la gràcia, Barcelona: Fragmenta Editorial.
- Williams. B. 2006, Verdad y veracidad, cap 8. Barcelona: Tusquets.

### Additional

- Alcoff, L.M.2018, Rape and Resistance. Cambridge: Polity Press, ch. 1-2, 4, 6-7. Edició castellana: Alcoff, L.M. 2019, Violación y resistencia. Buenos Aires: Prometeo Libros.
- Al-Rahmoun, H. 2012, Otel-lo. Película, nacionalidad: española.
- Barthes, R. 2009, La cámara lúcida. Barcelona: Paidós.
- Berlin, I. 1992, El fuste torcido de la humanidad. Barcelona: Península.
- Coetzee, J. 2010, 'W.G. Sebald, del natural' en ídem, Mecanismos internos, Buenos Aires, Editorial contemporánea.
- Corbí, J. E. 2014, 'El mal incondicional y la experiencia del cuerpo', en Pio Colonello (ed.), Il Soggetto Riflesso, Milan: Mimesis.
- Corbí, J. E. 2017. 'Fact, Fiction, and Projection: The Inescapability of Austerlitz's Impulse' in T. Koblízek (ed.), The Aesthetic Illusion in Literature and the Arts. London Bloomsbury, 163-184.
- Corbí, J. E. 2016, 'Gustav von Aschenbach's Inner Impulse and the Value of His Life'. Teorema, v. XXX/2, 67-82.
- Corbí, J. E. 2021, 'Agency in the Space of Reasons. A Comment on The Castle', in T. Koblizek and P. Kotatko, Lessons from Kafka. Prague: Filosofia, pp. 113-140
- Corbí J. E. y Martínez-Sáez, C. 2021, 'El uso expresivo de las palabras: daño sexual, narración y transformación', Quaderns de Filosofia, vii/2, 11-41.
- Dostoyevsky, F. 2005, Los hermanos Karamazov, Madrid: Cátedra.
- Finkelstein, D. 2010, Expresión y lo interno. Oviedo: KRK.





- Foucault, M. 1999, Tecnologías del yo en ídem: Tecnologías del yo y otros textos afines. Barcelona: Paidós, pp. 45-94.
- Frank, J. 2010, Dostoevsky. A Writer in His Time. Princeton: Princeton University Press.
- Freud, S. 2010, El malestar de la cultura. Madrid: Alianza.
- Korsgaard, C. 2000, Las fuentes de la normatividad. México: UNAM.
- Korsgaard, C. 2009, Self-Constitution. Agency, Identity and Integrity. Oxford: Oxford University Press.
- Levi, P. 2014, Los hundidos y los salvados. Barcelona: Península.
- Mann, Th. 2014. Muerte en Venecia. México: Editora Continental
- Moran, R. 2001, Authority and Estrangement. Princeton: Princeton University Press.
- Nagel, T. 2013, 'La suerte moral', en B. Williams y T. Nagel, La suerte moral, Oviedo: KRK.
- Raatzsch, R. 2009, Apologetics of evil: The Case of Iago. (Princeton University Press, Princeton, trad. Ladislaus Löb).
- Rosell, S. 2013, 'Introducción' en B. Williams y T. Nagel, La suerte moral, Oviedo: KRK.
- Sánchez-Ferlosio, R. 2010, 'La señal de Caín' en ídem, El alma y la vergüenza, Barcelona: Destino, pp. 87-124.
- Schwartz, L. S. 2010, The emergence of memory. Conversations with W.G. -
- Sebald. Nueva York: Seven Stories Press.
- Sebald, S. W. 2001, Austerlitz. Madrid: Anagrama.
- Shakespeare, W. 1985, Othello. Madrid: Cátedra (trad. Manuel Ángel Conejero y Genaro Talens).
- Thiebaut, C. 2014, 'El relato del daño como historia natural (A propósito de W. - G. Sebald'. Sin Permiso, 11 enero 2014, pp. 1-85.
- Ujanova, N. 2005, 'Introducción' en Dostoyevsky 2005.
- Whitehead, A. 2004, Trauma fiction. Edinburgh: Edinburgh University Press.
- Williams, B. 1993, 'La necesidad práctica' en ídem, La fortuna moral. México: UNAM, 159-168.
- Wollheim, R. 2006, Sobre las emociones. Madrid: Antonio Machado Libros,