

**COURSE DATA****DATA SUBJECT**

**Code:** 33266  
**Name:** History of modern philosophy I  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
1012 - Degree in Philosophy	Facultat de Filosofia i Ciències de l'Educació	3	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1012 - Degree in Philosophy	History of philosophy and current trends in philosophy	COMPULSORY

**COORDINATION**

SOLER ALVAREZ FERNANDO

RAMOS VALERA MANUEL

**SUMMARY**

By virtue of the identity of its historical and thematic scope, we jointly program the subject History of Modern Philosophy I and the subject History of Modern Philosophy II.

The content of both is structured in several thematic blocks that collect in sequence fundamental stages and substantive problems in the history of modern philosophy, from its origin to its culmination.

The content of the subject History of Philosophy I is divided into three thematic sections:

- Philosophy of the Renaissance and principles of modern thought.
- European rationalism.
- British empiricism.



The content of the subject History of Philosophy II is divided into two thematic areas:

- The European Enlightenment.
- The transcendental idealism of I. Kant.

## PREVIOUS KNOWLEDGE

## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

## OTHER REQUIREMENTS

## COMPETENCES / LEARNING OUTCOMES

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Acquire a basic knowledge of the problems, texts and methods that philosophy has developed throughout its history and recognise possible androcentric biases.

Acquire the capacity to pose and solve problems, as well as to make decisions, in a limited time.

Acquire the learning skills needed to undertake further studies with an increasing degree of autonomy.

Appreciate autonomy and independence of judgement.

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 apply the knowledge acquired to clarify or solve certain problems outside one's own field of knowledge.

Be able to communicate in a foreign language.

Be able to convey information, ideas, problems and solutions to others (experts or not).

Be able to improve and develop professionally.

Be able to obtain information from different primary and secondary sources.

Be able to organise and plan work times.

Be able to take on social and ethical commitments.

Be agile and efficient managing various sources of information: bibliographical, electronic and others.



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.

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.

Capacidad de comunicación profesional oral y escrita en las lenguas propias de la Universitat de València.

Expresar con precisión los resultados del análisis de problemas controvertidos y complejos.

Identify and evaluate clearly and rigorously the arguments presented either in texts or orally.

Identify the fundamental issues that underlie any type of debate.

Recognise human fallibility.

Recognise plurality and respect differences.

Relate problems, ideas, schools and traditions.

Use and rigorously analyse specialised philosophical terminology.

View original and creative thinking positively.

Work with an increasing degree of self-motivation and self-demand.

## DESCRIPTION OF CONTENTS

### 1. Philosophy of the Renaissance and principles of modern thought.

1. The philosophy of the Renaissance and the principles of modern thought. Historical context and main characteristics. The learned ignorance in N. de Cusa. Renaissance and Reformation. Humanism and skepticism in M. de Montaigne. J. Bodino: the foundation of the concept of sovereignty of the modern state. Machiavelli: the autonomy of the political. F. Bacon: the method of science. The Renaissance utopias.

### 2. European rationalism

R. Descartes: The "universal science" and the principles of the method. The operations of the mind: intuition and deduction. Cartesian innateness. The methodical doubt. The code and the metaphysical justification of knowledge. B. Pascal: The thoughts. B. Spinoza: Doctrine of the substance. The attributes and the ways. God and man. Ethics. N. Malebranche: the investigation of the truth. The Cartesian vicious circle. Metaphysics and religion. G.W. Leibniz: Logic and Metaphysics. The distinction between truths of reason and truths of fact. Doctrine of the substance: monadology. The preset harmony. The practical philosophy.



### 3. British empiricism

The materialistic mechanism. The foundation of modern political science. J. Locke: Between rationalism and empiricism. Criticism of the doctrine of innate ideas. The materials of knowledge: doctrine of ideas. Ideas and qualities. Doctrine of the substance. The critique of absolutism and the foundation of liberal political theory. G. Berkeley: between empiricism and idealism. The foundation of modern phenomenism: the doctrine of "esse este percipi". D. Hume: The Science of Human Nature. Theory of knowledge. The distinction between impressions and ideas and the empiricist criterion of meaning. Relations of ideas and questions of fact. Proof and causal inference. The substance. Causality. Ethical and political thinking. Important: The items collected and the bibliography proposed in each section have a general orientation for the teaching of the different groups of the subject, without preventing teachers from introducing their own orientation in the development of the program and in the specific choice of material textual.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	5,00
Theory	30,00
Seminar	15,00
<b>Total hours</b>	<b>50,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	15,00
Independent study and work	15,00
Preparation of lessons	40,00
Preparation for assessment activities	30,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>100,00</b>

## TEACHING METHODOLOGY

1. Theoretical classes: There will be two hours of theoretical classes, taught by the teacher and in which the students can actively participate.
2. Preparation of theoretical classes. The students will have to attend the theoretical classes having read the material that the teacher has recommended for each session, both in terms of the classic texts and the basic secondary bibliography. This previous work is essential for the good follow-up of the classes and for the desirable active participation of the student in their development.
3. Practical classes. The class group will eventually be divided, depending on the number of students enrolled, into two groups of practices, and each one will attend scheduled face-to-face classes, which are



one hour per week. Occasionally these hours can be grouped together and done two hours in a row every two weeks. These classes, conceived as a complement to the theoretical explanation of the contents of the subject, will follow the model of analysis and comment of texts directly related to the theme developed by the teacher in the theoretical classes.

4. Voluntary work: Students will be able to carry out, individually or in groups, a written work on authors or problems related to the general syllabus for the realization of which they will have the direction of the teacher. The subject of the work will have to be communicated to the professor prior to its completion and an outline and / or scheme will have to be submitted for prior approval. The deadline for submitting proposals would end on the last day of the semester that there are hours of attention to the student. The writing will have to include critical reflections, having to indicate with precision the bibliography used and the passages that have been cited from it in the work. Failure to comply with any of these conditions will lead to disqualification from the job. The qualification of the work will be part of the final grade up to a maximum of two points.

5. Tutorials. At the time that will be made public in due course, the queries that the student may make regarding the issues dealt with in the theoretical classes, their readings of the basic or complementary bibliography, or any other queries related to the contents or development of the course.

## EVALUATION

The acquisition of knowledge will be evaluated by means of a written exam consisting of wide-ranging questions referring to different parts of the syllabus. The exam will be scored numerically with up to a maximum of 10 points. In case of considering the obligation to carry out a work related to the activities carried out in the practical classes, said work would have a maximum value of 3 points, so the written exam would have a maximum value of 7 points.

The completion of the voluntary work (which will have to be sent, preferably by email, at the latest on the date set for the official exam of the theoretical part) will have a grade of up to 2 points. This qualification will be added to the one obtained in the written exam (provided that this has been of 5 or more points, or of 3.5 or more if the evaluation is carried out on 7) to determine the final qualification in the subject.

The score of the practical and / or voluntary work in the case of students who do not pass the examination of the subject in the first call, will be valid for the second call. Those who have not submitted volunteer work in the first call, will not be able to do it for the second.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).



## REFERENCES

- Tema 1. -Cusa, N. de, La docta ignorancia. Buenos Aires, Biblos, 2003-4. -Maquiavelo, N., El príncipe. Madrid, Tecnos, 2011. -Montaigne, M. de, Ensayos completos. Ed. De A. Montojo y A. Muñoz. Madrid, Cátedra, 2003. Tema 2. -Descartes, R., Discurso del método y Meditaciones metafísicas. Madrid, Tecnos. Los esenciales de filosofía, 2002. -Leibniz, G.W., Discurso de metafísica, Madrid, Alianza, 1997. La monadología. Oviedo, Pentalfa, 1981. -Spinoza, B., Etica, Madrid, Tecnos, 2007. -Pascal, B., Los pensamientos, Madrid, Alianza, 1991. Tema 3. -Hobbes, Th., El Leviatán. Madrid, Alianza, 2009. Del ciudadano y Leviatán. Madrid, Tecnos, 2005. -Locke, J., Ensayo sobre el entendimiento humano. Madrid, Editora Nacional, 1980 y en México, FCE, 1994. Segundo ensayo sobre el gobierno civil. Madrid, Tecnos, 2006. -Hume, Tratado de la naturaleza humana. Madrid. Tecnos, 2005. Tema 4.
- Cassirer, E., La filosofía de la Ilustración, México, FCE, 1975. -Copleston, F., Historia de la Filosofía, Barcelona, Ariel, 1975. -Y. Belaval-B.Parain (ed.), Historia de la Filosofía, Madrid, Siglo XXI, 1974-1981. -OConnor, D.J., Historia crítica de la filosofía occidental, Barcelona, Paidós, 1982. -Popkin, R. H., La historia del escepticismo desde Erasmo a Spinoza. México, FCE, 1983. -Severino, E. La filosofía moderna, Barcelona, Ariel, 1986.