



COURSE DATA

DATA SUBJECT

Code: 33267
Name: History of modern philosophy II
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 | Second quarter, Annual |

SUBJECT-MATTER

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

COORDINATION

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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 a sequential way fundamental and problematic substantive stages of the history of modern philosophy, from its origin to its culmination. The content of the subject History of Philosophy I is articulated in four thematic sections:

Philosophy of the Renaissance and principles of modern thought.

European rationalism.

British empiricism.



The European Enlightenment.

For its part, the content of the subject History of Philosophy II is distributed in two thematic areas:

I. The transcendental idealism of I. Kant and II. The reception and transformation of his philosophy.

The philosophy of German idealism.

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 the possibility of introducing their own guidance in the development of the program and in the specific choice of material. textual.

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.

2.

3.



WORKLOAD

PRESENCIAL ACTIVITIES

| Activity | Hours |
|--------------------|--------------|
| Tutorials | 5,00 |
| Theory | 30,00 |
| Seminar | 15,00 |
| Total hours | 50,00 |

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 |
| Total hours | 100,00 |

TEACHING METHODOLOGY

1. Face-to-face classes: there will be two hours of theoretical classes, taught by the teacher and in which students can actively participate.
2. Preparation of theoretical classes. Students will have to attend the theoretical classes having read the material that for each session has recommended the professor, so much with what does to the classical texts as to 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 his development.
3. Practical classes. The class group will eventually be divided, according to the number of students enrolled, into two groups of practices, and each will attend the scheduled face-to-face classes, which are one hour per week. Occasionally you can group these hours and do 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 commentary of texts directly related to the subject developed by the teacher in the theoretical classes.
4. In order to evaluate the skills acquired especially in the practical classes, all students must perform and present for evaluation an original essay or individual work on a text or topic previously agreed with the teacher, whose grade will be part of the final grade .
5. Tutorials. There will be two types of tutorials, one scheduled for the preparation and supervision of the practical work and others for consultations.

EVALUATION



The final grade of the subject will reflect the qualification of the written exam in which the contents, competences and abilities developed in the theoretical and practical face-to-face classes will be evaluated, and the qualification of the original essay.

Written test: The grade of the written test will account for 80% of the final grade (up to 8 points out of 10).

Original test: The test grade will represent 20% of the final grade (up to 2 points out of 10).

The composition of the final note will be summarized in the following table: 80% written test Original essay
20%

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. -AA.VV. (Erhard, Hammann, Herder, Kant) ¿Qué es la Ilustración? Madrid:Tecnos, 1988. - Rousseau, J. J. Discurso sobre el origen y fundamentos de la desigualdad entre los hombres, Madrid: Alianza editorial, 1991 Tema 2. - Kant, I., Crítica de la razón pura. Madrid:Taurus,2005. - Crítica de la razón práctica. Madrid: Alianza, 2000. - Crítica del Juicio. Madrid: Tecnos, 2007. - Ensayos sobre la paz, el progreso y el ideal cosmopolita. Madrid: Cátedra, 2005.
- - Cassirer, E., La filosofía de la Ilustración, México, FCE, 1975. - Copleston, F., Historia de la Filosofía, Barcelona: Ariel, 1975. - Belaval,Y.,Parain,B. (ed.), Historia de la Filosofía, Madrid: Siglo XXI, 1974-1981. - Duque, F., Historia de la filosofía moderna. La era de la crítica. Madrid: Akal, 1998. - OConnor, D.J., Historia crítica de la filosofía occidental, Barcelona: Paidós, 1982. - Severino, E. La filosofía moderna, Barcelona: Ariel, 1986.